

Local Control Accountability Plan and Annual Update (LCAP) Template

[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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2017-20 Plan Summary

THE STORY

Briefly 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 260 students in grades TK-5. The vast majority of the families served live in the downtown area, while 30% of families work here. 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 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.

Through collaboration with stakeholders, five goals have been identified for focus within the next three years:

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

Goal 5: Technology: Metro Charter will develop and implement technology infrastructure and curriculum required to support student achievement.

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.

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 members of the business community and law enforcement. 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.

GREATEST PROGRESS

Metro internal academic data demonstrated overall growth for all students. Teachers have had increased opportunities for collaboration which has created greater vertical alignment. Increased collaboration resulted in increased performance on internal assessments by all students. Internal math scores for third through fifth graders improved 10% from the previous year. Third through fifth grade students in English Learner subgroup maintained their proficiency rate, indicating a need to focus on this subgroup in the upcoming year. 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 of 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 2016-2017 school year, Metro began using 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 success and improvements, Metro students declined on the SBAC for both ELA and Math. All subgroups saw a decrease as well. This indicates a needs for greater support in these academic areas. Administrators have developed a more thorough scope and sequence in the areas of foundational skills and reading strategies. 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 foundational skills will be an emphasis for the 2017-2018 school year. In the area of math, several teachers began studying strategies to support students problem solving skills. During the 2017-2018 school year, a focus will be on providing the whole staff support in developing student problem solving strategies and number sense. Interventions began to be implemented in the 2015-2016 school year, and will continued to be refined in the 2017-2018 school year. 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 decreased on SBAC assessments, English Learners and Low Income students are indicated as very low in ELA and low in Math. As stated previously, the school is focusing on providing specific development for teachers that support foundational skills, reading strategies and problem solving strategies. The school will invest in professional development for teachers in the areas of ELA and math. The LCAP shows an increase in support for intervention and special education. Students will receive additional academic instruction before, during or after school. In addition, an increased focus on technology has been added to the LCAP to support students academic achievement. Increased technology will ensure that all students have access to technology throughout the day. An emphasis in 3rd-5th grade will be to provide ELA and math instruction through technology and allow students to demonstrate their understanding digitally.

Another aspect of closing the achievement is creating a welcoming learning environment. In the LCAP, an increased focus has been placed on creating clear expectations and sharing them with staff, families and students. A focus on providing social and emotional instruction is emphasized with Positive Discipline. English Learners, Low Income, and Foster Youth will have access to mentors, counselors and various supports.

INCREASED OR IMPROVED SERVICES

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.

The LCAP describes commitment to improved services for English Learners, Low Income Students and Foster Youth four ways. The first is increased professional development for teachers on differentiation in the classroom, specifically supporting English learners. Teachers will receive professional development on ELD instruction, building on previous years work. The second is increased support in the area of intervention. Continuing intervention and support that began in the 2015-2016 school year, Metro will further develop Tier 1 support in the classroom, as well as intervention out of the classroom. To support students in these subgroups, social and emotional learning curriculum will be refined. This learning will occur both in and out of the classroom. Out of classroom, students will have access to counselors, mentors and various supports to develop coping strategies. 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.

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

\$2,718,918

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$1,894,802

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 all related expenditures to facilities such as rent and insurance. Other key expenditures not included in the LCAP Year include dues/membership and fair share transfers to the District.

\$2,282,751

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

All students will receive quality instruction in State adopted learning standards from highly qualified teachers. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project based learning units. Performance and progress will be assessed in accordance with grade-level outcomes identified in State adopted standards using both internal and external measures.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of the teachers have the appropriate credential for assignment.
- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS
- 70% students proficient or advanced in math and ELA based on internal measures
- 100% of students will have access to Common Core aligned ELA & Math Curriculum.
- 100% of 3rd-5th graders to take California Assessment of Student Performance and Progress (CAASPP)
- Academic interventions will be put in place to eliminate barriers to student success
- 50% of English Learners will increase proficiency levels by one band and/or maintain proficiency

ACTUAL

- 100% of the teachers have the appropriate credential for assignment.
- 100% of teachers received Professional Development on CCSS ELA and Math
- 81% students proficient or advanced in ELA based on internal measures (Degrees of Reading Assessment used)
- 60% of TK-5 students proficient or advanced in ELA foundational skills
- 72% students proficient or advanced in writing based on internal rubrics created using CCSS
- 76% students proficient or advanced in math based on benchmark created by adopted math curriculum
- 100% of 3rd-5th graders took California Assessment of Student Performance and Progress (CAASPP).
- Academic interventions put place to eliminate barriers to student success. Interventions run before, during and after school.
- 45% of English Learners increased one or more proficiency levels and 7% maintained proficiency

- EL reclassification rate of 10.5% indicated an increase of five percent from the previous 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.

Actions/Services	PLANNED Base Salaries and Benefits	ACTUAL 100% of the teachers hired have the appropriate credential for their assignment. Principal and Director of Operations ensure that new hires have the qualifications for their specific assignment.
Expenditures	BUDGETED 1000-1999 Certificated Salaries - LCFF Base: \$1,071,297	ESTIMATED ACTUAL 1000-1999 Certificated Salaries - LCFF Base: \$1,124,349
Actions/Services	PLANNED Response to Intervention for students not meeting grade level standards	ACTUAL Response to Intervention for students not meeting grade level standards. Approximately 30% of students received intervention in grades K-5 in both ELA and math.
Expenditures	BUDGETED 2000-2999 Classified Salaries - LCFF S & C: \$110,000 Afterschool tutoring stipend for teachers - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$8,000 4000-4999 Books and Supplies - Federal Revenues - Title I: \$10,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries - LCFF S & C: \$102,000 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$3,000 4000-4999 Books and Supplies - Federal Revenues - Title I: \$0
Actions/Services	PLANNED Metro will insure that all students have textbooks, resources and supplies needed to access the Common Core State Standards.	ACTUAL Metro insured that all students had textbooks, resources and supplies needed to access the Common Core State Standards.
Expenditures	BUDGETED	ESTIMATED ACTUAL

	Textbooks, Teachers Resources, Classroom resources - 4000-4999 Books and Supplies - LCFF Base: \$30,000 Books and Classroom Supplies - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$25,000	4000-4999 Books and Supplies - LCFF Base: \$26,000 4000-4999 Books and Supplies - Federal Revenues - Title I: \$11,000
Actions/Services	PLANNED Beginning Teacher Support Assistance	ACTUAL Beginning Teacher Support Assistance provided for three teachers. One in their first year teaching and two in their second year. Tier II classes provided for Director of Student Services to complete special education credential.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF Base: \$14,000
Actions/Services	PLANNED Monitoring of student performance and progress among: EL, FY, And students with disabilities through: -Grade Level Planning - Professional Learning Communities -Teacher Collaboration	ACTUAL Teachers and staff frequently monitored student performance, specifically students within the EL subgroup, through: - Professional Learning Communities with an emphasis on math instruction, reading strategies, and differentiation -Grade level meetings held two times a month to discuss teaching strategies and student learning -Data meetings held 3 times a year to monitor students' progress in ELA
Expenditures	BUDGETED PLC Lead Teacher Stipends - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000 Support teacher to allow for collaboration/planning time - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$7,000 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0

Actions/Services	<p>PLANNED</p> <p>Testing Coordinator Position in order to: -Identify and test each English Learner -Monitor English Learner progress on the CELDT -Monitor academic progress of Reclassified students - Monitor academic progress of English Learners</p>	<p>ACTUAL</p> <p>Testing Coordinator Position identified and tested each English Learner, monitor English Learner progress on the CELDT, monitored academic progress of reclassified students, monitored academic progress of English Learners.</p>
Expenditures	<p>BUDGETED</p> <p>2000-2999 Classified Salaries - LCFF S & C: \$15,000</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999 Classified Salaries - LCFF S & C: \$13,500</p>
Actions/Services	<p>PLANNED</p> <p>Professional Development for Teachers</p>	<p>ACTUAL</p> <p>Professional Development for Teachers run by administration. Teachers attended conferences off campus for math instruction, Kindergarten curriculum development, and English Learner teaching strategies.</p>
Expenditures	<p>BUDGETED</p> <p>Professional Development and Conferences in math and reading instruction. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000 Professional Development and conferences in the area of English Language Development - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$7,000 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500</p>
Actions/Services	<p>PLANNED</p> <p>Online Student Data Systems -Powerschool -School City</p>	<p>ACTUAL</p> <p>Online Assessment and Data Analysis System purchased to allow for further analysis of student progress and achievement.</p>
Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$17,000</p>	<p>ESTIMATED ACTUAL</p> <p>Powerschool Analytics - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$8,500</p>

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.

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

The actions and services yielded mixed success in achieving this goal. Internally, students performed well on both ELA and math benchmarks. Students in English Learner and Low Income subgroups made significant progress over the course of the year. Student performance on state academic assessments decreased in both ELA and Math, indicating a need for further focus in these areas. Student performance on external measures and on internal DIBELS comprehension assessments indicates a need for further focus on increasing level of text complexity in all grade levels. Student performance on internal fluency scores indicates a need for further focus on foundational skills in grades TK-2. 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 variances appeared in the following three actions:

Goal 1.2 no additional supplies were needed to run intervention for students. Metro staff used resources and materials purchased in earlier years.

Goal 1.5 Metro used support staff to provide teachers collaboration and planning time. No additional staff was needed to provide this support.

Goal 1.7 Metro administration provided a majority of Professional Development on campus. Teachers attended conferences off campus which accounted for most of the actual expenditures for this goal.

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 60% of students meeting or exceeding standards in foundational skills, there is a need for increased Professional Development in this area. 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.

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 specialist 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 to be college and career ready through the use of project based learning (PBL), exposure to community resources (field trips) and student access to technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 100% of TK-5 students will engage and present PBL creations 3 times per year
- 100% of TK-5 will take part in Community and Bus Field Trips 3 times per year
- 100% of TK-5 will have access to technology in the classroom, creating at least one project

ACTUAL

100% of TK-5 students engaged in 2-3 PBL units throughout the year. Students presented their solutions to various problems posed to classmates, school peers and community stakeholders. Teachers created rubrics to measure students' ability to master 21st century skills such as collaboration and communication.

100% of TK-5 took part in at least 3 field trips per year. In total more than 20 field trips were taken during the 2016-2017 school year. Most field trips utilized local transportation such as the Metro and Dash buses of Downtown Los Angeles. Each field trip tied to the PBL unit of the classroom.

100% of TK-5 had access to technology in the classroom, using both iPads and computers. Students had access to online learning programs. Students used technology to demonstrate their learning in the classroom.

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.

	PLANNED	ACTUAL
Actions/Services	Metro Charter staff will create 3 Project Based Learning	Metro Charter staff created 2-3 Project Based Learning

	units per grade level. Staff will be provided curriculum mapping during school and summer, project based learning materials, and teacher release time.	units per grade level. Staff will be provided curriculum mapping during school and summer, project based learning materials, and teacher release time.
Expenditures	<p>BUDGETED</p> <p>Half-day substitutes for teacher planning time - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,600</p> <p>Teacher stipends for summer planning time - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,000</p> <p>PBL materials - 4000-4999 Books and Supplies - LCFF Base: \$7,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,000</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,300</p> <p>4000-4999 Books and Supplies - LCFF Base: \$5,000</p>
Actions/Services	<p>PLANNED</p> <p>100% of students will experience 3 Field Trips a year as an effort to make learning relevant.</p>	<p>ACTUAL</p> <p>100% of students will experience 3 Field Trips a year as an effort to make learning relevant. Fifth grade students were provided an opportunity to attend three day science camp to learn more about environmental science.</p>
Expenditures	<p>BUDGETED</p> <p>Transportation, Entrance Fees, - 7000-7499 Other - LCFF Base: \$12,000</p>	<p>ESTIMATED ACTUAL</p> <p>7000-7499 Other - LCFF Base: \$11,000</p>
Actions/Services	<p>PLANNED</p> <p>Implementation of Technology in classrooms including equipment for students and staff, and professional development for staff.</p>	<p>ACTUAL</p> <p>Technology implemented in classrooms including equipment for students and staff, and professional development for staff.</p>
Expenditures	<p>BUDGETED</p> <p>IT Consultant - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,000</p> <p>Software purchases, hardware upkeep - 7000-7499 Other - LCFF Base: \$20,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$18,000</p> <p>7000-7499 Other - LCFF Base: \$45,000</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

Art education through community partnerships	100% of students went through an 8 week session in various art forms. These art forms included dance, ceramics and music. Art education provided by community partnerships.
BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000

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 implemented 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. Metro Charter was able to provide students with the resources needed to access the curriculum. 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. PBL curriculum and instruction allows students opportunities to practice 21st century skills such as collaboration, communication and critical thinking.

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

The effectiveness in this goal is evident in the students' culminating projects. Students were able to share their understanding of their community with their peers, the school and community stakeholders. Within these PBL units, 100% of students had access to community resources and were able to learn from community stakeholders. 100% of students had access to technology in their classroom to research and demonstrate their knowledge. 100% of students had access to arts education, providing students with a balanced education.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The largest difference comes in the Implementation of Technology in classrooms. In order to support 3-5 graders in their exposure to technology, Metro purchased Google Chromebooks for these students. The 125 students share 60 devices, thus providing them with increased access to technology in their classroom.

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 was effective with this goal; therefore much of the action and services will remain the same with two additions. 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 Charter will support student engagement and create a safe and positive learning environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Metro Charter will maintain an attendance rate of at least 90%
- Maintain suspension rate of below 5%
- 100% of staff will receive Professional Development in Positive Discipline as a way to create a positive learning environment.

ACTUAL

- Metro Charter maintained an attendance rate of 97.5% throughout the year.
- Metro Charter's suspension rate was below 3%
- 100% of staff will receive Professional Development in Positive Discipline as a way to create a positive learning environment.
- Overall office referrals increased to 5%

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.

Actions/Services

PLANNED

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

ACTUAL

Metro maintained an average daily attendance rate of 97% due to the administrative coordinator position. This position was responsible for properly

	-support the communication with chronically absent or tardy families	managing absences and tardies, communicating with parents as to the importance of daily attendance, and supporting the communication with chronically absent or tardy families.
Expenditures	BUDGETED 2000-2999 Classified Salaries - LCFF Base: \$25,000	ESTIMATED ACTUAL 2000-2999 Classified Salaries - LCFF Base: \$27,000
Actions/Services	PLANNED Positive Discipline program maintained and strengthened on campus.	ACTUAL Metro Charter Administration and staff continued a culture of positive discipline on campus. 100% of staff were trained in positive discipline and received resources to support a social emotional curriculum within the classroom.
Expenditures	BUDGETED Professional Development for staff - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000 Positive Discipline materials - 4000-4999 Books and Supplies - LCFF Base: \$3,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF Base: \$3,800 4000-4999 Books and Supplies - LCFF Base: \$500
Actions/Services	PLANNED Positive Behavior and Character Counts Education for Students through assemblies and materials	ACTUAL Metro Charter continued Character Counts Education for students and implemented positive discipline.
Expenditures	BUDGETED 5000-5999 Services and Other Operating Expenses - LCFF Base: \$8,000 4000-4999 Books and Supplies - LCFF Base: \$3,000	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,500 4000-4999 Books and Supplies - LCFF Base: \$1,000
Actions/Services	PLANNED Mentorship program: Students with multiple office referrals will be assigned a mentor on campus who will check in weekly and provide support and intervention.	ACTUAL Mentorship program supported students with multiple office referrals. Each student assigned a mentor on campus who would check in with the student and provide support and intervention. Mentoring took place

		three times a week to support with the creation and monitoring of goals.
Expenditures	BUDGETED 4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,000 Assistant Principal Position - 1000-1999 Certificated Salaries - LCFF S & C: \$70,000	ESTIMATED ACTUAL 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,000 1000-1999 Certificated Salaries - LCFF S & C: \$80,000
Actions/Services	PLANNED Counseling services for students and families.	ACTUAL Students and families were provided with counseling services to support the development of emotional coping strategies and study skills.
Expenditures	BUDGETED	ESTIMATED ACTUAL 5000-5999 Services and Other Operating Expenses - LCFF S & C
Actions/Services	PLANNED 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.	ACTUAL Students who were identified as foster and homeless youth were assigned a mentor that met with students weekly in order to support their attendance and positive behavior.
Expenditures	BUDGETED	ESTIMATED ACTUAL
Actions/Services	PLANNED Monitor Behavior - Continue to log all discipline entries into Powerschool in order to collect data of behavior in to collect data of office referrals. - School-Wide Behavior Policy	ACTUAL Metro Charter was able to monitor all discipline through entries into Powerschool in order to collect data of behavior and provide coaching to staff and teachers.
Expenditures	BUDGETED	ESTIMATED ACTUAL

: \$0

Powerschool - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$2,750

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 for this goal were provided as planned. School administrators, school staff and teachers received training and materials for Positive Discipline. Positive Behavior and Character Counts education occurred on campus throughout the school year. Students who needed additional support had access to a mentor or counseling services.

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

Most of the actions and services for this goal were successful. Metro maintained an average daily attendance rate of 97% due to the administrative coordinator position. This position was responsible for properly managing absences and tardies, communicating with parents as to the importance of daily attendance, and supporting the communication with chronically absent or tardy families. 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 increase 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.

No material differences.

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 character counts education, social emotional learning curriculum and school pride initiatives. Metro Charter will continue to implement Positive Discipline into its daily curriculum 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 Charter will engage parents and partners through education, communication and collaboration as a means to ensure student success. Parents, staff members, and students will be satisfied with the support, the quality, and the characteristics of the school.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Metro Charter will maintain 60% parent participation rate in school events, volunteer opportunities and/or school leadership
- 90% of parents reporting satisfaction of parent communication as indicated on parent survey
- Adoption of online parent communication platform

ACTUAL

- 90% of parents attend parent conferences in both winter and spring
- 65% parent participation rate in school events, volunteer opportunities and/or school leadership
- Parent square program used to communicate with parents online. Emails and/or texts sent from office and classroom teacher. 94% of families received information using online platform.
- 95% of parents reported satisfaction of parent communication as indicated on parent survey

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.

Actions/Services	<p>PLANNED</p> <p>Community Liaison -Assist with home to school communication -Plan and implement campus activities including parent workshops and school events</p>	<p>ACTUAL</p> <p>Community Liaison position allowed for increased parent participation, well planned and well attended campus events and improved home-school communication.</p>
Expenditures	<p>BUDGETED</p> <p>2000-2999 Classified Salaries - LCFF S & C: \$8,000</p>	<p>ESTIMATED ACTUAL</p> <p>2000-2999 Classified Salaries - LCFF S & C: \$10,000</p>
Actions/Services	<p>PLANNED</p>	<p>ACTUAL</p>

	Parent Workshops and Trainings	Parent Workshop series held for parents of EL students. Series of workshop provided parents with resources and strategies to support their children at home.
Expenditures	<p>BUDGETED</p> <p>Teacher compensation and/or outside resource - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000 Resources for parents - 4000-4999 Books and Supplies - Federal Revenues - Title I: \$3,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF S & C: \$0 4000-4999 Books and Supplies - Federal Revenues - Title I: \$1,500</p>
Actions/Services	<p>PLANNED</p> <p>Use of online platform for home-school communication and training for parents on how to use system.</p>	<p>ACTUAL</p> <p>Online platform for home-school communication purchased. All stakeholders trained on how to use system. 94% of families reached and 92% of families engaged in platform.</p>
Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,700</p>
Actions/Services	<p>PLANNED</p> <p>Parent Resource Library Items for checkout: - Books - Math manipulatives -Resources materials</p>	<p>ACTUAL</p> <p>Parent Library not created this year.</p>
Expenditures	<p>BUDGETED</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$5,000</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999 Books and Supplies - Federal Revenues - Title I: \$0</p>
Actions/Services	<p>PLANNED</p> <p>Translation of school communiques into primary language of significant EL populations.</p>	<p>ACTUAL</p> <p>Home-school communication translated into primary language of significant EL populations.</p>
Expenditures	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Actions/Services	PLANNED Conduct Annual Parent Survey and LCAP survey.	ACTUAL Annual Parent Survey and LCAP survey conducted by Metro. Parents result incorporated into the next year's LCAP goals.
Expenditures	BUDGETED	ESTIMATED ACTUAL

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 2016-2017, Metro focused on parent communication and engagement on campus during the year. Metro continued to hire a community liaison who was responsible for coordinating all school events and parent volunteers. The addition of the online platform increased the level of communication provided for the parents and families. The high level of parent participation and engagement indicate the success of Metro's communication.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Actions and services for this goal were implemented well. The focus on parent communication was highly effective 94% of families receiving information using online platform and 95% of parents reporting satisfaction of parent communication as indicated on parent survey. The rate of parent engagement also is indicative of this goal's success.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The significant variance of expenditures came in the area of parent workshops and trainings. These workshops were held by administrators, teachers and support staff on campus. These salaries are incorporated into Goal 1 Action 1. The number of parent workshops will increase for the 2017-2018 school year therefore the expected cost for these will increase. Another significant variance was that of parent resources. Metro Charter used online resources as ways to support families. Goal 5 Action 4 had no expense attached.
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 2017-2018 school year, Metro will focus 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.

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Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

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?

Metro Charter has provided numerous forums in which to meaningfully engage parents, community members and other stakeholders in our LCAP process.

Analysis of 2016-2017 and Achievement Towards Goals (September 2016- April 2017)-

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 2016-2017 school year. These monthly 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 2016-2017 LCAP goals. At each meeting, academic, CELDT, 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 2016-2017 goals and provide input into changes needed for our 2017-2018 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, CELDT, 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 2017-2018 goals.

Parent Meetings(May 2017): 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 2016-2017 goals. Parents had an opportunity to share their ideas for what they would like to see continued during the 2017-2018 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 2017): A focus group comprised of teachers, support staff, administration and other school leadership met to discuss the outcomes for the 2016-2017 school year. During this time, data from all previous meetings and surveys was analyzed and synthesized. During this focus group meeting, goals for the 2017-2018 school year were created.

LCAP Development Phase (May 2017) 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 2017): The draft LCAP will be presented at a meeting of the Board for an initial reading, 6/22/17. A revised plan will be

revisited at a subsequent meeting of the Board for adoption at the same time the budget for 2017-2018 is adopted. The board approved LCAP will be submitted to the Charter School Division by June 30th.

Transmission to County Office of Education (June 2017): 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, 2017.

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 2016-2017 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 2016-2017 LCAP goals. At each meeting, academic, CELDT, 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 2016-2017 goals and provide input into changes needed for our 2017-2018 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

California English Language Development Test (CELDT) scores

Attendance Rates Suspensions/Expulsions/Disciplinary Actions

Rate of Parent Involvement

IMPACT ON LCAP AND ANNUAL UPDATE

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

Gathering Input from Multiple Sources

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 and Low Income subgroups 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

Annual Update:

Metro Charter received comments from parents and stakeholders throughout the various meetings help on campus. The parent survey provided the school with insight into the parents overall perspective of the school.

Listed below are the general conclusions and recommendations from the LCAP meetings, SSC and ELAC:

- 1) Parents are highly satisfied with the high expectations and high quality instruction on campus and would like to see continued training for teachers
- 2) Stakeholders would like to see an increase in education opportunities for parents in the areas of college readiness, health, and behavior support
- 3) Stakeholders would like to have on campus protocols explained clearer to all stakeholders including staff, parents and students.
- 4) Stakeholders were highly satisfied with the community partnerships had on campus and would like to see them continued and would like to have more if possible.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Metro Charter will strengthen student achievement in ELA and Math through implementation of Common Core Standards from high quality educators.		

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Quality Teachers:

Caring, committed, collaborative, exemplary credentialed teachers who use diverse teaching strategies in order to meet the needs of students who are below, at, and above grade level. Teachers who have received professional development on CCSS, closing the achievement gap, progress monitoring and intervention. Provide support for unduplicated students and Students with Disabilities during the normal school day/hours (ie intervention).

Literacy and Math Skills:

Grade level proficiency in Literacy in order to access curriculum & instruction. Increase student skills, performance, and learning behaviors and provide tiered interventions, enrichment, and academic support. Increased professional development related to technology and online testing

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CAASPP Performance ELA	Overall student performance: 36% Performance of subgroups: English Learner(EL): 12% Limited Income(LI): 20%	school: 40% Performance of subgroups: EL: 20% LI: 28%	school: 45% Performance of subgroups: EL: 30% LI: 36%	school: 50% Performance of subgroups: EL: 38% SI: 45%
CAASPP performance in Math	Overall student performance: 29% Performance of subgroups: English Learner(EL):12% Limited Income(LI): 16%	Overall student performance: 36% Performance of subgroups: English Learner(EL): 20% Limited Income(LI): 24%	Overall student performance: 45% Performance of subgroups: English Learner(EL): 28% Limited Income(LI): 32%	Overall student performance:50% Performance of subgroups: English Learner(EL): 36% Limited Income(LI): 39%
Foundational Skills Internal Assessments	Increase percentage of students who score proficient or advanced on internal foundational skill assessments. All students: 60%	70% of K-5 students proficient or advanced in ELA internal measures for foundational skills	75% of K-5 students proficient or advanced in ELA internal measures for foundational skills	80% of K-5 students proficient or advanced in ELA internal measures for foundational skills
Comprehension Internal Assessments	Increase percentage of students meeting or exceeding standards in 3-5 on comprehension assessments. Current performance for 3-5: 40%	60% of 3-5 will score proficient or advanced on internal comprehension assessments	70% of 3-5 will score proficient or advanced on internal comprehension assessments	75% of 3-5 will score proficient or advanced on internal comprehension assessments
English Learner Performance on internal assessments	of 3-5 EL students scored proficient or advanced on internal comprehension assessments 42% of K-5 EL students scored proficient or advanced on internal foundational skills assessments	of 3-5 EL 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	of 3-5 EL students will score proficient or advanced on internal comprehension assessments 65% of K-5 EL students will score proficient or advanced on internal foundational skills assessments	of 3-5 EL students will score proficient or advanced on internal foundational skills assessments 75% of K-5 EL students will score proficient or advanced on internal foundational skills assessments

Intervention and Support	Students provided intervention outside of classroom. 70 students provided before, during or after school intervention.	Refine TK-5 Reading Intervention programs and determine best practices for intervention programs both in and out of the classroom. Provide professional development for all staff members. Develop and strengthen Tier 1 supports for in the classroom.	Continue development of TK-5 Reading Intervention programs and determine best practices for intervention programs both in and out of the classroom. Provide professional development for all staff members. Develop and strengthen Tier 2 and Tier 3 supports for students not meeting standards in ELA.	Implement TK-5 Reading Intervention programs and determine best practices for intervention programs both in and out of the classroom. Provide professional development for all staff members.
ELPAC	Increase reclassification of English Learners. Current Reclassification rate: 10%	English Learner Reclassification rate will be at least 12%	English Learner Reclassification rate will be at least 14%	English Learner Reclassification rate will be at least 15%

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

Locations:

All Schools
 Specific Schools:
 Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	Metro Charter will hire highly qualified teachers who have credentials needed for the position they fill.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$682,319	Amount	\$709,612	Amount	\$737,996
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Teacher Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries
Amount	\$302,032	Amount	\$320,085	Amount	\$332,889
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits	Budget Reference	Employee Benefits	Budget Reference	Employee Benefits
Amount	\$92,500	Amount	\$96,000	Amount	\$99,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; Administrative Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries
Amount	\$10,000	Amount	\$7,000	Amount	\$7,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Beginning Teacher Support and	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 2

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
To increase student achievement, Metro will offer professional development and coaching in Common Core English Language Arts and Math State Standards and framework for teachers and support staff. Scope and sequence will be shared for teaching standards.	To increase student achievement, Metro will offer professional development and coaching in Common Core English Language Arts and Math State Standards for teachers and support staff.	To increase student achievement, Metro will offer professional development and coaching in Common Core English Language Arts and Math State Standards for teachers and support staff.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$15,000	Amount	\$20,000	Amount	\$20,000
--------	----------	--------	----------	--------	----------

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Professional Development	Budget Reference	Services and Other Operating Expenses; Professional Development	Budget Reference	Certificated Salaries; Professional Development
Amount	\$10,000	Amount	\$8,000	Amount	\$8,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Professional Development	Budget Reference	Services and Other Operating Expenses; ELD Professional Development	Budget Reference	Services and Other Operating Expenses

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Response to Intervention further developed to	Response to Intervention further developed to	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.

include intervention support for those not meeting standards, development of tiered services, and professional development for staff.

include intervention support for those not meeting standards, development of tiered services, and professional development for staff.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$120,000	Amount	\$126,000	Amount	\$132,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries
Amount	\$30,000	Amount	\$30,000	Amount	\$30,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Certificated Salaries; Intervention Specialist	Budget Reference	Certificated Salaries; Intervention Specialist	Budget Reference	Certificated Salaries; Intervention Specialist
Amount	\$8,000	Amount	\$8,000	Amount	\$8,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; Before and Afterschool tutoring and support	Budget Reference	Services and Other Operating Expenses; Before and Afterschool tutoring and support	Budget Reference	Services and Other Operating Expenses; Before and Afterschool tutoring and support

Action 4

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

Students to be Served:

All
 Students with Disabilities
 Specific Student Group(s): _

Locations: All Schools Specific Schools: Specific Grade Spans:

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

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.

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.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount \$122,500

Amount \$125,000

Amount \$129,000

Source LCFF

Source LCFF

Source LCFF

Budget Reference
Certificated Salaries;
Administration Salaries

Budget Reference
Certificated Salaries

Budget Reference
Certificated Salaries

Action 5

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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

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

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

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$7,000

Amount

\$10,000

Amount

\$10,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Certificated Salaries;
Lead Teachers for PLCs

Budget Reference

Certificated Salaries

Budget Reference

Certificated Salaries

Amount

\$10,000

Amount

\$10,000

Amount

\$14,000

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Services and Other Operating

Budget Reference

Services and Other Operating

Budget Reference

Services and Other Operating

	Expenses; Teacher Release Time		Expenses		Expenses
Amount	\$8,600	Amount	\$10,000	Amount	\$10,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Online assessment and analytics database	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 6

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro will ensure that all students have access to standards-aligned materials, resources and supplies necessary to access curriculum and	Metro will ensure that all students have access to standards-aligned materials, resources and supplies necessary to access curriculum	Metro will ensure that all students have access to standards-aligned materials, resources and supplies necessary to access curriculum

instruction.	and instruction.	and instruction.
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BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$25,000	Amount	\$30,000	Amount	\$30,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Textbooks, Classroom Resources	Budget Reference	Books and Supplies; Textbooks, Classroom Resources	Budget Reference	Books and Supplies
Amount	\$10,000	Amount	\$15,000	Amount	\$15,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies

Action 7

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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 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 is created. The testing coordinator will provide teachers and staff information regarding student progress.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$30,800	Amount: \$32,000	Amount: \$33,500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Classified Salaries	Budget Reference: Classified Salaries	Budget Reference: Classified Salaries

Action 8

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro will ensure that all students with disabilities receive the resources and personnel necessary to make academic and personal progress.	Metro will ensure that all students with disabilities receive the resources and personnel necessary to make academic and personal progress.	Metro will ensure that all students with disabilities receive the resources and personnel necessary to make academic and personal progress.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$85,000	Amount	\$87,000	Amount	\$90,000
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses
Amount	\$52,451	Amount	\$54,549	Amount	\$56,731
Source	Other Federal Funds	Source	Other Federal Funds	Source	Other Federal Funds
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

New Modified Unchanged

Goal 2

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. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project based learning units. Student progress to be monitored through rubrics and digital portfolios.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

Develop and implement a system of portfolios in which students can demonstrate their knowledge. Continued progress in developing and monitoring of opportunities students

have to present their learning to authentic audiences. Continued progress in providing students and families ongoing feedback as to students' learning and understanding.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Digital Literacy with Digital Portfolio	Digital Portfolio for Project Based Learning units	30% of students will develop digital portfolio as evidence of learning	60% of students will develop digital portfolio as evidence of learning	90% of students will develop digital portfolio as evidence of learning
Scoring and reporting of student PBL work	Teachers created rubrics to support scoring. Student rubric score not reported school wide.	65% of student PBL work will be scored and reported. Teachers will use rubrics to support scoring.	80% of student PBL work will be scored and reported. Teachers will use rubrics to support scoring.	90% of student PBL work will be scored and reported. Teachers will use rubrics to support scoring.
Project Based Learning Units	100% of TK-5 students will engage and present PBL creations 2-3 times per year with at least one having a tie to the local community	100% of TK-5 students will engage and present PBL creations 2- 3 times per year with at least one having a tie to the local community	100% of TK-5 students will engage and present PBL creations 2-3 times per year with at least one having a tie to the local community	100% of TK-5 students will engage and present PBL creations 2-3 times per year with at least one having a tie to the local community

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade Spans: <input type="checkbox"/>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$3,000	Amount: \$3,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Teacher compensation for summer curriculum mapping	Budget Reference: Certificated Salaries	Budget Reference: Certificated Salaries

Action 2

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

Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s):	_____	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	_____	<input type="checkbox"/> Specific Grade Spans:	_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:					
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income		
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	_____	<input type="checkbox"/> Specific Grade Spans:	_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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 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 will provide students with multiple field trips and classes both in and around the Downtown community.

BUDGET EXPENDITURES

	2017-18	2018-19	2019-20
Amount	\$14,500	\$19,500	\$19,500
Source	LCFF	LCFF	LCFF
Budget Reference	Services and Other Operating Expenses; Transportation, Entrance Fees	Services and Other Operating Expenses	Services and Other Operating Expenses
Amount	\$2,500	\$2,000	\$2,000
Source	Federal Revenues - Title I	LCFF	LCFF

Budget Reference

Services and Other Operating Expenses; Community Partnerships for in-school presentations

Budget Reference

Services and Other Operating Expenses

Budget Reference

Services and Other Operating Expenses

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro will ensure that 100% of students receive a balanced education which includes art education through community partnerships	Metro will ensure that 100% of students receive a balanced education which includes art education through community partnerships	Metro will ensure that 100% of students receive a balanced education which includes art education through community partnerships

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

2017-18	2018-19	2019-20
Amount \$10,600	Amount \$12,000	Amount \$12,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro will ensure student progress towards 21st learning skills through the use of rubrics and online portfolios.	Metro will ensure student progress towards 21st learning skills through the use of rubrics and online portfolios.	Metro will ensure student progress towards 21st learning skills through the use of rubrics and online portfolios.

New
 Modified
 Unchanged

Goal 3	Metro Charter will support student engagement and create a safe and positive learning environment. Ensuring that ALL
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students are actively engaged and supported through a safe, healthy, and rigorous learning environment.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Full Engagement with School: To be on time and attend school every day; Positive Support and effective discipline that keeps students in the classroom and learning.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average Daily Attendance	Average Daily Attendance rate is currently of 97.5%	Metro Charter will maintain an Average Daily Attendance rate of at least 95%	Metro Charter will maintain an Average Daily Attendance rate of at least 95%	Metro Charter will maintain an Average Daily Attendance rate of at least 95%
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%.	Metro will maintain a suspension rate of below 5%.
School Discipline Referral Forms	Increased office referrals and time students spend outside of the classroom.	Reduction of overall Office Referrals by: -Developing Tier 1 classroom supports for student behavior -Continued Professional Development in Positive Discipline as a way to create a positive classroom learning environment -Communication of behavior expectations to all stakeholders	Reduction of students who receive multiple office referrals: -Developing Tier 2 and 3 supports for student behavior -Developing Response to Intervention for behavior -Communication of behavior expectations to all stakeholders	Continued support for students who receive multiple office referrals by: -Addition of behavior support positions -Refining Response to Intervention

-Training for support staff

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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	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

BUDGET EXPENDITURES

2017-18

Amount	\$31,000
Source	LCFF
Budget Reference	Classified Salaries

2018-19

Amount	\$35,000
Source	LCFF
Budget Reference	Classified Salaries

2019-20

Amount	\$37,500
Source	LCFF
Budget Reference	Classified Salaries

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>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.</p>	<p>Mentorship program: Students with multiple office referrals will be assigned a mentor on campus who will check in weekly and provide support and intervention.</p>	<p>Mentorship program: Students with multiple office referrals will be assigned a mentor on campus who will check in weekly and provide support and intervention.</p>

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Foster and homeless youth will be assigned a</p>	<p>Foster and homeless youth will be assigned a</p>	

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.

teacher mentor that will check in with students weekly in order to support their attendance and positive behavior.

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Development of a physical education program.	Development of a physical education program.	Development of a physical education program.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$14,000"/>	Amount <input type="text" value="\$14,000"/>	Amount <input type="text" value="\$14,000"/>

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries	Budget Reference	Classified Salaries	Budget Reference	Classified Salaries

Action 5

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
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.	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.	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.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$2,500	\$2,000	\$1,000

Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Books and Supplies	Budget Reference	Books and Supplies	Budget Reference	Books and Supplies
Amount	\$82,000	Amount	\$85,000	Amount	\$88,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries	Budget Reference	Certificated Salaries

Action 6

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	Metro will further develop a culture of school pride in which students are engaged in learning. Metro will continue to provide expectations designed to promote positive behaviors and utilize a system for acknowledging appropriate	Metro will further develop a culture of school pride in which students are engaged in learning. Metro will continue to provide expectations designed to promote positive behaviors and utilize a system for acknowledging appropriate

behaviors.	behaviors.	behaviors.
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BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$3,500	Amount	\$3,000	Amount	\$3,000
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses	Budget Reference	Services and Other Operating Expenses

New
 Modified
 Unchanged

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

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Families feeling welcomed, connected and able to support the educational success of their students. Providing parent education as a means to offer support for both the students' academic and social emotional success.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Participation	Parent participation rate currently 60%	Metro Charter will maintain 60% parent participation rate in school events, volunteer opportunities and/or school leadership	Metro Charter will increase parent participation rate to 65% in school events, volunteer opportunities and/or school leadership	Metro Charter will maintain 65% parent participation rate in school events, volunteer opportunities and/or school leadership

Parent Survey Responses	90% of parents currently report satisfaction with home- school communication 90% of parents receive school information through online communication platform	90% of parents will report satisfaction with home school communication as indicated on parent survey 95% of families will receive school information through online communication platform	90% of parents will report satisfaction with home-school communication as indicated on parent survey 95% of families will receive school information through online communication platform	90% of parents will report satisfaction with home school communication as indicated on parent survey 95% of families will receive school information through online communication platform
Parent Workshops	2 parent workshops were held for parents this past year.	Metro will hold 6 parent workshops for parents in the areas of math and language arts.	Metro will hold 6 parent workshops for parents in the areas of math and language arts, working on having more parents and families attend.	Metro will hold 6 parent workshops for parents in the areas of math and language arts, , working on having more parents and families attend.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

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.

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.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount

\$19,000

Amount

\$19,500

Amount

\$19,500

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Classified Salaries

Budget Reference

Classified Salaries

Budget Reference

Classified Salaries

Action 2

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

Students to be Served: All Students with Disabilities Specific Student Group(s):

Locations: All Schools Specific Schools: Specific Grade Spans:

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

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.

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.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$5,000
Source	LCFF
Budget Reference	Certificated Salaries; Teacher Stipend
Amount	\$3,000
Source	LCFF
Budget Reference	Books and Supplies

Amount	\$5,000
Source	LCFF
Budget Reference	Certificated Salaries; Teacher Stipend
Amount	\$2,000
Source	LCFF
Budget Reference	Books and Supplies

Amount	\$5,000
Source	LCFF
Budget Reference	Certificated Salaries; Teacher Stipend
Amount	\$2,000
Source	LCFF
Budget Reference	Books and Supplies

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input checked="" type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro Charter will hold a series of parent education classes for English Learner families. Workshop topics to include: understanding new ELPAC, strategies for supporting students at home, and community supports for families.	Metro Charter will hold a series of parent education classes for English Learner families. Workshop topics to include: understanding new ELPAC, strategies for supporting students at home, and community supports for families.	Metro Charter will hold a series of parent education classes for English Learner families. Workshop topics to include: understanding new ELPAC, strategies for supporting students at home, and community supports for families.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: \$2,000	Amount: \$2,000
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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	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

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$2,000	Amount: \$2,500	Amount: \$2,500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Translation of school communiqués into primary language of significant EL populations Continue to translate site documents for families of EL students	Translation of school communiqués into primary language of significant EL populations Continue to translate site documents for families of EL students	Translation of school communiqués into primary language of significant EL populations Continue to translate site documents for families of EL students

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	

Locations: All Schools Specific Schools: Specific Grade Spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Annual Parent Survey and LCAP survey Conduct Stakeholder survey of key groups: Parents Classified and Certificated members Community members	Annual Parent Survey and LCAP survey Conduct Stakeholder survey of key groups: Parents Classified and Certificated members Community members	Annual Parent Survey and LCAP survey Conduct Stakeholder survey of key groups: Parents Classified and Certificated members Community members

New Modified Unchanged

Goal 5 Metro Charter will develop and implement technology infrastructure and curriculum required to support student achievement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

With the change of location, Metro will develop all new infrastructure to support student access to technology. Student achievement and access to technology require updated infrastructure, technology and curriculum. The updated technology allows for further development of 21st century teaching and learning practices.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Technology Access and Curriculum	Metro currently has a 5:1 computer ratio on campus.	Metro will begin a 2:1 program in grades 3-5 and a 3:1 in grades TK-2. Teachers will receive training on integrating	Metro will maintain the 2:1 program in grades 3-5 and a 3:1 in grades TK-2. A curriculum will be developed to support	Metro will maintain the 2:1 program in grades 3-5 and a 3:1 in grades TK-2.. A curriculum will be refined to support technology

		technology and student learning.	technology integration.	integration..
Classroom Technology	Classrooms currently use basic technology for instruction and learning.	2 classrooms will incorporate up-to-date technology in teaching and learning.	40% of classrooms will incorporate up-to-date technology in teaching and learning.	50% of classrooms will incorporate up-to-date technology in teaching and learning.
Digital Literacy with Digital Portfolio	Digital Portfolio for Project Based Learning units	30% of students will develop digital portfolio as evidence of learning	60% of students will develop digital portfolio as evidence of learning	90% of students will develop digital portfolio as evidence of learning

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEAs 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:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.	IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.	IT contractor to support the maintenance of hardware, development of infrastructure, and provide education for the staff.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$36,000	Amount: \$38,500	Amount: \$38,500
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses

Action 2

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
To support 21st century learning and teaching, online software licenses will be purchased in the areas of reading and math.	To support 21st century learning and teaching, online software licenses will be purchased in the areas of reading and math.	To support 21st century learning and teaching, online software licenses will be purchased in the areas of reading and math.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10,000	Amount: \$10,000	Amount: \$10,000
Source: Federal Revenues - Title I	Source: Federal Revenues - Title I	Source: Federal Revenues - Title I
Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses	Budget Reference: Services and Other Operating Expenses

Action 3

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
---------	---------	---------

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Metro will update technology within the classrooms to allow for 21st century teaching and learning.	Metro will update technology within the classrooms to allow for 21st century teaching and learning.	Metro will update technology within the classrooms to allow for 21st century teaching and learning.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$25,000	Amount: \$30,000	Amount: \$30,000
Source: Federal Revenues - Title I	Source: Federal Revenues - Title I	Source: Federal Revenues - Title I
Budget Reference: Books and Supplies	Budget Reference: Books and Supplies	Budget Reference: Books and Supplies

Action 4

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

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

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 Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

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 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 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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

<input checked="" type="checkbox"/> 2017-18	<input type="checkbox"/> 2018-19	<input type="checkbox"/> 2019-20
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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 ([see instructions](#)).

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 the 2017/2018 academic 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. Professional Development will be in both 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.

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