THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT SAN DIEGO METRO CAREER & TECH SCHOOL

2014-16

37-68338-0107482
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Leonard, Sara
Contact Person: Leonard, Sara
Position: Principal
Telephone Number: 858/271-6578;
Address: 7250 Mesa College Dr RM K204, San Diego Metro Career & Tech, San Diego, CA, 92111-4998,
E-mail Address: sleonard@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools
☒ Home/School Compact

Board Approval: June 23, 2015

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
in their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego Unified
SCHOOL DISTRICT

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

2014-2016 (2 YEAR) SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: San Diego Met

DUE March 13, 2015

SITE CONTACT PERSON: Sara Leonard

PHONE: 619-388-2299   **FAX:** 619-388-5737   **E-MAIL ADDRESS:** sleonard@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

☒ Quality Education Investment Act (QEIA)   ☐ Title 1 Schoolwide Programs (SWP)   ☒ Program Improvement (PI)

☐ Y1 ☒ Y2 ☐ Y3 ☐ Y4 ☐ Y5 ☐ Y5+

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

    CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF PRESENTATION TO SSC:

    ☒ English Learner Advisory Committee (ELAC)   Date of presentation:_____

    ☒ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation:_____

    ☒ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation:_____

    ☒ Site Governance Team (SGT)   Date of presentation:_____

    ☒ Other (list): _____   Date of presentation:_____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. The site plan or revisions to the site plan were adopted by the SSC on: 3/11/2015

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Sara Leonard	_Signature_	3/13/15
Type/Print Name of School Principal	Signature of School Principal	Date
Aaron Farmer	_Signature_	3/13/15
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson	Date
Shirley Wilson	_Signature_	3/19/15
Type/Print Name of Area Superintendent	Signature of Area Superintendent	Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: INTRODUCTION

EC Section 64000 requires schools and districts that receive state and federal or other applicable funding through the district's Con App process to prepare a SPSA for any recipient school. The SPSA is a blueprint to improve the academic performance of all students to the level of the performance goals, including both the Academic Performance Index (API) and the Adequate Yearly Progress (AYP) measures.

SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

INTRODUCTION

Both 2014-15 and 2015-16 are addressed in this Single Plan for Student Achievement (SPSA) document. The nation's movement toward Common Core State Standards (CCSS) is reflected in changes to instructional practices as well as the way in which academic progress is measured. SDUSD has been proactive implementing CCSS as well as piloting Smarter Balanced Assessment (SBAC), the standardized testing developed to measure academic progress associated with CCSS. Additionally, SDUSD has developed internal benchmark assessments for CCSS.

The contents of this SPSA include the 2014-15 SSC approved categorical budget. The work toward approving the 2014-15 categorical budget was completed in the spring of 2014 in preparation for the 2014-15 school year. This document is contained in the appendix and has been updated to address the 2014-15 academic environment and academic goals. The rationales for each expense are identified in the budget.

SCHOOL VISION AND REALITY

The mission of San Diego Met is to prepare one student at a time for college and the workforce through active learning, academic rigor, and community involvement.

Vision Statement:

The vision of San Diego Met is to generate and sustain innovative, personalized learning environments that work in tandem with the real world in the San Diego community.

School Reality:

As part of the Big Picture Learning network of schools, San Diego Met focuses on teaching students through an individualized learning model that includes:

Advisory classroom structure

One-on-One Personalization

Respectful and meaningful relationships with staff, community, and business partners

Internships for career exploration, developing 21st Century workplace skills, and learning industry standards in areas of interest to each student

College immersion with concurrent enrollment at Mesa Community College beginning as early as 10th grade

CORE AND SUPPLEMENTAL SUPPORTS

High School Core and Supplemental Supports Statement

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

High School: 1:30

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.
Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. High School = 4 days for each counselor.   High School counselor ratio is 1:459.

GRADUATION COACH
One position for each comprehensive high school and one position shared among the small school campus.

HEALTH TECHNICIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT
Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions.   Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the

community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

With this understanding, professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I (August-November) - How do we develop an academic, social and physical environment worthy of our children?
Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN
SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS
The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. In order to achieve the SMART goals and implement the major strategies and action steps set forth in the plan the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Sara Leonard	Principal
Aaron Farmer	Classroom Teacher, Chair
Kathy Baker	Classroom Teacher, DAC Rep
Robert Fung	Classroom Teacher
Lanae Kallsen	Classroom Teacher
Lauriann Stanley	Classroom Teacher
Siv Verdun	Classroom Teacher
Jason Moravec	Other School Personnel
Amy Besnoy	Parent
Julia Childs Andrews	Parent
Julie Bonnardel	Parent
Kathleen Connolly	Parent
Axel Rinder	Student
Josh Halican	Student
Michelle Garcia	Student
Lanira Taylor	Student

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2016, 90% of students at the Met will be able to conduct research projects to answer a question or solve a problem demonstrating 21st Century skills in alignment with common core grade level standards in reading, writing, and communicating.

Closing the Gap SMART Goal:

By June 2016, 75% of students with disabilities at the Met will cite strong and thorough textual evidence to support their ideas or claims made in their research project.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ API ☒ AYP ☒ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?

Met High School students will increase their 21st Century skills in an academic, social and physical environment. Student progress will be monitored and recorded through the following measures:

As an early college program, utilizing the Big Picture Learning philosophy, students in grades 9-12 will have developed an essential question by November in relation to their yearlong exhibition that will be tracked schoolwide through the established rubrics aligned with Common Core Standards in Reading, Writing, and Speaking and Listening.

Students in 9th grade will present their essential question, introduce a social issue for further research, and share the authoritative resources they will use for research in October to a panel of teachers, peers, parents and community members to demonstrate 21st Century skills and Common Core Standards in Communication, Information Literacy, and Technology Literacy which will establish baseline data for a longitudinal study to track improvement over time.

Students in grades 9-12 will identify their LTI (Learning Through Internship) site by November in a location that fosters an academic, social and physical

environment which supports real world learning and career readiness.

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Met High School students will demonstrate mastery of Common Core Standards and 21stCentury skills in collaborative conversations. Student progress will be monitored and recorded through the following measures:
Students in grades 10-12 through collaborative conversations will develop an essential question regarding a social issue for further research, and identify the authoritative resources they will use for ongoing research by November to demonstrate 21st Century skills and Common Core Standards in Communication, Information Literacy, and Technology Literacy which will establish baseline data for a longitudinal study to track improvement over time.
Students in grades 9-12 will utilize collaborative conversations and communication skills to contact 3-5 organizations in relation to the social issue they are researching for their Exhibition.
Students in grades 9-12 will be actively involved in an internship two days per week to explore careers of interest and improve 21st century skills with collaborative conversations in a real-world experience which is part of their classroom time in high school. Pre and post assessments of student communication and collaboration will be gathered for an ongoing longitudinal study.

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Met High School students will participate in a school-wide survey in February to measure the learning conditions that support their learning. The survey will be given two times annually for staff to analyze in order to maximize student potential for all learners.
Students in grades 9-12 will present LTI Projects to demonstrate career readiness, communication, and knowledge of industry standards aligned with Common Core Standards and 21st Century skills.

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Met High School students will demonstrate mastery of Common Core Standards and 21st Century skills through the successful completion of Exhibitions, LTI Projects and internships. Student progress will be monitored and recorded through the following measures:
Students in grades 9-12 will present their research on a social issue in a school-wide Showcase which is open to parents, the community, and over 500 business partners. The exhibitions are aligned with Common Core Standards and 21st Century skills across multiple disciplines and core subject matters. The data will be utilized in a multi-year longitudinal study to show an improvement in student achievement and compared to the earlier benchmarks established each quarter to show growth within the current school year.
Students in grades 9-12 will present LTI Projects to demonstrate career readiness, communication, and knowledge of industry standards aligned with Common Core Standards and 21st Century skills.

Students in grades 9-12 will be actively involved in an internship two days per week to explore careers of interest and improve 21st century skills with collaborative conversations in a real-world experience which is part of their classroom time in high school. Pre and post assessments of student communication and collaboration will be gathered for an ongoing longitudinal study.

Met High School students will participate in a school-wide survey in June to measure the learning conditions that support their learning. The survey results will be measured against the February results to show progress.

Professional Learning Communities (PLCs) will analyze student data quarterly in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Students are demonstrating 21st Century skills and achieving common core standards but achievement has not been documented substantially or school-wide. There is a need to develop common rubrics and benchmarks for measuring student achievement and to drive ongoing goals for school improvement. Rubrics will be utilized to identify Common Core Standards and 21st Century skills being measured. Multiple measures will be utilized in benchmark assessments and data will be tracked throughout the year to show growth and progress of students from September to June. The data this year will serve as a baseline and continue to be tracked in a longitudinal study of student achievement that is authentic and relevant to the Schoolwide Learning Objectives (SLOs).

This goal will address the achievement gap to align with common core state standards and the need to be proficient in literacy across all content areas since the exhibitions, LTI projects and internships used to monitor and measure student achievement incorporate subject matter from all content areas.

All SLOs are in alignment with this goal: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities

Common Core Standards Focus:
Literacy-Reading:
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Literacy-Writing:
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Speaking and Listening:
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Professional Development Focus:
Schoolwide- Differentiation Strategies: Close Reading, Gallery Walks, Tiered Products and Independent Study
PLCs- Developing benchmarks and rubrics for monitoring student progress

Area 2: Mathematics

Mathematics SMART Goal:

By June 2016, 90% of students at the Met will demonstrate knowledge of common core standards in statistics and probability which will be demonstrated in exhibitions through the interpretation of categorical and quantitative data.

Closing the Gap SMART Goal:

By June 2016, 75% of students with disabilities will demonstrate understanding of common core math modeling standards by interpreting expressions that represent a quantity in terms of its contexts linking mathematics to everyday life, work and decision-making.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ API ☒ AYP ☒ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?

Met High School students will increase their 21st Century skills in an academic, social and physical environment. Student progress will be monitored and recorded through the following measures:
Students in grades 9-12 through collaborative conversations will identify authoritative and statistical data related to the social issue they are researching for their yearlong exhibition. Progress will be measured through established rubric and measure throughout the year.
As an early college program, utilizing the Big Picture Learning philosophy, students in grades 9-12 will begin to analyze and interpret data related to the social issue they are researching for their yearlong exhibition and defend their position mathematically supporting the need for a call to action.
Student progress will be tracked schoolwide through the established rubrics aligned with grade level/subject specific Common Core Standards.

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?

Met High School students will demonstrate mastery of Common Core Standards and 21st Century skills in collaborative conversations. Student progress will be monitored and recorded through the following measures:

As an early college program, utilizing the Big Picture Learning philosophy, students in grades 9-12 will analyze and interpret data related to the social issue they are researching for their yearlong exhibition and defend their position mathematically supporting the need for a call to action.

Student progress will be tracked schoolwide through the established rubrics aligned with grade level/subject specific Common Core Standards

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?

Met High School students will participate in a school-wide survey in February to measure the learning conditions that support their learning. The survey will be given two times annually for staff to analyze in order to maximize student potential for all learners.

Students in grades 9-12 will present exhibitions as a benchmark check-in for feedback and further research and data analysis aligned with Common Core Standards and 21st Century skills.

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?

Met High School students will demonstrate mastery of Common Core Standards and 21st Century skills through the successful completion of Exhibitions, LTI Projects and internships. Student progress will be monitored and recorded through the following measures:

Students in grades 9-12 will present their research on a social issue in a school-wide Showcase which is open to parents, the community, and over 500 business partners. The exhibitions are aligned with Common Core Standards and 21st Century skills across multiple disciplines and core subject matters. The data will be utilized in a multi-year longitudinal study to show an improvement in student achievement and compared to the earlier benchmarks established each quarter to show growth within the current school year.

Met High School students will participate in a school-wide survey in June to measure the learning conditions that support their learning. The survey results will be measured against the February results to show progress.

Professional Learning Communities (PLCs) will analyze student data quarterly in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Students are demonstrating 21st Century skills and achieving common core standards but achievement has not been documented substantially or school-wide. There is a need to develop common rubrics and benchmarks for measuring student achievement and to drive ongoing goals for school improvement. Rubrics will be utilized to identify Common Core Standards and 21st Century skills being measured. Multiple measures will be utilized in

benchmark assessments and data will be tracked throughout the year to show growth and progress of students from September to June. The data this year will serve as a baseline and continue to be tracked in a longitudinal study of student achievement that is authentic and relevant to the Schoolwide Learning Objectives (SLOs).

This goal will address the achievement gap to align with common core state standards and the need to be proficient in mathematics since the exhibitions and certain LTI projects or internships are a means to monitor and measure student achievement incorporating subject matter from all content areas including mathematics.

All SLOs are in alignment with this goal: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities

Common Core Standards Focus:
Literacy-Writing:
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
Mathematics-Probability and Statistics:
Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data. Recognize possible associations and trends in the data.
Speaking and Listening:
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Professional Development Focus:
Schoolwide- Differentiation Strategies: Close Reading, Gallery Walks, Tiered Products and Independent Study
PLCs- Developing benchmarks and rubrics for monitoring student progress in mathematic components of the exhibition
Math- Developing lessons on probability and statistics tied to CCSS appropriate to each course taught for students to demonstrate learning through the exhibitions

Area 3: English Learner

English Learner SMART Goal:

By June 2016, 90% of eligible English Learners (and reclassified English Learners) in grades 10-12 will be enrolled in a minimum of one college course during the course of the school year.

Closing the Gap SMART Goal:

By the time English Learners graduate 100% of eligible students will take a minimum of one college course through the partnership with San Diego Mesa Community College.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

☒ API ☒ AYP ☐ CAHSEE ☒ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams

Other Assessments (Please Specify):

Progress and Growth Monitoring:

Professional development time is provided within the structure of Professional Learning Communities. Analysis of student data is through the lens of SDUSD's learning cycle focus, directly reflected in our vision - "How do we develop students who take an active stance in their own learning and become actively literate, contributing members of a society who make a positive difference in the world?" The school year is broken in to four learning cycles, each cycle building student capacity around this goal. The cycles are:

Cycle I(August-November) - How do we develop an academic, social and physical environment worthy of our children?
Eligible EL students in grades 10-12 who have not yet taken a college course will participate in a 3-day workshop to determine college readiness which includes taking the placement exams for English and Mathematics at Mesa College

Cycle 2 (November -February) - How do we create classrooms that are alive with collaborative conversations?
EL students who successfully pass the 3-day workshop will participate in an interview with the community college counselor and high school counselor to discuss college placement the following term

Cycle 3 (February - April) - How do we create the learning conditions that maximize the potential that is within the variability of all learners?
EL students will begin their first college course and receive support from advisors, counselors, and peers with frequent monitoring of progress to ensure successful completion of the college course with a passing grade of A or B.

Cycle 4 (April - June) - How do we develop students that take an active stance in their own learning and the learning of others?
Students who pass the first college course with a passing grade of A or B will meet with the high school counselor to identify the next college course (or courses) to enroll in for the following year based on their placement exam results and future career goals and study interests.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

Area 4: Graduation/Promotion Rate
Graduation Rate SMART Goal: 95% of Met students will graduate meeting the SDUSD requirements aligned to the UC a-g requirements for admittance to UC or CSU schools. **Closing the Gap SMART Goal**: 95% of students will disabilities will graduate meeting the SDUSD requirements aligned to the UC a-g requirements as well as passing both parts of the CAHSEE.
WHAT DATA DID YOU USE TO FORM THESE GOALS? ☒ API ☒ AYP ☒ CAHSEE ☐ CELDT ☐ Other ☐ Interim Assessments ☐ End-Of-Course Exams
Other Assessments (Please Specify):
Progress and Growth Monitoring: Data on graduation is reported two years after a class graduates. The Met school counselor will keep unofficial records for reporting to SSC and stakeholders on an annual basis. Data on the CAHSEE pass rates is updated after each administration of the CAHSEE. The Met principal will report CAHSEE results as they are received in regular SSC meetings.

Area 5: Parent Involvement and Community Engagement

Parent Involvement and Community Engagement SMART Goal:

By June 2016, 100 % of Met Parents/Guardians will be involved in the development and review of their child's 4-year plan.

Targeted Population:

In order to have a strong parent partnership supporting student achievement, 100% of Met students will have 1 conference per semester (in-person or phone) to develop the 4-year plan for each student and review/update it each semester.

What data did you use to form these goals?:

Attendance and sign in sheets from events

Progress and Growth Monitoring:

4-Year plans will be kept by the counselor, advisors, students and parents for review every semester.

Between the semester conferences, teachers, counselors and the administration will monitor student progress and schedule additional conferences as needed to discuss interventions and support for any struggling students.

BUDGET: Resources Aligned to Area Goals

Core Program:

Universal Access to Strong Core Instructional Program (Tier 1)

· All teachers will use the units of study in English Language Arts, ELA Framework and California grade level standards in designing and differentiating instruction.

· Every English Learner will receive 30 minutes of SELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.

· Teachers will provide balanced literacy instruction including daily guided reading.

· Staff will use multiple measures of assessment (i.e., End of Unit Inquiry assessments, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)

· Staff will analyze on demand and other student writing using grade level writing rubrics and ELDPI and provide students with concrete feedback and direction as it relates to grade level writing standards.

· Teachers will use graphic organizers and Thinking Maps to support student understanding.

· ELST will work with targeted students to improve language development.

· All English learners will be assessed using CELDT and the Express Assessment from the SELD curriculum.

· Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.

· Counselor, nurse, guidance assistant and health assistant will facilitate medical, dental and mental health referrals to community agencies.

· Counselor, nurse, guidance assistant, health assistant, teachers and principal will monitor and follow up with student attendance needs.

· Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.

· Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly

· Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

· Extended learning time (as funding permits) will be provided to address specific student needs as identified through teacher, grade level and site analysis.

· Targeted additional small flexible group instruction will be used to address specific needs in literacy

· Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher

· Educational specialist will provide push in supplemental small group instruction for targeted students in need.

· ELST will consult with teachers to provide supports for targeted English Learners.

· Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.

· Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.

· Teachers or support staff (Power Team) will provide a Double Dose of daily guided reading for targeted students.

· Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

· Incorporate the support of Full Inclusion SEA/SET to provide extra teaching and clarifying of concepts during whole group and small group instruction

Intensive Intervention (Tier 3)

· Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers

· ELST will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners.

· Counselor and support mentors will provide monthly check in with at risk students

· PAL will provide monthly check in with families of at risk students

· Support by Support staff and Power Team (if available) to address literacy needs of students who are two or more years below proficiency.

· Speech and language pathologist will provide supplemental support to English learners with language needs.

· Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

SUPPLEMENTAL SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$2,846.00	0500-30100-00-4301-1000-3300-01000-0000	Title I Basic Program	01, 02, 03	Supplemental instructional materials such as journals, chart paper, math manipulatives, etc...
Prof&Curriclm Dev Vist Tchr	-	$325.00	0500-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Release time for professional development.
Postage Expense	-	$283.00	0500-30103-00-5920-1000-3300-01000-0000	Title I Parent Involvement	05	Postage for school/parent communication

Local Control Funding Formula Goals

Goal 1: Intervention Supports

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal:

Identifying student needs is ongoing. Students will be provided interventions as needs are identified.

Identified Need:

Teachers and counselor review student progress to provide interventions on an as-needed basis. Additional supports are provided through tutoring, peer support, one-on-one and/or small group instruction.

Target Group:

The subgroups identified for additional supports include:

English Learners

Reclassified Fluent English Proficient (RFEPs)

Students with disabilities

Monitoring:

Monitoring of student needs occurs throughout the school year. Incoming student records (prior year test results, transcripts, etc.) are reviewed to identify students who may have intervention needs upon enrollment. Teachers and school counselor monitor student progress throughout the semester and it is shared with students and parents. Any time a student is identified as needing extra support, there is a meeting to put interventions in place. Students and their parents monitor and review their 4-year plan to graduate two times per year. Based on goals within the SPSA, the SSC monitors quarterly progress of the schoolwide goals and action items.

Personnel Responsible:

Teachers, Advisors, Counselor, Principal, School Site Council

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal:

Classroom instruction provides an individualized and scaffolded approach to support all students. Differentiation strategies for the 2015-2016 school year include: Close Reading, Gallery Walks, Tiered Products and Independent Study

Identified Need:

Teachers and counselor review student progress to provide interventions on an as-needed basis. Additional supports are provided through tutoring, peer support, one-on-one and/or small group instruction.

Target Group:

The subgroups identified for additional supports include:

English Learners
Reclassified Fluent English Proficient (RFEPs)
Students with disabilities
Monitoring:
Monitoring of student needs occurs throughout the school year. Incoming student records (prior year test results, transcripts, etc.) are reviewed to identify students who may have intervention needs upon enrollment. Teachers and school counselor monitor student progress throughout the semester and it is shared with students and parents. Any time a student is identified as needing extra support, there is a meeting to put interventions in place. Students and their parents monitor and review their 4-year plan to graduate two times per year. Based on goals within the SPSA, the SSC monitors quarterly progress of the schoolwide goals and action items.
Personnel Responsible:
Teachers, Advisors, Counselor, Principal, School Site Council

Goal 3: Professional Development
Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:
Schoolwide- Differentiation Strategies: Close Reading, Gallery Walks, Tiered Products and Independent Study
PLCs- Developing benchmarks and rubrics for monitoring student progress
Identified Need:
Students are demonstrating 21st Century skills and achieving common core standards but achievement has not been documented substantially or school-wide. There is a need to develop common rubrics and benchmarks for measuring student achievement and to drive ongoing goals for school improvement. Rubrics will be utilized to identify Common Core Standards and 21st Century skills being measured. Multiple measures will be utilized in benchmark assessments and data will be tracked throughout the year to show growth and progress of students from September to June. The data this year will serve as a baseline and continue to be tracked in a longitudinal study of student achievement that is authentic and relevant to the Schoolwide Learning Objectives (SLOs).
Target Group:
The subgroups identified for additional supports include:
English Learners
Reclassified Fluent English Proficient (RFEPs)
Students with disabilities
Monitoring:
This goal will address the achievement gap to align with common core state standards and the need to be proficient in literacy across all content areas since the exhibitions, LTI projects and internships used to monitor and measure student achievement incorporate subject matter from all content areas. All SLOs are in alignment with this goal: Communication, Empirical Reasoning, Quantitative Reasoning, Social Reasoning, and Personal Qualities. Progress will be monitored quarterly and reported to the SSC to show growth in alignment with CCSS, SDUSD Learning Cycle and the Schoolwide

Learning Objectives (SLOs).
Personnel Responsible:
 Principal

LCFF INTERVENTION SUPPORTS

Proposed Expenditures	FTE	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies	-	$4,882.00	0500-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Supplemental instructional materials to support student learning.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

A. Title I Parent Involvement Policy/Parent Involvement Policy for Non-Title I Schools

B. Home/School Compact

C. Categorical Budget Allocations Summary Grid *(provided by Financial Planning,*

Monitoring and Accountability Department)

D. 2014-15 SPSA Addendum

E. Professional Development Expenditures for Program Improvement and Watch List

Schools Only

F. WASC Recommendations (WASC Schools Only)

APPENDIX A

TITLE I PARENT INVOLVEMENT POLICY
OR
PARENT INVOLVEMENT POLICY
FOR NON-TITLE I SCHOOLS
(Provided by the School Site)

San Diego Met High School
TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

San Diego Met has developed a written Title I parental involvement policy with input from Title I parents by soliciting feedback via email, quarterly invitations to meet with the principal, and in School Site Council meetings.

It has distributed the policy to parents of Title I students.
San Diego Met distributes the policy via email, posting on the website, and including a copy in the enrollment packet for students annually.

The policy describes the means for carrying out the following Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program
To involve parents in the Title I program at San Diego Met, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The annual meeting is held at the fall open house.

- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. San Diego Met invites Title I parents to attend quarterly meetings with the principal.

- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. San Diego Met solicits feedback via email, quarterly invitations to meet with the principal, and in School Site Council meetings.

- The school provides parents of Title I students with timely information about Title I programs. All parents receive weekly newsletter from the principal which includes timely distribution of information about Title I programs when applicable.

- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. San Diego Met shares this information in an orientation for new students and parents, at the Fall Open House, and by appointment later in the year when new students enroll throughout the school year.

- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. San Diego Met has an open door policy and holds and participates in meetings upon request as well as in quarterly meetings with the principal.

School-Parent Compact

San Diego Met distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

– The school's responsibility to provide high-quality curriculum and instruction

– The ways parents will be responsible for supporting their children's learning

– The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The policy was developed with parents at the opening of the school. The policy is reviewed and updated annually to meet the changing needs of the parents and school.

Building Capacity for Involvement

San Diego Met engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. San Diego Met parents participate in an annual development and/or review of their child's 4-year graduation plan with opportunities to monitor and review the plan each semester.

- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. San Diego Met parents participate in panels to evaluate student achievement through the Exhibitions which have quarterly benchmark monitoring opportunities throughout the school year.

- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. San Diego Met incorporates parent involvement into student learning outcomes and all parents are involved in the academic achievement and monitoring of their children.

- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. San Diego Met provides opportunities for parents to meet and participate in school activities to support the academic achievement and educational environment of their children.

Accessibility
San Diego Met provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. San Diego Met works with district translation services to ensure important documentation is translated for parents and distributed via email and US mail.

- The school provides support for parental involvement activities requested by Title I parents. San Diego Met has an open door policy and holds and participates in meetings upon request as well as in quarterly meetings with the principal.

In the fall during Open House a meeting will be held to share with parents the Title I program and its requirements.

San Diego Met High School will provide a flexible number of meetings to allow for parent involvement. Topics covered during the meetings will include:
- Improving communication between the school and home
- Discussing current student assessment data an student progress
- Providing information about school and district resources for student academic improvement
- Evaluating the effectiveness of the school's parent involvement policy to increase parent participation in Title I activities
- Conferencing with teachers, etc. Exhibitions / Open House
- Providing training programs to help parents support and work with their children at home and at school
- Advocating for teachers and parents
- Valuing cultural diversity

Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) to provide an organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program.

The school-wide parent newsletter is emailed home informing parent community of all meetings of interest. For special meetings, targeted language groups receive notice in their language. Every attempt is made to communicate with parents in their primary language.

During parent meetings, opportunities will be offered for the formulation of parental suggestions. Responses to their suggestions will be reviewed in a timely fashion, if possible, by the next scheduled meeting. Topics that are appropriate for SSC review/action will be placed on the agenda for the next regularly scheduled meeting by the school administration.

Parents are notified annually of individual student assessment results by the Research and Reporting Department and Testing Department. An explanation of the information is available in several languages.

APPENDIX B

HOME/SCHOOL COMPACT
(Provided by the School Site)

2015-2016 HOME / SCHOOL COMPACT

San Diego Met High School and the parents of the students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

School Responsibilities

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:**
   - San Diego Met is a college preparatory school. Its academic program meets graduation requirements, state standards, and course requirements (a-g) for admission to the UC and CSU systems. The Met aims to empower students to take charge of their learning and gain the skills and knowledge necessary to achieve success beyond high school. Students at the Met work with teachers (called advisors) and design a customized Learning Plan focused on their academic courses, personal interests and passions. There are three days of academic study on campus. The other two days a week are spent on Learning through Interests (LTI's), completing problem solving project work alongside a mentor while working in a field of interest.
   - In the second half of their sophomore year, students can qualify for their first college class at Mesa College. Additionally, eligible students can continue to take college courses during their junior and senior years giving them the opportunity to complete a year of college course work.
   - Schoolwide Learning Objectives (SLOs), goals and academic priorities are established by San Diego Met and Big Picture Learning. These priorities are reviewed and analyzed by the School Site Council (SSC) at the beginning of each year. The SSC analyzes assessment data, and utilizes survey results to determine the foci of the Met community to support student achievement. The SSC membership is comprised of the principal (ex-officio), seven teachers, one other staff member (non-classroom teacher), four students and four parents/community members.

2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement**
   - Every nine weeks, the students work on reflections and goal-setting or present exhibitions to their peers, advisors, parents, and mentors. These learning activities allow students to evaluate their progress with their advisor and report on it after having the opportunity to discuss work and growth toward achieving the SLOs.

3. **Provide parents with reports on their child's progress**
   - Parents and students are provided online access to gradebooks and can monitor student progress frequently. Please note that all students receive letter grades as reflected on their transcripts at the end of each semester according to district policy.
   - Progress assessment occurs in numerous ways including (but not limited to):
     - Written feedback from advisors and content area teachers on student performance
     - LTI projects every semester
     - Exhibitions in which students present their academic work and discuss their growth with an audience of adults and peers with quarterly assessment on the progress of this yearlong project
     - Frequent verbal communications between advisors, content area teachers, internship mentors, and parents
     - Two written evaluations of student performance at internships each year
     - Individual conferences with students on their progress weekly
     - Frequent collaboration via email, telephone, and in-person meetings to support student achievement
   - San Diego Met has the ability and flexibility to evaluate and change the school program to improve student achievement based on identified needs.

4. **Provide parents reasonable access to staff**
   - San Diego Met administration has an open door policy and welcomes all stakeholders to phone, meet, or visit at any time.
   - Parents are welcome and invited to shadow students in class(es) as long as teachers are given 24 hours notice prior to the scheduled visitation.
   - Conferences can be set-up to accommodate parent schedules but preferred meeting times are directly before or after school in order to keep teachers in their classes teaching. However, it is understood that parents have varying schedules and so exceptions are made and class coverage arrangements are provided for meetings needing to occur during the school day.
   - Phone calls and emails should be responded to within 24 hours.

5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:**
   - Parents are partners with students, advisors, content specialists, the principal and other staff at the Met. Through regular parent meetings, exhibitions, and telephone conversations, parents are an integral part of the learning process. Parents and mentors are required to attend each student's quarterly exhibition. They are given opportunities to contribute to the students learning plan by collaborating immediately following the exhibition. Parents must sign off on their son or daughter's learning plan.
   - Through the use of internships, parents and the business community are deeply involved in the teaching and learning process. Parents and mentors are partners with the students on their projects and work to enhance the high level of learning in a student's real-world

experiences. The school is constantly outreaching to the community and business community for learning environments that meet the various interests of our students.

Parent/Guardian Responsibilities

We encourage parents to support their children at home by discussing their education expectations and creating a positive homework and learning environment in the home.

We are committed to communicating with and engaging parents as partners in their children's education. The district has adopted *Parent Communications* and *Involvement Standards*, which clearly describe expectations for parent communications and involvement at the district, school, classroom and home levels.

Parents have many opportunities to be involved at their child's school site (School Site Council, special events, fundraising events, parent organizations, and classrooms) and at the district level (district councils/committees, Parent University, and special events).

The areas listed are additional ways for parents to support their children's learning:
- Monitoring attendance
- Making sure that homework is completed
- Seek tutorial support in struggling subject matters
- Monitoring amount of time my child spends watching television and using electronics
- Volunteering in the classroom
- Participating, as appropriate, in decisions relating to my child's education (college readiness, SAT, ACT workshops)
- Promoting positive use of my child's extracurricular time
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding when appropriate
- Serving, to the extent possible, on advisory groups, such as the School Site Council, the District Advisory Council for Compensatory Education, the English Learner Advisory Committee, or other school advisory groups

Student Responsibilities

San Diego Met aims to empower students to take charge of their learning, to gain skills and knowledge necessary to achieve success beyond high school, and to become life-long learners. We are dedicated to educating "one student at a time."

- Do my homework every day and ask for help when I need it
- Read at least 30 minutes every day outside of school time
- Give all notices and information received from my school to my parent
- Meet district graduation requirements
- Meet a-g course requirements for admission to the UC and CSU systems
- Pass/proficient on the California High School Exit Exam (CAHSEE)

APPENDIX C

CATEGORICAL BUDGET ALLOCATIONS SUMMARY GRID
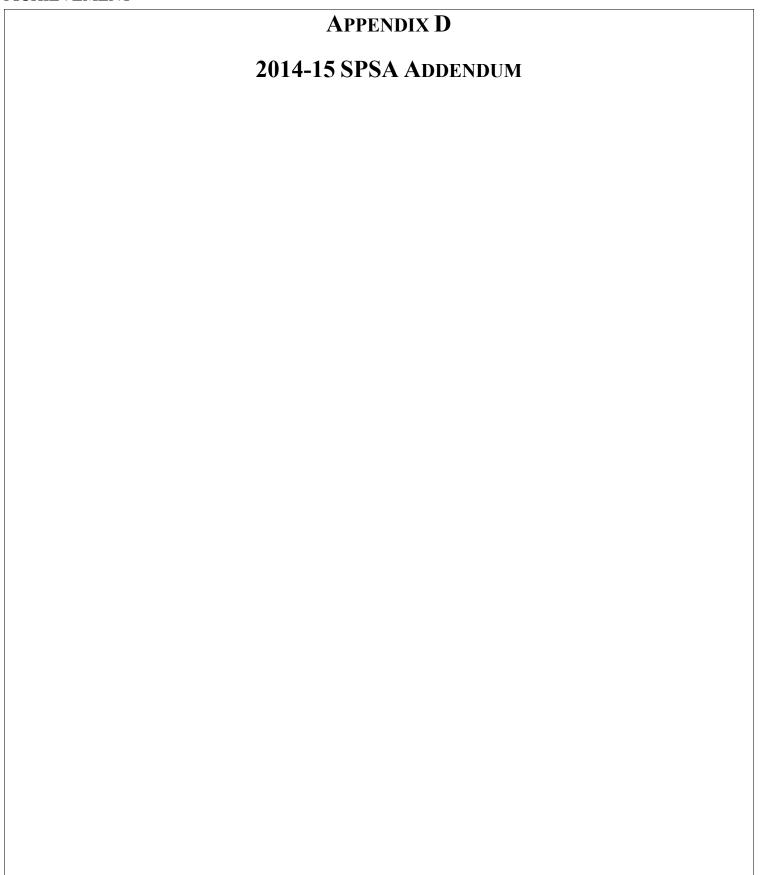*(Provided by Financial Planning, Monitoring and Accountability Department)*

Name	30100 Title I Basic Program		30103 Title I Parent Involvement	
	FTE	TOTAL	FTE	TOTAL
		3,221.00		283.00
		3,220.49		283.00
		0.51		-
Certificated Salaries		**325.00**		**-**
1192 Prof&Curriclm Dev Vist Tchr		325.00		-
Employee Benefits		**49.49**		**-**
Books and Supplies		**2,846.00**		**-**
4301 Supplies		2,846.00		-
Services and Other Operating		**-**		**283.00**
5920 Postage Expense		-		283.00

APPENDIX D

2014-15 SPSA ADDENDUM

SD MET

Area Goals for 2014-15 SY	
English Language Arts:	By June 2015, 90% of students at the Met will be able to conduct research projects to answer a question or solve a problem demonstrating 21st Century skills in alignment with common core grade level standards in reading, writing, and communicating. Closing the Gap SMART Goal: By June 2015, 75% of students with disabilities at the Met will cite strong and thorough textual evidence to support their ideas or claims made in their research project.
Mathematics	By June 2015, 90% of students at the Met will demonstrate knowledge of common core standards in statistics and probability which will be demonstrated in exhibitions through the interpretation of categorical and quantitative data. Closing the Gap SMART Goal: By June 2015, 75% of students with disabilities will demonstrate understanding of common core math modeling standards by interpreting expressions that represent a quantity in terms of its contexts linking mathematics to everyday life, work and decision-making.
English Language Development	By June 2015, 90% of eligible English Learners (and reclassified English Learners) in grades 10-12 will be enrolled in a minimum of one college course during the course of the school year. Closing the Gap SMART Goal: By the time English Learners graduate 80% of eligible students will take a minimum of one college course through the partnership with San Diego Mesa Community College.
Graduation/Promotion Rate	95% of Met students will graduate meeting the SDUSD requirements aligned to the UC a-g requirements for admittance to UC or CSU schools. Closing the Gap SMART Goal: 95% of students will disabilities will graduate meeting the SDUSD requirements aligned to the UC a-g requirements as well as passing both parts of the CAHSEE.
Parent Involvement and Community Engagement	By June 2015, 100 % of Met Parents/Guardians will be involved in the development and review of their child's 4-year plan.

Academic Program Description:	The budget listed below is supplemental to the base program. Please see the base program model on the following page.

 * The following categorical budget was approved by the 2013-14 SSC for the 2014-15 SY and does not take into account budget transfers since board approval

Name	30100 Title I Basic		30103 Title I		Rationale
	FTE	TOTAL	FTE	TOTAL	
		10,546.00		381.00	
1192 Prof&Curriclm Dev Vist Tchr		2,582.00		-	Release time for teachers for professional development activities.
Employee Benefits		**325.34**		-	Fixed costs.
4301 Supplies		7,639.00		381.00	Supplemental instructional materials such as math manipulatives, chart paper, non-fiction text, etc….

2014-15 High School Core

TEACHER ALLOCATIONS:
Teacher Allocations are based on dividing General Education Enrollment by the approved class size.
High School: 1:30

NURSE:
Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day.
Enrollment/Days Per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week
1,775-2,366	=	4 days per week
2,367 and above	=	5 days per week

COUNSELOR
Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site. Secondary Schools will be allocated funding to support hourly counselor time prior to the beginning of school. High School = 4 days for each counselor.   High School counselor ratio is 1:459.

GRADUATION COACH
One position for each comprehensive high school and one position shared among the small school campus.

HEALTH TECHNCIAN
Allocation is based on projected enrollment and managed centrally.

Enrollment	Days Per Week
1-374	1
375-1511	2
1512-2267	3
2268 and Above	4

APPENDIX E

**PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

San Diego Unified
SCHOOL DISTRICT

School Name: San Diego Metro Career and Tech

SINGLE PLAN FOR STUDENT ACHIEVEMENT

**2015-16 PROFESSIONAL DEVELOPMENT EXPENDITURES FOR PROGRAM IMPROVEMENT
& WATCH LIST SCHOOLS ONLY**

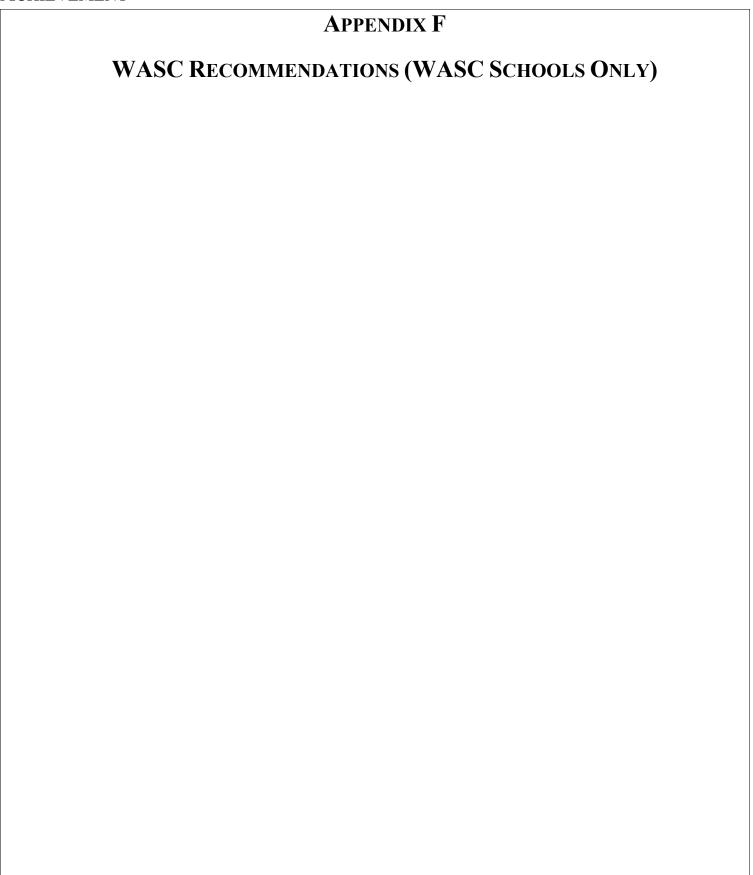|	
Enter Total Allocation: Resource 30100	$3,221.00
Enter Total Allocation: Resource 30106	$0.00
Sum or Resources 30100 & 30106	$3,221.00
10% allocation needed for PD	$322.10

Please check one: ☐ Watch List   ☐ Year 1   ☑ Year 2   ☐ Year 3   ☐ Year 4   ☐ Year 5   ☐ Year 5+

Note: All schools in Program Improvement must set aside a minimum of 10% of their Title 1 allocation for Professional Development.

Resource	Acct	Description of how funds reserved for PD will be used to remove the school from PI status	Amount
☑ 30100 ☐ 30106	1192	Teacher release time for professional development in core subjects.	$325.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
☐ 30100 ☐ 30106			$0.00
		Total Allocated - Must be at least 10% of the sum of 30100 and 30106	$325.00
		10 % allocation has been met	**YES**

APPENDIX F

WASC RECOMMENDATIONS (WASC SCHOOLS ONLY)

APPENDIX F
WASC RECOMMENDATIONS   **YEAR:**   2015-2016

School: San Diego Met High School

Using the recommendations from your most recent full study visit complete the following template:

WASC: Schoolwide Critical Areas for follow-up	SPSA Goal Area: 1, 2, 3, 4 or 5	Professional Development Resources	Means to Assess Improvement	Reporting Timeline Responsible Person(s)
Create formal assessment structures and rubrics to make data driven decisions	1,2,3	PLC and schoolwide PD to develop rubrics aligned with CCSS and 21st Century skills	Described in SPSA goals 1,2,3	Quarterly report to SSC by Principal
Continue to prepare and implement common core through LTI internship, exhibitions, content courses	1,2	PLC and schoolwide PD to develop rubrics aligned with CCSS and 21st Century skills	Described in SPSA goals 1,2	Quarterly report to SSC by Principal
Differentiation of instruction to meet the needs of all students	1,2,3	PLC and schoolwide PD to include strategies in Close Reading, Gallery Walks, Tiered Products and Independent Study	Described in SPSA goals 1,2,3	Quarterly report to SSC by Principal
Continue to foster a culture that promotes collaboration	1,2,3,5	Supported by Big Picture Learning and principal	Described in SPSA goals 1,2,3,5	Quarterly report to SSC by Principal