



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **SAN DIEGO METRO CAREER & TECH SCHOOL**

**2022-23**

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:** Fung, Robert

**Contact Person:** Fung, Robert

**Position:** Principal

**Telephone Number:** 619/388-2299

**Address:** 7250 Mesa College Dr RM K203, San Diego Metro Career & Tech, San Diego, CA, 92111-4998

**E-mail Address:** rfung@sandi.net

**The following items are included:**

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval:** *(Date to be inserted by Strategic Planning for Student Achievement Department)*

**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.*



2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: SD MET High School PHONE: 619/388-2299 FAX: 619/388-5734

SITE CONTACT PERSON: Sylvia Hoffman, Adm. Asst. E-MAIL ADDRESS: shoffman1@sand.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

- Title I Schoolwide Programs (SWP)
- CSI School
- ATSI School

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 composed correctly, and 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 THE 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: 9/30/22
- Other (list): \_\_\_\_\_ Date of presentation: \_\_\_\_\_

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/30/22

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.

Robert Fung  
Type/Print Name of School Principal

MATTHEW BEGGER  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
Type/Print Name of ELAC Representative

Erin Richison  
Type/Print Name of Area Superintendent

[Signature] 10.3.22  
Signature of School Principal / Date

[Signature] 10.3.22  
Signature of SSC Chairperson / Date

[Signature] 10.24.22  
Signature of ELAC Representative / Date

[Signature] 10.24.22  
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

me October 7th 2022

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**SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY****PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of the schoolwide Title 1 Program.

At the Met, we believe every student has unique interests, skills, and learning needs, and as such, our teachers focus on "one student at a time," building a close relationship with each student and personalizing each student's educational path. We are located on the campus of San Diego Mesa College, and we leverage our strong relationship with Mesa to provide students with unparalleled college access and preparation. The mission of San Diego Met is to prepare students for college and the workforce through active learning, academic rigor, and community involvement. Because personalization is a key component of our school culture, advisories of 15 to 20 students work with the same teachers (called advisors) for all four years. Following the Big Picture Learning model that started in Providence, RI, there are several key factors that make up the Met learning model, including Advisory, Exhibitions, Student-Led Conferences, Internships, and Early College Enrollment.

**PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)**

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning
5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**ENGAGING EDUCATIONAL PARTNERS**

At San Diego Met High School, our community engaged in a collaborative process in the development of the SPSA. It is essential to involve all members of our learning community to create a culture of achievement. In 2021-2022, stakeholders were involved in the 2022-2023 budget development process via multiple meeting opportunities to dialogue and to solicit input. These included staff meetings and SSC meetings (including staff, parents, and students) held throughout the year. Feedback is regularly sought from all stakeholders via surveys, our Back to School Night and other parent events, and through our family newsletter. The newsletters are sent to families about every two weeks and include information about school events and programmatic developments. These newsletters make use of the Smore platform, which has built-in translation service to provide access for families whose primary language is not English. On September 30, 2022, our SSC developed and approved the 2022-2023 SPSA.

**RESOURCE INEQUITIES**

Resource inequities identified through our needs assessment process include the need for more opportunities for students to learn outside the classroom, greater access to college and career exploration, additional supports and interventions for specific subject areas (especially math and English/Humanities), instructional supplies that support project-based learning, and targeted professional development.

The SPSA addresses these resource inequities by supporting the following kinds of funding:

- Instructional supplies that support project-based, hands-on learning, including learning through internships and projects that require multimedia and technological tools and equipment that reflect real-world standards for professional work.
- Field trips (what are referred to at our school as "Leaving to Learn" opportunities) to expand learning outside the classroom, including a planned college visit, to support a college-going culture and provide students more exposure to postsecondary options.
- Professional development for staff, including the Big Bang conference and specific conferences for our counseling and SPED staff.
- Software (ImBlaze) that supports our internship program and provides access and opportunity for every student to find meaningful real-world learning experiences.
- Supplementary materials to support students with targeted needs in math and English, as well as social-emotional learning and organizational skills.
- Visiting teachers and subs to support staff in attending relevant professional development.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Robert Fung	Principal
Anne Armstrong	Classroom Teacher
Meridith Coady	Parent
Patti Saraniero	Parent
Amy Callahan	Classroom Teacher
Eli Thoron	Student
Koi Boggeln	Student
Carson Timar	Non-Classroom Staff
Roland Harter	Student
Matthew Becerra	Classroom Teacher

# **GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**

**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****Call to Action Belief Statement**

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

**District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

**Annual Review of This Goal: SPSA Reviewed 2021-22****\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our primary work for the 2021-2022 school year was to restore our community to full in-person learning. This meant revisiting our plans for creating a safe and supportive campus environment (both in terms of physical and emotional safety), providing staff with professional development related to creating an inclusive culture and implementing restorative practices, and connecting students to opportunities in the community at large (including internships where students learned real-world and social-emotional skills, while building strong relationships with mentors). It also meant building on previous successes in this area, including our Level 1 Marzano High Reliability School Certification, which recognized our Safe and Collaborative culture. This certification, along with our survey results through tools like the California Healthy Kids Survey and our own site-developed culture surveys for students, staff, and parents, allowed us to show that our various community members feel safe in our environment. We also showed that we are highly collaborative with opportunities for all students and parents to participate in the school community.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were some small but notable differences, including a stronger emphasis on supplemental instructional materials and resources to support a renewed emphasis on project-based learning in a physical, in-person environment, now that we were fully back to in-person school. Project and inquiry-based learning models provide the backbone of our curriculum and are a decisive factor in improving student engagement and creating an inclusive environment.



**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will use the recommendations from our WASC accreditation process to help us refocus our efforts on designing a systemic process for analyzing data, rebuilding our internship program with the goal of having every student in a relevant and meaningful internship, implementing standards-based learning and equitable grading practices (including student-centered due dates and work completion goals that prioritize growth and re-assessment over compliance, and revisiting our advisory structures for supporting personalized learning for every student.

**\*Identified Need**

The San Diego Met is very proud of the relative strength of our culture. According to internal surveys and the California Healthy Kids survey for parents and staff, the Met shows very high percentages of feelings of inclusion and efficacy.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Improve communication with parents about school through increased focus on high quality reciprocal communications, including School Messenger, online newsletter, targeted email and mail for high-impact items, frequent and prompt communication about attendance concerns, and interactive format for Back to School Night.	41%	75%	CAL-SCHLS (CSPS)	Annually
June 2023	9-12	Improve student academic motivation through increased focus on and support for personalized project-based, hands-on learning that makes use of new technology, equipment, and machines.	58%	75%	CAL-SCHLS (CHKS)	Annually

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Hispanic or Latino	Improve percentage of graduates who meet UC A-G requirements.	66.7%	80%	Other (Describe in Objective)	Annually
June 2023	12	Students with Disabilities	Improve percentage of graduates who meet UC A-G requirements.	Baseline data	100%	Other (Describe in Objective)	Annually
June 2023	12	Black or African American	Improve percentage of graduates who meet UC A-G requirements.	Baseline data	100%	Other (Describe in Objective)	Annually

**Supporting Black Youth - Additional Goals**

- ✓ San Diego Met's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ The staff diversity goal at San Diego Met is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. San Diego Met's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ In the 2022-23 school year, San Diego Met will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ San Diego Met will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ San Diego Met's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ San Diego Met will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ San Diego Met will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**Strategy 1: Improving Parent Communication (Goal: LCAP 1)**

**\*Students to be served by this Strategy/Activity**

All Students

**\*Strategy/Activity - Description**

The San Diego Met values collaboration with parents and families as equal partners in the education of their children. Our main goal for family engagement is to provide a high level of reciprocal communication with families so that they stay informed and feel involved in the learning decisions affecting their children. To support this goal, we will focus some of our budget on improving communication activities and obtaining supplemental supplies for supporting outreach efforts.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N050032	Postage Expense		\$436.00	\$436.00	0500-30103-00-5920-2495-3100-01000-0000	Title I Parent Involvement	[no data]		Supplemental supplies to support outreach to families such as postage to mail informational flyers.

**Strategy 2: Improve Student Academic Motivation (Goal: LCAP 1)**

**\*Students to be served by this Strategy/Activity**

All Students

**\*Strategy/Activity - Description**

The San Diego Met actively seeks and accepts students who have not found success in a conventional school structure. We love the students we serve, and we work creatively to help students build skills that will open doors and give each individual a choice-filled life. It is common for the Met to accept a high number of juniors and seniors who have not completed credits as prescribed by the course completion plan of the district and the state. Our main goal, therefore, is to give all of our students a sense of belonging and ownership of their learning such that they see that their path, while atypical, can still be a successful one. To accomplish this goal, we will focus some of our budget to improving engagement through our "Learning Through Internship" program (or LTI), supplemental supplies for project-based learning, and social-emotional learning resources, curriculum, and partnerships that support opportunities for students to experience activities in their classes and advisory groups that build confidence, executive functioning, and sense of agency. We will also pursue opportunities for students to build positive culture and school spirit through collaborative activities and working with their hands. Our goal is for students to see that they are capable of much more than they currently believe.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0500P	Conference Local		\$100.00	\$100.00	0500-09800-00-5209-3110-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Professional development for our counselor, improving capacity for supporting students in their college and career exploration, seeing postsecondary paths to success, mental wellness supports, and sense of belonging that is vital to engaging with the high school curriculum.
N05001P	Supplies		\$5,341.00	\$5,341.00	0500-30106-00-4301-1000-3100-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental supplies to support project-based learning and hands on activities in the classroom and in internships such as paper for flyers and notebooks interns to record observations.
N05002I	Software License		\$2,000.00	\$2,000.00	0500-30100-00-5841-1000-3100-01000-0000	Title I Basic Program	[no data]		Software platform for supporting our internship program from Goal LCAP 1.

**Strategy 3: Professional Development aligned to school vision (Goal: LCAP 1)**

**\*Students to be served by this Strategy/Activity**

All Students

**\*Strategy/Activity - Description**

The San Diego Met has sent groups of teachers to the Big Picture Learning conference on an annual basis, with an emphasis on sending teachers who are new to our staff, so they can learn firsthand from Big Picture Learning teachers and practitioners from around the country and the world, best practices for implementing our Big Picture vision. We will continue to send teachers to this conference and other conferences deemed to be of value in service of our goal of increasing student engagement and motivation and creating personalized learning environments for every student.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05002M	Travel Conference		\$9,000.00	\$9,000.00	0500-30100-00-5207-1000-3100-01000-0000	Title I Basic Program	[no data]		Professional development for staff through conferences including the annual Big Picture Learning conference, which supports staff in learning best practices for our educational model of supporting personalized learning for one student at a time.

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

**Math:** All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

**English Learners:** We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

**Students with Disabilities: Ownership:** Principals, teachers, and support staff take ownership of all their students, including students with disabilities.  
**Access:** Students with disabilities are general education students first and should have access to a meaningful course of study. **Instruction:** All teachers will design instruction and create learning environments that meet students' individualized learning needs.

**Graduation/Promotion Rate:** 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.

### **District LCAP Goals**

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning with High Expectations for All
4. Quality Leadership, Teaching and Learning

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our academic focus has included high quality partner teaching in Humanities, vertical alignment of curriculum (starting with Humanities, but including the other subjects as well), and supporting our shift to the district's vision of standards-based learning. Together, these efforts will help us develop a fully conceived and internally consistent academic program. During the 2021-2022 school year, we fully engaged ourselves in these areas of improvement and were successful in developing a common language and a fully envisioned program of how literacy will be taught through partner teaching in the Humanities, which includes every grade level and involves a social studies and an English specialist teacher working together. We also made progress in developing our site-specific vision of standards-based learning, with every teacher implementing some aspects of standards-based learning in their classroom.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no major differences. There was a slight shift of focus toward expanding the concepts of vertical alignment beyond Humanities to include the other subjects as well.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Analysis of CAASPP results will be a necessary component of our analysis of our vertical alignment and structures for supporting success in ELA. However, test results have never been the best representation of how well our students express themselves in the competencies of reading, writing, speaking, and listening. We are working to implement the overall vision of Big Picture Learning through the lens of ELA competencies. In particular, we are focusing on the development of common standards-based assessments for our Humanities projects, our internship projects, and our Exhibitions, which are a deeper and more relevant demonstration of student achievement in ELA than the CAASPP.

**\*Identified Need - English Language Arts**

Based on CAASPP results, 65.2% of 11th graders met or exceeded ELA standards. This represents an improvement from prior years, and our goal is to continue to improve this percentage through rigorous curriculum within our vertically aligned Humanities model.

<b>*Goal 2 - English Language Arts</b>							
By Date	Grade	Objective		Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	Support achievement in ELA competencies through vertically aligned project-based curriculum and assessments relating to Humanities projects, internship projects, and Exhibitions.		N/A	80%	Other (Describe in Objective)	Twice annually
June 2023	11	Increase percentage of students who meet or exceed standards on CAASPP ELA.		65.2%	75%	CAASPP ELA	Annually
<b>*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Hispanic or Latino	Increase percentage of students who meet or exceed standards on CAASPP ELA.	71.4%	80%	CAASPP ELA	Annually
June 2023	9-12	Black or African American	Increase percentage of students who meet or exceed proficiency expectations in project work.	Baseline data	75%	Other (Describe in Objective)	Twice annually
June 2023	11	Students with Disabilities	Increase percentage of students who meet or exceed standards on CAASPP ELA.	42.9%	75%	CAASPP ELA	Annually
June 2023	9-12	English Learner	Increase percentage of students who meet or exceed proficiency expectations in project work.	Baseline data	75%	Other (Describe in Objective)	Twice annually
<b>*Identified Need - Math</b>							
<p>Based on CAASPP results, 43.5% of 11th graders met or exceeded the Math standards. Based on DEMI results from Spring 2022, 80% of students showed evidence of proficiency or strength in the competency of Knowledge, 55% in the competency of Application, and 70% in the competency of Communication. The competency of Application is a particular focus for us this year, as it is the lowest indicator among these areas, and it also connects closely with our Big Picture Learning model, which values the ability to apply knowledge to novel settings and situations. Our goal is to continue to improve these percentages through rigorous curriculum within our vertically aligned Math model, which will be supported this year through a PLC with our Math and Science teachers to collect and analyze data through a standards-based learning lens.</p>							



<b>*Goal 3 - Mathematics</b>						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	To increase schoolwide DEMI scores of proficiency or strength in the competency of Application.	55%	75%	DEMI	Twice annually
June 2023	11	Increase percentage of students who meet or exceed standards on CAASPP Math.	43.5%	65%	CAASPP Math	Annually

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	11	Hispanic or Latino	Increase percentage of students who meet or exceed standards on CAASPP Math.	28.6%	50%	CAASPP Math	Annually
June 2023	9-12	Black or African American	Increase percentage of students who demonstrate proficiency or strength in the competency of Application in the DEMI.	Baseline data	75%	DEMI	Twice annually
June 2023	11	Students with Disabilities	Increase percentage of students who meet or exceed standards on CAASPP Math.	28.6%	50%	CAASPP Math	Annually
June 2023	9-12	English Learner	Increase percentage of students who demonstrate proficiency or strength in the competency of Application in the DEMI.	Baseline data	50%	DEMI	Twice annually

**\*Identified Need - English Learners**

An analysis of the EL data is very hard to do with state data. Therefore, we have decided to use individual data that aligns with the district's goal for reclassification. We feel for our small sample size (2) it is more valuable to take an individual approach. This also aligns with the vision and mission of our school. Therefore, we will use summative ELPAC data. This also protects the privacy of our English Learners.

<b>*Goal 4 - English Learners</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	9-12	English Learner	English Learner Reclassification	Baseline data	50%	Summative ELPAC	Annually
<b>*Identified Need - Graduation/Promotion Rate</b>							
<p>As with any school, there are a variety of reasons why the Met experienced a drastic change in this metric. Those include:</p> <ul style="list-style-type: none"> <li>- A reconnection to the Big Picture vision means that the Met has actively engaged in admitting students who have not experienced success at regular schools.</li> <li>- Last year, the principal who was in her third year, admitted a number of charter school students whom she knew from previous work were behind on credits.</li> <li>- Oversight structures were inadequate in monitoring student achievement.</li> <li>- An overreliance on D's as a way to 'pass' classes and a lack of emphasis on mastery-based grading practices.</li> </ul>							
<b>*Goal 5- Graduation/Promotion Rate</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	12	Improve percentage of graduates who meet UC A-G requirements.	74.2%	85%	Graduation/Promotion	Annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	12	Hispanic or Latino	Improve percentage of graduates who meet UC A-G requirements.	66.7%	80%	Graduation/Promotion	Annually
June 2023	12	Black or African American	Improve percentage of graduates who meet UC A-G requirements.	Baseline data	100%	Graduation/Promotion	Annually
June 2023	12	Students with Disabilities	Improve percentage of graduates who meet UC A-G requirements.	Baseline data	100%	Graduation/Promotion	Annually
June 2023	12	English Learner	Improve percentage of graduates who meet UC A-G requirements.	Baseline data	100%	Graduation/Promotion	Annually

**Strategy: Vertical Alignment (Goal 2 English)**

**\*Students to be served by this Strategy/Activity**

All Students

**\*Strategy/Activity - Description**

Humanities teachers will work in concert to develop vertical alignment of how reading, writing, speaking, and listening competencies will develop at the San Diego Met over four years of high school. In particular, we will emphasize public presentation skills through Student-Led Conferences and Exhibitions, as well as integrating more of these competencies into Humanities projects and internship projects. We will review data in the form of student work using Learning from Student Work protocols to calibrate our expectations and grading practices. We will develop common assessments and shared best practices for these competencies, in alignment with a standards-based learning lens.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05003W	Non Clsrn Tehr Hrly		\$1,500.00	\$1,857.15	0500-09800-00-1957-2490-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental teacher planning time to create standards-aligned lessons.

**\*Additional Supports for this Strategy/Activity**

Writing development is a particular focus. Funding may be used for supplemental training.

**Strategy: Speaking and Listening Technology (Goal 2 English)**

**\*Students to be served by this Strategy/Activity**

All Students, especially English Learners and students with disabilities

**\*Strategy/Activity - Description**

We will purchase supplemental supplies related to supporting speaking and listening competencies for ELA, including technology such as listening devices, headsets and headphones, speaking devices and microphones, voice to text composing software and devices, audiobooks, voice and audio recording devices, and podcast recording booths. These supplementary technology items will provide opportunities for all students, especially our English learners and students with disabilities, to engage in speaking and listening activities to improve their language acquisition and expressive language development. We expect this strategy to have a positive impact on engagement and ultimately, on proficiency in test scores.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Supplies			0500-30106-00-4301-1000-	Title I Supplmnt	LCAP 1: Cultivating Inclusive, Anti-Racism	Supplemental supplies to support language acquisition and expressive language development, especially for English

## San Diego Metro Career & Tech SCHOOL PLAN FOR STUDENT ACHIEVEMENT

				3100-01000-0000	Prog Imprvmnt	and Restorative Schools, Classrooms and District   Ref Id : N05001P	learners and students with disabilities. These include technology supplies related to speaking and listening competencies in ELA, including listening and recording devices, audiobooks, headsets and headphones, and podcasting booths.
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**\*Additional Supports for this Strategy/Activity**

**Strategy: PLC for Math Team (Goal 3 Math)**

**\*Students to be served by this Strategy/Activity**

All Students.

**\*Strategy/Activity - Description**

We will deepen our exploration of standards-based learning as a means for improving student engagement and performance, and for ensuring more equitable grading practices in math. This will be supported by a Professional Learning Community (PLC) made up of our Math and Science teachers and supported by district-designed PD workshops. The data collection and analysis activities of the PLC will help identify how we use our budget to purchase supplemental supplies that support the Big Picture Learning competencies of quantitative and empirical reasoning skills. Supplemental supplies may include manipulatives, experiment kits, measuring and calibration tools, and other supplies that enable a hands-on approach to project work in math.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05001D	Supplies		\$1,500.00	\$1,500.00	0500-30100-00-4301-1000-3100-01000-0000	Title I Basic Program	[no data]		Supplemental supplies to support hands-on project-based learning activities in alignment with the Big Picture Learning approach to math competency development.
N05001G	Prof&Curriclm Dev Vist Tchr		\$750.00	\$928.58	0500-09800-00-1192-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Provide visiting teacher support to allow time for staff to attend PDs and have supplemental planning time.

**Strategy: Walkthroughs (Goal 4 English Learners)**

**\*Students to be served by this Strategy/Activity**

English Learners

**\*Strategy/Activity - Description**

Administration will conduct focused walkthroughs of the EL student population at the Met, particularly in the EL focused ALD class. We will review student work via Learning from Student Work protocols to calibrate our expectations and grading practices.

**Strategy: Expressive Language Development through Video (Goal 4 English Learners)**

**\*Students to be served by this Strategy/Activity**

All students, especially English Learners

**\*Strategy/Activity - Description**

We will support English Learners through innovative curriculum involving supports for Expressive Language Development. This will involve using part of our budget to purchase supplemental supplies, including a video camera and related equipment, to allow English Learners to record themselves on video engaging with ALD lessons and assignments. This strategy will support our English Learners in overcoming some of the anxiety associated with speaking in public and provide a more engaging and safe way to develop expressive language.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N05004X	Equipment Non Capitalized		\$1,691.00	\$1,691.00	0500-30100-00-4491-1000-3100-01000-0000	Title I Basic Program	[no data]		Supplemental equipment to support Expressive Language Development curriculum and projects for English Learners, as well as Exhibition and presentation preparation for students with disabilities including speech language pathology.

**Strategy: Professional Development (Goal: Students with Disabilities)**

**\*Students to be served by this Strategy/Activity**

All Students, especially Students with Disabilities.

**\*Strategy/Activity - Description**

Students with disabilities will be supported through intentional professional development for staff, including relevant conferences and workshops that support strategies for improving performance in ELA and Math for this subgroup.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0500W	Conference Local		\$900.00	\$900.00	0500-30106-00-5209-1000-3100-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Professional development for staff related to providing supports for students with disabilities, as well as professional development related to supporting mental health needs.

**\*Additional Supports for this Strategy/Activity**

Administration will conduct ongoing walkthroughs with a lens on students with disabilities. PD and learning opportunities will be provided on differentiated instruction and support.

**Strategy: Exhibition Practice through Video (Goal: Students with Disabilities)**

**\*Students to be served by this Strategy/Activity**

All Students, especially students with disabilities.

**\*Strategy/Activity - Description**

We will support students with disabilities, especially those with speech language pathology needs, through innovative curriculum involving supports for Expressive Language Development and presentation skills, in preparation for Exhibitions, which are a summative presentation of learning within our Big Picture Learning model. This will involve using part of our budget to purchase supplemental supplies, including a video camera and related equipment, to allow students with disabilities to record themselves on video engaging with projects and assignments that include presentation components or expressive language development goals. This strategy will support our students with disabilities in overcoming some of the anxiety associated with speaking in public and provide a more engaging and safe way to develop expressive language and practice for presentations and Exhibitions.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Equipment Non Capitalized				0500-30100-00-4491-1000-3100-01000-0000	Title I Basic Program	[no data]	LCAP 2 and 3: Access to Broad and Challenging Curriculum & Accelerating Student Learning with High Expectations for All   Ref Id : N05004X	Supplemental equipment to support Expressive Language Development curriculum and projects for English Learners, as well as Exhibition and presentation preparation for students with disabilities including speech language pathology.

**\*Additional Supports for this Strategy/Activity**

**Strategy: Care Team Meetings (Goal 5 Graduation/Promotion Rate)**

**\*Students to be served by this Strategy/Activity**

All Students, with special attention to socio-economically disadvantaged and Latino students.

**\*Strategy/Activity - Description**

As part of our support for ensuring students stay on track toward graduation, the counselor, principal, student support coordinator, and advisors monitor a D/F list of students of high concern, which is run monthly to ensure that we are able to provide supports and interventions in a timely fashion. This process includes updating student support documents to track progress and referring students for Care Teams (aka Student Study Teams) when the need has reached a higher tier of intervention. Every senior who is at risk of not graduating in June will have a Care Team meeting by the end of October. Every student in all grade levels will also have a Student-Led Conference (SLC) at the midpoint of each semester as a way of tracking progress and informing parents of student progress and any risk of not being on track for graduation. These SLCs include opportunities for feedback and questions from parents and students.

**Strategy: College Visit Field Trip (Goal 5 Graduation/Promotion Rate)**

**\*Students to be served by this Strategy/Activity**

All students

**\*Strategy/Activity - Description**

We will plan a visit to a college campus to provide all students with greater exposure to the options available to college students, and the dynamic aspects of college life. Our goal is to expose students to options and experiences that they find relevant and interesting, and that can spark an openness to considering college as a postsecondary option, especially for those students from socio-economically disadvantaged backgrounds, Black and African American students, and Hispanic/Latinx students, who may have internalized a belief that four-year college is not meant for them. This experience will require funds related to procuring transportation, supporting teachers with planning time to develop relevant curriculum to prepare students to engage in the experience in a meaningful way, and purchasing supplemental supplies related to curriculum and activities for this field trip.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0500U	Supplies		\$1,129.00	\$1,129.00	0500-09800-00-4301-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplemental supplies for supporting project-based learning curriculum and activities related to learning through real-world contexts and opportunities, including college visits, internship projects, language acquisition in the community, and field trips.
N05001V	Interprogram Svcs/Field Trip		\$3,840.00	\$3,840.00	0500-09800-00-5735-1000-3100-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Transportation for a variety of field trips that support student learning and access to opportunities, especially for students from socio-economically disadvantaged backgrounds. Field trips include a college visit, visits to historically significant local areas, and trips for cultural learning events related to supporting ELA instruction.



**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**Call to Action Belief Statement**

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

**District LCAP Goals**

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

**Annual Review of This Goal: SPSA Reviewed 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

We were successful in the 2021-2022 school year in improving parent outreach efforts by implementing an online newsletter that proved to be highly effective in reaching parents. Using the online newsletter platform, Smore, immediate translations are available to families who may need them, enabling all parents to participate. School Messenger phone calls and emails were sent out by the principal with increased frequency to highlight important events and dates, to reach those parents who typically rely on phone calls as their primary form of communication. We also messaged to families that attendance at Student-Led Conferences and Exhibitions was a required component for student enrollment at the Met, and this increased the participation rate of parents at these events to nearly 100%.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no major differences.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

A relatively low number of parents completed the CAL-SCHLS CSPA survey about school culture and climate. This highlights the need to improve our outreach in reference to this and other surveys. The data from this survey provides highly valuable data, and we need to increase the sample size to make

it more accurate. We saw an increase in parent participation with the online newsletter, resulting in higher awareness from parents about major events and due dates.

**\*Identified Need**

We need more robust data to assess how our parents feel about our school and our efforts.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the average number of times the newsletter is opened by parents	225	275	Other - Describe in objective
June 2023	Other (Describe in Objective)	Increase the number of parents who complete the CAL-SCHLS (CSPS) survey.	10	30	CAL - SCHLS (CSPS)

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	To increase the percentage of students with at least one family member present for the Student Led Conference and Exhibition	95%	100%	Meeting Attendance

**Strategy: Multiple Modes of Outreach (Goal 6 Family Engagement)**

**\*Families to be served by this Strategy/Activity**

All families

**\*Strategy/Activity - Description**

We have increased the amount of connectivity that advisors have to parents by ensuring all have an email list that they use regularly. We have also increased the frequency of online newsletters to about once every one or two weeks, to ensure that all families are receiving the same information in a timely manner. We will be sending targeted physical mailers to highlight special events. We have planned our Back to School Night to be more interactive and meaningful for parents and families by adopting a format with information booths representing our different programs, and to provide more of a festival environment. Our spring open house is being planned in a similar way to incorporate celebrations and displays of student work, which will be more engaging for families. Finally, we have clearly messaged an expectation that parents/family members must attend their students' Exhibitions and Student-Led Conferences, and we have provided more robust feedback systems for parents to feel meaningfully involved in those activities.

**\*Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	Reference	Rationale
	Postage Expense			0500-30103-00-5920-2495-3100-01000-0000	Title I Parent Involvement	LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District   Ref Id : N050032	Supplemental postage for supporting special timely mailers for special events. A budget transfer is planned to use some of this money to support supplemental supports for parent communications in the form of an account for the online newsletter platform (Smore).

**ACHIEVEMENT****APPENDICES**

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

ACHIEVEMENT

**APPENDIX A**

**BUDGET SUMMARY**

# San Diego Metro Career & Tech Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 14,627
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 28,723

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 6,241
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 6,241

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$ 7,855
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 7,855

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 28,723

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
San Diego	09800 LCFF Intervention Support	(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	750	0	\$750.00
San Diego Metro Career & Tech			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	1,500.00	0	\$1,500.00
San Diego Metro Career & Tech			3000 Benefits			0	\$535.73
San Diego Metro Career & Tech			4301 Supplies	Supplies	1,129.00	0	\$1,129.00
San Diego Metro Career & Tech			5209 Conference Local	Conference Local	100	0	\$100.00
San Diego Metro Career & Tech			5735 Interprogram Svcs/Field Trip	Interprogram Svcs/Field Trip	3,840.00	0	\$3,840.00
San Diego Metro Career & Tech		(blank) Total				0	\$7,854.73
San Diego	09800 LCFF Intervention Support Total					0	\$7,854.73
San Diego	30100 Title I Basic Program	(blank)	4301 Supplies	Supplies	1,500.00	0	\$1,500.00
San Diego Metro Career & Tech			4491 Equipment Non Capitalized	Equipment Non Capitalized	1,691.00	0	\$1,691.00
San Diego Metro Career & Tech			5207 Travel Conference	Travel Conference	9,000.00	0	\$9,000.00
San Diego Metro Career & Tech			5841 Software License	Software License	2,000.00	0	\$2,000.00
San Diego Metro Career & Tech		(blank) Total				0	\$14,191.00
San Diego	30100 Title I Basic Program Total					0	\$14,191.00
San Diego	30103 Title I Parent Involvement	(blank)	5920 Postage Expense	Postage Expense	436	0	\$436.00
San Diego Metro Career & Tech		(blank) Total				0	\$436.00
San Diego	30103 Title I Parent Involvement Total					0	\$436.00
San Diego	30106 Title I Supplmnt Prog Imprvmt	(blank)	4301 Supplies	Supplies	5,341.00	0	\$5,341.00
San Diego Metro Career & Tech			5209 Conference Local	Conference Local	900	0	\$900.00
San Diego Metro Career & Tech		(blank) Total				0	\$6,241.00
San Diego	30106 Title I Supplmnt Prog Imprvmt Total					0	\$6,241.00

ACHIEVEMENT

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**





San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

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*San Diego Met High School*

**TITLE I PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)**

2.0 With approval from the local governing board, [San Diego Met High School](#) has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

[San Diego Met High School](#) develops a written Title I parent and family engagement policy with input from parents received in person at our Back to School Night, via email and our online family newsletter, and in School Site Council meetings. This policy is distributed via email, posting on the school website, and in the online family newsletter.

2.1 INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

The school-level parent and family engagement policy shall describe the means for how [San Diego Met High School](#) shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])

[San Diego Met High School](#) includes a Title I Information Session as part of the agenda of its annual Back to School Night (held on September 9, 2022, this school year).

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])

San Diego Met High School schedules meetings with parents and families as needed and requested to support with a variety of needs, including Care Team Meetings and Student-Led Conferences. Meetings are scheduled at flexible times to accommodate parent schedules. Home visits are conducted on an as needed basis to provide additional support to students and families.

- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

San Diego Met High School includes parents in regularly scheduled School Site Council (SSC) meetings throughout the school year. Parent involvement in SSC includes planning, review, and improvement of our Title I program. All parents receive a regularly distributed online newsletter from the principal that includes timely distribution of information about Title I programs when applicable. All parents are regularly encouraged to provide feedback on the school's programs, including Title I, through surveys distributed through the newsletter.

- d) The school provides parents of participating children with the following:

- i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

San Diego Met High School includes a Title I Information Session as part of the agenda of its annual Back to School Night (held on September 9, 2022, this school year). All parents receive a regularly distributed online newsletter from the principal that includes timely distribution of information about Title I programs when applicable. This information is also made available on the school website.

- ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])

San Diego Met High School shares curriculum information in a parent and family mixer during our Week of Welcome, at our Back to School Night in the fall, via our family newsletter, at Student-Led Conferences individually between advisors and parents twice a year (at the midpoint of each semester), and by appointment throughout the year as needed or requested by parents. Curricular information is also available on the school website.

- iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

San Diego Met High School invites parents to engage in reciprocal communication regarding decisions relating to the education of their children. This takes the form of School Site Council meetings (all families are welcome to attend), email, family newsletter, and other physical or virtual meetings upon request.

- e) If the schoolwide program (SWP) plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency (LEA). (20 U.S.C. § 6318[c][5])

San Diego Met High School submits any parent comments on our schoolwide program plan when we make the plan available to our school district each year.

## 2.2 BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])

San Diego Met High School schedules Student-Led Conferences with parents to review their child's academic progress and plan for graduating on schedule. These meetings are scheduled twice a year at times that are flexible to accommodate parent schedules. Parents have ongoing opportunities to monitor and review student grades, assignments, and progress through the PowerSchool Parent Portal and Google Classroom's parent/guardian view. Student graduation plans and credit checks are facilitated by the school counselor and each student's advisor, and those documents are available for review by parents.

b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])

San Diego Met High School schedules Exhibitions at the end of each semester (twice a year) and Student-Led Conferences at the midpoint of each semester (twice a year), with the purpose of supporting students in understanding their student's progress and achievement, and to include parent involvement in support strategies as needed. Credit check documents are made available to parents to help them understand their child's progress toward graduation.

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

San Diego Met High School works in partnership with parents to educate staff on how to best partner with parents and families in the education of our students. Opportunities for collaborative education include Student-Led Conferences, Exhibitions, Back to School Night, Care Team Meetings, and staff analysis of survey feedback from parents that is collected on a regular basis. We also educate staff through targeted professional development supported by experienced staff members, school administration, and district support staff.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

San Diego Met High School offers opportunities for parents to engage with programs and organizations that support the academic achievement of their children. These include local, state, and federal programs related to college applications and exploration, financial aid, opportunities for enrollment at San Diego Mesa College, and mental health resources, as needed.

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a

format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

San Diego Met High School distributes information related to school and parent programs and initiatives through our family newsletter, email, School Messenger, physical mail (where appropriate), and our school website. Information is provided in an accessible format, and language support is available through a built-in functionality in our family newsletter. Information provided by our district is made available in multiple languages.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])

San Diego Met High School provides reasonable support for parental involvement activities as needed, and as requested by parents.

### 2.3 ACCESSIBILITY

In carrying out the parent and family engagement requirements of Title I, Part A, [San Diego Met High School](#), to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

San Diego Met High School provides opportunities for the informed participation of parents and family members. Information related to school and parent programs and initiatives is provided through our family newsletter, email, School Messenger, physical mail (where appropriate), and our school website. Information is made accessible through multiple modes and formats to support families with different needs. Language support is available through a built-in functionality in our family newsletter. Information provided by our district is made available in multiple languages.

## ACHIEVEMENT

**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**Title I School-Parent Compact (2022-2023)**  
**San Diego Met High School**

**2.4 School-Parent Compact**

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the following requirements: (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I, Part A to meet the challenging state academic standards, as well as the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

San Diego Met's 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), our school counselor, and our internship coordinator to personalize their learning in their academic courses, personal interests, and postsecondary goals. There are three days of academic classes on campus. The other two days a week are spent on the Learning through Interest and Internship program (LTI), which consists of real-world work experience supported by a mentor in the community, and including a project-based learning component. Students are eligible to take college classes at Mesa College, on whose campus the Met is located. Students can become eligible for Mesa College classes as early as their second semester of 9th grade, upon recommendation from their advisor and the counselor. Additionally, eligible students can continue to take college courses during their sophomore, junior, and senior years, giving them the opportunity to complete a year or more of college coursework, and strengthening our overall ability to offer a high-quality curriculum focused on

postsecondary success. Parents are responsible for supporting their children’s learning by communicating with teachers, attending Student-Led Conferences and Exhibitions (where student progress is reviewed, supported, and celebrated), ensuring that students have adequate transportation to school and their internship, and providing space and conditions outside of school that are conducive to learning and completing assignments.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement. (20 U.S.C. § 6318[d][2][A])

San Diego Met implements Student-Led Conferences as a form of parent-teacher conference that is more appropriate for high school age students. These occur twice a year, at the midpoint of each semester.

2. Frequent reports to parents on their children’s progress. (20 U.S.C. § 6318[d][2][B])

Grades are required to be updated by teachers in PowerSchool at four grading periods each semester, and teachers also may update grades on a continuing basis throughout the term. These grades are available for parents to review any time through the PowerSchool Parent Portal. Student progress is reported to parents at the Student-Led Conferences that are scheduled twice a year, as well as Exhibitions at the end of each semester (also twice a year). For students who are struggling academically or social-emotionally, parents are contacted by teachers and staff so they can be involved in support strategies. For higher tier needs, the Met schedules Care Team Meetings to bring staff and parents together with the student to discuss plans for support.

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])

San Diego Met provides parents with reasonable access to staff via email, Student-Led Conferences that happen twice a year, Exhibitions that happen twice a year, the opportunity to request other meetings as needed, and special events throughout the year, including our parent mixer during the Week of Welcome and our Back to School Night in the fall. Parents are welcome to volunteer to support classroom activities, fundraising, and other school events. Parents are able to observe classroom activities by making an appointment with the school and the relevant teacher.



4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])

San Diego Met High School distributes information related to school and parent programs and initiatives through our family newsletter, email, School Messenger, physical mail (where appropriate), and our school website. Information is provided in an accessible format, and language support is available through a built-in functionality in our family newsletter. Information provided by our district is made available in multiple languages.

## ACHIEVEMENT

**APPENDIX D****DATA REPORTS**

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

\* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**San Diego Metro Career and Tech**  
**Grade 11**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	30	86.7	21	52.4	31	74.2	32	37.5	23	65.2	-21.5	27.7	30	30.0	22	4.5	29	17.2	32	12.5	23	43.5	13.5	31.0
Female	19	84.2	10	60.0	12	91.7	12	41.7	7	-	-	-	19	21.1	13	0.0	12	8.3	11	9.1	7	-	-	-
Male	11	90.9	11	45.5	19	63.2	20	35.0	16	62.5	-28.4	27.5	11	45.5	9	-	17	23.5	21	14.3	16	50.0	4.5	35.7
African American	3	-	0	-	3	-	1	-	0	-	-	-	3	-	1	-	2	-	1	-	0	-	-	-
Asian	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Filipino	0	-	1	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	8	-	12	50.0	15	73.3	17	17.6	7	-	-	-	8	-	12	0.0	15	0.0	17	5.9	7	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	14	92.9	6	-	12	75.0	14	57.1	12	75.0	-17.9	17.9	14	42.9	7	-	11	45.5	14	21.4	12	58.3	15.4	36.9
Multiracial	4	-	1	-	1	-	0	-	3	-	-	-	4	-	1	-	1	-	0	-	3	-	-	-
English Learner	2	-	2	-	0	-	2	-	1	-	-	-	2	-	2	-	0	-	2	-	1	-	-	-
English-Speaking	28	85.7	19	57.9	31	74.2	30	40.0	22	68.2	-17.5	28.2	28	32.1	20	5.0	29	17.2	30	13.3	22	45.5	13.4	32.2
Reclassified†	6	-	7	-	6	-	12	0.0	4	-	-	-	6	-	7	-	6	-	12	0.0	4	-	-	-
Initially Eng. Speaking	22	95.5	12	58.3	25	76.0	18	66.7	18	66.7	-28.8	0.0	22	36.4	13	7.7	23	21.7	18	22.2	18	44.4	8.0	22.2
Econ. Disadv.*	13	76.9	14	42.9	12	75.0	16	37.5	8	-	-	-	13	15.4	15	0.0	12	8.3	16	18.8	8	-	-	-
Non-Econ. Disadv.	17	94.1	7	-	19	73.7	16	37.5	15	73.3	-20.8	35.8	17	41.2	7	-	17	23.5	16	6.3	15	53.3	12.1	47.0
Gifted	9	-	1	-	4	-	8	-	7	-	-	-	9	-	1	-	3	-	8	-	7	-	-	-
Not Gifted	21	81.0	20	50.0	27	74.1	24	29.2	16	62.5	-18.5	33.3	21	28.6	21	0.0	26	19.2	24	4.2	16	43.8	15.2	39.6
With Disabilities	4	-	1	-	6	-	3	-	7	-	-	-	4	-	1	-	5	-	3	-	7	-	-	-
WO Disabilities	26	92.3	20	55.0	25	80.0	29	37.9	16	75.0	-17.3	37.1	26	34.6	21	4.8	24	20.8	29	13.8	16	50.0	15.4	36.2
Homeless	0	-	1	-	2	-	0	-	0	-	-	-	0	-	1	-	2	-	0	-	0	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	1	-	1	-	-	-	0	-	1	-	1	-	1	-	1	-	-	-

\* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

## ACHIEVEMENT

**APPENDIX E****2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: SAN DIEGO METRO CAREER & TECH**

**SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820**

**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The San Diego Met actively seeks and accepts students who have not found success in a conventional school structure. We love the students we serve and we work creatively to help students build skills that will open doors and give each individual a choice-filled life. It is common for the Met to accept a high number of juniors and seniors who have not completed credits as prescribed by the course completion plan of the district and the state. Our main goal, therefore, is to give these students a sense of belonging and ownership of their learning such that they see that their path, while atypical, can still be a successful one. To accomplish this goal, we will focus some of our budget to improving engagement through project-based learning, and social-emotional learning resources, curriculum, and partnerships that support opportunities for students to experience activities in their classes and advisory groups that build confidence, executive functioning, and sense of agency. We will also pursue opportunities for students to build positive culture and school spirit through collaborative activities and working with their hands. Our goal is for students to see that they are capable of much more than they currently believe.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

					pre/post test, progress monitoring results, etc.).	(curriculum assessments, pre/post test, progress monitoring results, etc.).	
Supplies		\$8,217.41	30100-4301	Supplemental supports for increasing engagement and attendance through expanded project-based learning experiences and hands-on learning opportunities, including supplemental supplies for making, building, designing, and creative endeavors.	Supplies are a cornerstone expense for our school, and have supported all students in learning activities that represent the vision of our model.	This is working effectively.	Maintain or increase the allocation for this expense, where possible.

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Being part of the Big Picture Learning community means a commitment by the school community to being up to date with instructional and cultural routines that emphasize the overall goals of Big Picture Learning. Therefore, staff and parents need to attend training to support this learning.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

## San Diego Metro Career & Tech SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Travel Conference		\$10,000.00	30106-5207	Support teachers/students in attending conferences for training in the Big Picture Learning model and competencies, for the purpose of understanding and implementing culture-building activities aligned to the model. If travel is not available this year due to pandemic, money will be	We were able to use this funding to send 5 staff members to the Big Picture conference this year. Evidence of success includes new resources, strategies, and models used in the classroom and in our internship program to support students.	This is working effectively.	Maintain or increase the allocation for this expense, where possible.

**San Diego Metro Career & Tech** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				transferred to supplemental supplies and materials that support aligned project-based learning activities, including digital media production and literacy, communication, and quantitative and social reasoning.			
Supplies	--	--	30100-4301	Support supplemental resources related to parent outreach/training, onboarding parents, students, and community internship mentors in our project-based learning model, supporting mentors in collaborating w/students on project design work, and increasing engagement through expanded hands-on learning	Supplies are a cornerstone expense for our school, and have supported all students in learning activities that represent the vision of our model.	This is working effectively.	Maintain or increase the allocation for this expense, where possible.



				<p>supplies and activities related to presentation skills, making/creating community-centered entrepreneurship projects, supporting cultural responsiveness and Ethnic Studies through culinary projects.</p>			

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Humanities teachers will work in concert to develop vertical visions of how reading, writing, and speaking will develop at the San Diego Met. In particular, we will emphasize public presentation skills through defense of work and celebration of learning activities. We will use the Big Picture Learning competencies and we will review student work via Looking at Student Work protocols to calibrate our expectations and grading practices.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Travel Conference		\$2,500.00	30106-5207	Transfer to supplies to support students in meeting language arts standards and developing skills	Supplies are a cornerstone expense for our school, and have supported all students in learning	This is working effectively.	Reduce the amount of allocation for conference local, and increase the allocation for supplies.

**San Diego Metro Career & Tech** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				related to performance and presentation, professionally written resumes and career related documents, text analysis and inquiry-based discussion activities, book clubs and reading circles, media studies and literacy, digital portfolio development, and related projects.	activities that represent the vision of our model. The transfer of these funds allowed us to increase the support for inquiry-based discussion activities, including our book clubs, which supported our vertical alignment model in Humanities.		
Supplies	--	--	30106-4301	Supplementary supplies to support students with mastering Big Picture Learning competencies, especially in relation to communication and presentation skills, founded on reading, writing, and speaking.	Supplies are a cornerstone expense for our school, and have supported all students in learning activities that represent the vision of our model.	This is working effectively.	Maintain or increase the allocation for this expense, where possible.

**Goal 3 - Mathematics**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

After conducting research regarding proven textbook adoptions that better suit the needs of independent study learners, the SD Met elected to use funds to purchase the McGraw Hill Integrated Math series as a supplemental text. We will also use additional budget to purchase manipulatives and other supplies for hands-on projects that support quantitative and empirical reasoning skills in engaging ways.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$1,000.00	30106-5209	To provide supplemental professional development opportunities for math. If	Supplies are a cornerstone expense for our school, and have supported all students in learning	This is working effectively.	Reduce the amount of allocation for conference local, and increase the allocation for supplies.

**San Diego Metro Career & Tech** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				conferences are not available or relevant, this money will be transferred to providing supplemental supplies related to developing quantitative and empirical reasoning skills through project-based learning activities related to concepts of optics, motion, and energy, mathematical principles of music, and other manipulatives and hands-on supplies.	activities that represent the vision of our model. The transfer of these funds allowed us to increase the support for inquiry-based discussion activities, including our book clubs, which supported our vertical alignment model in Humanities.		
Supplies		\$10,554.00	30106-4301	Supplementary textbooks, curricular materials, and project-based learning manipulatives and supplies to support students in reaching math standards, developing	Supplies are a cornerstone expense for our school, and have supported all students in learning activities that represent the vision of our model.	This is working effectively.	Maintain or increase the allocation for this expense, where possible.

**San Diego Metro Career & Tech** SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				quantitative and empirical reasoning skills, and making interdisciplinary projects related to STEM standards.			
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**Goal 7 - Family Engagement**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

We have increased the amount of connectivity that advisors have to parents by ensuring all have an email list that they use regularly. We have also moved monthly newsletters to bi-weekly newsletters to ensure everyone is receiving the same information in a timely manner. We are planning our spring open house to be more engaging and meaningful to families by incorporating celebrations and displays of student work. Finally, we have clearly messaged an expectation that parents/family members must attend their students' Exhibitions and Student-Led Conferences, and we have provided more robust feedback systems for parents to feel meaningfully involved in those activities.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Postage Expense		\$396.00	30103-5920	To support prompt and regular outreach through mail, as a	We are able to send high profile information	We may need to expand the number of items we determine need to	The family newsletter online platform is more appropriate as an

## San Diego Metro Career & Tech SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>supplement to email and online newsletter communications. Also to support the Smore newsletter platform's premium version that allows for immediate translation into other languages.</p>	<p>through mail using these funds.</p>	<p>be physically mailed.</p>	<p>expense than devoting the entirety of this to postage.</p>
<p>Prof&amp;Curriclm Dev Vist Tchr</p>		<p>\$898.59</p>	<p>30100-1192</p>	<p>Visiting teachers to support teachers with curriculum development time to create our spring open house structures and agenda. If subs not available, transfer this money to classroom hourly and providing supplies for supporting improved and more professional student presentations to be used as part of spring open house, Exhibitions, and</p>	<p>Teachers are participating in PLCs, supported by flexible time made possible by this funding. Some of this funding was transferred to supplies, which was a higher need area.</p>	<p>The need for visiting teachers is relatively limited because of our Tues/Thurs structure that has students off site at internships, allowing teachers to use that time for PLCs and planning.</p>	<p>Reduce the allocation for this expense.</p>



				Student-Led Conferences.			
<p>What are my leadership strategies in service of the goals?</p> <p>My leadership strategies include:</p> <ol style="list-style-type: none"> <li>1. Reaching out broadly to students, staff, and parents/families for continuous feedback on needs and ideas for supporting learning.</li> <li>2. Enhancing student leadership and voice in design of learning experiences.</li> <li>3. Building partnerships that can support internships, leaving to learns (field trips), and other real-world learning experiences.</li> </ol>							
This area is intentionally left blank for additional input							

**SCHOOL NAME: SAN DIEGO METRO CAREER & TECH**  
**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**  
**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The San Diego Met actively seeks and accepts students who have not found success in a conventional school structure. We love the students we serve and we work creatively to help students build skills that will open doors and give each individual a choice-filled life. It is common for the Met to accept a high number of juniors and seniors who have not completed credits as prescribed by the course completion plan of the district and the state. Our main goal, therefore, is to give these students a sense of belonging and ownership of their learning such that they see that their path, while atypical, can still be a successful one. To accomplish this goal, we will focus some of our budget to improving engagement through project-based learning, and social-emotional learning resources, curriculum, and partnerships that support opportunities for students to experience activities in their classes and advisory groups that build confidence, executive functioning, and sense of agency. We will also pursue opportunities for students to build positive culture and school spirit through collaborative activities and working with their hands. Our goal is for students to see that they are capable of much more than they currently believe.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data	Modifications based on qualitative and quantitative data.

**San Diego Metro Career & Tech** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<b>pre/post test, progress monitoring results, etc.).</b>	<b>(curriculum assessments, pre/post test, progress monitoring results, etc.).</b>	
Interprogram Svcs/Field Trip		\$3,200.00	09800-5735	Supplemental resources related to experiential learning through field trips, industry visits, "leaving to learn" internship experiences that increase engagement and attendance. If off-site experiences are limited, transfer money to supplies/materials that offer equivalent classroom experiential learning, including culinary/food service, design and product creation, entrepreneurship, cultural and ethnic studies, digital media production,	We funded a "leaving to learn" experience at Balboa Park related to Humanities. Some money was transferred to support supplies related to project-based learning and speaking and listening development activities.	We did not plan enough community engagement in the form of field trips.	Based on student voice, we plan to develop more "leaving to learn" field trips.

				civic engagement, community healthy living/eating.			

**Goal 2 - English Language Arts**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Humanities teachers will work in concert to develop vertical visions of how reading, writing, and speaking will develop at the San Diego Met. In particular, we will emphasize public presentation skills through defense of work and celebration of learning activities. We will use the Big Picture Learning competencies and we will review student work via Looking at Student Work protocols to calibrate our expectations and grading practices.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		\$898.59	09800-1192	Visiting teachers for supporting PLCs. If subs aren't available, this money will be	Teachers are participating in PLCs, supported by flexible time made possible by this funding.	The need for visiting teachers is relatively limited because of our Tues/Thurs structure that has	Reduce the allocation for this expense.

**San Diego Metro Career & Tech** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				transferred to classroom hourly.		students off site at internships, allowing teachers to use that time for PLCs and planning.	
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**Goal 4- Supporting English Learners**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

Administration will conduct focused walk throughs of the EL student population at the MET, particularly in the EL focused ALD class. We will use the Big Picture Learning competencies and we will review student work via Looking at Student Work protocols to calibrate our expectations and grading practices.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$1,437.72	09800-1957	Support after school professional development with teachers, reviewing English	Teachers are using after school time on professional development, data analysis, and	The need for visiting teachers is relatively limited because of our Tues/Thurs structure that has	Redirect this money to pay teachers for other planning purposes.

**San Diego Metro Career & Tech** SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				Learner work, and develop support plans.	project planning purposes.	students off site at internships, allowing teachers to use that time for PLCs and planning.	



**Goal 5 - Supporting Students with Disabilities**

**Strategy/Activity 2**

**\*Strategy/Activity - Description**

Ed Specialists will be involved with the planning and implementation of lessons in the General Education Classrooms. They will be focused on differentiated instructional routines that allow access to a broad and challenging curriculum that is offered at the San Diego Met. This access is essential to our belief in equity.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Conference Local		\$400.00	09800-5209	To support professional learning through conferences related to supporting special	Teachers are able to attend relevant professional learning conferences	Local conferences make up a relatively small need at our site.	Reduce the allocation for this expense.

				<p>ed and general ed teachers in understanding differentiated supports for students with IEPs. If conferences are not available, this money will be transferred to supplies for supporting an inclusion model for all students to access differentiated hands-on, project-based learning experiences that are personalized to their needs and learning plans.</p>	<p>supported by this money.</p>		
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**Goal 8- Graduation/Promotion Rate**

**Strategy/Activity 1**

**\*Strategy/Activity - Description**

The counselor, principal, and advisors are monitoring a D/F list which is run biweekly, and updating documents to track progress. Every senior who is in danger will have a family SST (Care Team) meeting by the end of October. Every student will have a Student-Led Conference at the midpoint of each semester as a way of tracking progress and informing parents of student progress and any danger of not being on track for graduation. These SLCs will be supported to be professionally presented, with opportunities for feedback and questions from parents and students.

**\*Proposed Expenditures for this Strategy/Activity**

Directions:

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Guiding Questions:

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$3,019.69	09800-4301	To obtain supplemental supplies to support improved graduation rates,	Supplies are a cornerstone expense for our school, and have supported all	This is working effectively.	Maintain or increase the allocation for this expense, where possible.

				<p>especially for LCFF student groups, specifically by increasing engagement through project-based learning activities, Exhibitions, Student-Led Conferences, and presentations of learning that are better indicators of student success within our Big Picture model.</p>	<p>students in learning activities that represent the vision of our model.</p>		
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What are my leadership strategies in service of the goals?

My leadership strategies include:

1. Reaching out broadly to students, staff, and parents/families for continuous feedback on needs and ideas for supporting learning.
2. Enhancing student leadership and voice in design of learning experiences.
3. Building partnerships that can support internships, leaving to learns (field trips), and other real-world learning experiences.