

The Met Sacramento High School  
810 V Street  
Sacramento, Ca 95818



Renewal Petition Respectfully Submitted to the  
Sacramento City Unified School District  
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Contact:  
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For the term July 1, 2017 through June 30, 2022

***“One Student at a Time”***

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# Affirmations and Assurances

The Met Sacramento High School (the “Charter School” or “The Met”) will follow any and all federal, state and local laws and regulations that apply to the Charter School including but not limited to:

1. The Met shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
2. The District shall be deemed the exclusive public school employer of the employees of The Met Sacramento High School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605 (b)(5)(O)]
3. The Met shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
4. The Met shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
5. The Met shall admit all students who wish to attend The Met Sacramento High School and who submit a timely application, unless they receive a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Admissions preference shall be extended to pupils currently attending the Charter School and pupils who reside in the District except as provided in Education Code section 4761.5. Except as required by Education Code Section 47605(d)(2), admission to the Met shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d) (2) (B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Met in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
6. The Met shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
7. The Met shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities in Education Improvement Act of 2004.
8. The Met shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
9. The Met shall ensure that core teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will

be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)]

10. The Met shall at all times maintain all necessary and appropriate insurance coverage.
11. The Met shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D). Given that the Met has been designated an independent studies school by the state of California, attendance is based on work produced rather than student's physical attendance. However, since the Met does not operate like most independent studies schools, where teachers may only meet with students for one hour per week, for example, the Met tries to align the weekly minutes with that of the district schools.
12. If a pupil is expelled or leaves The Met without graduating or completing the school year for any reason, The Met shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
13. The Met shall follow any and all other federal, state, and local laws and regulations that apply to The Met Sacramento High School including but not limited to: 1) The Met shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection; 2) The Met shall on a regular basis consult with its parents and teachers regarding the Met's education programs; 3) The Met shall comply with any jurisdictional limitations to locations of its facilities; 4) The Met shall comply with all laws establishing the minimum and maximum age for public school enrollment; 4) The Met shall comply with all applicable portions of the *Every Student Succeeds Act*; 5) The Met shall comply with the Public Records Act; 5) The Met shall comply with the Family Educational Rights and Privacy Act; 6) The Met shall comply with the Ralph M. Brown Act; 7) The Met shall meet or exceed the legally required minimum of school days.

## Executive Summary

### 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 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.*

### Need

*"In the face of new competitive threats, America will thrive economically only if our education system takes a 180-degree turn..."*

*—Tom Peters, author of In Search of Excellence: Lessons from America's Best Run Companies*

There is a need for the Met Sacramento High School in the Sacramento Unified School District (SCUSD). SCUSD is a forward thinking district that is looking to broaden the educational opportunities open to the diverse population of students. Some students who are not inspired in the traditional classroom learn better using in a more hands on, real world setting. Because of its small size and personal approach to education, the Met Sacramento offers these students the opportunity to excel academically through internships and project based learning.

### Capacity

The Met Sacramento high school was founded, developed and continues to be governed by highly-qualified and mission-aligned educators and community leaders. The entire staff shares the explicit belief that all students, regardless of socio-economic background, can learn and should have access to a high quality public high school education. Our school community works with the greater community to support student-centered learning for all students in the greater Sacramento Metropolitan area.

### Core Beliefs: What is Big Picture Learning Education?

Big Picture Learning (BPL) schools exist throughout the country and the world. They are in rural environments and urban environments. They serve both large and small populations of students. Some Big Picture schools are found in gleaming new buildings, while others are housed in retrofitted structures which haven't been in use for some time. In short, Big Picture schools (like the students they serve) often look dramatically different than one another. Each adapts basic principals to its own environment so that students can flourish as individuals within a

community of learners. However, there are many elements within this learning design that are common to the entire BPL network and distinguishes them from most other schools:

Each Big Picture school looks very different, but all share certain common characteristics that distinguish a Big Picture school from other educational models:

1. One Student at a Time - The entire learning experience is personalized to each student's interests, talents and needs. Personalization expands beyond mere academic work and involves looking at each student holistically.
2. Advisory Structure - Advisory is the core organizational and relational structure of a Big Picture Learning school, its heart and soul, Students often described this as a "second family." Students stay with an advisor and a group of fellow classmates for four years, building close personal relationships that last a lifetime.
3. Learning Through Interests and Internships (LTIs) - Real learning is best accomplished in the real world. Big Picture students intern--often twice a week for an entire school day--with experts in their field. At their internships, students complete authentic projects and gain valuable experience in their personal interest area in the real world.
4. Parent and Family Engagement - Parents are welcome and valued members of the school community and play a proactive role in their student's learning, collaborating in the planning and assessment of student work and attending regular presentations on school sites.
5. School Culture - In Big Picture schools, the trust, respect and equality between and among students and adults is palpable. Students take leadership roles at the school site, and through this learn the teamwork that defines adult culture. Student voice is valued in the school decision making process and visitors are struck by the ease with which students interact with adults.
6. Authentic Assessment - Students are assessed not by tests, but by public displays of learning that track all aspects of the student's growth and progress. Assessment criteria are individualized to the student and to the real world standards of professional project completion. Each year, during multiple public exhibitions, students discuss their learning growth with staff, parents, peers, and mentors.
7. School Organization - Schools are organized around a culture of collaboration and communication. They are not bound by the structures of buildings, schedules, bells, or calendars. There is an interdependence between school and community.
8. Leadership - Leadership is shared and spread among a strong, visionary principal, a dedicated, responsible team of advisors and other staff, and students. The community functions as a democracy. A pervasive sense of shared ownership drives a positive culture dedicated to ongoing improvement.
9. Post-Secondary Planning - Students develop plans that contribute to their future success--be it through college, trades, schools, travel, the military, or the workforce.
10. Professional Development - Regular advisor PD is conducted at each school by principals, other school staff, and BPL staff and coaches. A Big Picture School is a community of lifelong learners who embrace continuous improvement.



# Charter Renewal Criteria

## ~~~~~ Element One: Educational Program ~~~~~

### **Statement of Purpose**

The Met Sacramento exists to train modern youth to become productive members of society in the rapidly changing 21st century environment. Students who will be adults through much of this century will have at hand instantly any and all available information. The goal of 21st century education is to train students to be able to think critically about the provenance and statistical/historical legitimacy of those facts and then to learn to draw logical, mathematical and humane conclusions from that data. The purpose of Met Sacramento High School is to train students to marshal valid facts, derive accurate conclusions from those facts and then apply those conclusions humanely to serve the greater good of the wider circles of their community.

### **Enrollment Plan**

The Met is open to any prospective student and parents. The first step to admission is the optional Shadow day, when we typically host 10-30 students for a morning at the school. During this morning they are introduced to the school, hear from a school panel, get a student led tour and participate in a typical Met morning. We also participate in district sponsored recruitment activities like Linked Learning Pathway Fair, and the Small High School Fairs; at these events we meet parents who might be interested in our school model invite them to come for a Shadow day.

#### Total Enrollment and Percent Out of District:

Please note: Data only goes back to the current and previous two years because in the change from the previous to current data management system, much of the data, including data about in/out of district did not transfer correctly. Therefore only data from the previous three years is included here.

School Year	Total Enrollment	% "in-district" students	% "out of district"
2016-2017	286	74.8%	25.2%
2015-2016	279	78.5%	21.5%
2014-2015	282	78%	22%

### **Education Philosophy: How Does Learning Best Occur?**

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 plan that can be 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. All students 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. Individuals need to have the opportunity 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.

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 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 educational plans are revised if necessary. Each student will become a self-motivated, competent, lifelong learner.

The student body of the Met Sacramento closely reflects 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 (when applicable).

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.

## **The Met Instructional Program**

### **1. The Curriculum:**

Because the Met is a small high school, students report feeling 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 attend 3-4 workshops in the typical high school curriculum core areas on Monday, Wednesday and Friday. Project based learning is, as much as is practical, the main curriculum delivery modal. The educational setting reflects a collaborative business environment more than a traditional educational environment. There are no bells and relationships between staff and students are more of facilitator to mentee than that of a traditional teacher to student. Students call teachers by their first names. 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. With the input of all stakeholders: parent/guardian, student, and advisor, an individualized academic plan is created; each quarter at exhibitions, the stakeholders reevaluate the plan and revise as necessary. The plan includes short and long term educational goals, career plans and focus on developing pathways to post high school careers or education. For some students with IEPs or 504 plans, these accommodations are taken into consideration in the individual's plan.

### **2. 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. This is particularly important as students work at their internships. As in any worksite, at their internships the students must contend with real world problems that require creative solutions. Project based teaching modalities help prepare students to confront real world challenges.

Every project completed at the Met reflects the curricular goals of the Common Core Standards, and the California content standards. Each project must also be evaluated using Big Picture Learning's 5 learning goal criteria: Empirical Reasoning, Social Reasoning, Quantitative Reasoning, Communication and Personal Qualities.

### **3. Personalized Education**

At The Met Sacramento “One Student at a Time” is not just an empty 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 for one student at a time. Each Met Sacramento student has an individual plan that meets his or her optimal path to learning, making it difficult 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. This deep level of personal interaction is made possible through Advisories, regular meetings between advisors and families, and the assessment of the work outlined through the quarterly public exhibitions.

A. Advisory: This is a core group of 24 students that serves as a home base and center of accountability. Each advisory stays together with a single advisor (certified secondary teacher) for 4 years. The intimacy of such a small group allows for students to be known deeply in a way that is unparalleled in most other school models. It also provides every student with a set of peers who support, challenge, and help one another to reach their fullest academic potential.

B. Advisors: Teachers at The Met Sacramento are called advisors, and each advisor is responsible for the educational experience of their advisees. Advisors help manage each student's personal schedule and act 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 that are needed in preparation for college. Advisors are responsible for teaching students to gather and filter the information they need from among human, print and web-based sources, analyze that information and then think critically and draw valid hypotheses and conclusions on their research. They set up and oversee student internships, facilitate 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.

C. Personalized Educational Planning: 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 plan. The plans change in response to the student's work, internship experience, and academic and social needs.

### **4. Real World Learning**

The Met Sacramento provides real world learning opportunities through our Learning Through Internship Program. There is a clear process that all students can use to find internships in their own personal interest areas. The student does a shadow day at one or many

internship sites and then will choose the one that most suits their interests. This can be the first shadow day they attend, or can be after many various shadow days. Once the student has committed to an internship, he/she works with mentor and advisor to design a project that is to be completed at the internship site. The student is expected to function as a responsible adult in an adult setting; this experience is invaluable in helping to educate students to be fully citizens either in a post secondary environment or a career pathway.

## **5. Learning Goals:**

The students' learning, particularly the project and internship work, 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. Big Picture Company paved the way for these Learning Goals to be linked to California State Standards and allowed Big Picture schools, although deeply individualized, to create courses that were approved by the University of California Office of the President. Below are the Met Sacramento Learning goals matched with state standards and traditional high school subject areas.

### Communication: How do I take in and express ideas?

\*Traditional Subject Areas: Reading, Writing, Visual and Performing Arts, Foreign Languages

\*Sample Content Standards for California Public Schools Grades 9-12: 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.

This goal is: to be a great communicator; to understand your audience; to write, read, speak and listen well; to communicate through technology and artistic expression; and, to use vocabulary or language appropriate the situation.

- How did I communicate about it?
  - What did I read about it?
  - Who did I listen to about it?
  - How did I speak about it?
- What was the main idea I wanted to get across (thesis)?
- Who was my audience and how did I shape my communication style to be sure to be understood?
- How did technology help me to express it?
- Did I express it creatively? How?
- What specialized vocabulary, or foreign language, did I use?

### Social Reasoning: How do I look at a given situation from many perspectives?

\*Traditional Subject Areas: Social Studies

\*Sample Content Standards for California Public Schools Grades 9-12: 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 were learned.

This goal is: to think like an historian or anthropologist; to see diverse perspectives; to understand social issues; to explore ethics; and to look at issues historically.

- How do diverse communities view this issue or situation?
- How does this issue or situation affect different communities?
  - Who cares about this issue or situation? To whom is it important?
  - Who benefits and/or is harmed through this issue or situation?
- What is the history of this issue or situation? How has this issue or situation changed over time?
- What social systems are in place around this issue or situation?
- What are the ethical questions behind this issue or situation?
  - What do I think could be done about this issue or situation (if applicable)?
  - What can I do about this issue or situation (if applicable)?

#### Quantitative Reasoning: How do I measure, compare or represent it?

\*Traditional Subject Areas: Math, Computer Science

\*Sample Content Standards for California Public Schools Grades 9-12: Math: Advanced Placement Probability problems using the rules of addition, multiplication, and complementation for probability distributions and understand simplifications that arise with independent events.

This goal is: to recognize and use numbers to reason; to understand numbers; to analyze uncertainty; to comprehend the properties of shapes; and to study how things change over time.

- What is the purpose or goal for using quantitative information in my project? Example: proving a hypothesis or analyzing data to look for a trend or pattern.
- What numerical information am I collecting/analyzing and what does it represent? Is this an objective way of representing these numbers?
- Can this numerical information be estimated? How will this help me determine if my data is accurate?
- How can I represent this information (ex: table, graph, formula, list or diagram) and why is this the BEST choice for the data?
- Describe the data without drawing any inferences or conclusions. What does it look like? Are there trends or patterns? Are there shapes or structures that can be measured? Is there a change over time? Examples:
  - On average my plant grew 1 inch each week, however the week of November 8th it grew much more (3 inches).
  - Each year, voter registration increased over the previous year by at least 10%.
  - Over the semester the number of minutes I spent on my cell phone steadily increased.

- Can I use my data to show a correlation. What is the difference between causation and correlation? Give examples.
- How can I interpret this information? What can I conclude from the given data about my hypothesis?
- What can I predict from the data I have collected?

Empirical Reasoning: How do I prove it?

\*Traditional Subject Areas: Science, Math, Computer Science

\*Sample Content Standards for California Public Schools Grades 9-12: Science: Investigation and experimentation:

a. Select and use appropriate tools and technology to perform tests and collect data, analyze relationships and display data.

e. Solve scientific problems by using quadratic equations and simple trigonometric, exponential and logarithmic functions.

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.

This goal is: to think like a scientist by using the Scientific Method; to use empirical evidence and a logical process to evaluate hypotheses and to make decisions based on that evaluation. It does not reflect any *specific* science content, and can be used to evaluate hypotheses in any discipline, from mathematics, to physics to art.

A: To be answered before you do your exploration.

1. What question do I want to investigate?

This should be stated as a question.

2. What has other research shown?

Your research should relate to and inform your hypothesis.

3. What is my hypothesis?

The hypothesis is a prediction about the answer to your question.

4. What will I use as a control in my research?

What is it you are going to measure your variable against?

5. What is the **ONE** variable I will introduce in order to measure any change in comparison with the control?

The Variable is the one change you make to the situation. You will measure any change by measuring the *quantitative* difference between your control data and the data you gather after introducing a variable.

6. How can I test it?

This is the description of how you will test your hypothesis. You need to provide enough explanation that another person can complete the experiment as you did.

a. What are the steps of my procedure?

b. What do you predict might be potential errors when gathering

information? What are you going to do to avoid these errors?

- c. What information (data) do I need to collect?
- d. How will you record it? (Include your data collection sheet as evidence.)
- e. How will I present my results?

B: To be completed after you do the experiment.

7. What are the results of my research?

Discuss your results without any conclusions or interpretations. You should represent your data in another way other than the table you used to collect it with (ex: bar graph, line graph, pie chart etc.) Then describe in words what the data looks like.

8. How accurate is my information? What errors did or may have occurred? How do they affect the data that I collected?

9. What conclusions can I draw from my research?

First state whether or not your hypothesis is correct. Next describe HOW your results prove or disprove your hypothesis.

10. What are the next steps?

Is there any need for follow up? Can you use the results of your study in a real world context? Should you publish the results of your research?

### Personal Qualities: What do I bring to this process?

\*Traditional Subject Areas: Physical Education, Health, Character Education

\*Sample Content Standards for California Public Schools Grades 9-12: Science: Investigation and experimentation: No CA state standard addresses this Met Sacramento Learning goal.

The goal is: To demonstrate how I have improved myself, physically and psychologically; to reflect on my relationships with others both individually and in a group setting; to evaluate how efficiently I've used my time; and to reflect on how I have become more aware of my own human-ness.

- How have I looked out for my health and well-being?
- How have I communicated more honestly?
- How have I empathized more with others?
- How have I demonstrated respect?
- How have I worked cooperatively with others?
- How have I enhanced my community?
- How have I taken on a leadership role?
- How have I been responsible?
- How have I better organized my work?
- How have I better managed my time?
- How have I persevered?
- How have I been more self-aware?



## **6. Schedule**

Students at the Met have two kinds of school days: At the Met, and at their internship. On Monday, Wednesday and Friday, students are at the Met school site. Their day at the Met consists of four classes that we call workshops that correspond more or less to the traditional subject area classes at a conventional high school. The other two or more hours of the day is spent in their advisories. This class is a composite of English, elective, and homeroom. The unique feature of the advisory is that the same group of students will stay with the same teacher for the full four years. The scheduling of the classes tends to change as we refine our daily schedule. But, currently, students arrive at school at 8:30 for their first hour long workshop. The two morning workshops end at 10:30. From 10:30-12 is advisory. After an half hour lunch, students return to their third and fourth workshops for an hour each. Then, from 2:30 - 3:30, students are back in their advisories.

On Tuesday and Thursday, students are at their internships. These internships are at businesses as diverse as are our students and have been located everywhere from San Francisco to Auburn and Yuba City to Galt. An internship day is 6 hours. If students take a lunch that time is added on their internship day. Freshman and sophomores generally have internships during times that correspond to a normal high school day and are usually local. Juniors and Seniors have greater scope for having internships further away from the school, and have greater scheduling flexibility, as long as they meet the 12 hours per week target.

## **7. Restorative Justice**

The Met is piloting a restorative justice system starting 2016/2017 school year. Restorative justice is a way to work to help the student recognize that their actions might not have been the most optimum for the situation and then we help the student develop a way to make authentic amends for the consequences of their actions. The Met has always attempted to use Restorative justice practices in individual advisories rather than always relying of school administration disciplinary processes; this year we began building a system to use this same restorative justice process and philosophy at an institutional level. Part of this restorative justice rollout is to more clearly define when this process should be used at an advisory level and when at an institutional level. In addition, we are working to make policies to clarify how many times the restorative justice process is used before we determine that the process is not helping the student and there might perhaps be a need to resort to more traditional disciplinary steps.

## **9. Online Credit Recovery**

As with most of the rest of the district, The Met uses Aventa for students with credit recovery needs. Once students are enrolled in an Aventa course, there is a section during the week where they are required to go to get support. These usually students that are under time constraints to graduate or full-fil college application deadlines. This program allows students the opportunity to complete the requirement via an accredited online credit program in a shorter amount of time.

Before students are admitted they are required to fill out a contract that outlines student responsibilities and expectations. Each class is worth 5 credits

## **10. Special Programs:**

- A. Renaissance music class: A small cohort of students are studying 16th century music and music theory playing either guitar or period instruments.
- B. Jazz Band and Music Program: 2 days per week after school, students are able to do drum clinics, play jazz and rock music, and/or learn how to use a recording studio.
- C. Danza Azteca: Students do traditional native dancing with a focus on the dancing and the philosophy behind the dancing.
- D. Math tutoring: Monday and Wednesday afternoons we have student peer tutoring overseen by an advisor.
- E. Makers: UC Davis professor comes with a team of graduate students to the Met with tools and equipment such as laser and 3d printers. Students work with their hands to create short and long term STEM projects.
- F. Participatory Budgeting: the community (students, staff, parents, and community members) vote on student-driven initiatives to determine what the budget should be used to support, up to \$5000.
- G. NOLS partnership: each summer, 1 or 2 low income students of color are given scholarships to do many-week hike in the wilderness while they learn survival techniques and explore the natural world.

For more information on these Special Enrichment Programs please see the appendix

## **11. Participatory Budgeting**

Using the ideology of direct democracy, Participatory Budgeting brings the community together to make a difference with it, whether in local government, city wide or right here at The Met high School. Those that participate construct a worthwhile idea that benefits the Met community.

Traditionally these decisions are made by staff and the greater school community is left out. However, at The Met we are trying to foster community involvement via Participatory Budgeting.

The first year students were given \$2,500 to work with and some of the top ideas vetted by the greater community included a counselor to help emotionally support students, garden renovation, gender neutral bathrooms, a more efficient sound system. After further research and campaigning

the whole community: students, parents, mentors and staff are invited to vote for their top two choices.

The second year the budget increased to \$5,000 and opportunities to improve our school encouraged more voters to participate and come up with ideas.

We hope that this continues to grow and foster participation amongst The Met community.

## **14. Additional Supports for Targeted Students**

### **A. Special Education**

Special Education students are admitted through cooperation between SCUSD and the administration of The Met. After reviewing the IEP, the Special Education teacher, with the input of the IEP team, determines how best to implement the IEP in our collaborative system. All IEPs are housed on site and are available for teachers at all times to help 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, and Resource Teacher) as well as Speech, OT, and ERMHS as necessary. 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 notifies the district immediately 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 cost of serving its Special Education population. The Met pledges full compliance with the IDEA and Education Code provisions regarding special education.

The Met is a full-inclusion school where the vast majority of the needs for students with disabilities are met with accommodations and modifications in the general education classroom. For students with a greater level of need, specialized academic instruction is administered in the form of a pull-out program. Students typically meet with the RSP teacher in small groups from 30 to 60 minutes, twice daily. In addition the Met offers specialized academic instruction in the form of Math Support 60 minutes, three times daily for students who require intensive intervention in math. Students receive elective credit for the Math Support class. The Met currently offers Math Support for Integrated Math I. Beginning the 2017/2018 school year, the Met will offer Math Support for both Integrated Math I and Integrated Math 2. For students for whom it is determined neither pull out services nor Math Support are required, the Met offers consultation services. Consultation services are provided for students who the IEP team

determines does not require pull-out intervention services. Consultation services involve periodic meetings between RSP teacher and student, RSP teacher and general education teachers, and academic progress monitoring of student by RSP teacher.

The current IEP caseload is handled by one RSP teacher who is assigned full time to the Met. Should the IEP caseload increase to a point where it becomes unmanageable to a single RSP teacher, the Met will work with SCUSD to develop solutions.

The Met works closely with SCUSD's Workability program to provide transition services to students 16 years of age and older. Monthly classes are taught on the Met campus by Workability personnel, covering topics such as interview skills, fiscal budgeting, and job skills. In addition the Met promotes and helps facilitate the paperwork for the summer Workability program. The Met also works closely with SCUSD's Transition Partnership Program which provides a bridge between SCUSD students and the Department of Rehabilitation. Many Met students enroll in the TPP program at the encouragement of Met staff. The Met's RSP teacher often participates in meetings between families and Department of Rehabilitation.

#### B. Section 504 /ADA

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; 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 Met’s 504 team will often consult our RSP teacher on the development of 504 plans. The RSP teacher assists with brainstorming accommodations and provides guidance to teachers as to their implementation. The Met’s RSP teacher is also available for consultation in instances where parent/student/staff feel there is a compliance issue.

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

### C. English Language Learners

Any student who is identified as an English language learner via CELDT scores, or district designation, 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. Many teachers are CLAD certified and incorporate a variety of literacy strategies into the student’s learning plan. 35% of advisors speak Spanish, the primary language of many families at the site, and communicate regularly with Spanish speaking families in their native language.

The Met is committed to creating an inclusive learning environment that supports the needs of all students to thrive academically and socially, including both students with disabilities and English Language 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 (when it is appropriate) 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.

#### 1. Evaluation of student’s first language

Student home language is listed on Infinite Campus, the SCUSD’s data management system.

#### 2. CELDT Testing

All students who indicate that their home language is other than English and who enter a California public school for the first time or for students who have not yet been CELDT tested, will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment and at least annually thereafter between until re- designated as fluent English proficient. 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.

#### 3. Reclassification Procedures

In order to determine whether to classify a pupil as proficient in English, reclassification procedures utilize multiple criteria 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.
- Consultation with parent or guardian about student placement or reclassification
- Comparison of the pupil’s performance in basic skills against an empirically established range of English competence based on English proficient pupils of the same age that demonstrate that the second language learner is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

#### 4. 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 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. Additionally, during the week of professional development prior to school starting, all the Met teachers may 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.

#### Technology, Materials, and Resources:

Currently, the Met has about 240 laptops for its approximately 285 students. The goal, depending on budgetary constraints, is to have a 1:1 student-to-device ratio by the end of the 2017-18 school year. In addition to laptops, there are 6 desktop computers in the office and assistant principal's office for special situations. There are also 8 tablets, set aside for RSP students, that can be used as e-readers. Every classroom has a projector and speaker for teachers and students to use.

The Met recently added a digital library as a resource for students. Currently, there is an e-library of several hundred novels, with more being added on a regular basis.

The Met has a Science and Art lab, which is also used for the Maker's space. Biology and Chemistry teachers use the space for labs while the art teacher uses the space for bigger art projects. The Met also has a music studio, which supports students interested in writing songs, recording music, and/or sound engineering.

The Met uses Walch materials for the integrated math series. For ELA, the Met follows the ELA map put forth by the district. For Science, the Met is transitioning into the *Next Generation Science Standards* along with the rest of the district. For other subjects, the Met uses a combination of research tasks, textbooks, primary sources, online discussions, resources created by teachers, and other resources to engage learners.

In addition to these materials, the Met offers after school Math tutoring and Math support courses in order to help students who are struggling in Math. Other subject areas teachers are usually available for help on Fridays after school and upon request.

English immersion:

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. 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 use translators, community organization support, colleagues, or any other available resource. When feasible and necessary the Met ensures all school to home correspondences are translated.

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

## 5. Met English Learner Instructional Strategies

### 1. Comprehension of the content:

- a. Set up written and digital journals between teacher and student
- b. Plan activities using role play and drama
- c. Use student reading log
- d. Write summaries
- e. Encourage students to write headlines
- f. Write character diaries
- g. Have students present information with illustrations, comic strips, or other visual representations
- h. Allow students to provide answers and explain processes instead of you telling them



- i. Set up written and digital journals between teacher and student
  - j. Plan activities using role play and drama
  - k. Use student reading log
  - l. Write summaries
  - m. Encourage students to write headlines
  - n. Write character diaries
  - o. Have students present information with illustrations, comic strips, or other visual representations
  - p. Allow students to provide answers and explain processes instead of you telling them
2. EL students adjustments to the classroom:
- a. State / display language, content and metacognitive objectives
  - b. List instructions / process steps and review orally
  - c. Present information in varied ways (oral, written, demonstrations, with tangible objects)
  - d. Frequently summarize key points
  - e. Repeat and paraphrase important terms
  - f. Provide Word Walls with vocabulary for a unit/ chapter
  - g. Have students maintain notebooks
  - h. Have student maintain learning logs for metacognitive strategies
  - i. Allow sufficient response time
3. Adjusting teaching style:
- a. Develop a student centered approach
  - b. Speak slowly and clearly(not louder), use shorter sentences, and avoid idioms
  - c. Increase the percentage of inferential and higher order thinking questions
  - d. Provide correction for language errors by modeling, not overt correction
  - e. Use cooperative learning
  - f. Incorporate peer tutoring
  - g. Use the Writing Process
  - h. Explicitly connect learning to students' knowledge and experience
  - i. Take time to preview and explain new concepts and vocabulary before starting instruction
  - j. Use questionnaires interviews
4. Motivating students and providing background knowledge:
- a. Use Semantic Webbing and graphic organizers
  - b. Use Anticipation Reaction Guides

- c. Have students brainstorm, then record responses on overhead before starting lessons
- d. Use realia, maps, photos, and manipulatives
- e. Do activities where students can interact and move around
- f. Have students do hands-on activities
- g. Do demonstrations
- h. Use CDs, cassettes and videotapes with books
- i. Use a variety of groupings so that ESL students can interact with different classmates
- j. 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
- k. Use the overhead projector every day to model highlighting text, identifying main ideas or new vocabulary or to show pictures.

## 6. Accountability and Evaluation of the EL Program

In order to ensure that the EL program is achieving the desired results, i.e., 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 by their 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 EL students within the project-based curriculum. As part of our process, all teachers of EL 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 emotional learning. Meetings are conducted in Spanish for native speakers; an interpreter is always available if needed. When other second

language emergent population grow at the Met, the staff will work with SCUSD to incorporate language and notification services for those populations

#### D. High and Low Achieving Students

##### 1. High Achieving students:

Students who are excelling in the Met's education program have many opportunities to expand their learning experiences.

- Panther Pipeline Program: All students, but particularly those who are excelling, can take one of two Sacramento City College courses on the Met campus, as part of the normal day. Afterwards, they can go off campus and take city college courses. In that process, they have access to a SCC counselor, who is on our campus about 3 hours per week. This role is really important, as it allows students to develop a course-load based on their interests (which they explore at their internships) and their post-high school graduation goals.
- Internship/Independent projects: Internships and the projects associated with them are inherently differentiated based on the student's strengths, talents, and interests. As students work through the internship process and develop projects, these factors are taken into account. For example, a student who is a strong writer may be asked to write a blog for their internship site's website. Another student who has strong analytical skills may be asked to do data analysis. In all cases, the advisor has a critical role, as he/she knows the students strengths and how to further develop those strengths through the project work.
- ACE program at Sac State: A handful of students take advantage of the ACE program to take college courses at Sacramento State University. These students often are also taking SCC courses, meaning they are able to accumulate college credits at a high rate.
- Maker's group: Students who are curious about STEM can work with our Maker's program, which is a partnership with UC Davis where students design and build, using wood-working, electronics, 3D printers, laser-engravers, laser-cutters, and sewing.
- Renaissance Music Club: students who are interested in 15th century lute music can join this club. They use guitars to learn lute music and perform a concert at the end of the year. Many of these students are high-performing students who are looking for a unique musical experience.
- Counselor: Students who are highly motivated to go to college can meet with the Met counselor to research colleges and financial aid,
- Internship Coordinator: Students who have a particular interest can meet with the internship coordinator to help them find an internship in that field. For example, a student who is interested in engineering can work with the coordinator to land an internship at an engineering or construction firm.
- Student Math Tutors: Upper level math students have the opportunity

##### 2. Lower-Achieving Students:

Students who are struggling at the Met have many options for supports:

- Advisor: Each student has an advisor who is with them for their entire high school career. Advisors get to know their students extremely well, which enables them to give very nuanced support to their students. Often this support is academic, but other times, it's social.
- Math Tutoring: Each Monday and Wednesday after school, students can get help with their math homework for an hour. They work with the pre-calculus students and at least one math teacher.
- Math Support class: Given that Math consistently is the subject that gives students difficulty, a Math support course was set up for Integrated Math I students. In the coming school year, there will also be a support course for Integrated Math II students.
- Internship/Independent Projects: As mentioned in the above section, internship projects are inherently differentiated. Students are essentially “met where they are” in terms of academic skills, and projects are based on that understanding. For example, a student who struggles with Math concepts can still do a data collection for their internship site and use it to help their mentor make decisions about their organization. This type of scenario is very common, and allows students to revisit some of their skill weaknesses in a real world context.
- Social Worker and Academic counselor: Given that some academic issues have a root in social or personal issues, the Met has either a counselor or social worker on campus 3 days per week. They can help support students academically or personally on an individual basis.
- Independent work time: Many times on Mondays and Wednesdays, students will have 30 minutes of independent work time as part of advisory. Students can use this time to work, but also to visit with other teachers to get help. This is built into the school day.
- Friday office hours: School ends at 2:00pm for students, but staff remain on campus until 3:30. This allows time built into the week for students or families to access staff, especially when students are struggling in a particular class.

## ~~~~~Element Two: Measurable Pupil Outcomes ~~~~~

### Charter School Outcomes that Align with State Priorities

Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School's goals and actions to achieve the state priorities, as identified in Element 1 of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

## STATE PRIORITY #1— BASIC SERVICES

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

SUB-PRIORITY A – TEACHERS	
Goal to Achieve Sub Priority	At least 95% of teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject area(s) and for the pupils that they are teaching.
Actions to Achieve Goal	The Met will require that all teaching applicants produce the appropriate credentials, before they begin their teaching assignments. These records will be verified through SCUSD and kept on file.
Measurable Outcome	The Met will measure success of this outcome by identifying the credential status of all applicable teaching staff.
Methods of Measurement	The percent of teachers with the appropriate credentials, when applicable.
SUB-PRIORITY B – INSTRUCTIONAL MATERIALS	
Goal to Achieve Sub Priority	100% of students have access to standards-aligned instructional materials pursuant to Education Code section 601119.
Actions to Achieve Goal	The Met will purchase instructional materials that are aligned to the standards and/or develop instructional materials on the basis of current standards.
Measurable Outcome	100% of core content areas have instructional materials aligned to the standards; 100% of students have access to instructional materials.
Methods of Measurement	Annual inventory of instructional materials, by grade and content area.
SUB-PRIORITY C – FACILITIES	

Goal to Achieve Sub Priority	The school facilities are maintained in good repair pursuant to Education Code section 17002(d).
Actions to Achieve Goal	The Met operates in a district facility, and the caretaking of that facility is outlined within the FUA. The Met will continue to ensure consistent custodial services are provided daily at the school, while the remainder of the facility caretaking is outlined within the FUA.
Measurable Outcome	The Met is cleaned each school or professional development day. The Met will report any issues related to the facility directly to the district within 48 business hours.
Methods of Measurement	The percent of operational days when the facility was cleaned; the percent of facility related issues that are reported to the district within 48 business hours.

**STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

SUB-PRIORITY A – CCSS IMPLEMENTATION	
Goal to Achieve Sub Priority	The Met will implement academic content and performance standards adopted by the state board for all pupils in all content areas, including English learners.
Actions to Achieve Goal	Specific and detailed actions are listed throughout Element 1. The school will adopt curricula and/or develop internal curricula that is 100% aligned to state standards. All long term plans, curriculum maps, and core content lesson plans will be reviewed by administration and Subject area work groups.
Measurable Outcome	100% of state standards adopted within the curriculum being taught to students, and accessed by all students.
Methods of Measurement	Each year subject area teams reflect on content and curriculum at the end of the school year. Then during summer professional development, subject area committees review curricula and teaching modalities and make changes in order to more closely adhere to the spirit and the letter of CCSS implementation.
SUB-PRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
Goal to Achieve Sub Priority	100% of English learners will have access to a broad course of study that includes all of the subject areas described in Education Code section 51210, that includes the same access as non EL students, in addition to supplemental services that may be necessary (as described in Element 1).
Actions to Achieve Goal	Specific and detailed actions are listed throughout Element 1. EL students fully participate in the same course of study as non EL students at the school with full inclusion.

Measurable Outcome	85% of EL students will be proficient and/or demonstrate growth on the scale score of the CAASPP in English and math.
Methods of Measurement	The percent of core courses that EL students have access to, compared to their English-only peers; the proficiency growth rates of EL students
<b>SUB-PRIORITY C – EL STUDENTS &amp; ENGLISH LANGUAGE PROFICIENCY</b>	
Goal to Achieve Sub Priority	98% of EL students will become English proficient after three years of enrollment at the school.
Actions to Achieve Goal	EL students will receive all standard instruction in the English language, with modified supports, as needed. The school will assure that there are Spanish speaking advisors and administrators to facilitate any necessary modifications for Spanish speaking EL learners. There will be BCLAD certified instructors on campus.
Measurable Outcome	100% of course instruction will occur in English; 100% of students who require modifications (including small group instruction and differentiated supports), will receive such accommodations in English and math as necessary.  98% of students will become English proficient within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
Methods of Measurement	The percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled



## STATE PRIORITY #3— PARENTAL INVOLVEMENT

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

SUB-PRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
Goal to Achieve Sub Priority	The Met will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that at least 90% of parents attend or are involved in at least two activities per school year and come to student exhibitions four times a year.
Actions to Achieve Goal	The Met advisors will invite all parents to quarterly exhibitions. The advisory board will include at least two parents. The school will also invite parents to two big annual events: Black History Month and Cinco de Mayo.
Measurable Outcome	90% of families attend or participate in at least two activities per year.
Methods of Measurement	The Met will measure and take attendance of parent participation at all major events. Advisors will track parental attendance at exhibitions.
SUB-PRIORITY B – PROMOTING PARENT PARTICIPATION	
Goal to Achieve Sub Priority	The Met will engage in efforts to seek parent input in decision-making, promotion of parent participation in programs for unduplicated pupils and special needs groups, so that 100% of families are aware of opportunities to engage in the school community on a weekly and monthly basis.
Actions to Achieve Goal	The Met will inform parents of events through the following mediums: Schoology announcements, all calls, Advisory emails, and personal phone calls.
Measurable Outcome	The percent of events that parents receive notice about: (1) more than one month in advance, (2) at least one month in advance, (3) at least two weeks in advance; the percent of events that parents receive notice about in at least two different formats.
Methods of Measurement	The timing of notices; the method of notification

## STATE PRIORITY #4— STUDENT ACHIEVEMENT

*Pupil achievement, as measured by all of the following, as applicable:*

- A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment*
- B. The Academic Performance Index (API)*
- C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education*
- D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)*
- E. EL reclassification rate*
- F. Percentage of pupils who have passed an AP exam with a score of 3 or higher*
- G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness*

SUB-PRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
Goal to Achieve Sub Priority	As API is no longer being used in California, The Met will meet the state expectation on the replacement for API, as announced and implemented. As the CAASPP is normed, The Met will work to improve student performance annually.
Actions to Achieve Goal	Please see Element 1 for details on instructional program.
Measurable Outcome	Students at The Met will out-perform peers at similar schools, when the school is measured on the new measurement of performance and accountability, as determined by the state.
Methods of Measurement	CA accountability system new measurement, as announced and implemented.
SUB-PRIORITY B – API	
Goal to Achieve Sub Priority	As API is no longer being used in California, The Met will meet the state expectation on the replacement for API, as announced and implemented.

Actions to Achieve Goal	Please see Element 1 for details on instructional program, including the double and triple-blocking of literacy/ELA and math content courses as well as the inclusion of writing across all curriculum areas.
Measurable Outcome	Students at The Met will out-perform peers at similar schools, when the school is measured on the new measurement of performance and accountability, as determined by the state.
Methods of Measurement	CA accountability system new measurement, as announced and implemented.
<b>SUB-PRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)</b>	
Goal to Achieve Sub Priority	40% of students will graduate from The Met A-G ready having fulfilled all of the UC/CSU requirements.
Actions to Achieve Goal	The Met will offer all of the classes necessary for a student to graduate A-G ready. All students will be informed of A-G requirements in the first 6 weeks of school. Each student will create a schedule through which he/she will be A-G ready. Parents/guardian will be informed of A-G requirements in the first exhibition meeting and all quarterly conferences each year. Every quarterly meeting the stakeholders will reevaluate student’s A-G readiness status
Measurable Outcome	The percent of students who graduate A-G ready
Methods of Measurement	Transcript analysis and final graduation survey.
<b>SUB-PRIORITY D – EL PROFICIENCY RATES</b>	
Goal to Achieve Sub Priority	Reclassify at least 10% of EL students each year. At least 50% of EL students are proficient <u>or</u> demonstrate scale score growth on ELA/literacy or mathematics on the CAASPP each year.
Actions to Achieve Goal	Please see Element 1 for details on EL instructional program, including inclusion of writing across all curriculum areas and differentiated instruction.
Measurable Outcome	10% of EL students reclassified to non-EL annually.

	<p>EL students at The Met will out-perform state proficiency in English Language Arts.</p> <p>a. At least 30% of students who have been enrolled for at least two years at The Met will be intermediate to Advanced on the Reading section of CAASPP. This is over 13 points higher than the current state average.</p> <p>b. The Met EL students will place in the top quartile of similar district schools on the Reading portion of the CAASPP.</p> <p>EL students at The Met will meet or exceed standards for mastery in Mathematics.</p> <p>a. At least 35% of students that have been enrolled for at least two years at The Met will be Proficient or Advanced on the Mathematics portion of CAASPP. This is over 13 points higher than the current state average.</p> <p>b. The Met EL students will place in the top quartile of similar district schools on the Mathematics portion of CAASPP.</p>
Methods of Measurement	<p>Reclassification rates.</p> <p>EL proficiency rates on the CAASPP in ELA/Literacy and mathematics.</p>
SUB-PRIORITY E – EL RECLASSIFICATION RATES	
Goal to Achieve Sub Priority	60% of EL students will reclassify after three years of enrollment at the school.
Actions to Achieve Goal	EL students will receive additional services to support their development of the English language. They will also receive all standard instruction in the English language, with modified supports, as needed. Finally, the school will work to ensure that there are staff members on campus who either speak the language of EL students or who have additional or supplementary certifications to support English development.
Measurable Outcome	80% of students will reclassify within three years, equivalent to the state expectation. (70% of students will become English proficient within two years), as measured by the CELDT.
Methods of Measurement	CELDT assessment: the percent of time students are instructed in English; the percent of EL students who are English proficient after three years; the average number of years it takes for a child to become English proficient once enrolled.

SUB-PRIORITY F – AP EXAM PASSAGE RATE	
Goal to Achieve Sub Priority	The Met Sacramento does not prepare for not offer AP exams. We have an Early College High School (ECHS) program called “Panther Pipeline.” Rather than taking a high school courses that are <i>like</i> college courses, our students take college courses. Goal: 50% of all students will take and pass at least one college course while at the Met
Actions to Achieve Goal	The college entry class “Human and Career Development” will be offered to all students. Once that course is completed, then the student can take any course at Sacramento City College for which they are qualified.
Measurable Outcome	50% of students will have completed HCD at Sacramento City College.
Methods of Measurement	Data collected annually by the Panther Pipeline coordinator at The Met.
SUB-PRIORITY G – COLLEGE PREPAREDNESS/EAP	
Goal to Achieve Sub Priority	Build a stronger culture of college going and create a greater support for students who may not come from a strong college going culture but certainly have the potential to be successful in college
Actions to Achieve Goal	The Met has a 75k grant to enhance college preparedness. This money is to be spent in several ways: a) more computers for student to use at school and the check out; b) after school tutoring in Math, Science and ELA; c) PSAT tests administered to all students; d) College coordinator and college visits and parent outreach education about college going culture; e) summer school for academic enrichment.
Measurable Outcome	More students will apply to 4 year college and will be accepted. And a greater percentage of students will certify that they’re attending a 4 year college in the two years after graduation.
Methods of Measurement	We will track college applicants and acceptances to monitor efficacy of college going interventions.

**STATE PRIORITY #5 — STUDENT ENGAGEMENT**

*Pupil engagement, as measured by all of the following, as applicable:*

- A. School attendance rates*
- B. Chronic absenteeism rates*
- C. Middle school dropout rates (EC §52052.1(a)(3))*
- D. High school dropout rates*
- E. High school graduation rates*

SUB-PRIORITY A – STUDENT ATTENDANCE RATES	
Goal to Achieve Sub Priority	The Met will maintain an average daily attendance greater than 95%.
Actions to Achieve Goal	The Met will track all tardies and absences and post them on Schoology, the school’s Assessment management platform. All parents have access to attendance (and grades) in real time.
Measurable Outcome	The Met will maintain an average daily attendance greater than 95%.
Methods of Measurement	Student attendance on a daily, weekly, monthly, quarterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.
SUB-PRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to Achieve Sub Priority	The Met will have fewer than 5% of students chronically absent.
Actions to Achieve Goal	Attendance letters home for those students who miss 6 days of school per quarter; attendance conferences for those students who miss more than 10% of school days in a trimester; reporting chronic absenteeism, as required.
Measurable Outcome	The Met will report 100% of students who miss more than 10% of the school year, or 18 or more days.

Methods of Measurement	Student attendance on a daily, weekly, monthly, quarterly, and annual basis. This is reflected on the monthly attendance reports submitted to SCUSD as well as in P1, P2, and EOY P.
<b>SUB-PRIORITY C – MIDDLE SCHOOL DROPOUT RATES</b>	
Goal to Achieve Sub Priority	Not applicable.
<b>SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES</b>	
Goal to Achieve Sub Priority	The Met Sacramento High School will assure that all students who begin as Freshmen and complete four years of curriculum will not drop out their senior year
Actions to Achieve Goal	The Met will monitor at-risk students, students with low achievement, low attendance, low family involvement, high incident of disciplinary issues, and those who may also have additional risk factors such as poverty, homeless, or foster youth. The Met will use a variety of programs to assure that students identify and correct any deficits--intellectual, social, or behavioral-- that might lead to giving up on high school. These include but are not limited to: after school tutoring, elective programs, internship experiences, restorative justice, counseling, home visits, etc.
Measurable Outcome	The high school drop out rate will be less than 1.5%
Methods of Measurement	SCUSD tracks students who do not graduate from a given high school. The Met will also track students who graduate from high school and will track their post graduation plan.
<b>SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES</b>	
Goal to Achieve Sub Priority	The Met Sacramento High School will exhaust all options to assure that all students who begin as Freshmen and complete four years of curriculum will not drop out their senior year.
Actions to Achieve Goal	The Met will monitor at-risk students, students with low achievement, low attendance, low family involvement, high incident of disciplinary issues, and those who may also have additional risk factors such as poverty, homeless, or foster youth. The Met will use a variety of

	<p>programs to assure that students identify and correct any deficits--intellectual, social, or behavioral-- that might lead to giving up on high school. These include but are not limited to: after school tutoring, elective programs, internship experiences, restorative justice, counseling, home visits, etc.</p>
Measurable Outcome	<p>The high school drop out rate will be less than 98.5%</p>
Methods of Measurement	<p>SCUSD tracks students who do not graduate from a given high school. The Met will also track students who graduate from high school and will track their post graduation plan.</p>



## STATE PRIORITY #6— SCHOOL CLIMATE

*School climate, as measured by all of the following, as applicable:*

*A. Pupil suspension rates*

*B. Pupil expulsion rates*

*C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness*

SUB-PRIORITY A – PUPIL SUSPENSION RATES	
Goal to Achieve Sub Priority	The Met will suspend students within school policy and will not demonstrate a significant over-representation of any one particular subgroup in suspension data (as defined by more than 10%). The ultimate goal is to use restorative justice practices to avoid suspension whenever possible except in mandated instances.
Actions to Achieve Goal	The Met has instituted restorative justice practices by which most conflicts and infractions are mediated in house with suspension being a last resort measure when the situation is intractable, or when mandated by district administrative regulations.
Measurable Outcome	The Met will suspend students within school policy and will not demonstrate a significant over- representation of any one particular subgroup in suspension data (as defined by more than 10%). The primary subgroups identified will be students who are black, Hispanic/Latino, foster/homeless.
Methods of Measurement	The percent of suspensions in alignment with school policy and district policy and tracking of suspensions by cause.
SUB-PRIORITY B – PUPIL EXPULSION RATES	
Goal to Achieve Sub Priority	The Met will recommend fewer than one expulsion per year, and only for offenses that are consistent with CA Education Code. Historically The Met averages one expulsion every 4 years, and these expulsions are district mandated.
Actions to Achieve Goal	The first and most important way to reduce expulsions is to build a supportive and positive school culture where students feel safe. The Met’s advisory structure, where students are in the student is with the

	<p>same students and teacher most of each day for four years builds a sense of belonging and responsibility both to fellow students and to the institution that precludes most behaviors that lead to expulsion. Most behaviors for which expulsion is recommended are the result of long brewing conflict. Through actively building a strong culture and working through conflict using restorative justice practices, most expulsions can be avoided.</p>
Measurable Outcome	<p>Fewer than one student per year is recommended for expulsion annually and 100% of recommendations are consistent with CA Education Code.</p>
Methods of Measurement	<p>The Met will track expulsions annually.</p>
<p><b>SUB-PRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</b></p>	
Goal to Achieve Sub Priority	<p>The Met High School’s stakeholders will feel satisfied with the academic rigor, safety and communication of the School.</p>
Actions to Achieve Goal	<p>The Met will administer an annual survey each year and track the families who have responded.</p>
Measurable Outcome	<p>80% or more of parents and/or guardians of students of The Met will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding.</p> <p>80% or more of students of The Met will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding.</p> <p>80% or more of staff of The Met will be satisfied with the academic rigor, structure, safety and communication of the school with 70% or more of families responding.</p>
Methods of Measurement	<p>Annual family survey and an annual staff survey.</p>

**STATE PRIORITY #7— COURSE ACCESS**

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM- eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.*

Goal to Achieve Sub Priority	<u>All</u> students in grades 9-12 will have access to English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))
Actions to Achieve Goal	The Met will develop a class schedule each year that ensures that students have access to all of the courses listed above.
Measurable Outcome	100% of students have access to all of the courses listed above.
Methods of Measurement	Annual class offerings as listed on Schoology our Assessment management platform.

## STATE PRIORITY #8—OTHER STUDENT OUTCOMES

*Pupil outcomes, if available, in the subject areas described above in #7, as applicable.*

SUB-PRIORITY A – ENGLISH	
Goal to Achieve Sub Priority	<p>Please see proficiency goals (above).</p> <p>In addition, The Met will ensure that at least 80% of students are reading at or above grade level after three years enrolled at the school and/or make greater than one year of growth in their reading levels (as measured by STEP or Fountas and Pinnell).</p>
Actions to Achieve Goal	The Met program will continue to embed English curricular goals across the curriculum: science, social science, mathematics and elective Arts with an emphasis on technical writing: persuasive and expository.
Measurable Outcome	The Met will ensure that at least 80% of students are reading at or above grade level after three years enrolled at the school.
Methods of Measurement	CAASP
SUB-PRIORITY B – MATHEMATICS	
Goal to Achieve Sub Priority	<p>Please see proficiency goals (above).</p> <p>In addition, The Met will ensure that 90% of students who enter the Met as 9th graders will complete Integrated Math 1-3.</p>
Actions to Achieve Goal	The Met has implemented two programs to improve mathematics proficiency, both a mandatory after school tutoring program for students who need support and a Math support workshop offered during advisory time.
Measurable Outcome	The Met will ensure that 90% of the students who begin in 9th grade at the Met will complete Integrated Math 3.
Methods of Measurement	Transcript analysis

<b>SUB-PRIORITY C – SOCIAL SCIENCES</b>	
Goal to Achieve Sub Priority	All students will complete 4 years of social science education at the Met, completing the SCUSD requirements. At this point there is no normed assessment instrument for social science. When Common core social science standards are implemented, the Met will match curricula to those standards.
Actions to Achieve Goal	Please see Element 1 for additional details. Students will take the four year rotation of social science classes.
Measurable Outcome	Completion with D or better of all four years of Social Science.
Methods of Measurement	Transcript analysis
<b>SUB-PRIORITY D – SCIENCE</b>	
Goal to Achieve Sub Priority	All students will complete three years of science courses including one Lab course with D or better, completing the SCUSD requirements. At this point, there is no normed assessment instrument for science education. When Common core science standards are implemented, the Met will match curricula to those standards.
Actions to Achieve Goal	Please see Element 1 for additional details. Students will take regular science classes.
Measurable Outcome	90% of students will take the science courses offered by grade level.
Methods of Measurement	Transcript analysis
<b>SUB-PRIORITY E – VISUAL AND PERFORMING ARTS</b>	
Goal to Achieve Sub Priority	100% of students will have access to a visual and performing arts curriculum which may include music, art, dance and film.

Actions to Achieve Goal	The Met has currently 5 arts options offered to students to complete the fine arts requirement. All of the Fine arts offerings are A-G courses.
Measurable Outcome	100% of students will have access to a visual and performing arts curriculum which may include music, art, dance and film.
Methods of Measurement	Schoology, our Assessment management platform
<b>SUB-PRIORITY F – PHYSICAL EDUCATION</b>	
Goal to Achieve Sub Priority	100% of students will have access to physical education to meet at least the state mandated number of minutes.
Actions to Achieve Goal	Aside from the Independent Studies P.E. contract, the Met offers intramural sports depending on season that allow students to meet the minimum number of physical education minutes mandated by the the state.
Measurable Outcome	100% of students will have access to physical education to meet at least the state mandated number of minutes.
Methods of Measurement	Advisors will document accomplished physical education minutes at each quarterly exhibition.
<b>SUB-PRIORITY H – FOREIGN LANGUAGES</b>	
Goal to Achieve Sub Priority	100% of students will have access to foreign language classes and will complete the minimum SCUSD graduation requirements.
Actions to Achieve Goal	The Met offers Spanish language 1 and 2. All student have access to these classes. In addition, if the student desires to study another language they have the option to take it at Sacramento City College (SCC) through the Early College High School agreement the Met has with SCC.
Measurable Outcome	100% of students will have access to foreign language classes and will complete the graduation requirements.
Methods of Measurement	Graduation statistics.

SUB-PRIORITY I – APPLIED ARTS (GRADES 7-8 ONLY)	
Goal to Achieve Sub Priority	n/a
SUB-PRIORITY J – CTE	
Goal to Achieve Sub Priority	While The Met does not have CTE courses and credits, 100% of the students have access to, and are expected to participate in an internship program two days a week in which they work in an area of interest at internship sites in the greater Sacramento area.
Actions to Achieve Goal	All students will have access to an internship database of 3000 sites in Sacramento, and will be trained in the process to create more internships in their interest area. All students must participate in the internship program in order to earn enough elective credits to graduate from high school.
Measurable Outcome	100% of students will have access to internship opportunities. By January of each year at least 90% of all students will be at internships Tuesday and Thursday of each week. It is impossible to achieve 100% internship attendance because there are always students who are leaving and changing internships.
Methods of Measurement	Internship participation tracked by the internship coordinator.

## Additional Measureable Student Outcomes

In addition to the Charter School measureable outcomes required by the state of California, the Met Sacramento has further expectations:

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:

In addition to completing all SCUSD graduation requirements, Met Sacramento graduates will also:

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

Students also complete benchmark work each year by grade level:

In ninth grade students will:

- Do career pathway exploration, informational Interviews at internship sites, and Shadow Days
- Create a resume, cover letter and write thank you letters to mentors
- Acquire a Learning Through Internship site (LTI) by the end of the second quarter
- Meet with their parents and Advisor at least 4 times per year
- Reflect on academic gaps in the learning and address them through project work
- Build a portfolio of work which is exhibited four times a year publicly
- Come to school every day on time, prepared to make progress on academic goals
- Will be expected to meet the Personal Qualities learning goal which includes:
  - being responsible for location and actions
  - showing respect for others and self
  - take responsibility for their learning process
  - take part in mediations if conflicts arise
- Prepare for California Standards Tests
- Read 4 books during the year
- Complete the Met requirements: 4 Cultural events, 20 hrs of community service, health and wellness plan, 80 journals

In tenth grade students will:

- Master each of the learning goals and demonstrate critical thinking around them
- Present two 2 hour public presentations on what has been learned in the last two years
- Defend their theses properly and precisely during probing questions at their exhibitions



- Complete two thorough internship projects
- Complete a thorough numeracy project through which they demonstrate how to apply the scientific method
- Master professional presentation styles
- Read 6 books during the year
- Do the first college search
- Create a graduation plan for the last two years
- Met Sophomore requirements: 4 Cultural events, 20 hrs of community service, health and wellness plan, 80 journals

In the eleventh grade students will:

- Write a 20 page Senior Thesis Project proposal that is modeled on a Master's Thesis proposal format
- Present that proposal in front of a committee of community members for approval
- Read 8 books from the Senior reading list.
- Read 1 Autobiography
- Finish the first 25 pages of the 75 page autobiography due December of Senior year
- Research 5 colleges or postsecondary educational institutions and their entry requirements
- Create the first draft of their college essay
- Prepare for and take the state tests
- Prepare for and take the SAT and ACT tests
- Write argumentative essays in content workshops
- Complete Met requirements: 4 Cultural events, 20 hrs of community service, health and wellness plan

In the twelfth grade students will:

- Complete the Senior Thesis Project and present your results publicly
- Complete the 75 page autobiography
- Complete college applications in the fall/spring
- Fill out the fafsa (if applicable)
- Apply for grants
- Read 6 books
- Create a post high school plan
- Write and deliver a Valedictory speech
- 4 Cultural events, 20 hrs of community service, health and wellness plan
- Participate in one Socratic Seminar

Expected Student Outcomes for Subgroups:

*Note: Please see section titled, "Statewide Assessment Data" for CAASPP scores broken down by subgroup.*

The Met's goal is to monitor the progress of statistically significant subgroups such as hispanic, two or more races, white and economically disadvantages. Each year at our annual week of professional development the staff sets goals and determines strategies through which to raise the academic performance of these subgroups on both state mandated assessment modalities and non-traditional Met specific assessments. Our target goal summer of 2015 was to raise CAASP passage rate for these identified subgroups by 5% per annum. As one can see by referring the the data charts for CAASP ELA and Math, The Met dramatically exceeded those targets. The amount of growth in those targeted subgroups was unsustainably large. At the summer of 2017 staff development The Met staff will evaluate spring 2017 CAASP results and create a plan to meet the determined growth target goals, evaluating which interventions were successful and which need improvement/revision.

### ~~~~~Element 3: The Method by which ~~~~~ Student Outcomes are Measured

A variety of assessments are used at the Met Sacramento High School. Some are more traditional, such as quizzes and tests. Other assessments are more holistic, and seek to measure a student's individual growth over time. These include Exhibitions, portfolios, and project work, both individually and in groups.

#### Elements of assessment include the following:

- 1. Learning Goals:* The Learning Goals are a series of higher order questions that are organized in five categories that fall generally into the four traditional high school subject areas: English, Math, Science and Social Science. We include a further category called: Personal Qualities which has to do with how the student functions qua student and as a responsible citizen both at school and in the world as a whole. Students must organize their work according to these learning goals, and must demonstrate deep understanding of these sophisticated concepts in public exhibitions, especially in Freshman and Sophomore year.
- 2. 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 requirements for high school graduation and toward fulfillment of a-g requirements.
- 3. Narratives:* At the end of the exhibition, students write personal narratives reflecting on their quarter and their Exhibition. These student narratives have two goals: The students document their academic progress and they reflect on their successes and their failures and their areas for improvement and plans to improve in the coming semester. Narratives provide much deeper analyses of the student's work, personal and academic accomplishments, and areas for improvement.
- 4. Portfolios:* Students must thoroughly document work and learning through Portfolios. Every student must have evidence that they have met the completion requirements for each grade level and workshop. The Met has a Motto: No Evidence means you didn't do it. So, if a student wishes to present work during their exhibition they must also have evidence of that work in their portfolio. At the end of Sophomore year, Students present Gateway portfolios that are extensive and must document the student's full first two years at the Met.
- 5. Gateway Requirements:* To prove that they are ready to move from Sophomore to Senior year (known as Senior Institute), students at the end of their second year must fulfill the Gateway Requirements. During the Gateway presentations, students must demonstrate a complete understanding of each of the learning goals and must also demonstrate that they have done in depth work--project work at either their internship or at the Met--in each of those learning goals. If a student does not pass their Gateway exhibition, they will either have some remedial work to complete, or they are required to repeat sophomore year. This determination is made in full conversation with the student, his/her parents/guardians, and all of the rest of the stakeholders.
- 6. School Data Collection:* The Met Sacramento collects data on student achievement, performance, graduation rate, college acceptance and LTI (Learning Through Internship Sites).

Each year we survey parents, mentors, students and staff to help evaluate the success/areas for improvement of the Met. Some of this information is published on the CDE website and some is used in house to help us evaluate our progress toward assuring that we are responsive to the changing times and changing standards and educational goals.

7. *Criterion Referenced Testing*: The core principles of the Met Sacramento support multiple means of assessing student learning. The entire state of California is not in a testing liminal ground as we transition from previous statewide testing instruments to new testing modalities. Previous 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, had to pass the California High School Exit Exam (CAHSEE) and the Algebra End of Course Exam. The Met continued to increase its API scores by at least 5% each year. The school will meet AYP goals. The Met will continue to evaluate the efficacy of its program using the new CAASPP test as results are normalized and expanded to include all subject areas.

The Met collects and analyses both individual pupil and entire school assessment data in a variety of ways, both traditional and nontraditional through the use of :

- Annual Mentor Surveys
- Annual Parent Surveys
- Annual Student Surveys
- Individual student exhibitions
- SCAC results
  - For example, SBAC results were used to raise Year 1 Math results; we targeted lower performing students and set up tutoring to target specific needs and math teachers have weekly meetings to work collaboratively to meet the needs of specific students
- SARC
- Dataquest on SCUSD website.

### Accountability Progress Reporting

The Met Sacramento reports through the the Local Control and Accountability Plan (LCAP) and Single Plan for Student Achievement (SPSA)

### Data Driven Instruction and Staff Development:

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

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 teachers meet officially one day after the end of the school year and then for a week in August prior to the beginning of the school year and then weekly on Thursday morning and Friday afternoon for professional development and various trainings.

Data driven instruction. There are two ways that data drives the instruction: Microcosmically in the classroom, in which we track individual students and classes and microcosmically at the district and state level through which we track group trend data. During the school year, in staff and subject area meetings, data is analyzed and small changes made to curricula and delivery modalities; in August, at our full staff professional development week, data is evaluated more intensively and larger changes to curricula and/or systemic structures are discussed.

### Reporting of Data

The Met Sacramento uses the district tool, Infinite campus, for reporting final grades, attendance, discipline, etc, all of which is aggregated by SCUSD and reported to the CDE.

### Grading Policy

The Met uses the standard grading structure A-F in 10% increments. The Met uses several assessment modalities to evaluate student performance including but not limited to: standard tests, project presentation, and portfolio assessments.. In addition, we use rubrics, student feedback and student reflection and self-assessment to evaluate performance.

Currently we are piloting a rubric based 4 point grading scale. This year (2016-2017) is the first year that we are trying this. We will reevaluate its efficacy in our staff development/ meeting in the summer.

The Met follows the same SCUSD course codes as other SCUSD high schools except for the Big Picture specific courses that were approved by UC Regents and fulfill A-G requirements.

## Statewide Assessment Data

### API

	Met Sac Score/Ranking	Met Growth Target	C.K. McClatchy Score/Rank	JF Kennedy Score	Hiram Johnson Score
Base: 2013-14	710	Yes	753	745	700
Base: 2012-13	697	No	771	761	703
Base: 2011-12	714	Yes	762	761	669
Rank - Overall: 2013-14	3	NA	5	5	3
Rank - Overall: 2012-13	3	NA	6	5	3
Rank - Overall: 2011-12	4	NA	6	6	2
Rank - SS: 2013-14	1	NA	2	4	8
Rank - SS: 2012-13	1	NA	4	6	8
Rank - SS: 2011-12	2	NA	4	6	7

### CAHSEE

	2012-2013		2013-2014		2014-2015	
	ELA	MATH	ELA	MATH	ELA	MATH
The Met	85%	82%	76%	85%	93%	85%
District	76%	78%	77%	80%	78%	79%
State	83%	84%	83%	85%	85%	85%

**CAASPP Testing (The first year of data--2014-2015).**

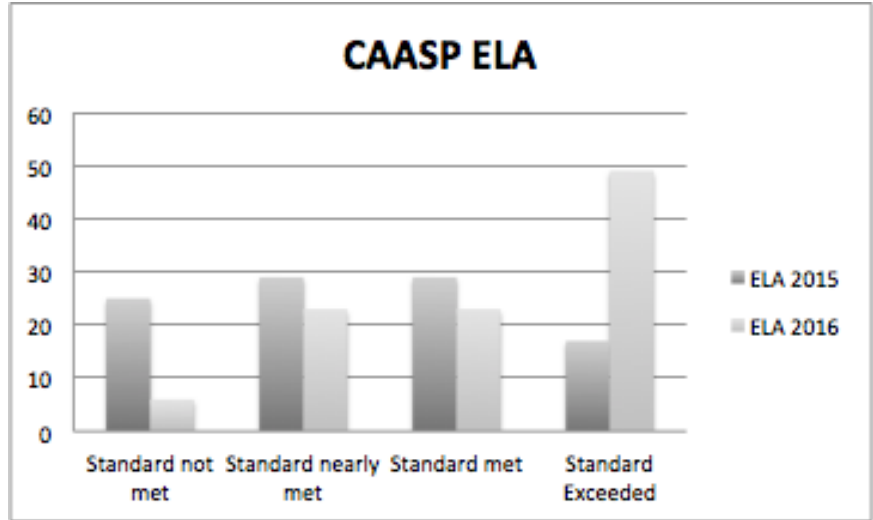
**Summary of CAASPP Results**

	ELA-2014-2015	ELA-2015-2016	MATH 2014-2015	Math 2015-2016
Exceeded Standard	16%	49%	3%	10%
Met Standard	29%	23%	10%	23%
Standard Nearly Met	29%	23%	29%	34%
Standard Not Met	25%	6%	58%	33%

**ELA CAASPP Results by Subgroup**

	The Met (2014-15) ELA	The Met (2015-16) ELA	District	C.K. McClatchy	JF Kennedy	Hiram Johnson
Overall	46%	72%	49%	57%	51%	41%
Students without Disabilities	49%	75%	56%	62%	58%	45%
Students with Disabilities	*	*	8%	7%	7%	12%
Economically Disadvantaged	45%	66%	45%	49%	42%	40%
Not Economically Disadvantaged	54%	76%	62%	69%	64%	43%
FEP & EO			55%	62%	55%	47%
RFEP			62%	59%	64%	64%
EL			12%	9%	22%	13%
EO			50%	63%	51%	31%
African American	*	*	31%	54%	30%	34%
American Indian	*	*	26%	*	*	*
Asian	*	*	63%	66%	69%	51%
Filipino	*	*	72%	100%	*	*
Hispanic	39%	50%	39%	40%	34%	39%
Pacific Islander	*	*		*	36%	*
White	54%	82%	65%	72%	65%	13%
Two or More Races	*	79%	63%	65%	76%	*

**ELA Results (graph)**

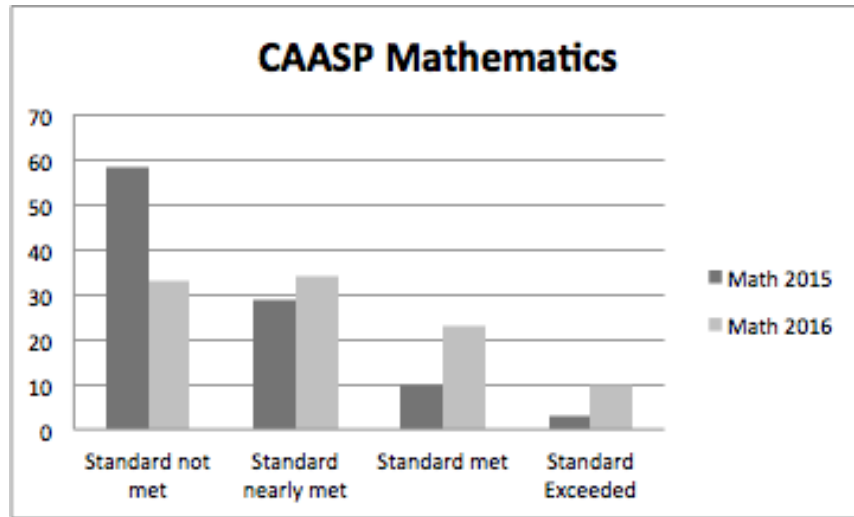


**MATH CAASPP Results by Subgroup**

	The Met (2014-15) Math	The Met (2015-16) Math	District	C.K. McClatchy	J.F Kennedy	Hiram Johnson
Overall	13%	33%	26%	31%	34%	15%
Students without Disabilities	9%	34%	29%	34%	38%	17%
Students with Disabilities	*	*	3%	3%	3%	4%
Economically Disadvantaged	9%	27%	22%	24%	24%	16%
Not Economically Disadvantaged	16%	38%	39%	43%	48%	9%
FEP & EO	*	*	29%	34%	36%	17%
RFEP	*	*	34%	39%	38%	25%
EL	*	*	6%	4%	18%	6%
EO	*	*	27%	33%	34%	9%
African American	*	*	12%	17%	13	8%
American Indian	*	*	18%	*	*	*
Asian	*	*	41%	48%	54%	32%
Filipino	*	*	40%	45%	*	*
Hispanic	13%	17%	16%	14%	18%	8%
Pacific Islander				*	27%	*
White	17%	41%	40%	48%	38%	0%
Two or More Races	*	39%	37%	35%	52%	*



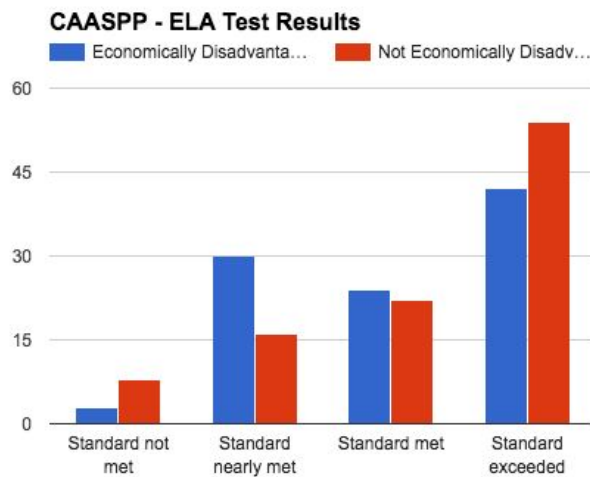
### Math CAASPP Graph



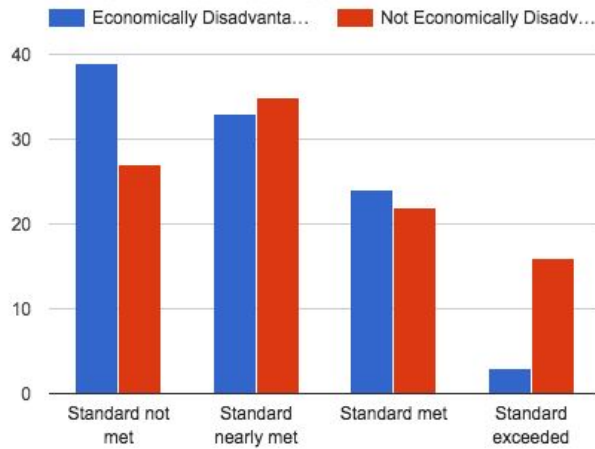
### CAASP/SBAC Comparison Table (including county and state)

	The Met: (2014-15)	The Met: 2015-16	State 2015-16	County 2015-16	District 2015-16	C.K. McClatchy HS	J.F. Kennedy HS	Hiram Johnson
ELA:SBAC	46%	72%	59%	56%	49%	57%	51%	43%
Math: SBAC	13%	33%	37%	32%	26%	31%	34%	15%

### CAASPP Results by Socio-economic status



**CAASPP - Math Test Results**

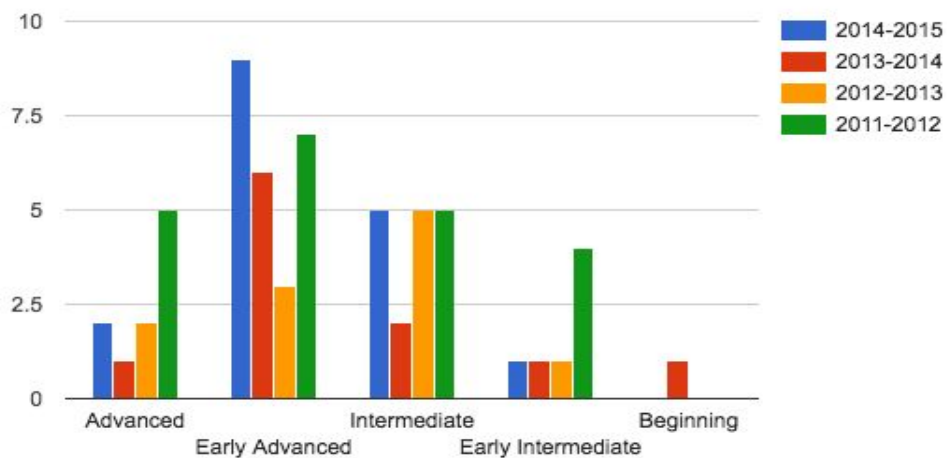


**Science CST Data**

	The Met	District	County	State	CK McClatchy	JF Kennedy	Hiram Johnson
2014-15, <b>Proficient or Advanced</b>	58.9%	45.5%	X	X	57.5%	39.5%	51%
2015-16, <b>Proficient or Advanced</b>	40%	44.9%	51%	54%	52.4%	46.3%	46.7%

**CELDT TESTING**

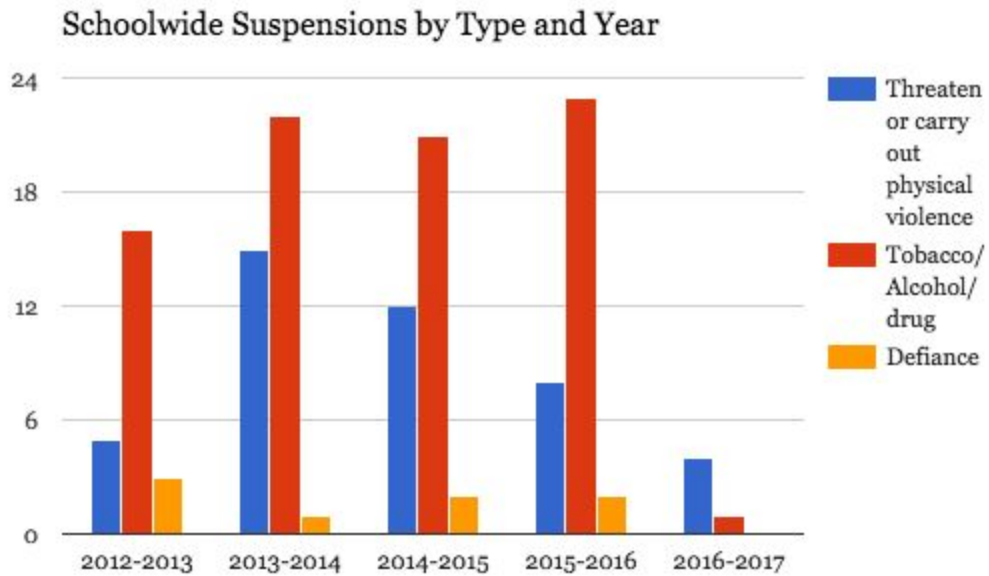
**Celdt Designations by Year**



### CELDT Data Table

CELDT	2015-16	2014-15	2013-14
	data not avail		
Reclassification		0	0
Advanced		2	1
Early Advanced		9	6
Intermediate		5	2
Early Intermediate		1	1
Beginning		0	1
Number Tested		17	11

### Schoolwide Discipline by year



## Graduation and A-G

	The Met	McClatchy	Kennedy	Johnson
Graduation Rate: 2014-15	92%	90.60%	88.40%	73.50%
Graduation Rate: 2013-14	90%	90.20%	92.60%	86.00%
A-G Requirements Met: 2014-15	35%	48.00%	47.60%	22.20%
A-G Requirements Met: 2013-14	24%	53.90%	48.40%	20.10%
SAT Participation 2014-15	50%	43.70%	50.40%	28.20%
SAT Participation 2013-14	38%	45.60%	56.40%	30.10%
SAT 1500+ 2014-15	33%	58.40%	42.80%	12.10%
SAT 1500+ 2013-14	53%	64.20%	42.10%	11.20%
ACT Participation 2014-15	21%	23.10%	27.40%	15.20%
ACT Participation 2013-14	16%	23.20%	28.20%	18.80%
ACT 21+ 2014-15	29%	77.80%	46.90%	18.40%
ACT 21+ 2013-14	50%	70.50%	54.80%	17.90%

### Non-traditional Assessment Data

Traditional educational data points, such as statewide test scores, A-G qualifications, graduation rates, attendance, and other typical measures, are important indicators of the relative success of a student, and by extension, in the aggregate, of their school. However, these more traditional measurements cannot directly measure some elements of the Met’s program.

For example, how do you measure the following elements of the Met’s Mission and Vision statements?:

- How many internships has a student had and how have those experiences helped them grow intellectually, socially, and professionally?
- Is a student self directed?
- Is a student an independent learner?
- How connected is a student to a community of practice around their interest, whether it be an architecture, carpentry, or social justice?
- Can a student “rise above adversity” or the temporary setbacks that accompany most real world activities--professionally and personally?

Test score data and A-G passage rates can tell part of that story. But more data must be considered in order to create a nuanced understanding of the impact of the Met on its students, based on the criteria of the Mission and Vision statements.

In that light, here are some data points about a) Internship data; b) Early High School College data; and c) Data on our college going culture

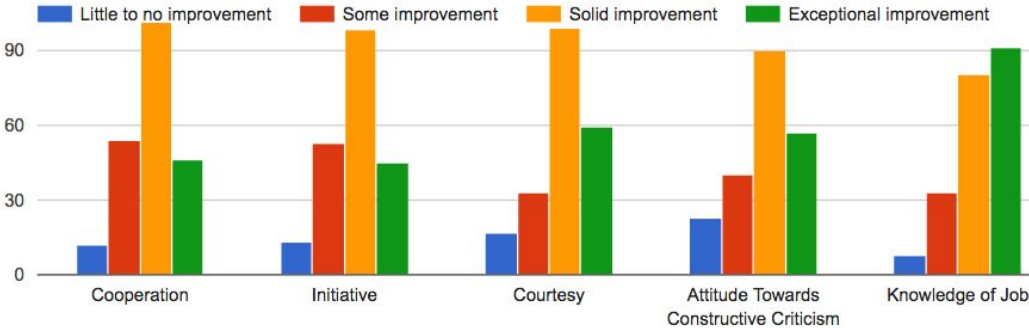
### **A. Internship Data (from student and mentor perspectives)**

*Student perspective:* Data about the benefits of internships in terms of intellectual growth, social-emotional learning, professional growth, and personal growth.

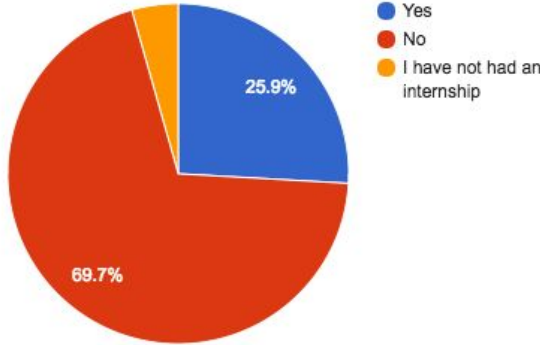
Notable data points This data includes our whole school, including 9th graders. Some of those 9th graders did not have internships at the time of this analysis.

- More than 50% of 9th-12th grader, said they *Analyzed data* while at their internships
- 74% of Met students reported having to *Communicate verbally* while 75.9% said they had to *Explain things to others*.
- 59% said they had to *Create new Ideas*
- 71% said they had to *Solve problems*
- Almost 16% of Met students say that *an internship inspired them to take a community college course*
- 35% of Met students have been offered a paid job at their internship.
- 26% of Met students have acquired a job using their internship experience or a letter of recommendation from their mentor(s).

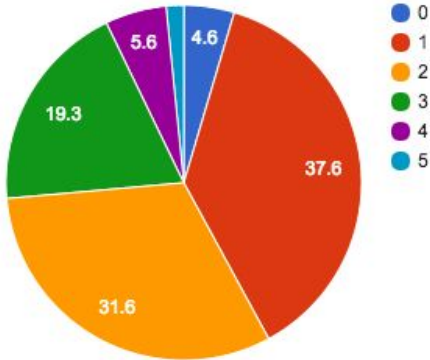
Due to your internship experience, rate your level of improvement in the following areas:



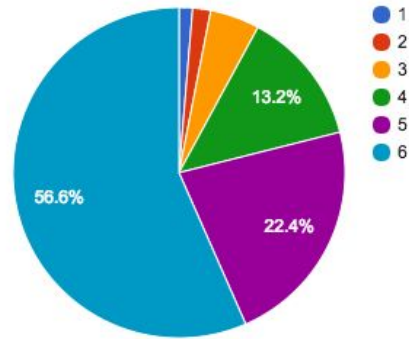
Have students acquired a job through their internship?



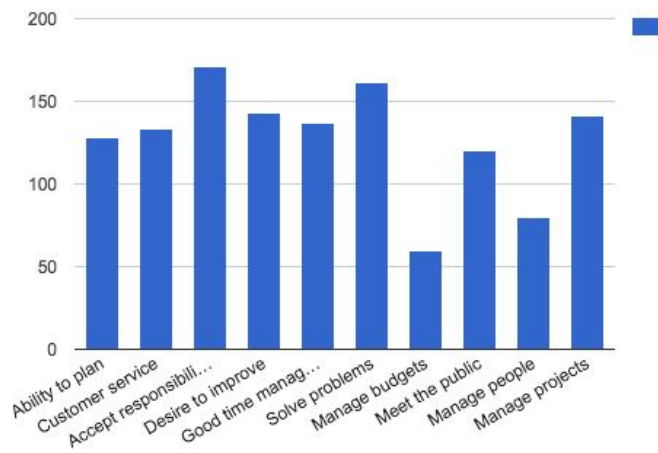
How many internships have students had?



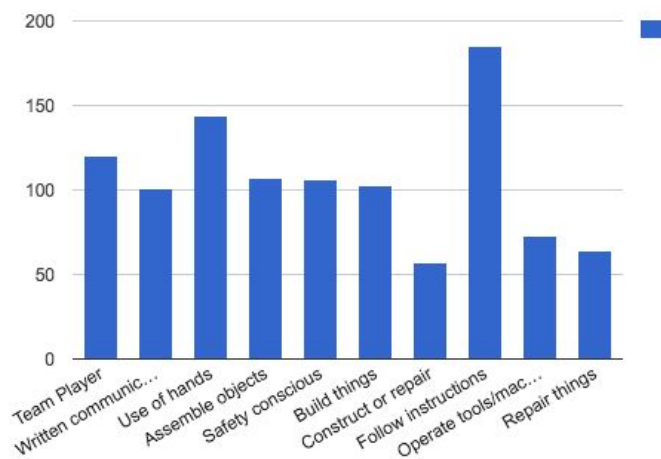
**On a scale of 1-6 how important is the internship experience to students?**



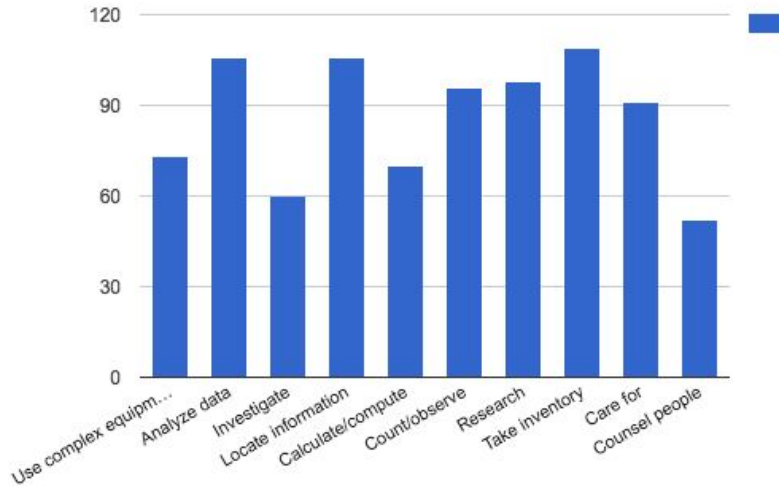
**What did students say they learned at their internship?**



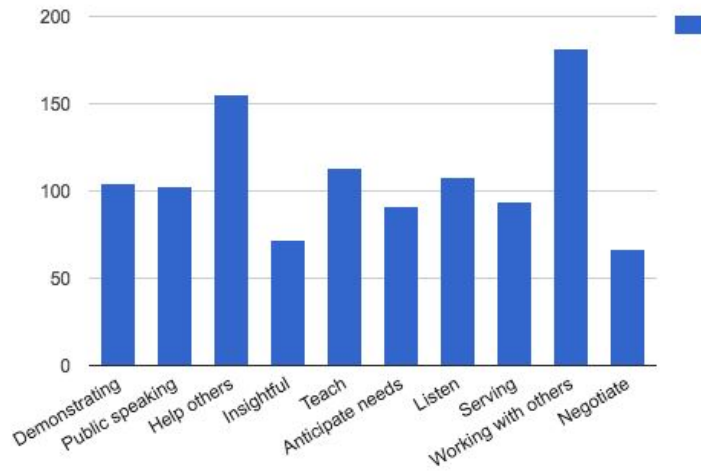
**What did students say they learned at their internship?**



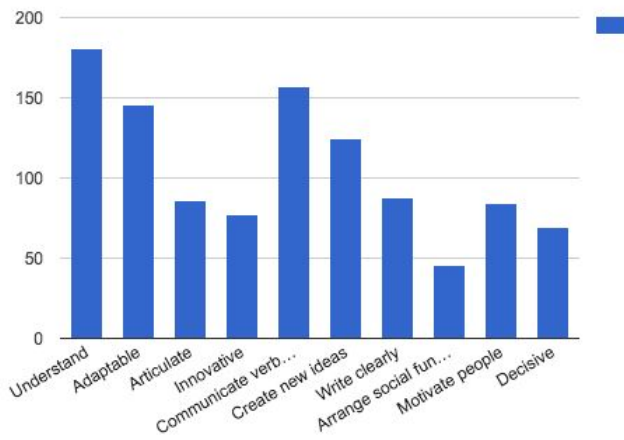
**What did students say they learned at their internship?**



**What did students say they learned at their internship?**

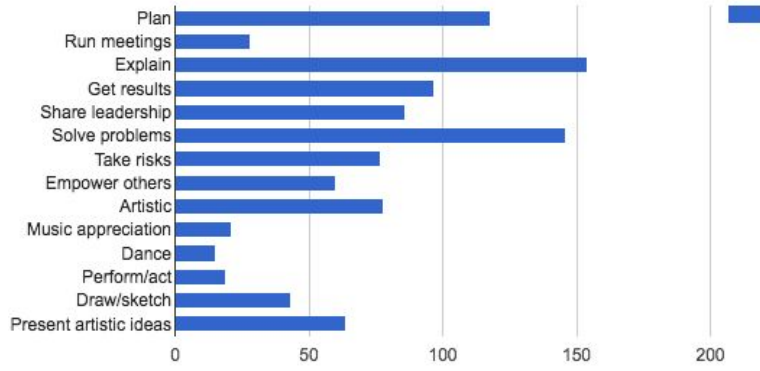


**What did students say they learned at their internship?**

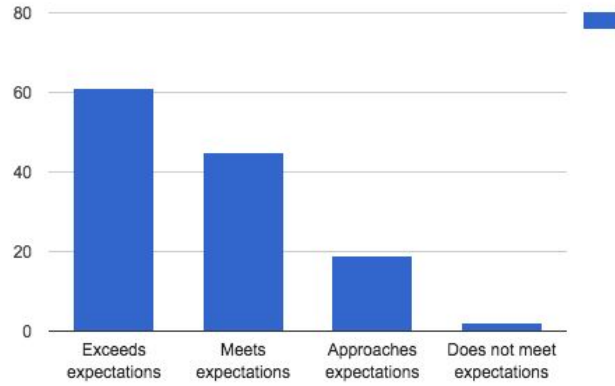




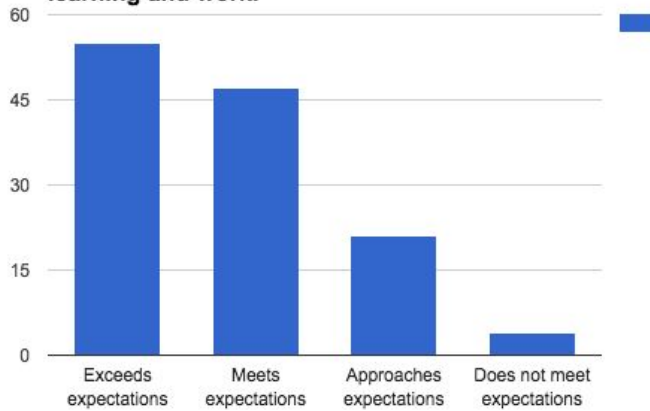
**What did students say they learned at their internship?**



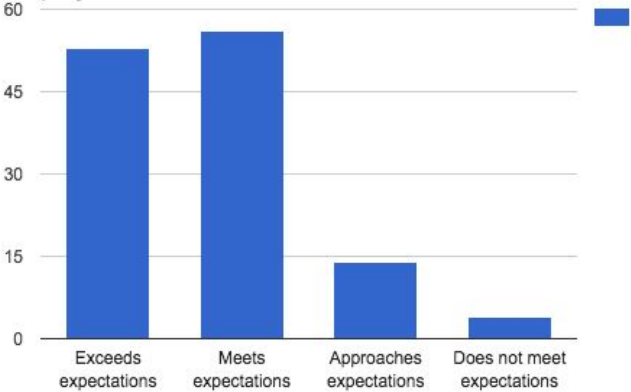
**Mentors reported that students engage adults in conversation about learning and work.**



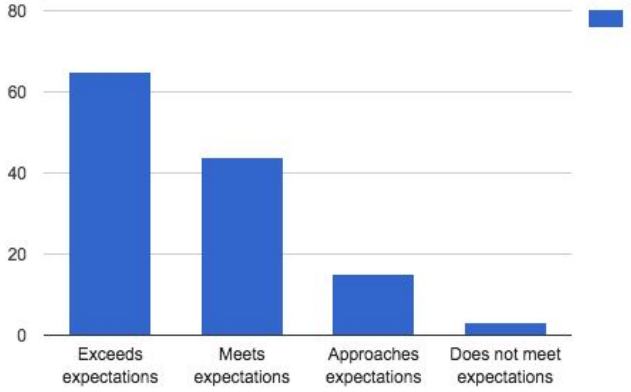
**Mentors reported that students initiate collaborations with others to accomplish learning and work.**



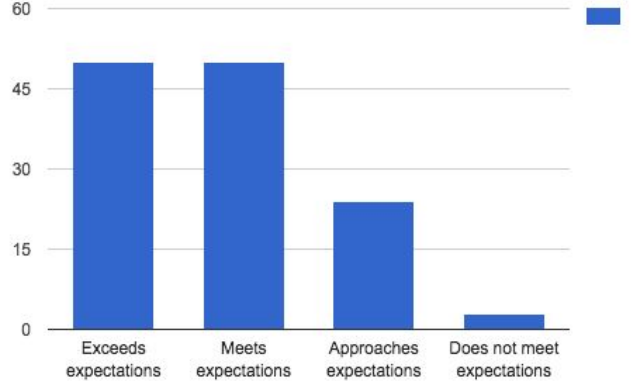
**Mentors reported that students organize project work before beginning and again throughout the project.**



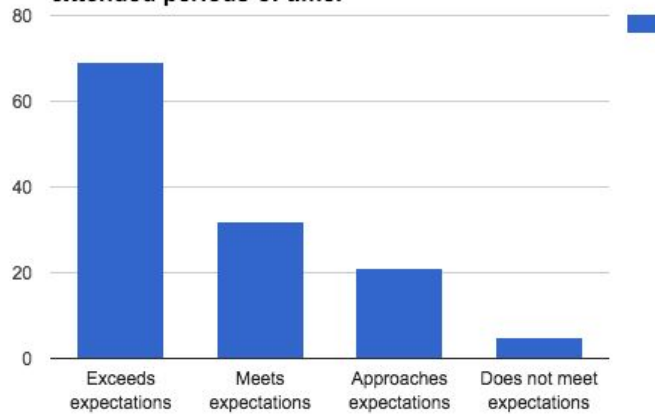
**Mentors reported that students creatively addresses challenges in the work.**



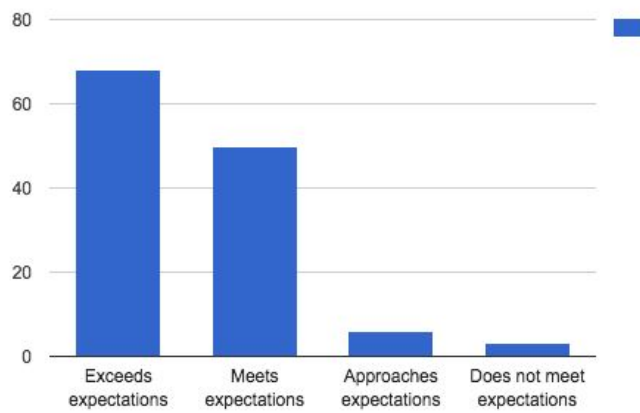
**Mentors reported that students incorporate ongoing reflection about their learning and work.**



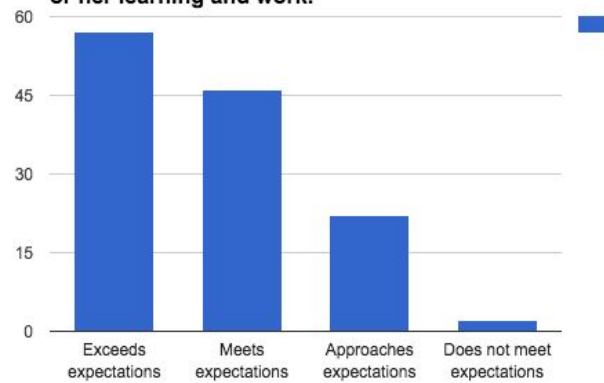
**Mentors reported that students become deeply immersed and engaged in the work over extended periods of time.**



**Mentors reported that students select and use a range of tools, materials, and artifacts.**



**Mentors reported that students continually revise both the process and the product of his or her learning and work.**



## B) Early College High School Data

Approximately 65% of the students and the Met take at least one college class at Sacramento City College (SCC) by graduation. The Met has an Early College High School program that streamlines the high school to college process for qualified students. This begins with Human and Career Development (HCD), a course that all students must pass before they can take further classes at SCC. Then, rather than AP courses which are supposed to be *like* a college course, we just send our students to take a real college class. In addition, students have taken college courses at Sacramento State University and other community college campuses.

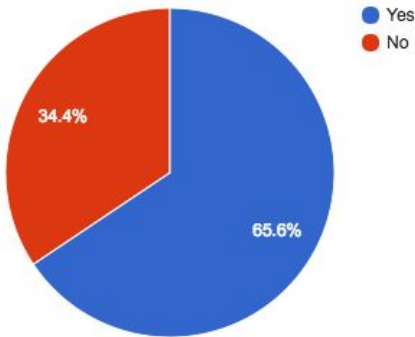
Currently, there are 2 Sacramento City College courses on the Met campus; HCD and DEAF 301, which is just being piloted in Spring, 2017.

### Enrollment numbers for Sacramento City College (SCC):

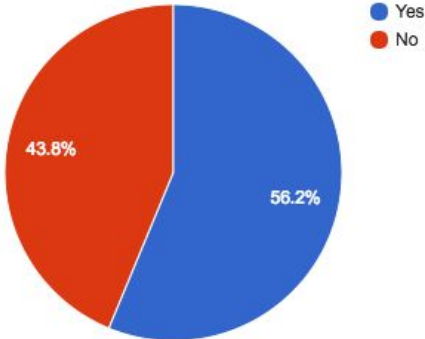
<b>Semester, Year</b>	<b>Number of students enrolled**</b>	<b>% of total Met population taking SCC courses during that semester</b>
Fall, 2016	52	18%
Summer, 2016	17	6%
Spring, 2016	69	24%
Fall, 2015	69	24%
Summer, 2015	19	7%
Spring, 2015	60	21%
Fall, 2014	71	24%

\*\*Please note that these numbers do not include students taking courses at other local community colleges

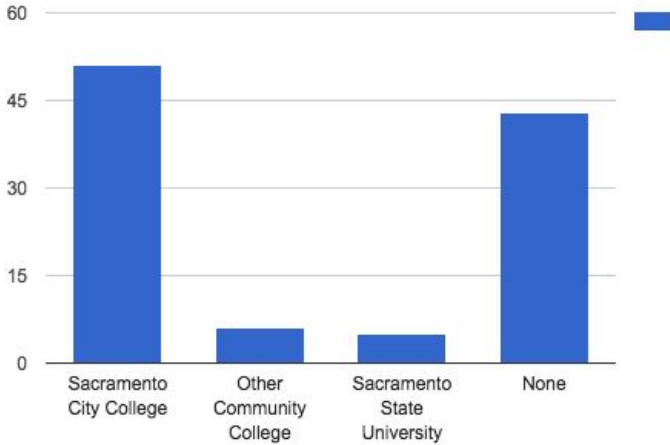
**Have students taken HCD?**



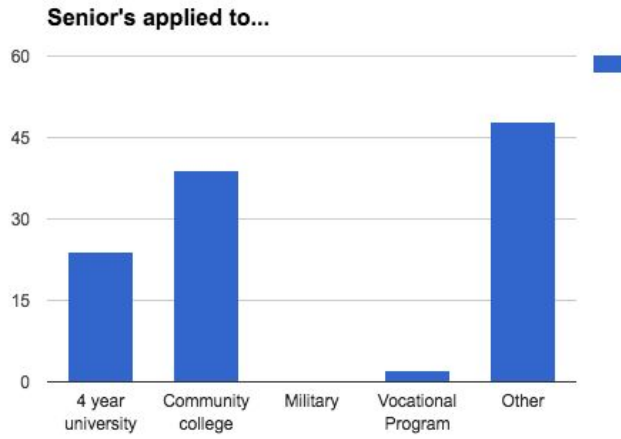
**While at the Met, did students take college courses, other than HCD?**



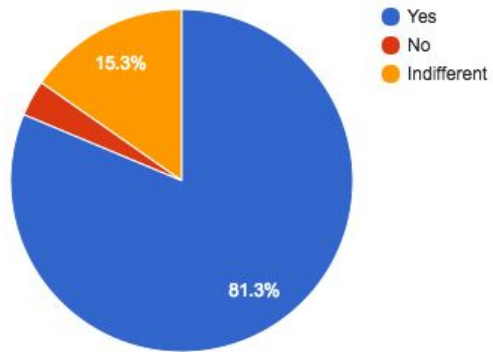
**Where did students take college courses?**



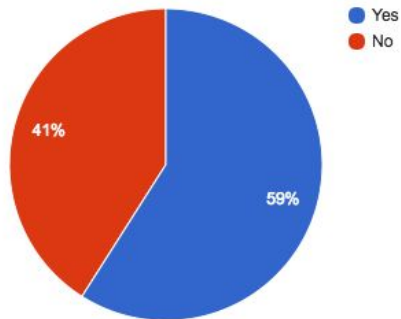
### C) Data on our college going culture



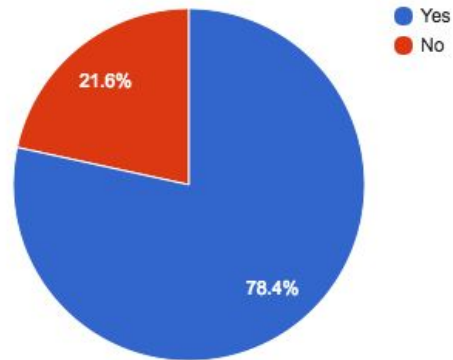
**If students have taken a college course, do they feel better prepared for college after graduation?**



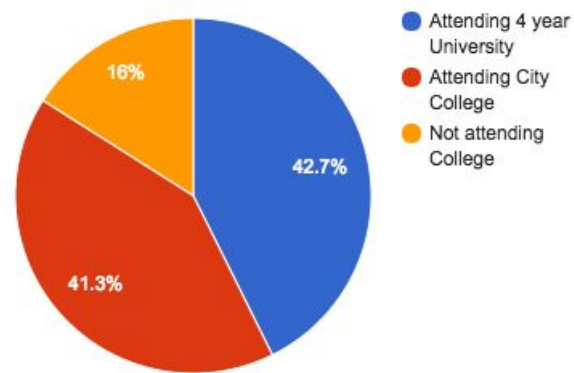
**If seniors were accepted to a 4 year university, are they planning to attend?**



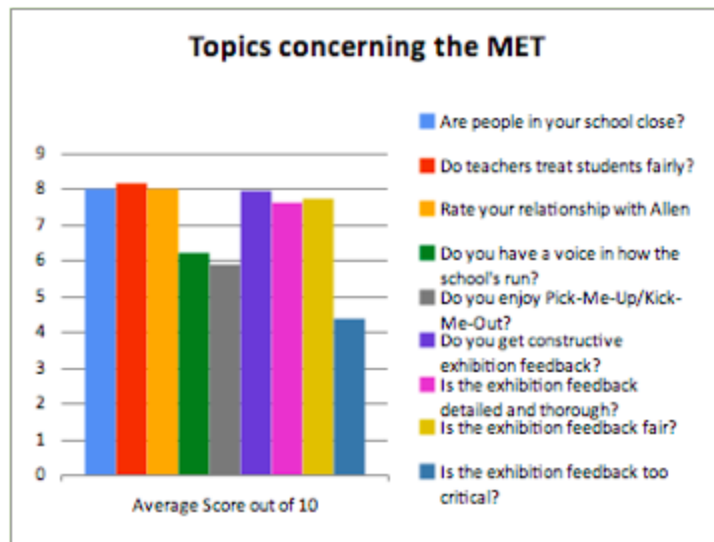
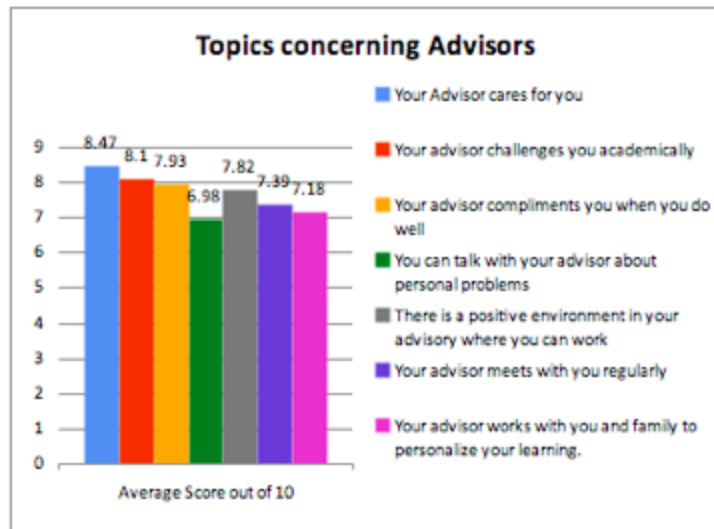
**Have students met with the college counselor?**



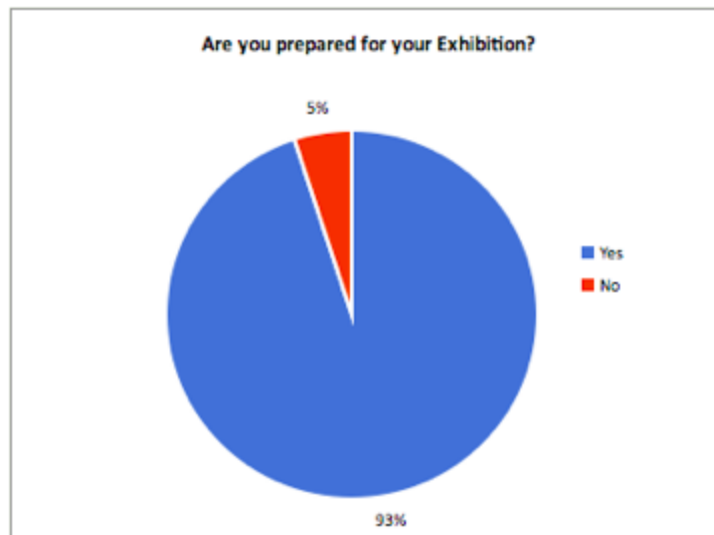
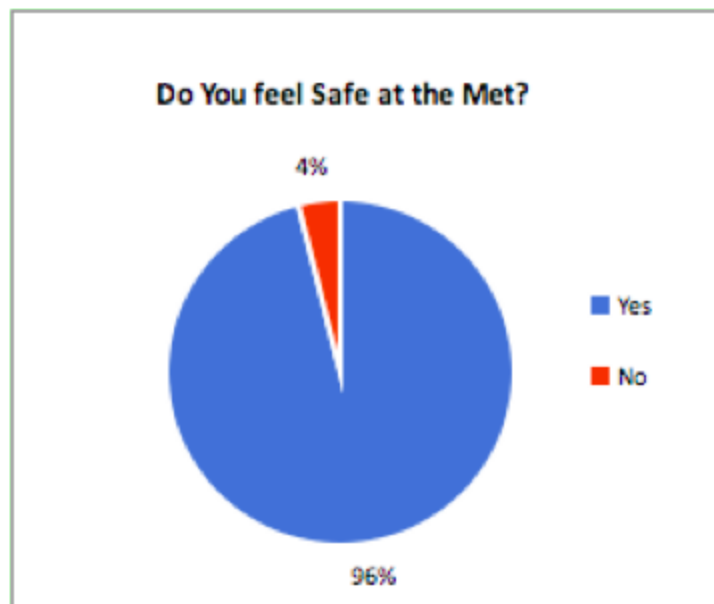
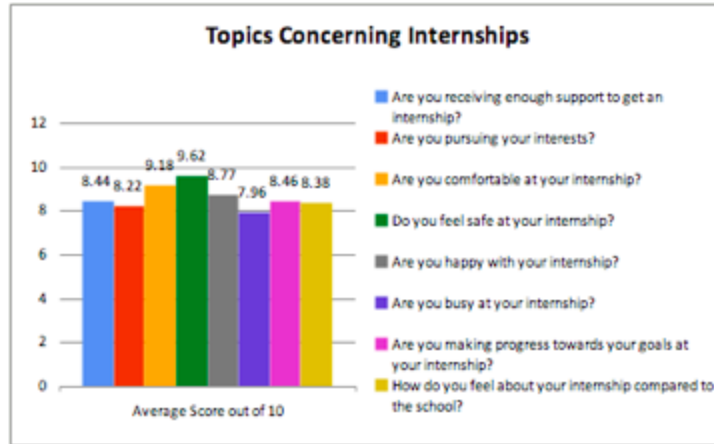
**Seniors' Post-secondary Plan**

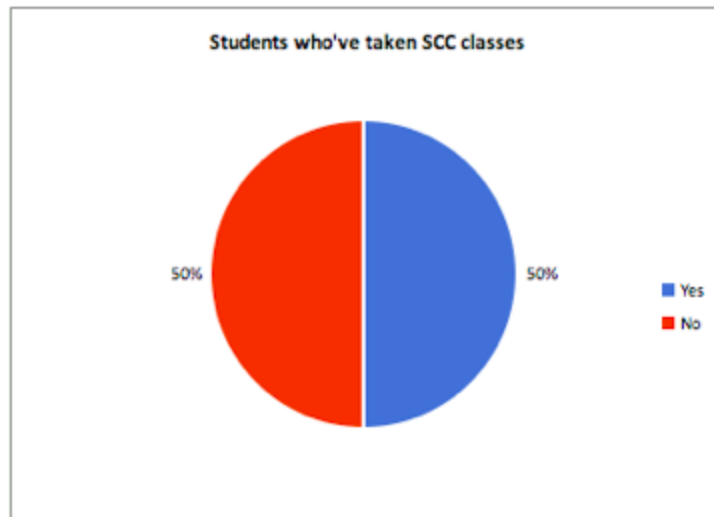


## D. Parent Survey Data









### **E. College Acceptances for the Class of 2016**

#### Universities of California:

UC Davis, UC Berkeley, UC Santa Cruz, UC Santa Barbara, UC Riverside, and UCLA

#### CA State Universities

San Francisco State, Sacramento State, San Jose State, CSU East Bay, Sonoma State, CSU Channel Islands, Humboldt State, CSU Stanislaus, CSU Fullerton, CSU Monterrey, San Diego State, Chico State

#### Private and Out of State Universities:

Cornell, Purdue, St. John's, Mill's College, Loyola University in Chicago and New Orleans, Gonzaga, Seattle University, Portland State, Hofstra University, University of British Columbia, University of Northern Arizona, University of Arizona in Tuscon, Arizona State, Washington State, Southern Oregon University, American University in Paris, Whittier College, Beloit College, University of Tampa, University of the Pacific, Campbell University, Pacific Northwest College of the Arts, Fort Lewis College, St. Mary's, Southern Methodist University, University of North Carolina, University of Hawaii, University of Portland, University of Alabama, International Center of Photography, and the University of San Francisco.

## ~~~~~ Element 4: Governance Structure ~~~~~

The Met Sacramento High School is a dependent charter of the Sacramento City Unified School District (the District). As a dependent charter, the school functions as a legal arm of the District. Ultimate control over the school will rest 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 has control over key elements of the school's operations, including the following:

- development and approval of the school's annual budget;
- evaluation of the performance of the school's principal and the power to dismiss the principal in the event that the performance evaluation determines that the principal is not meeting the school's needs or expectations;
- selection and establishment of the school's curriculum, instructional methods and strategies, and instructional calendar, provided these are reasonably aligned with state-mandated academic content standards;
- selection of student assessment practices mandated by applicable state law; and
- the review, hiring, evaluation, and retention of all staff.

These policies will be submitted for approval to the District's governing board. The District's governing board agrees to review all reasonable policies in a timely manner.

The Met Sacramento High School has an established School Advisory Board (SAB). The SAB's composition will include the principal, teachers and other staff, parents, and may also include community members and students. The SAB will develop a set of comprehensive, written bylaws that document the SAB's composition, terms of office, officers, committees, and meeting and advisory procedures. The SAB will ensure parents of the students will be actively involved in the governance of the school through parent leadership on the SAB, parent surveys and questionnaires, interviews, and involvement on action teams. The Met Sacramento involves parents in creating a vision, maintaining their input for plans for school-wide change, and is actively involved in a culture which supports parental participation in monitoring and ensuring progress for student achievement.

## ~~~~~ Element 5: Employee Qualifications ~~~~~

Every teacher holds a valid teaching credential or certificate issued by the California Commission on Teacher Credentialing. All Met teachers are appropriately credentialed so that they may teach all students, including English Language Learners. In addition, a full time credentialed special education teacher serves the student population. Teachers who have taught in urban settings, and who have successfully worked with students of diverse backgrounds will be actively recruited. The Met will abide by all collective bargaining units, and will adhere to all provisions within.

#### Teacher Qualifications and Expectations:

- possession of a valid Teaching Credential;
- knowledge, skill, and ability in successfully teaching content standards using project based methods;
- willingness to participate in Big Picture training and other district sponsored training throughout the school year;
- ability to work according to a master schedule that has common preparation periods for teaming with other teachers;
- ability to teach Met Sacramento main lessons and curricula.
- engage in the analysis of student work and achievement data in order to align their instruction;
- willingness to collaborate in order to create and implement integrated projects;
- demonstrate a commitment to push students to exceed state content standards;
- demonstrate a willingness to work several days of PD in the summer;
- willingness to cooperate with businesses, colleges, and community partners;
- willingness to be observed by other teachers and outside educators;
- work collaboratively in an advisory period designed to offer special assistance to students and build community; and
- willingness to travel to internship sites on Tuesday and Thursdays
- An understanding that their role as advisor is to be teacher, mentor and counselor to his/her advisory students
- Willing to commit to the four year rotation with the same group of advisory students

#### Instructional Leader Qualifications and Expectations:

- possession of a valid Administrative Services Credential;
- active participant in Big Picture administrator training and activities
- demonstrate leadership in implementing and monitoring The Met high school program;
- demonstrate leadership in monitoring content standards;
- willingness to actively participate in, and lead, training sessions for the staff;
- knowledge of, and ability to, independently work in a small learning environment;
- willingness to demonstrate the Project Based learning methods in a classroom setting;
- knowledge of creating a master schedule;
- ability to work in teams, lead action teams, and monitor school progress;
- demonstrate the ability to analyze and interpret data;
- willingness to act as Design Coach, Literacy Coach, or Math Coach;
- willingness to be held accountable for the implementation of big Picture educational philosophy
- demonstrate commitment to working a longer school day and year; and
- work actively with parents and students to ensure a climate of academic achievement and college preparedness.

All other staff will be required to meet the basic work requirements as set out by the SCUSD. All applicable requirements for employment under the law will be met.

## ~~~~~ Element 6: Health and Safety Protocols ~~~~~

The Met has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies shall be developed in consultation with the Sacramento City Unified School District. The policies address the following topics:

- immunizations of students to the extent required for enrollment in non-charter public schools;
- procedures for response to natural disasters and emergencies, including fires, floods, and earthquakes;
- the prevention of contact with bloodborne pathogens;
- encouraging instructional and administrative staff to receive training in emergency response, including “first responder” training or its equivalent;
- the administration of prescription drugs and other medicines;
- the housing of The Met in district facilities or facilities that have received state Fire Marshal approval and that have been evaluated by a licensed structural engineer who has determined the facilities present no substantial seismic safety hazard;
- establishing The Met as a drug, alcohol, and tobacco free school and workplace;
- constant supervision by the classroom teacher, or designated personnel, for all guest lecturers and volunteers;
- the utilization of security personnel and school monitors;
- a requirement for all visitors to sign in at the reception desk;
- the establishment of a safe place off the grounds to move the students in the event of danger;
- all staff will follow the District’s guidelines and be tested for tuberculosis;

These policies will be incorporated, as appropriate, into the Met student and staff handbooks.

Per the collective bargaining agreement SCUSD HR is involved in all of the clearances for staff.

The Met will follow all policies and procedures laid out by the district pursuant to all pupil health screenings as mandated by law for example epi pen and mandated reporter trainings.

Earthquake, fire, lockdown, and shelter-in-place drills are done at least once per semester.

## ~~~~~ Element 7: Racial and Ethnic Balance ~~~~~

The Met is nonsectarian in its programs, admission policies, employment practices, and all other operations. The school does not charge tuition for the charter program, and does not discriminate on the basis of race, ethnicity, national origin, gender or disability.

The Met recognizes its legal and social responsibility to take all feasible steps to enroll a student population that is reflective of the ethnic and racial diversity in the district.

While The Met cannot legally ensure a specific balance by racial, ethnic, academic, socioeconomic and disability status (prohibited both by the State Constitution and the Charter Schools Act), the following outreach plans to achieve a racial and ethnic balance among its students that is reflective of the District, The Met implements broad-based recruiting methods that include, but are not limited to, the following:

Most importantly, the Met will request the ability to visit all district and middle schools and, in particular, ones with higher populations of the targeted student populations mentioned above (socio-economically disadvantaged, low performing, etc.).

Additionally, the Met will do the following:

- An enrollment process timeline that allows for a broad-based recruiting and application process;
- District-wide advertising of The Met's program and enrollment procedures;
- The scheduling of open houses and visit days, Big Picture informational seminars and prospective parent nights for parents, and other activities during the school year where the community is invited in to learn about the school's instructional and operational philosophy;
- Distribution of informational materials in a variety of languages;
- Targeted outreach efforts to specific populations via neighborhood groups, community organizations, churches, mosques, temples, and other organizations;
- Work with community based organizations specifically address ethnic and cultural diversity.
- The development and distribution of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the districts of the various feeder charter schools and in the authorizing district, including Spanish language materials as needed;
- The Met student involvement in the community through off-campus learning and mentoring;
- The advertisement of outreach activities on its website, through community newsletters and in local newspapers, ethnic radio broadcasts, as appropriate;
- Ongoing review of demographic data in the communities served to identify any additional outreach needed;
- Presence at local festivals.
- Create materials in Hmong and Mien to distribute to non English speaking families
- Attend the Lao Students conference at Sac State with Laotian students to distribute information about the Met High School

The Met believes that these activities will attract a broad base of applicants, who are diverse racially, ethnically, academically, socioeconomically and by disability status, and will review annually these outreach measures to consider any improvements necessary for the following year of operation.

As a result of these recruitment efforts, the Met Sacramento High school has a racial/ethnic balance that closely resembles the demographics of the greater Sacramento area. The only

discrepancy is with the group identified as Asian, where the Met population does not match the local demographic.

Please see the chart on the following page for more details.

Ethnic Breakdown by Year:

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017
	The Met	Sac	The Met	Sac	The Met	Sac	The Met	Sac	The Met	Sac	Met
Hispanic	29%	29%	26%	29%	27%	30%	29%	30%	34%	27%	35%
Native	1%	1%	2%	1%	2%	1%	2%	1%	2%	1%	1%
Asian	2%	13%	3%	13%	3%	13%	3%	13%	2%	18%	2%
Pacific Islander	1%	1%	1%	1%	0%	1%	0%	1%	1%	2%	>1
Filipino	0%	3%	0%	3%	0%	3%	0%	3%	<1%	1%	1%
African American	12%	13%	7%	13%	10%	13%	12%	13%	9.9%	15%	13%
White	44%	35%	54%	34%	49%	34%	47%	33%	43%	45%	39%
Two or more	10%	4%	6%	4%	8%	5%	7%	5%	9.2%	6%	10%
not reported	1%	1%	0%	1%	0%	1%	0%	1%	0%	1%	

### ~~~~~ Element 8: Admissions requirements ~~~~~

Students will be considered for admission to The Met without regard to race, ethnicity, national origin, primary language, gender, disability, or achievement level. Students interested in The Met will be required to adhere to the expectations set out by the school.

Every participating student is requested to attend a “shadow day” at the school. Because parent participation is integral to the educational process, we request that the parent or guardian come to an orientation in the afternoon after the student’s shadow day. All parents and students sign The Met parent-Teacher-Principal-Student compact that outlines the duties and responsibilities of all community members. **While shadow days are highly recommended, they are not a requirement for enrollment.**

There are no admissions requirements to attend The Met besides being a high school student. Any students who apply before the registration deadline have the chance to be accepted and enrolled. If potential enrollment numbers are higher than capacity at the registration deadline, a lottery must be held. If capacity is not filled by the registration deadline, then all students who applied are accepted. At that point, new students are accepted on a first come, first served basis

until capacity is reached. Once capacity is reached, a wait-list is created and students are filled in, as needed.

For students who want to transfer to the The Met (and are accepted) during their junior or senior years, transcripts are checked and families are consulted. Since the Met is not a credit recovery school, but does have some credit recovery options, students with credit deficiencies have the ability to decide the best strategy in terms of enrolling at the Met or trying another school.

Steps for acceptance/enrollment:

- Family fills out an application.
  - Basic information such as address, phone number, and email
  - A letter of congratulations for being accepted to the Met
- Enrollment, once accepted:
  - Request for records (immunization, birth certificate, transcript, grades in progress, etc.)
  - Parent Teacher Student Compact filled out
  - Orientation for new students
  - An emergency card
  - Student agreements by year (please see Appendix for example)
  - Information about IEP's or 504's

Enrollment Preferences:

1. Students who currently attend the Met, and their siblings
2. In-district students
3. All other students

Enrollment Timeline

1. Student/family contacts the Met
2. Information given to family. If the registration period has passed and spots are available, the family is offered a spot at the Met. They may elect to attend a Shadow Day before committing to the Met.
3. If the registration period has **not** closed, students are added to a lottery list. Lottery will only be used if the grade levels fill up before the registration deadline, which is approximately at the end of January each school year. If the grade levels **do not** fill up, the list is simply converted to the enrollment list, and it becomes first come, first served from that point until the start of the next school year.
4. Once filled (either through lottery or first come, first served), interested families are put on a waitlist.

~~~~~ Element 9: Annual Financial Audits ~~~~~



The school's budget and funds are 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.

Below is a table of the past 5 year-end balances. With the exception of one year in the past 5, there has been a positive balance each year. The most recent positive carryover is the result of higher-than-projected enrollment, over budgeting of staff (actual staff costs were significantly lower than projected), and less-than-projected turnover of technology.

UNRESTRICTED ENDING FUND BALANCE  
 FUND 09  
 SCHOOL: The MET

| Fiscal Year | Amount        |
|-------------|---------------|
| 2011 - 2012 | \$383,155.00  |
| 2012 - 2013 | (\$51,127.48) |
| 2013 - 2014 | \$63,824.28   |
| 2014 - 2015 | \$349,473.71  |
| 2015 - 2016 | \$845,541.99  |

~~~~~ Element 10: Suspension and Expulsion procedures ~~~~~

The Met follows the student suspension and expulsion policies of the Sacramento City Unified School District.

The Met will maintain a safe learning environment while balancing a student's right to due process. The Met Handbook clearly describes expectations regarding attendance, mutual respect, substance abuse, violence, safety and work habits. Each student and his or her parent(s) or guardian(s) will be required to verify that they have reviewed the policies and that they understand them, prior to enrollment. Any student who engages in violations of these expectations may be required to attend a meeting with the school's staff and the student's parent/guardian. A specific remediation agreement will be written, to be signed by student, parent/guardian, and executive director, outlining future student conduct expectations, timeliness, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

The district may, pursuant to the school's adopted policies, discipline and ultimately suspend or recommend expulsion students who fail to comply with the terms of a remediation contract. The motto of the Met is "One kid at a time"; therefore discipline decisions might take into account special individual circumstances. Students who present an immediate threat to the health and/or safety of themselves or others may be immediately suspended and later expelled according to ed. code sections: 48900-48927. The school will notify the Behavior Office at SCUSD and include suspension and expulsion data in its annual School Accountability Report Card provided to the district.

In accordance with the law, The Met will comply with federal due process requirements for suspension and expulsion of regular and special education students. An individual with exceptional needs, as defined in Education Code Section 56026, may be suspended or expelled from school in accordance with Section 1415(k) of Title 20 the United States Code, the discipline provisions contained in Sections 300.530 to 300.537, inclusive, of Title 34 of the Code of Federal Regulations.

The Met will consult with SCUSD Student Hearing and Placement Office in considering the suspension or expulsion of an individual with exceptional needs and shall provide the authorizer approval rights over such action by the charter school as further defined by the memorandum of understanding between the authorizer and the charter school.

There are specific rules for suspending or disciplining a student with disabilities. Generally, a student with a disability may be suspended or placed in an alternative educational setting to the same extent that these options apply to students without disabilities. When a student with disabilities is in such a placement for more than ten days, an IEP meeting must be held to consider the appropriateness of the student's current placement and the extent to which the disability is the cause of the misconduct.

Regardless of the student's placement, the district must provide a free appropriate educational program for the child.

The SCUSD's policies and rules are distributed in the form of a Student Handbook to every student at the beginning of the school year.

The Met Sacramento high school follows the protocols of California ed code 48900. In addition to the discipline protocols established in California ed code 48900, we have always worked with restorative justice principles. That is, unless the student has violated SCUSD non-negotiable behavioral consequences such as automatic suspensions for drug or weapon possession, the Met behavioral policy is to apply restorative justice procedures.

The general process is that there is a flow of consequences for inappropriate behavior. First, student behavior that might result in disciplinary action is in two categories: those that require precise consequences due to ed code, and those that do not have ed. code mandated consequences pass through several stages of restorative justice mediation. The first level is that the advisor mediates the infraction in class. Second level the student is referred to the vice principle to mediate. The VP uses actual restorative justice practices to mediate conflict or discipline issues. Finally, if there is no change in behavior then the issue is referred to the principal and a more serious meeting is scheduled with the student and his/her parent or guardian and other identified stakeholders.

## ~~~~~ Element 11: Retirement programs ~~~~~

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.

## ~~~~~ Element 12: Public School Attendance ~~~~~

Students who opt to leave The Met may attend other district of residence schools, or pursue an interdistrict transfer, in accordance with the existing enrollment and transfer policies of the District or county of residence. Admission to The Met does not guarantee the right of any student into any other school of the District.

## ~~~~~ Element 13: Employee Return Rights ~~~~~

As a dependent charter school, the staff of The Met are employees of the District and do not need to leave the District to work at The Met. It should be noted that the District and SCTA have reached a contract addendum that allows flexibility for small, dependent charter schools.

As district employees, faculty and staff at The Met:

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

## ~~~~~ Element 14: Dispute Resolution ~~~~~

The intent of this dispute resolution process is to (1) resolve disputes within the school 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.

### A. Public Comments

The Met staff, The Met School Advisory Board (SAB), and the District, agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process. No party's right to public commentary should be denied.

## B. Disputes Arising from within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and SAB members of the school, shall be resolved pursuant to policies and processes previously established by the District. No party's right to public commentary should be denied.

## C. Disputes between the School and the Charter-Granting Agency

In the event that the school or granting agency have 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 members of the school agree to first frame the issue in written format and refer the issue to the Superintendent of the District (or his/her designee) and the 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 the 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 members from their respective boards who shall jointly meet with the Superintendent and the Principal and attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the Superintendent and the Principal shall meet to jointly identify a neutral, third party mediator. The format of the mediation session shall be developed jointly by the Superintendent and the Principal, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The findings or recommendations of the mediator shall be non-binding, unless the boards of the school and the district jointly agree to bind themselves. Each party shall bear their own costs of participation in the dispute resolution process. No party's right to public commentary should be denied.

## ~~~~~ Element 15: Public School Employer ~~~~~

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 "Small High School".)

## ~~~~~ Element 16: Closure Procedures ~~~~~

As a dependent charter school, the assets and liabilities of The Met shall remain those of the Sacramento City Unified School District. In the event of closure of The Met, its assets and

liabilities shall remain those of the District and shall be audited through usual and customary audit and property inventory processes.

## Miscellaneous

### Charter Requirements:

We will adhere to the legal requirements regarding Charter Schools that have been enacted since the last renewal.

- Education Code section 313.1: Added new definitions of “long-term English learner” and “English learner at risk of becoming a long-term English learner.” (Effective 1/1/16)
- Education Code section 48850 et seq.: Requires provision of certain services for homeless and foster students and clarifies that “local educational agency” includes all charter schools. (Effective 1/1/16)
- Education Code section 44691: Requires annual mandated reporter training and process for providing proof of completion of training within first six weeks of school year or within six weeks of commencing employment. (Effective 1/1/16)
- Education Code section 234.1: Requires charter schools serving grades 7-12 to provide certificated employees with information regarding school site/community resources providing support to LGBTQ students. (Effective 1/1/17)
- Education Code section 44030.5: Requires charter school to report change in credential holders’ employment status to CTC under certain circumstances. (Effective 1/1/14)

### **Facility Use and number of Student**

The Met is at or close to full capacity each year and foresees no need to expand or modify facilities in any major way in the near future.

The Met currently has between 280 - 300 students. This number is split fairly evenly between grades 9 -12.

### **Legal Services:**

The Met anticipates using no more than 10 hours of legal service per year, which would be directed to our in-house legal counsel (the district).

### **Projection of Revenue Receipts:**

As a locally funded dependent charter, the one stop budget process does not include a monthly projection of revenue. The Met monitors its fiscal position through Escape, the system used by the district to track budgets.

# Renewal of the The Met Sacramento High School Charter High School

We the undersigned believe that the attached Charter merits consideration and hereby petition the governing board of the Sacramento City Unified School District to grant approval of the charter pursuant to Education Code Section 47605 to enable the continued operation of The Met Sacramento High School. The Met Sacramento High School agrees to operate the school pursuant to the terms of The Charter Schools Act and the provisions of the school's charter. The petitioners listed below certify that they are teachers who are meaningfully interested in teaching in the charter school

**By the Lead Petitioner:**

Vince Wolf            2/21/17  
 Name (please print)      Signature      Date

The petitioners authorize the Lead Petitioner to negotiate any amendments to the attached charter that may be mutually agreeable and necessary to secure approval by the Sacramento City Unified School District governing board.

**By the Petitioners:**

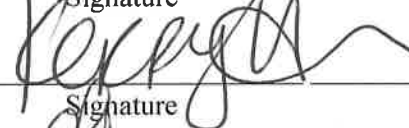
Priya Jaggi            2/21/17  
 Name (please print)      Signature      Date

Eliazar DeLaCruz            2/21/17  
 Name (please print)      Signature      Date

Peter Flores            2-21-17  
 Name (please print)      Signature      Date



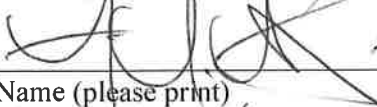
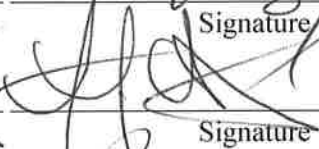
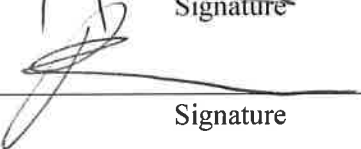
Scott Ford            2/21/2017  
 Name (please print)      Signature      Date

Chris Chu            2/21/2017  
 Name (please print)      Signature      Date

Kerry Hernandez            2/21/2017  
 Name (please print)      Signature      Date

Grace Yates            2/21/2017  
 Name (please print)      Signature      Date

HASAN MCWHORTER            2/21/2017  
 Name (please print)      Signature      Date

|   |   |         |
|---|---|---------|
| Patrick Reilly  |  | 2/21/17 |
| Name (please print)   | Signature   | Date    |
| Victoria Lemus  |  | 2/21/17 |
| Name (please print)   | Signature   | Date    |
|  |  | 2/21/17 |
| Name (please print)   | Signature   | Date    |
| Philip Horne  |  | 2/21/17 |
| Name (please print)   | Signature   | Date    |

Conclusion

The entire Met community is honored to have the opportunity to apply for renewal of the charter school that would like to continue to serve families in the Sacramento City Unified School District and neighboring districts. We are proud to be partners with SCUSD in offering the highest quality high school education for all students.

By approving this charter for the *Met Sacramento High School*, Sacramento City Unified School District will fulfill the intent of the Charter Schools Act of 1992 to improve student learning, create new professional opportunities for teachers, provide parents and students with expanded choices in education, and follow the directive of law to encourage the creation of charter schools. The Met Community of Petitioners is eager to continue to work cooperatively with SCUSD to establish excellence in education. To this end, we pledge to continue to work as partners with the SCUSD to respond to any concerned regarding this document and to present the district with the strongest proposal requesting a five year terms from July 1, 2017 to June 30, 2022.

Sincerely,

Vince Wolfe  
Principal  
The Met Sacramento High School  
*"One Student at a Time"*