

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Metro Charter

Contact Name and Title

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Principal

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Metro Charter Elementary School opened its doors in the Fall of 2013 as a parent initiated charter elementary school in Downtown Los Angeles. Metro Charter currently serves 190 students in grades TK-5. The vast majority of the families served live in the downtown area, while approximately 30% of families work in Downtown Los Angeles and bring their children in to the city with them. Metro has a free and reduced lunch population of 75%. Metro Charter's diverse student population demonstrates that all children, regardless of race, income, or other factors can not only succeed academically, but can thrive in a true melting pot that embraces each student and family's heritage and diversity.

Metro Charter is an inclusive educational community that offers a rigorous curriculum with a focus on hands-on learning, seeking to expand learning beyond the classroom walls to work collaboratively with the Downtown Los Angeles community. Metro utilizes a Project Based Learning approach. Metro Charter believes that all children can meet and exceed top standards when high expectations are combined with an individualized, supportive environment. Our mission is based on four core principles to ensure student success:

Active, engaged learning: Metro's integrated, project-based curricular approach recognizes that in real life, content is interconnected and learning best occurs when it's hands-on. Also, smaller class sizes and a nurturing environment means that teachers and other staff can provide individualized attention to ensure every child is meaningfully engaged in learning.

Balance: Learning at Metro is balanced to ensure students are exposed to numerous subjects, including core content like Math and Science, but also Civics, Arts, and other topics. Through exploration of diverse ideas, students discover their passions and become creative thinkers and productive learners.

Relevance: Metro takes advantage of the multitude of real world resources that surround the school – visiting museums and theaters, taking architectural walking tours, and meeting business and civic leaders. Our “field studies” program provides critical engagement of the world, connecting children to exceptional opportunities in our community, instilling civic pride, and building awareness of the responsibility each of us has for the community around us.

Collaboration: Metro connects children to their local and global communities, teaching them to listen and communicate effectively, think critically, debate and compromise, and collaborate in myriad ways to learn, produce, reflect and celebrate.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

Goal 1: Student Achievement: Metro Charter will strengthen student achievement in ELA and Math through implementation of Common Core State Standards and assessments.

Goal 2: Project Based Learning: Beginning in TK and throughout the grade levels, students will be prepared to be college and career ready through the use of project based learning (PBL) units.

Goal 3: Student Engagement and Positive Learning Environment: Metro Charter will ensure that ALL students are actively engaged and supported through a safe, healthy, culturally responsive, and rigorous learning environment.

Goal 4: Parent Engagement and Education: Metro Charter will engage parents and partners through education, communication and collaboration as a means to ensure student success

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Metro Charter's greatest accomplishment comes in its implementation of its vision to take learning beyond the classroom. Over the past few years, Metro has worked to make learning relevant for students by connecting learning to the community around them. The focus has been on challenging students to share their learning and thinking with authentic audiences. This year, Metro focused on students collaboration and communication skills. Students shared their learning with community stakeholders such as local business owners and local police. Metro made learning relevant for students

with multiple community field trips and access to technology. Metro plans to continue this momentum with an emphasis on rubrics to assess students' learning and on creating digital portfolios.

Teachers have had increased opportunities for collaboration which has created greater vertical alignment. The focus for the year was on math instruction. As a result, CAASPP scores increased in math for all subgroups. When comparing the fifth grade class of 2016-2017 and the fifth grade class of 2017-2018, there is an increase in performance on the CAASPP and on internal data. The third through fifth grade cohort grew in proficiency level in reading fluency, reading comprehension as well as in math. School wide internal assessment data results show success in ELA and math for all students. Students in African-American subgroup data is equal and/or better than that of the school wide data. Metro saw an increase in reclassification rates of English Learners by 5%. Metro will continue to focus on supporting English Learners in the classroom.

Metro Charter is a parent founded charter school, thus parent engagement is a continual goal for the school. Over the past two years, Metro has focused on parent communication and engagement. For the 2017-2018 school year, Metro utilized an online system and application to support parent communication. As a result, 95% of parents engaged in home school communication. The next step is to increase parent education on campus.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Despite internal improvements, Metro students continue to show a need for academic support when looking at the SBAC scores for both ELA and Math. This indicates a need for greater support in these academic areas. Administrators have developed a more thorough schedule to allow for professional learning communities to plan vertically aligned lessons and analyze student progress. Professional Development and Coaching in Common Core English Language Arts standards and framework with an emphasis on increasing the level of text complexity and developing critical thinking skills will be an emphasis for the 2018-2019 school year. In the area of math, teachers began studying strategies to support students problem solving skills through Professional Learning Communities. During the 2018-2019 school year, the staff will continue to develop curriculum student problem solving strategies and number sense. English Learner performance indicated a greater need on campus. To support English Learners, an emphasis has been placed on academic vocabulary and student collaboration. This will continue in the upcoming school year, with an increased emphasis on supporting students use of academic vocabulary in their reading and writing. We will continue developing professional learning communities that will focus on academic success of English Learners and Low Income Students. Lastly, a greater emphasis on parent education for families within the EL and LI subgroups will occur. Parent workshop series will provide parents with strategies to support their child at home.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the

LEA planning to take to address these performance gaps?

Performance Gaps

While all students increased on SBAC assessments in ELA and Math and most subgroups showed growth, English Learners did not show progress in ELA at the same rate. The school focused on providing specific development for teachers in areas of ELA and Math. This is evidence in the growth on the SBAC. The EL performance indicates the school's next steps in the area of support and professional development.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved Services

The LCAP describes a commitment to improved services for English Learners, Low Income and Foster Youth in four ways. The first is increased professional development for teachers on differentiation in the classroom, specifically English Learners. The second is increased support in the area of intervention. Metro will further support students not meeting standards through the development of an Intervention Coordinator position. This will support the progress monitoring of students as well as support with parent education. Tier 1 and 2 supports in the classroom will be further developed. The third is providing social emotional support for students through counselors and mentors to develop appropriate coping strategies. Parent workshop series will provide parents with strategies to support their child at home as well.

Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$1,850,228
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,280,750

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The additional general fund budget includes additional related expenditures to facilities such as insurances. Other key expenditures not included in the LCAP year include: dues/memberships and fair share transfers to the District.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$1,410,735

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Metro Charter will strengthen student achievement in ELA and Math through implementation of Common Core standards from highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

CAASPP Performance on ELA

All Students: 40%

English Learners: 20%

Limited Income: 28%

Actual

CAASPP Performance on ELA

All Students: 39.6%

English Learners: 16%

Limited Income: 38%

Expected

CAASPP Performance on Math:

All Students: 29%
 English Learners: 20%
 Limited Income: 24%

70% of K-5 students will score proficient or advanced in ELA internal assessments for foundational skills

60% of 3-5 students will score proficient or advanced on internal comprehension assessments

52% Of K-5 EL students will score proficient or advanced on internal foundational skills assessments

English Learner Reclassification rate will increase to 12%

Actual

CAASPP Performance on Math:

All Students: 29.53%
 English Learners: 21%
 Limited Income: 20.8%

58% of K-5 students will score proficient or advanced in ELA internal assessments for foundational skills

67% of 3-5 students scored proficient or advanced on internal comprehension assessments

42% Of K-5 EL students will score proficient or advanced on internal foundational skills assessments

English Learner Reclassification rate will increase to approximately 18%

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Metro will hire highly qualified teachers who have credentials needed for position they fill.

Actual Actions/Services

Metro hired highly qualified teachers who had credentials needed for position they filled.

Budgeted Expenditures

\$ 682,319 Certificated Salary
 \$ 302,032 Employee Benefits
 \$ 92,500 Certificated Salary
 \$ 10,000 Beginning Teacher Support Program

Estimated Actual Expenditures

\$ 551,929 1000
 \$ 137,982 3000
 \$ 9,000 5000

Action 2

Planned Actions/Services

To increase student achievement, Metro will offer professional development and coaching in Common Core ELA and Math for teachers and support staff. Scope and sequence will be shared for teaching standards.

Actual Actions/Services

To increase student achievement, Metro will offer professional development and coaching in Common Core ELA and Math for teachers and support staff. Professional development occurred during a week long summer PD as well as throughout the year. Teachers were provided stipends for attending additional professional development.

Budgeted Expenditures

\$ 15,000 Services and Other Operating Expenses;
 Professional Development
 \$10,000 Services and Other Operating Expenses;
 Professional Development

Estimated Actual Expenditures

\$ 9,300 1000 LCFF S&C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Response to Intervention further developed to include intervention support for those not meeting standards, development of tiered services, and professional development for staff. Intervention will be provided for students in EL, LI and FY subgroups.

Response to Intervention was further developed to include intervention support for those not meeting standards, development of tiered services, and professional development for staff. Intervention was provided for students in EL, LI and FY subgroups.

\$ 120,000 Classified Salaries LCFF
 \$ 30,000 Certificated Salaries; Intervention Specialist Federal Revenues - Title I
 \$ 8,000 Books and Supplies Federal Revenues - Title I
 \$ 10,000 Services and Other Operating Expenses, Federal Revenues - Title I

\$ 99,298 2000 Title I/LCFF S&C
 \$ 14,895 3000 Title I/LCFF S&C
 \$ 1,000 4000 Title I

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

To improve student performance, Metro will provide teachers with ongoing coaching opportunities to further their understanding of CCSS instruction. Coaching will focus on differentiation in the classroom to support all learners.

To improve student performance, Metro provided teachers with ongoing coaching opportunities to further their understanding of CCSS instruction. Coaching focused on differentiation in the classroom to support all learners.

\$ 122,500 Certificated Salaries; Administration Salaries LCFF

\$ 122,400 1000 LCFF Base
 \$ 30,600 3000 LCFF Base

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will monitor student performance and progress of students through grade level planning meetings, Professional Learning Communities, and data meetings.

Metro monitored student performance and progress of students through grade level planning meetings, Professional Learning Communities, and data meetings. Grade Level planning meetings occurred weekly during student's PE time. Professional Learning Communities met monthly during student early release days.

\$ 7,000 Certificated Salaries; Lead Teachers for PLCs , LCFF
 \$ 10,000 Services and Other Operating Expenses; Teacher Release Time, LCFF
 \$ 8,600 Services and Other Operating Expenses; Online assessment and analytics database , LCFF

\$0 Certificated Salaries; Lead Teachers for PLCs, LCFF
 \$ 0 Services and Other Operating Expenses; Teacher Release Time LCFF
 \$ 4,758 5000 LCFF S&C

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will ensure that all students have access to standards-aligned materials, resources and supplies necessary to access curriculum and instruction.

Metro ensured that all students had access to standards-aligned materials, resources and supplies necessary to access curriculum and instruction.

\$ 25,000 Books and Supplies; Textbooks, Classroom Resources; LCFF
 \$ 10,000 Books and Supplies Federal Revenues - Title I

\$ 10,700 4000 LCFF

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

In order to monitor English Learner progress on ELPAC and monitor academic progress of reclassified students, a testing coordinator position is created.

The testing coordinator will provide teachers and staff information regarding student progress.

In order to monitor English Learner progress on ELPAC and monitor academic progress of reclassified students, a testing coordinator position was created

. The testing coordinator attended ELPAC trainings, provided teachers and staff information regarding changes to student testing, and supported in the reclassification process.

\$ 30,800 Classified Salaries
LCFF

\$ 29,104 2000 LCFF S&C
\$ 7,276 3000 LCFF S&C

Action 8

Planned Actions/Services

Metro will ensure that all students with disabilities receive the resources and personnel necessary to make academic and personal progress.

Actual Actions/Services

Metro provided all students with disabilities receive the resources and personnel necessary to make academic and personal progress.

Budgeted Expenditures

\$ 85,000 Services and Other
Operating Expenses Other
Federal Funds
\$ 52,451 Certificated Salaries
Other Federal Funds

Estimated Actual Expenditures

\$ 145,580 5000 Special
Education

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Action and services for this goal were provided as planned. Students received instruction in State adopted learning standards from qualified teachers. Administrators purchased resources and textbooks for Common Core instruction. Metro administered various benchmarks throughout the year to measure student achievement in math and English language arts. The staff and administrators focused on continually progress monitoring and providing intervention for students not meeting standards. Students who needed more support were provided intervention before, during and/or after school to improve their academic progress.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The actions and services yielded mixed success in achieving this goal. Internally, students made progress in both ELA and math benchmarks. Students in English Learner and Low Income subgroups made progress over the course of the year. Student performance on state academic assessments increased in both ELA and Math, indicating a need for further focus in these areas. All subgroups grew on the SBAC, with students who are LI made making great gains. All Student performance on external measures and on internal assessments indicates a need for further focus on increasing level of text complexity in all grade levels. Student performance on external measures indicates a need for further focus on problem solving strategies within the math curriculum. Internal and External data measures do not align, indicating a need to develop further assessments internally.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The largest variance in spending came in the decrease of student enrollment. With lower student enrollment, action 1.1, 1.3 and 1.6 decreased in spending due to less need for staff and supplies. Action 1.3 called for an intervention specialist; however, a lower student population did not allow a budget for this position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There is a continued need for increased Professional Development in the area of foundational skills. In addition, a focus will be placed on overall reading instruction to support student progress on the CAASPP. Both certificated and classified staff will receive additional training in ways to support students in the area of reading. The progress made in the CAASPP math assessments indicates the need to continue teacher development in math instruction.

In the area of Intervention, Metro will refine TK-5 Reading Intervention programs and determine best practices for intervention programs both in and out of the classroom. Intervention coordinator will be added to support the development of the program, provide professional development for all staff members, and monitor student progress.

Goal 2

Beginning in TK and throughout the grade levels, students will be prepared for college and career readiness through the use of project based learning(PBL) units. Instruction and curriculum will promote collaboration, creativity, communication, and critical thinking. Student progress will be monitored through rubrics and digital portfolios.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

30% of students will develop digital portfolios as evidence of learning

65% of student PBL work will be scored and reported. Teacher will use rubrics to support scoring.

Actual

46% of students in grades 3-5 created paper portfolios and utilized Google Classroom to access some curriculum, turn in assignments and access grades.

90% of student PBL work was scored and reported in Trimester 3. Teacher used rubrics to support scoring, sharing rubrics with students and parents before, during and after an assignment was done so that all students and families understood expectations.

Expected

100% of TK-5 students will engage in and present PBL creations 2-3 times per year with at least one having a tie to the local community.

Actual

90% of TK-5 students engaged in and present PBL creations once, performing for parents and/or community members.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Metro will ensure that students have access to units and resources that teach 21st century learning skills. In order to create these PBL units, teachers will be provided time to plan during the summer and throughout the school year.

Actual Actions/Services

Metro students had access to units and resources that teach 21st century learning skills. In order to create these PBL units, teachers were provided time to plan during the summer and throughout the school year.

Budgeted Expenditures

\$ 2,000 Certificated Salaries;Teacher compensation for summer curriculum mapping; LCFF

Estimated Actual Expenditures

\$ - 1000 LCFF S&C

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

In order to enhance understanding and collaboration for students, Metro will provide students with multiple field trips and classes both in and around the Downtown community.

In order to enhance understanding and collaboration for students, Metro students attended multiple field trips throughout the year, both in and around the Downtown community.

\$ 14,500 Services and Other Operating Expenses; Transportation, Entrance Fees; LCFF
 \$ 2,500 Services and Other Operating Expenses; Community Partnerships for in-school presentations; Federal Revenues - Title I

\$ 10,700 5000 LCFF S&C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will ensure that 100% of students receive a balanced education which includes art education through community partnerships

Due to decreased enrollment and revenue, arts education through community partnerships did not occur. Students received art lessons during the school day through teacher instruction.

\$ 10,600 Services and Other Operating Expenses LCFF

Services and Other Operating Expenses LCFF

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will ensure student progress towards 21st learning skills through the use of rubrics and online portfolios.

Metro monitored student progress towards 21st learning skills through the use of rubrics and portfolios. Students in grades 3-5 utilized google classroom to submit work. Paper portfolios were created in grades 3-5. Students in grades TK-5 were graded with rubrics that measured progress in 21st century learning skills.

No Additional Expense

No Additional Expense

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Actions and services were not implemented as planned; however, a great amount of progress was made toward achieving this goal. A higher percentage of students than planned engaged in the creation of portfolios and were graded using rubrics. However, digital portfolios were not created as planned. Metro staff was able to plan and implement two to three Project Based Learning units in which students interacted with the Downtown community. 90% of students were able to present their projects and learning to an audience. Students were able to use the community as a resource, interacting with the community through frequent field trips, art instruction and PBL culminating activities. Culminating activities had students working with local Business Improvement Departments, police stations, and discussing local and state elections.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

A higher percentage of students than planned engaged in the creation of portfolios and were graded using rubrics. However, digital portfolios were not created as planned. Students interacted with Google Classroom to turn assignments which is the beginning of digital portfolios. 90% of students were able to present their projects and learning to an audience.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The largest variance came with 2.3 where the goal was to provide art instruction through community partners. This year, art instruction was provided by teachers during class instruction. Less money was spent on field trips due to decrease student population.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The first is a further emphasis on using rubrics to provide students with feedback. These rubrics will be focused on 21st century learning skills. The second revolves around technology. In order to support students as 21st century learners, a further emphasis will be placed on preparing digital citizens. With the PBL units, a focus will be placed on digital portfolios in which students will be able to demonstrate their knowledge. In the area of technology, a new goal will be written to include the updating of infrastructure, hardware and curriculum. In addition, teachers will receive training on ways to integrate technology into their curriculum. This training will be provided by the technology consultant.

Goal 3

Metro will support student engagement and create a safe and positive learning environment. Ensuring that ALL students are actively engaged and supported through safe, healthy and rigorous learning environments.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Metro will maintain an Average Daily Attendance rate of at least 95%.

Metro will maintain a suspension rate of below 5%.

Increased classroom time through the reduction of office referrals by:
-Developing Tier 1 classroom supports for student behavior
- Continued Professional Development in Positive Discipline as a ways to create a positive classroom learning environment.

Actual

Metro Average Daily Attendance rate decreased to 93%.

Metro maintained a suspension rate of below 3%.

Office Referrals remained similar to the prior year. Metro:
-Developed Tier 1 classroom supports for student behavior
- Continued Professional Development in Positive Discipline for all staff members

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

Administrative Coordinator
Position will:

- properly manage absences and tardies
- communicate with parents as to the importance of daily attendance
- support the communication with chronically absent or tardy families

Actual Actions/Services

Administrative Coordinator
Position:

- properly manage absences and tardies
- communicate with parents as to the importance of daily attendance
- support the communication with chronically absent or tardy families

Budgeted Expenditures

\$ 31,000 Classified Salaries
LCFF

Estimated Actual Expenditures

\$ 50,000 2000 LCFF S&C
\$ 7,500 3000 LCFF S&C

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Mentorship program: Students with multiple office referrals will be assigned a mentor on campus who will check in weekly and provide support and intervention. Mentors will receive professional development in goal setting with students.

Students with multiple office referrals took part in counseling programs on campus. Counselors were contracted through community partnerships. Parent support was given through counseling programs for students with multiple office referrals.

No additional cost

See Goal 1, Action 8

Action 3

Planned Actions/Services

Foster and homeless youth will be assigned a teacher mentor that will check in with students weekly in order to support their attendance and positive behavior. Teacher mentor will meet monthly with parents to provide support.

Actual Actions/Services

Foster and homeless youth were assigned a teacher mentor that checked in with students at least twice a month in order to support their attendance and positive behavior.

Budgeted Expenditures

No additional expense

Estimated Actual Expenditures

No additional expense

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Development of a physical education program.

Students received physical education classes, taught by coaches, at least twice a week. Teachers received professional development in this area.

\$ 14,000 Classified Salaries LCFF

\$ 3,000 5000 LCFF S&C
\$ 17,320 5000 LCFF Base

Action 5

Planned Actions/Services

Metro Charter will develop a response to intervention system and protocol for students. Staff, families and students will have a clear understanding of school expectations.

Actual Actions/Services

Metro Charter began to develop a response to intervention system and protocol for students. Families of students with multiple office referrals were provided with supports to utilize at home. Staff member were provided training in classroom management. The protocol will be fully implemented in the upcoming year so that staff, families and students have a clearer understanding of school expectations.

Budgeted Expenditures

\$ 2,500 Books and Supplies
Federal Revenues - Title I
\$ 82,000 Certificated Salaries
LCFF

Estimated Actual Expenditures

\$ 40,800 1000 LCFF S&C
\$ 10,200 3000 LCFF S&C

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will continue to develop a culture of school pride in which students are engaged in learning. Metro will provide expectations designed to promote positive behaviors, and utilize a system for acknowledging appropriate behaviors.

Metro will continued to develop a culture of school pride in which students are engaged in learning. Metro provide promoted positive behaviors and utilized a system for acknowledging appropriate behaviors through ongoing positive incentives.

\$ 3,500 Services and Other
Operating Expenses Federal
Revenues - Title I

\$ 1,102 4000 LCFF Base

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

School administrators, school staff and teachers received continued support and training for behavior management in the classroom. Positive Behavior and restorative justice education occurred on campus throughout the school year. Students who needed additional support had access to a mentor or counseling services. The school being split led to an overall decrease in school positivity which led to decreased ADA. However, the school adopted a school wide PRIDE and attendance campaign to begin to support with this.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Metro maintained an average daily attendance rate of decreased to 93.6% (its lowest in 5 years) due to the campuses being split and one campuses being five miles outside of the neighborhood served. Th Metro Charter Administration and staff continued a culture of positive discipline on campus. Teachers implemented positive discipline practices in their classrooms. Student suspension rate was maintained at below 5% as a result of the positive discipline program. The lack of decrease in the number of office referrals indicate that Metro needs to continue focusing on providing Professional Development for staff, developing protocols for behavior, and supporting students who receive multiple office referrals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The greatest difference in action 3.1 came from a split campus as two administrative coordinators positions were created. For Action 3.5, staff was downsized throughout the school year as the school population was lower than expected.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metro Charter will continue the development of a positive school culture which includes restorative justice education, social emotional learning curriculum and school pride initiatives. Metro Charter will develop and implement clearer behavior policies and school wide norms as a way to provide support for all students. Implementation of Positive Discipline will include:

- 1) Continued Professional Development for staff
- 2) Parent Workshops and trainings
- 3) Development of Response to Intervention system and protocol for students
- 4) Increased support for students with multiple office referrals

Goal 4

Metro will engage parents and partners through education, communication as a means to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities:

Annual Measurable Outcomes

Expected

60% of parents will participate in school events, volunteer opportunities, and/or school leadership

90% of parents will report satisfaction with home/school communication as indicated in parent survey.
95% of families will receive school information through the school's online communication platform.

Actual

45% of parents will participate in school events, volunteer opportunities, and/or school leadership. 90% of parents attended both academic parent conferences for the year.

91% of parents report satisfaction with home/school communication as indicated in parent survey.
98% of families receive school information through the school's online communication platform.

Expected

Metro will hold 6 parent workshops for parents in the areas of math and language arts.

Actual

The workshop series was not held in the 2017-2018 school year. These workshops will be held during the 2018-2019 school year.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

A community liaison position will assist with home to school communication, help plan and implement campus activities including parent workshops and school events, and support parent engagement with the school.

Actual Actions/Services

Classified staff assisted with home school communication, helped plan and implement campus activities including school events and parent volunteering, and supported parent engagement with the school.

Budgeted Expenditures

\$ 19,000 Classified Salaries LCFF

Estimated Actual Expenditures

Classified Salaries LCFF No additional cost to school
 \$ 92,500 2000 LCFF Base/LCFF S&C - 30% S&C
 \$ 23,125 3000 LCFF Base/LCFF S&C

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro Charter will hold parent workshops and trainings over the year to provide families with strategies to support their child in language arts and math.

The workshop were not held in the 2017-2018 school year. These workshops will be held during the 2018-2019 school year.

\$ 5,000 Certificated Salaries; Teacher Stipend ; LCFF
\$ 3,000 Books and Supplies; LCFF

Did not occur

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Online platform for home-school communication, including continued use by school staff, training for families on platform, and on campus technology accessible for families to access platform

Online platform for home-school communication, including continued use by school staff, training for families on platform, and on campus technology accessible for families to access platform

\$ 2,000 Services and Other Operating Expenses LCFF

\$ 1,325 5000 LCFF S&C

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Translation of school communication into primary language of significant EL populations Continue to translate site documents for families of EL students

Translation of school communication into Spanish, the school's significant EL populations, to support family engagement.

See Goal 1, Action 1

See Goal 1, Action 1

Action 5

Planned Actions/Services

Annual Parent Survey and LCAP survey Conduct Stakeholder survey of key groups: Parents Classified and Certificated members Community members

Actual Actions/Services

Annual Parent Survey and LCAP survey Conduct Stakeholder survey of key groups: Parents Classified and Certificated members Community members

Budgeted Expenditures

See Goal 1, Action 4

Estimated Actual Expenditures

See Goal 1, Action 4

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Throughout the 2017-2018 school year, Metro focused on providing parents with information regarding the school and their children's progress. Metro utilized online platforms and social media to insure frequent and timely communication with families. Metro continue to hire a community liaison who was responsible for coordinating all school events and parent volunteers. Metro did not hold parent education workshops as planned. The school focused on school events and building of a positive school culture.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Actions and services for this goal were not implemented as effectively as other goals. The focus on parent communication was highly effective 91% of families reporting satisfaction with school communication on the parent survey. 98% of parents are receiving information through the online platform. The rate of parent engagement and volunteering decreased this year due to a split campus and a majority lower grade students riding transportation to and from school daily. This meant that parents of TK-2 students were not visiting their child's campus. However, 95% of parents continue to attend parent conferences twice annually. The final piece of the plan was to hold parent workshops to support parent education. This did not occur.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The significant variance of expenditures came in the area of parent workshops and classified staff. These budget for action 4.2 was not spent as workshops were not held. The parent workshops will occur in 2018-2019 school year. Another significant variance was that of parent resources. Metro Charter used online resources as ways to support families. The last variance is action 4.1. Classified staff was heavily involved in parent communication and parent outreach for the year, meaning an increase in the actual amount for the year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and

analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

With 90% of parents indicating that they are satisfied with school-home communication, the school will continue its efforts to provide information to the parents in a timely manner. For the 2018-2019 school year, Metro will refocus attention on parent education. Metro will provide more opportunities for parent and families to receive information regarding their child's social and academic progress. The workshops will provide families with strategies and resources to take home to support their child. In order to support students performance on internal and external benchmarks, some workshops will be targeted to specific subgroups such as parents of English Learners or students with disabilities.

Goal 5

Metro will develop and implement technology infrastructure and curriculum required to support student achievement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Metro will begin a 2:1 program in grades 3-5 and a 3:1 in grades TK-2.

30% of students will develop digital portfolios as evidence of learning.

2 classrooms will incorporate up-to-date technology in teaching and learning.

Actual

Metro began a 2:1 program in grades 3-5 and a 3:1 in grades TK-2. Students in grades 2-5 utilized Google Classroom to access some curriculum.

46% of students utilized Google Classroom to access assignments, grades and develop online portfolios.

Due to a decrease in enrollment and budget, this goal did not occur.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.

Actual Actions/Services

IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.

Budgeted Expenditures

\$ 36,000 Services and Other Operating Expenses LCFF

Estimated Actual Expenditures

\$ 47,441 5000 LCFF

Action 2

Planned Actions/Services

To support 21st century learning and teaching, online software licenses will be purchased in the areas of reading and math.

Actual Actions/Services

To support 21st century learning and teaching, online software licenses will be purchased in the areas of reading and math.

Budgeted Expenditures

\$ 10,000 Services and Other Operating Expenses Federal Revenues - Title I

Estimated Actual Expenditures

\$ 2,926 4000, 5000 LCFF S&C

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Metro will develop technology curriculum to support 21st century teaching and learning. Administration will provide teachers and staff with professional development on technology in the classroom.

Metro began to develop technology curriculum to support 21st century teaching and learning. Administration and IT consultant provided teachers and staff with professional development and ongoing support for technology in the classroom.

No additional cost

No additional cost

Action 4

Planned Actions/Services

Metro will update technology within the classrooms to allow for 21st century teaching and learning.

Actual Actions/Services

Due to decrease in student population, upgrades in technology did not occur.

Budgeted Expenditures

\$ 25,000 Books and Supplies
Federal Revenues - Title I

Estimated Actual Expenditures

Did not occur

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Metro was able to begin the development and implement technology infrastructure and curriculum required to support student achievement. Through the support of the IT consultant, two schools had appropriate infrastructure to provide students access to technology. In grades 3-5, teachers and staff began the development of a curriculum that utilized online classroom platforms for students to access curriculum. Due to a decrease in enrollment and budget, the school was unable to update technology within the classrooms to allow for 21st century teaching and learning.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

During the 2017-2018 school year, Metro provided greater access to technology by beginning a 2:1 program in grades 3-5 and a 3:1 in grades TK-2. Students in grades 2-5 utilized Google Classroom to access curriculum, meaning nearly 50% of students utilized online platforms for learning. In addition, Metro purchased online curriculum to support student growth in both math and reading. Metro utilized the IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Due to decrease in student population, the largest variance comes in action 5.4. The plan was to update technology in two classrooms this year. However, due to a decrease in student enrollment and the temporary space that the school occupied, this did not occur. The other variance comes in action 5.2, the decrease in student enrollment meant less spending on online licenses.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

After analysis, the school will envelope this goal in Goal 1 as access to technology will support academic growth. The school has also determined that the plan to update classroom technology will not begin until 2019 due to the school residing in a temporary location. The school will keep the infrastructure and hardware from previous years and continue to work with the IT consultant to maintain the level of technology on campus.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

During the monthly meetings of the School Board, School Site Council and English Learner Advisory Committee members were invited to analyze the LCAP for the 2017-2018 school year. These meetings were held between the months of September and April. Progress towards these goals was continually monitored at these meetings. Stakeholders were provided with the opportunity to provide suggestions for towards the 2018-2019 LCAP goals. At each meeting, academic, attendance and discipline data was presented to the stakeholders. This information was made available in person and in multiple languages. In addition, during the month of April, LCAP planning meetings were held with parents, community members, and school staff to discuss progress towards our 2017-2018 goals and provide input into changes needed for our 2018-2019 LCAP. Notices of these meetings were posted online via the school's website and social media, sent home in the form of flyers with students, and emails were made inviting stakeholders to the meetings.

The goals were addressed each month during the board of directors meetings. During the LCAP review, school staff presented the board with an update as to progress towards goals. At the meetings, academic, attendance and discipline data was presented to the members of the board. During the course of the year, teacher and staff input was also collected. At the end of each trimester, after analyzing school data, the staff collectively discussed next steps towards achieving the current goals. In addition, during a meeting held in May, the staff provided input towards the 2018-2019 goals.

Parent Meetings (May 2018): During the month of May, several parent meetings were held on campus. The meetings were held both in the morning and evening, as well as in English and Spanish. During these meetings, parents analyzed the growth made towards the 2017-2018 goals. Parents had an opportunity to share their ideas for what they would like to see continued during the 2018-2019 school year and what they would like to see added. Parents made suggestions as to what the goals should be for the coming year.

Staff Focus Group (June 2018): A focus group comprised of teachers, support staff, administration and other school leadership met to discuss the outcomes for the 2017-2018 school year. During this time, data from all previous meetings and surveys was analyzed and synthesized. During this focus group meeting, goals for the 2018-2019 school year were created.

LCAP Development Phase (May 2018) Information gathered during community forums and workshops was synthesized and used to inform development of the draft LCAP. During this time, proposed goals were shared at SSC, ELAC, board and parent meetings. Each group was provided with an opportunity to make suggestions towards proposed goals.

Reading and Adoption (June 2018): The draft LCAP will be presented at a meeting of the Board for an initial reading, 6/21/18. A revised plan will be revisited at a subsequent meeting of the Board for adoption at the same time the budget for 2018-2019 is adopted. The board approved LCAP will be submitted to the Charter School Division by June 30th.

Transmission to County Office of Education (June 2018): After Board adoption, the adopted LCAP will be transmitted to the Los Angeles County Office of Education for final review and approval as well as to the LAUSD Charter School Division (CSD) no later than June 30, 2018.

Annual Update: Metro Charter provided numerous forums, including meetings, surveys and committees, in which to meaningfully engage parents, community members, and other stakeholders in our LCAP process.

During the monthly meetings of the School Board, School Site Council and English Learner Advisory Committee members were invited to analyze the LCAP for the 2017-2018 school year. These meetings were held between the months of September and April. Progress towards these goals was continually monitored at these meetings. Stakeholders were provided with the opportunity to provide suggestions for towards the 2018-2019 LCAP goals. At each meeting, academic, attendance and discipline data was presented to the stakeholders. In addition, during the month of April, LCAP planning meetings were held with parents, community members, school staff and students to discuss progress towards our 2017-2018 goals and provide input into changes needed for our 2018-2019 LCAP.

In each meeting, data and findings were presented from the various metrics used to measure effectiveness of the LCAP goals and eight State priorities from the previous year. Data reviewed included:

Math Benchmark scores

ELA Benchmark scores foundational skills, comprehension and writing

Attendance Rates Suspensions/Expulsions/Disciplinary Actions

Student Discipline

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

All stakeholders were notified of LCAP work and given an opportunity to participate, from focus groups generating ideas to responding to the input survey.

The common themes that arose from the surveys and stakeholder meetings impacted the formulation of the LCAP in several key areas:

Student Achievement

- 1) Student performance on state academic assessments in ELA and Math
- 2) Performance of students in English Learner subgroup on state academic assessments
- 3) Increased differentiated support
- 3) Support for students not meeting standards

Student Engagement

- 1) Continued access to arts education
- 2) Continued focus on project based learning units with an focus on local community

School Climate

- 1) Policy for behavior as it pertains to positive discipline
- 2) Continued support for at-risk students

Parent Involvement

- 1) Continued communication for parents regarding school events, school information and student academic progress.
- 2) Continued family engagement on campus in the form of community events, volunteering, and communication.
- 3) Increased parent education in areas such as academic and social-emotional support for their child.

Course Access

1) Increased access to technology

The LCAP, as it went through several drafts, was revised as the school received comments from parents, teachers and other stakeholders in the various meetings held on campus. The input received from various stakeholders served to: Inform, educate and gather input & feedback from critical stakeholders: parents, students, and community partners; Identify the process through which the school and community can work collaboratively in implementing LCAP and; Synthesize LCAP data to concise actions, strategies, and accountability measures to assure student success.

The following are some of the key changes made to the LCAP based upon comments from various stakeholder groups:

- 1) Increased professional development for teachers surrounding Common Core Standards and English Language Development Standards.
- 2) Increased support for students below grade level standards through the professional development of teachers, creating of a specialized position on campus, and protocols for support.
- 3) Continued development for staff in the area of positive discipline. Development of procedures for the classroom, tiered support and intervention.
- 4) Increased parent education classes surrounding areas of student behavior at home and in school; college planning; and/or health related issues
- 5) Increased access to technology for students.
- 6) Continued professional development and support for those students at-risk.
providing mentorship for struggling to follow school's behavior plan, FY and homeless students
- 7) Continued access to community partnerships as a means to provide art instruction to students, counseling services for students and families, and other learning opportunities

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Metro will strengthen student achievement in ELA and Math through the implementation Common Core Standards from highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities:

Identified Need:

While the school made progress on the external state measures, there is still a high percent of students not meeting standards on external tests. To support these students, the school needs to continue to strengthen the vertical alignment in both ELA and Math. The school will also focus on Response to Intervention and differentiation both in and out of the classroom. In addition, the disparity between internal results and external results calls for a different internal monitoring system to be adopted. Lastly, the school's low EL performance on both external and internal exams show a need to focus on English Language Development in the classrooms.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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CAASPP ELA	Overall Student Performance: 36% Performance Subgroups: English Learners (EL): 12% Limited Income (LI): 20%	Overall Student Performance: 40% Performance Subgroups: English Learners (EL): 20% Limited Income (LI): 26%	Overall Student Performance: 45% Performance Subgroups: English Learners (EL): 12% Limited Income (LI): 26%	N/A
CAASPP Math	Overall Student Performance: 24% Performance Subgroups: English Learners (EL): 9.4 % Limited Income (LI): 14.8%	Overall Student Performance: 24% Performance Subgroups: English Learners (EL): 15.5 % Limited Income (LI): 14.8%	Overall Student Performance: 30% Performance Subgroups: English Learners (EL): 20% Limited Income (LI): 25%	N/A
English Language Arts Proficiency as measured by NWEA.	A baseline score will be collected in Fall of 2018.	60% of 3-5 graders will meet or exceed standards on internal data.	60% of 3-5 graders will meet or exceed standards on internal assessments.	N/A
Math Proficiency as measured by NWEA.	A baseline score will be collected in Fall of 2018 with new internal assessments.	50% of 3-5 graders will meet or exceed standards on internal assessments.	60% of 3-5 graders will meet or exceed standards on internal assessments.	N/A

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Foundational Skills	Increase percentage of students who score proficient or advanced on internal foundational skills assessments. TK-2 students 60%	65% of K-2 students will meet standards for foundational skills on internal assessments. 50% of ELs in K-2 will meet standards for foundational skills on internal assessments.	75% of K-2 students will meet standards for foundational skills on internal assessments. 65% of ELs in K-2 will meet standards for foundational skills on internal assessments.	N/A
ELPAC	English Learner Reclassification rate of 10% Baseline ELPAC data taken in 2017-2018	English Learner Reclassification rate of 12% Baseline ELPAC data taken in 2017-2018	English Learner Reclassification rate of 15%	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro Charter will hire highly qualified teachers who have credentials needed for the position they fill.

Metro Charter will hire highly qualified teachers who have credentials needed for the position they fill.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$ 682,319 \$ 302,032 \$ 92,500 \$ 10,000	\$260,000 \$65,000 \$4,000	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	1000; Certificated Salaries 3000; Employee Benefits 5000; Beginning Teacher Support	1000; Certificated Salaries 3000; Employee Benefits 5000; Beginning Teacher Support	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

To increase achievement, Metro will offer professional development and coaching in Common Core English Language Arts and Math State Standards and frameworks for teachers and support staff. Scope and sequence will be shared for teaching standards.

To increase achievement, Metro will offer professional development and coaching in Common Core English Language Arts and Math State Standards and frameworks for teachers and support staff. Scope and sequence will be shared for teaching standards.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$20,000	N/A
Source	LCFF S &C/Federal Revenues Title 1	LCFF S&C/Federal Revenues Title 1	N/A
Budget Reference	5000 Services and other operating expenses	5000 Services and other operating expenses	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Response to Intervention further developed to include intervention support for those not meeting standards, development of tiered services, and professional development for staff. Intervention will be provided for

2018-19 Actions/Services

Response to Intervention further developed to include intervention support for those not meeting standards, development of tiered services, and professional development for staff.

2019-20 Actions/Services

N/A

students in EL, LI, and FY subgroups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 120,000 \$ 30,000 \$ 8,000 \$ 10,000	\$65,000 \$16,000	N/A
Source	Federal Revenue Title 1 LCFF S&C	LCFF S&C	N/A
Budget Reference	2000; Classified Salaries 3000; Benefits 4000; Books and Student Supplies	2000; Classified Salaries 3000; Benefits	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will develop a progress monitoring system to to support student development.

Metro will develop a progress monitoring system to to support student progress and properly manage intervention programs on campus.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

See Goal 1 Action 3

\$66,000
\$16,500

N/A

Year	2017-18	2018-19	2019-20
Source	Federal Revenue Title 1	LCFF S&C	N/A
Budget Reference	2000; Certificated Salary	1000; Certificated Salary 3000; Employee Benefits	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

2017-18 Actions/Services

To improve student performance, Metro will provide teachers with ongoing coaching opportunities to further their understanding of CCSS instruction. Coaching will focus on differentiation in the classroom to support all learners.

2018-19 Actions/Services

To improve student performance, Metro will provide teachers with ongoing coaching opportunities to further their understanding of CCSS instruction. Coaching will focus on differentiation in the classroom to support all learners.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 122,400 \$ 30,600	\$ 122,400 \$ 30,600	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	1000; Certificated Salary 3000; Benefits	1000; Certificated Salary 3000; Benefits	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will monitor student performance and progress of students through grade level planning meetings, Professional Learning Communities, and data meetings.

Metro will monitor student performance and progress of students through grade level planning meetings, Professional Learning Communities, and data meetings.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$7,000 \$5,000	\$9,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	1000; teacher stipends 5000; Services and other operating systems	1000	N/A

Action #7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students, Students with Disabilities

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will ensure that all students have access to standards-aligned materials, resources and supplies when necessary to access curriculum and instruction.

Metro will ensure that all students have access to standards-aligned materials, resources and supplies when necessary to access curriculum and instruction.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$18,000	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	4000; student materials	4000; Student Materials	N/A

Action #8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will ensure that all students with disabilities receive the resources and personnel necessary to make personal progress.

Metro will ensure that all students with disabilities receive the resources and personnel necessary to make personal progress.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$85,000 \$145,580	\$55,000 \$7,000 \$100,000	N/A
Source	Special Education	Special Education; LCFF S &C	N/A
Budget Reference	1000; Certiicated Salary 5000; Services and Other Operating Expenses	1000; Certificated Salary 3000; Employee Benefits 5000; Service and Other Operating Expenses	N/A

Action #9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

See Goal 5, Action 1

Metro will develop and implement technology infrastructure and curriculum required support student success.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$36,000	\$27,000	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	5000; Services and Other Operating Expenses	5000; Services and Other Operating Expenses	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 2

Beginning in TK and continuing throughout the grade levels, students will be prepared to be college and career ready through the use of project based learning (PBL) units. Instruction and curriculum will promote 21st century learning skills as monitored through rubrics and digital portfolios.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 7

Local Priorities:

Identified Need:

PBL units and rubrics have been created however; student learning has not been fully documented in school wide data base. The next step in project based learning is providing students with opportunities to present their learning to authentic audiences more frequently throughout the year. 45% of student population created portfolios; however, not digitally.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School Wide Portfolios	Digital and Paper Portfolios for Project Based Learning	46% of students created portfolios	60% of students will develop portfolios with 30% creating digital portfolios	N/A
Scoring and reporting of student progress in 21st Century Skills	Teachers created rubrics to support scoring, rubric score not reported school wide	30% of rubrics scores reported to school wide	65% of rubric scores will be collected and reported in school wide data reports.	N/A
Project Based Learning Units	100% of TK-5 students will engage and present PBL creations 1-2 times a year.	100% of TK-5 students will engage and present PBL creations 2-3 times a year.	100% of TK-5 students will engage and present PBL creations 2-3 times a year with at least one having a tie to the local community.	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will ensure that students have access to units and resources that teach 21st century skills. In order to create authentic PBL units; teachers will be provided with time to plan during the summer and throughout the year.

Metro will ensure that students have access to units and resources that teach 21st century skills. In order to create authentic PBL units; teachers will be provided with time to plan during the summer and throughout the year.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	1000, Teacher Stipends	1000, Teacher Stipends	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

Schoolwide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

In order to enhance understanding and collaboration for students, Metro will provide students with multiple field trips and classes both in and around the Downtown community.

2018-19 Actions/Services

In order to enhance understanding and collaboration for students, Metro will provide students with multiple field trips and classes both in and around the Downtown community.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$14,500	\$7,000	N/A
Source	LCFF S & C	LCFF S & C	N/A
Budget Reference	5000	5000	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will ensure that 100% of students will receive a balanced education which includes art education through community partnerships.

Metro will ensure that 100% of students will receive a balanced education which includes art and music education.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Year	2017-18	2018-19	2019-20
Amount	\$10,600	\$6,000	N/A
Source	LCFF S &C	LCFF S &C	N/A
Budget Reference	5000, Services and other operating expenses	Services and other Operating Expenses	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students

Location(s)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

Select from New, Modified, or Unchanged

for 2017-18

for 2018-19

for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro will ensure student progress towards 21st century learning skills through the use of rubrics and online portfolios

Metro will utilize portfolios to communicate with parents and students regarding their academic progress. Portfolios will include rubrics, grading the students' progress with 21st century learning skills.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	No additional cost	No additional cost	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	Services and other operating costs	Services and other operating costs	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students, Students with Disabilities

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional development for teachers in 21st century learning skills.

Professional development for teachers in Project Based Learning.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

See Goal 1, Action 4

See Goal 1, Action 2

N/A

Source	LCFF Base	LCFF Base	N/A
Budget Reference	Certificated Salary	5000	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Metro Charter will create a safe and positive learning environment for all students, ensuring that all students are actively engaged and supported through a safe, healthy, culturally responsive and rigorous learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities:

Identified Need:

Metro Charter's ADA decreased drastically in the 2017-2018 school year indicating a need to focus on creating an engaging learning environment in which all students feel safe to come to school everyday. Metro has created a plan for the 2018-2019 school year to support students who are chronically absent. In addition, the level of office referrals did not decrease for the 2017-2018 school year. This indicates a need for the school to focus its attention during the 2018-2019 school year on this goal. Metro will focus on creating a culture on pride on campus.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

ADA	95%	Metro's will maintain an attendance rate of at least 95%.	Metro will increase the ADA by 3%.	N/A
Suspension Rate	Current suspension rate below 5%.	Metro will maintain a suspension rate of below 5%.	Metro will maintain a suspension rate of below 5%.	N/A
School Discipline Referral	Increased office referrals and time students spent out of the classroom.	Reduction of overall office referrals by: -Developing Tier 1 classrooms supports	Reduction of overall office referrals by 5% through ongoing professional development and development of clear school wide expectations by: -Developing Tier 2 and 3 supports for student behavior -Developing RTI protocol	N/A
Safe and Clean School Campus	Metro will provide a clean and safe campus for all students.	Metro will provide a clean and safe campus for all students.	Metro will provide a clean and safe campus for all students.	N/A

Student and Parent Surveys	High percentage of parents and students reporting a feeling that school is unsafe.	70% of parents will indicate that their child feels safe on campus. 75% of parents will indicate that their child feels a sense of belonging on campus.	90% of parents will indicate that their child feels safe on campus. 80% of students will indicate that they feel safe on campus. 85% of parents and students will indicate that their child feels a sense of belonging on campus.	N/A
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Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Administrative Coordinator Position will:
 -properly manage absences and tardies
 -communicate with parents as to the importance of daily attendance

2018-19 Actions/Services

To target chronic absenteeism, an Administrative Coordinator Position will:
 -properly manage absences and tardies
 -develop individualized plans for chronically absent students
 -develop school wide campaigns around attendance
 -communicate with parents as to the importance of daily attendance

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$31,000 \$7,500	\$30,000 \$7,500	N/A
Source	LCFF S&C	LCFF S&C	N/A
Budget Reference	2000 3000	2000; Classified Salaries 3000; Benefits	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Develop a clear behavior policy for all students

Develop a clear behavior policy and response to intervention team

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	See Goal 1, Action 4	N/A
Source	LCFF	Federal Revenue Title 1	N/A
Budget Reference	1000	1000 3000	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Foster relationships with community service resources to provide wrap around support for students. Such as a, mentorship program and counseling support for students with multiple office referrals.

Foster relationships with community service resources to provide wrap around support for students. Such as a, mentorship program and counseling support for students with multiple office referrals.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	No additional cost	No additional cost	N/A
Source	LCFF S & C	LCFF S & C	N/A
Budget Reference	5000	5000	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Metro will continue to develop a positive culture of PRIDE in which students engage in learning. Metro will provide expectations designed to promote positive behaviors, and utilize a system fro acknowledging appropriate behaviors.

2018-19 Actions/Services

Metro will continue to develop a positive culture of PRIDE in which students engage in learning. Metro will provide expectations designed to promote positive behaviors, and utilize a system fro acknowledging appropriate behaviors.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$3500	N/A
Source	LCFF S & C	LCFF S & C	N/A
Budget Reference	4000	4000	N/A

Action #5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

Foster Youth, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Professional development for staff on behavior management and positive behavior supports.

Professional development for staff on behavior management and positive behavior supports.

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	See Goal 1, Action 4	See Goal 1, Action 4	N/A
Source	LCFF Base	LCFF Base	N/A
Budget Reference	1000	1000	N/A

Action #6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

Metro will provide a clean and safe campus for all students.

2018-19 Actions/Services

Metro will provide a clean and safe campus for all students.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$462,018	\$197,000	N/A
Source	LCFF Base and SB740	LCFF Base and SB740	N/A
Budget Reference	5000	5000	N/A

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 4

Metro will engage stakeholders in the school wide vision through education, communication and collaboration as a means to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 6

Local Priorities:

Identified Need:

For the 2017-2018 school year, Metro had a split campus. Students in TK-2 rode a bus from the 3-5 campus each morning and every afternoon. This meant that parents did not drop their students off at school daily or rarely interacted with staff. In addition, the school is moving in the 2018-2019 school year; therefore a focus on parent and community outreach is necessary for student success.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Parent Participation	Parent Participation rate of 60%	Metro will maintain a parent participation rate of 60%	Metro will rebuild parent partnerships within the new school site. Metro will maintain 50% participation rate.	N/A
Parent Survey Responses	90% of parents report satisfaction with home-school communication 90% of parents receive school information through online communication platforms.	90% of parents report satisfaction with home-school communication 95% of parents receive school information through online communication platforms.	95% of parents report satisfaction with home-school communication 97% of parents receive school information through online communication platforms.	N/A
Parent Workshops	2 parent workshops were held in 2016-2017	Metro will increase the number of parent workshops held throughout the year to 6 total in the areas of math and language arts.	Metro will hold 4 parent workshops held throughout the year in the areas of math and language arts.	N/A

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners, Foster Youth, Low Income

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

A community liaison position will assist with home to school communication, help plan and implement campus activities, including parent workshops and school events, and support parent engagement on campus.

2018-19 Actions/Services

To ensure parent engagement with the school and volunteering on campus, Metro will develop positions on campus that develop and maintain parent education opportunities, school events and parent

2019-20 Actions/Services

N/A

volunteering programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$19,000	\$112,500 \$28,200	N/A
Source	LCFF S & C	LCFF Base/LCFF S&C	N/A
Budget Reference	2000 3000	2000; Certificated Salaries 3000; Benefits	N/A

Action #2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Metro Charter will hold parent workshops and trainings over the year to provide families with strategies to support their child in language arts and math.

Metro Charter will hold parent workshops and trainings over the year to provide families with strategies to support their child in language arts and math.

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$2,000	N/A
Source	LCFF S & C	LCFF S & C	N/A
Budget Reference	1000; Teacher Stipends	4000; Books and supplies	N/A

Action #3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Location(s)

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Metro Charter will support parent education for English Learners.

2018-19 Actions/Services

Metro Charter will support parent education for English Learners.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	N/A
Source	LCFF S & C	LCFF S & C	N/A
Budget Reference	40000; Books and Supplies	40000; Books and Supplies	N/A

Action #4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

2017-18 Actions/Services

Online platform for home-school communication; including continued use by school staff, training for families and on campus access to technology for families.

2018-19 Actions/Services

Online platform for home-school communication; including continued use by school staff, training for families and on campus access to technology for families.

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	N/A
Source	LCFF S &C	LCFF S &C	N/A
Budget Reference	5000:	5000:	N/A

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

315,035

Percentage to Increase or Improve Services

16.01%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Supplemental funds are used to increase and/or improve services for students and their families in order to support the meeting of school goals. The school is expending supplemental funds in 217-2018 academic year in the following ways:

- Increase professional development for teachers and staff on ways to support English Learners, low income students and students identified as at risk. Professional Development will be in ELA and Math.

- Increased professional development for teachers on differentiation in the classroom, specifically supporting ELs and students not meeting grade level.

- Increased intervention for EL, LI, FY and at risk students. For the 2017-2018 school year a portion of these funds will allow for an intervention specialist position has been added to support students not meeting grade level. In addition, two support staff positions have been added to provide in and out of

class support for these students. In addition, Metro will provide before and after school tutoring for students needing additional support.

-Increased Parent Workshops for parents of EL, LI and struggling students. Parents attending workshops will receive resources that can be used to support their children at home. In addition, a parent resource library will be created on campus.

-Increased access to the arts for students. Through various community partnerships, Metro Charter will ensure that all students have access to art enrichment throughout the school year.

-Social and emotional learning curriculum for students. This will support students from FY and LI specifically, providing them with coping strategies and tools to succeed in the classroom.

-Increased mentoring for students with multiple office referrals, FY, and HY. Purchasing of supplies for mentorship program.

-Improved access to technology, offering students opportunities to use technology to gain knowledge and demonstrate their understanding.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$264,495

Percentage to Increase or Improve Services

0.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Supplemental funds are used to increase and/or improve services for students and their families in order to support the meeting of school goals. The school is expending supplemental funds for the 2018-2019 school year in the following ways:

- Increased professional development for teachers and staff on ways to support English Learners, low income students and students identified as at risk.
- Increase professional development for teachers on differentiation in the classroom, specifically supporting ELs and students not meeting grade level.
- Increased support for chronically absent students to support students and families in increasing their attendance.
- Increased support and intervention for EL, LI and at risk students. Metro provides both in and out of class intervention for students not meeting standards. Metro is creating an intervention coordinator position to assign the appropriate intervention, closely monitor students' progress, and support parents of at risk students.