



# 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)

[California School Dashboard](#): 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

Sacramento City Unified School District

Contact Name and Title

Denise Lambert  
Principal

Email and Phone

Denise-lambert@metsacramento.org  
(916)395-5417

## 2017-20 Plan Summary

### The Story

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

#### Vision

To provide an innovative, academically rigorous, project based education that connects students to community-based internships while being part of a safe and inclusive educational setting.

#### Mission

To educate all students, including those who may have not succeeded in more traditional educational settings. We graduate students who are self-directed, independent learners who have critical thinking skills and core knowledge that will allow them to be successful in college as well as in life. Our graduates are unique and creative individuals who will be able to rise above adversity in the adult world.

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

The Met Sacramento seeks to educate one student at a time. We promote and create personalized education, in the Sacramento City Unified School District, that for each student is unique. We believe that learning best takes place when each student is an active participant in his or her own education, when his course of study is personalized by teachers, mentors and parents, who know him/her well and when school based learning is blended with outside experiences to heighten that student's interest. The Met Sacramento High School will serve any students from within the Sacramento City Unified School District's boundaries as well as from surrounding districts. The school seeks to educate any high school age students who wish, with their parents/guardians, to pursue this type of educational opportunity.

All students at the Met Sacramento are known well by many adults in and out of the school building. Each student is invested in learning and takes personal responsibility for it. Each student is a determined and resourceful learner who has discovered passions and interest through his or her learning. Each student learns to be an academic risk taker, reflective learner, recognizes his or her own strengths, finds success, thrives in challenge, follows through on commitments and is respectful of others needs and views. Each student follows a unique path to achieve explicit learning goals through real world learning and mentorship in our community, the unwavering attention of his or her teacher/advisor, regular public exhibition of these work goals and a plan that can be personalized to his or her own strength and needs.

To be a well-educated person in the twenty first century all students need to be critical thinkers, know how to learn, be excellent readers and writers, mathematicians, scientists and socially aware and responsible citizens. All students in the 21st century need to leave high school with a personal understanding of the vast array of career options and how to participate as citizens in democracy. Individuals need to have the opportunity to be prepared to pursue a college degree by engaging in deep learning in all basic content areas, understanding the relevance of that content and know how it is applied in the world.

Each student's learning journey at The Met Sacramento is determined through collaboration of the student, parent or guardian, teacher/advisor and mentor. In the course of a student's time with us, he or she investigates many interests and passions in the real world, utilizes many community mentors and is pushed to go further and deeper in his or her knowledge and understanding. Each student makes progress on all the learning goals each year through workshops, college courses, class and individual academic projects. Assessment of individual student progress happens through portfolio review and exhibition. All students exhibit their work publically at the quarter and their educational plans are revised if necessary. Each student will become a self-motivated, competent, lifelong learner.

The student body of the Met Sacramento closely reflects the student population of the Sacramento City Unified School District in the diversity of race/ethnicity, academic performance before admission, special education designation and English learner percentages as near as possible through lottery (when applicable).

This high school design is a replication of the Metropolitan Regional Career and Technical Center (The Met) in Providence RI. In 1995, Big Picture Learning, in collaboration with the state of Rhode Island, started the first Met High School. Since 2003 the Met Sacramento has seen some extraordinary success.

## LCAP Highlights

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

- To continue to support student learning and staff development in the process of continued implementation of the the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready.
- To improve communication with parents and students, including those who speak languages other than English.
- To increase college-going culture along with career-minded post-high school planning, as appropriate for each student.
- To maintain and continue to develop programs that support student learning and interest, such as the Maker's program, after-school music program, school-wide cultural events, and opportunities to engage in the arts.



## Review of Performance

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

## Greatest Progress

- Maintaining high graduation rate of 91.4% (2017-2018)
- Increased graduation rate for Hispanic students and Socio-Economically Disadvantaged students (Dashboard)
- Maintaining the high percentage of students who regularly attended an internship during the 2017-18 school year (Internship Database)
- Suspension Rate declined from 4.7%(2016-17) to 1.3% (2017-18, California School Dashboard)
- Student Suspension Rate is in the blue zone, the highest possible color zone on the Dashboard. In other words, this means that 1.3% of Students have been suspended at the Met.

Referring to the California School Dashboard, 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

In reviewing the California School Dashboard Fall 2018 results,

- Mathematics Performance is in the orange zone, and is 97 points below standard, a 13.5 point decrease from the previous year.
- English Language Arts Performance is in the orange zone, and is .9 points below standard, a 16 point decrease from the previous year.
- College/Career Readiness is in the orange zone, has declined 8.9% from the previous year.
- A-G% has declined from last year, going from 44.3% to 24.6%. However, this trend has been reversed and is projected to increase for 2018-19 students.

The Met administration is seeking to support transfer students in 11th and 12th grade, who may enter behind on credits and/or struggling academically. In response to this, the Met has added another content class. Also, again, a part-time counselor is on staff, which should help increase the academic support for transfer students.

All students can access additional resources such as after-school math tutoring and a math enrichment course for students who need continued additional support. The Math department has been developing more engaging lessons, purchasing curriculum, and developing a series of basic skills assignments that all students will need to complete during their 9th grade year to give them a better chance to be prepared for success in college mathematics after high school.

\*\*Please note that The Met, because of its relatively small population overall, does not have sufficient population sizes for many of the student groups to be reported on publicly.

Referring to the California School Dashboard, 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**

This year, the only performance gap based on the California School Dashboard is in the Suspension rate for students of two or more races. All students received a blue indicator; students of multiple races received a yellow indicator. The Met anticipates improved results in suspension for all students in 2018-19 with the continuing work in restorative practices.

\*\*Please note that the Met, because of its relatively small population overall, does not have sufficient population sizes for many of the student groups to be reported on publicly.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

#### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Not applicable

#### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Not applicable

#### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Not applicable

# Annual Update

LCAP Year Reviewed: **2018-19**

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

Support student learning and staff development in the process of implementing the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready. Specific goals of college and Career Readiness identified by the Met are: critical thinking, communication, content knowledge, and action (doing projects, solving problems, and creating authentic projects that apply to the real world or to real issues). The Met should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Appropriately assigned and credentialed teachers

**18-19**

100% teachers appropriately assigned and credentialed

**Baseline**

100% teachers appropriately assigned and credentialed

**Metric/Indicator**

- Work with the district to maintain school facilities [district building, appropriate budget allocation in 2016-17 budget]

**18-19**

100% teachers appropriately assigned and credentialed

Appropriate budgeted amounts to maintain school

Expected

- Continue to maintain school facilities

**Baseline**

Appropriate budgeted amounts to maintain school

**Metric/Indicator**

- Continue to implement CCSS in ELA and Math across the curriculum [Master Schedule, professional development]

**18-19**

Spend at least 7,000 on professional development (in house, over the summer)

**Baseline**

Professional Development opportunities provided (in school, district, and out of district)

**Metric/Indicator**

- Continue to provide access for English learners to the CCSS standards. Increase reclassification rate.

**18-19**

- Increase reclassification rate to 10%.

(Actual: 0%)

**Baseline**

Current year is 0%. Baseline in previous years 5%

**Metric/Indicator**

- Continue to provide curriculum and classes that meet the A-G requirements

**18-19**

- Continue to provide curriculum and classes that meet the A-G requirements. Add Fine Arts when possible.

**Baseline**

- Continue to provide curriculum and classes that meet the A-G requirements

**Metric/Indicator**

Actual

Professional Development opportunities provided (in school, district, and out of district)

2018-19 Reclassification rate 21.4%

Continue to provide curriculum and classes that meet the A-G requirements.

2017-18: 24.56%

## Expected

- Increase percentage of students who graduate having met the A-G requirements [Current year - 35%]

### 18-19

40% A-G completion

#### Baseline

Baseline is 35%

#### Metric/Indicator

- Maintain internship program, which includes CTE, applied arts, work-based learning, and real-world learning [95% internship rate]

### 18-19

Maintain internship program at 95%

#### Baseline

90% internship rate

#### Metric/Indicator

- Maintain low dropout rates for all groups [EL - 0%; SPED - 0%, Low Income - 3.4%, All students - 3.4%]

### 18-19

Maintain dropout rate at below 5% for SPED and low income

#### Baseline

The Met's dropout rate should be maintained at below 7%.

#### Metric/Indicator

- Increase cohort graduation rates for EL and SPED students, maintain for Low Income and All students [EL - 60%, SPED - 66.7%, Low Income - 90%, All students - 90%].

### 18-19

- Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income

#### Baseline

The Met's graduation rate should be 85% minimum.

## Actual

Internship rate is 95%

Drop out rates for 2017-18 are not yet available

2015-16 graduation rate was 90.7%, 2016-17 graduation rate was 92%, and graduation rate for 2017-18 was 92%

**Expected**

**Metric/Indicator**  
 - Maintain Early College program for 9-12.  
**18-19**  
 Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year].  
**Baseline**  
 The Met has approximately 30% of it's students participate in the early college program.

**Metric/Indicator**  
 Increase percentage of students who met or exceeded standards on the Smarter Balanced 11th Grade assessments by 2% annually  
**Baseline**  
 Baseline: 2016-17  
 ELA 55.36%  
 Math 19.30%

**Actual**

Approximately 30% of The Met students participate in early college at Los Rios Community College

2017-18 SBAC data  
 ELA 48%  
 Math 13%

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.	Implemented	Teachers, regular Ed 1000-1999: Certificated Personnel Salaries Base 1,484,969  Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 27,325	Teachers, Regular Education 1000-1999: Certificated Personnel Salaries 1,484,969  Teacher, ELA specialist position (.25 FTE) 1000-1999: Certificated Personnel Salaries Title I 250,870

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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<p>Offer on-going professional learning. Services will include:</p> <ul style="list-style-type: none"> <li>• On-site collaboration,</li> <li>• Instructional coaching at the district,</li> <li>• Attending conferences,</li> <li>• Professional Learning for SPED staff,</li> <li>• Substitutes for teachers attending professional development</li> </ul>	<p>Implemented</p>	<p>Pay for conferences, Professional development, and corresponding fees for Common Core 5000-5999: Services And Other Operating Expenditures Sup 07 F/R 9500</p>	<p>Pay for conferences, Professional Development, and corresponding fees 5000-5999: Services And Other Operating Expenditures Suppl/Con 9500</p>
		<p>Teacher substitute pay (for conference attendance) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2000</p>	<p>Teacher substitute pay 1000-1999: Certificated Personnel Salaries Suppl/Con 2000</p>
		<p>Work-based learning Professional development, at district and over summer on site 2000-2999: Classified Personnel Salaries Sup 07 F/R 3000</p>	<p>Work-based learning Professional development, at district and over summer on site 2000-2999: Classified Personnel Salaries Suppl/Con 3000</p>
		<p>Special Education Encroachment 7000-7439: Other Outgo Base 190,000</p>	<p>Special Education Encroachment 7000-7439: Other Outgo 190,00</p>
		<p>Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Sup 07 F/R 1500</p>	<p>Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff. 4000-4999: Books And Supplies Suppl/Con 1500</p>
		<p>Summer, collaboration training for returning and new staff 1000-1999: Certificated Personnel Salaries Sup 07 F/R 4500</p>	<p>Summer, collaboration training for returning and new staff 1000-1999: Certificated Personnel Salaries Suppl/Con 4500</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:</p>	<p>Implemented</p>	<p>Technology (OverDrive eBooks and digital Library) 4000-4999:</p>	<p>Technology (OverDrive eBooks and digital Library) 4000-7000 Suppl/Con 6000</p>

<ul style="list-style-type: none"> <li>• Providing eBooks, especially for Low-income students,</li> <li>• CCSS instructional materials/software with embedded assessments,</li> <li>• Computer Hardware including Chromebooks and Carts,</li> <li>• Software for student portfolios and Hapara student-management systems.</li> <li>• Fleet of Chromebooks to send home with students who need them (borrowed)</li> </ul>		Books And Supplies Sup 07 F/R 6,000	
		Technology (hardware) 4000-4999: Books And Supplies Sup 07 F/R 15,000	Technology (hardware) 4000-7000 Suppl/Con 15,000
		Technology (laptop carts) 4000-4999: Books And Supplies Base 3,000	Technology (laptop carts) 4000-7000 LCFF 3,000
		Hapara Software 4000-4999: Books And Supplies Sup 07 F/R 1500	Hapara Software 0
		13 more Chromebook laptops with protective shells 4000-4999: Books And Supplies Sup 07 F/R 4500	More Chromebook laptops with protective shells 4000-7000 Suppl/Con 4500
			ImBlaze 5000-5999: Services And Other Operating Expenditures LCFF 500

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Align Common Core curriculum/metrics with current Met curriculum. Services include: <ul style="list-style-type: none"> <li>• Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory.</li> <li>• Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model</li> </ul>	Implemented	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-4999: Books And Supplies Sup 07 F/R 3,000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>	<p>Summer pay for teachers (curriculum writing) 1000-1999: Certificated Personnel Salaries Suppl/Con 2000</p> <p>Purchase supplemental novels, textbooks, art materials 4000-7000 Suppl/Con 3000</p> <p>Continual staff development 7000-7439: Other Outgo 0</p>

in service of the  
Common Core.

- Purchasing supplemental novels, textbooks, and art curriculum

## 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.

The actions in Goal 1 were implemented as planned.

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

The actions and services provided in goal 1 are contributing to the academic achievement of students attending The Met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Hapara is not supported by the district and is no longer used.

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.

Changes might include actions from the SPSA that will now be included in the LCAP.

# Annual Update

LCAP Year Reviewed: **2018-19**

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 2

Improve communication with parents and students, including those who speak languages other than English. Provide a space for parents to use technology to check on their students' progress, research college and career information, and find out about scholarships.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**

Promote overall parent participation in exhibitions, along with other school events

**18-19**

85% parent exhibition rate

**Baseline**

80% parent exhibition rate for exhibitions

80% of exhibitions are attended by parents.

**Metric/Indicator**

Increase parental participation from parents of EL students at back-to-school night and other school events.

**18-19**

55% of participation from parents of EL students

**Baseline**

50% participation of parents of EL students

55-60% of EL students have parents who attend school events

## Expected

**Metric/Indicator**

Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses

**18-19**

Maintain at below 5 per year for non-drug or non-violence related offenses

**Baseline**

Below 5 per year for non-drug or non-violence related offenses

**Metric/Indicator**

Maintain 0% expulsion rate

**18-19**

Maintain 0% expulsion rate

**Baseline**

Maintain 0% expulsion rate

**Metric/Indicator**

Continue to monitor parent, staff, and student surveys about school safety

**18-19**

45% parent survey participation, 60% student survey participation

**Baseline**

30% parent survey participation, 50% student survey participation

**Metric/Indicator**

Use of Schoology by parents

**18-19**

85% of families regularly using Schoology

**Baseline**

75% of families regularly using Schoology (question needs to be added to parent survey)

**Metric/Indicator**

Use of translation services by Spanish-speaking families

**18-19**

Maintain log of meetings between staff and families

**Baseline**

Maintain log of meetings between staff and families

## Actual

Suspension rate declined from 8.5% (Spring 2017 Dashboard) to 1.3% (Spring 2018 Dashboard)

Expulsion rate is 0%

Data being gathered.

75% of families use Schoology

The Met uses a teacher to provide translation for meetings and home visits, and hours are logged

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Using Technology to communicate with all families. Services include:</p> <ul style="list-style-type: none"> <li>Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.</li> </ul>	<p>Implemented.</p>	<p>Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies Sup 07 F/R 5000</p>	<p>Schoology: cost for use, link to Infinite campus 4000-4999: Books And Supplies 5000</p>

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding for Spanish translation services. Services include:</p> <ul style="list-style-type: none"> <li>One-on-one translation for parent/teacher meetings or parent/principal meetings.</li> <li>Translation services for all call messaging to families</li> <li>Translation services for important document translation</li> <li>Spanish-language presentations and</li> </ul>	<p>Implemented.</p>	<p>Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-1999: Certificated Personnel Salaries Sup 09 EL 2000</p> <p>Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 1000-1999: Certificated Personnel Salaries Sup 09 EL 1500</p> <p>Provide food at back-to-school night to draw in all families.</p>	<p>Provide funding for Spanish translation service for one-on-one parents meetings with teachers. 1000-3000 6476</p> <p>Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish. 5900: Communications 1242</p> <p>Provide food at back-to-school night to draw in all families.</p>

information at Back to school night.

Provide spanish-language presentations and information at the event, including LMS adoption for these families. 4000-4999: Books And Supplies Sup 07 F/R 400

Provide spanish-language presentations and information at the event, including LMS adoption for these families. 5900: Communications 705

## 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.

Student and parent engagement is a strength at The Met

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

The results of the School Climate Survey are in the evaluation stage, but it is anticipated the final results will continue to reflect a strength.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Funding for translation was higher than anticipated.

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.

None

# Annual Update

LCAP Year Reviewed: **2018-19**

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 3

School Culture and student engagement

- Increase the college-going culture at the Met through college-oriented events and better utilization of California College Guidance Initiative (CCGI).
- Continue to provide school-wide cultural events, such as Black History Celebration, Cinco de Mayo, and the Winter Formal
- Provide more mental health support for students
- Continue to provide opportunities for students to engage in Art and Music opportunities

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Maintain attendance rates at 97% or higher

**18-19**

Maintain 97.5% attendance

**Baseline**

97% attendance

**Metric/Indicator**

Maintain chronic absence rate at below 3%

**18-19**

Attain 3% or lower chronic absence rate

**Baseline**

3% or lower chronic absence rate

Actual

Attendance rate as of May is 97.8%

Chronic absence rate is 8.3% (17-18)

Expected

**Metric/Indicator**

Maintain low dropout rate for all cohorts, below 10%

**18-19**

Maintain low dropout rate for all cohorts, below 10%

**Baseline**

Maintain low dropout rate for all cohorts, below 10%

**Metric/Indicator**

Maintain growth in passage rate from Integrated Math I to Integrated Math II (including use of summer school)

**18-19**

Maintain passage rate of 80%

**Baseline**

Passage rate of 75%

**Metric/Indicator**

Maintain or increase parental involvement in Met cultural events

**18-19**

40+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)

**Baseline**

30+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)

**Metric/Indicator**

Increase art supplies and curriculum

**18-19**

Maintain 2 art classes, film studies, music appreciation, after school music program

**Baseline**

2 art classes, film studies, music appreciation

**Metric/Indicator**

Student participation in out-of-school career and college experiences

**18-19**

Maintain 11th graders on college visit. Add at least one, for a total of 2, other college event/exposure for all students

**Baseline**

11th graders go on college visit

Actual

Math passage rate is estimated at no significant change

The cultural events noted had greater than 35 parent participation

Art classes, film studies, music appreciation, makers, continue with paid after school music program. For the 2019-20 school year theatre has been added.

All 9th graders went on a college trip to CSUS in 18-19. Juniors went on various college trips through out the year with their advisors.

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Create opportunities for teachers to develop assessments more holistically assess students. Services include:</p> <ul style="list-style-type: none"> <li>• Summer work in content areas (developing assessments)</li> <li>• Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects.</li> </ul>	<p>Implemented.</p>	<p>Teacher pay for summer work (developing content-area assessments) 1000-1999: Certificated Personnel Salaries Sup 07 F/R 2,000</p>	<p>Teacher pay for summer work (developing content-area assessments)  1000-1999: Certificated Personnel Salaries LCFF 2000</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide funding for 11th and/or 12th grade college visits</p>	<p>Implemented.</p>	<p>Bus rentals, etc. 5000-5999: Services And Other Operating Expenditures Other 4,150</p>	<p>Bus rentals, etc.  5000-5999: Services And Other Operating Expenditures 0</p>

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Instructional supplies for college visits

Implemented.

Instructional supplies and materials 4000-4999: Books And Supplies Sup 07 F/R 500

Instructional supplies and materials 4000-4999: Books And Supplies 0

### Action 4

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Continue to use part-time social worker

Social worker is funded for .2

0.3 FTE social worker 1000-1999: Certificated Personnel Salaries Sup 07 F/R 42,000

0.2 FTE Student Specialist II 1000-1999: Certificated Personnel Salaries Title I 29380

### Action 5

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Counselor will not be funded in 2017-18

Counselor is funded for .4

0.4 FTE Counselor 1000-1999: Certificated Personnel Salaries 40928

## 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.

Overall implementation is as planned, with the addition of social worker not reflected in prior year.

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

These actions are effective in continuing the safe, welcoming and positive climate at The Met.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Annual Update includes the expenditure for the Social Worker not reflected in the previous year's LCAP budget. College trips were implemented, but were funded by the College Readiness Block Grant (not site funds).

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.

No changes planned for 2019-20.

# Stakeholder Engagement

LCAP Year: 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?

School Climate survey sent to families each Spring.

School Climate survey sent to students each Spring.

Parent meetings with advisors 4 or more times per year.

Over 25 weekly staff/collaborative meetings per school year.

School Advisory Board meetings (the 2nd Wednesday of each month); LCAP specific meetings held in August, October, November and May.

Daily email and Schoology feedback from parents, students, and staff. Because of the heavy technology use at the Met Sacramento, parents and students regularly email staff about concerns, celebrations, and other important information.

Mentor feedback forms/surveys

Teacher meetings with Mentors approximately once per month during the school year

Many student surveys regarding internships and post graduation planning.

Results of previous year plans were presented at School Advisory Board Meetings and also at Staff meetings.

## Impact on LCAP and Annual Update

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

The School receives data about School Climate and Culture from parents' perspectives, communication with teachers and administration, and their students' exposure to real-world learning. From this data, we can assess whether adjustments have to be made on the LCAP and any corresponding budget items.

The school receives data about School Climate and Culture from students' perspectives, student access to teachers for help and support, relationships with adults on campus, being academically challenged, and real world learning and internship work. From this data, we can assess whether adjustments have to be made on the LCAP and any corresponding budget items.

Advisors (main teachers for each student) meet with each family 4 times per year after exhibitions. These meetings, while directed at the student, inform the staff collectively about challenges of the curriculum, the state of the school culture and climate, preparing students for college, and much more. This information is usually shared out either at staff meetings, through email, or through regular conversations between the principal and the teachers.

Teachers, administration, RSP teacher, and sometimes office staff meet the majority of Friday afternoons for 60 minutes.

Gives the administration feedback on the state of the school. The survey results are published and the main findings are put on each staff meeting agenda to remind everyone of what needs to be adjusted. For example, it was noted that staff needed more collaboration time

In multiple meetings, the principal presented the LCAP format in parallel with the SPSA format in order for the board and public attendees in order to define priorities and goals. Once goals were generated and written in detail for the SPSA, they were approved and then aligned with the LCAP goals. The LCAP itself was then re-introduced as a draft in May, 2018 and will be approved in early June, 2018.

SAB meetings, in general, are a vehicle for parents, students, staff, and community members to bring issues and/or ideas to the table. Examples of issues discussed (that pertain to the LCAP goals) are participatory budgeting process, finding ways to fund cultural events on campus, providing more translation services (in Spanish) for parents who speak limited English, college and career readiness in the form of college trips, and much more.

Individual qualitative feedback from mentors informs our staff about internship culture, how it supports our students, and ways the Met can improve in this area.

The administration looks for patterns in emails to determine any needs that should be addressed. For example, the in-house Student Information System, Schoology, was not being used as effectively as the staff had hoped. This can be addressed with improved training of parents and students around the use of Schoology.

Since each student at the Met Sacramento has an internship as an integral and central part of their curriculum, the students' mentors' feedback is essential in determining the effectiveness of the program. Mentors are provided a weekly survey to give feedback as well as an end-of-year survey.

Feedback reinforced the need to create an authentic LCAP plan that fit the Met Sacramento High School's mission and vision, rather than that of the district. Feedback also reinforced the idea that the school needed more emphasis on ELA Common Core skills, College/Career curriculum and experiences, and further enhancing student engagement.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Goal 1 has been modified to reflect the WASC goals developed after the completion of our self study and WASC visit. Support student learning with staff development in the implementation of the Common Core Standards in a way that works with the Met Sacramento's ideology and model and concurrently helps prepare students to be career and college ready. Staff development will include greater uniformity of expectations school wide including syllabi, curriculum maps and rubrics for project work and exhibition expectations. In addition the school management system will be streamlined and there will be an updated staff handbook. Specific goals for students include identified by the Met are: critical thinking, communication, content knowledge, and action (raising expectations on creating authentic projects that apply to the real world or to real issues, and raising expectations on the presentation of that project work for authentic assessment.). The Met should continue to develop and use assessments that capture career and college readiness alongside the more traditional assessments.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

More students need to graduate A-G ready. Maintain the high graduation rate for SPED and low-income students. Increase the Math CAASPP scores. Lower the suspension rate by continuing to implement restorative practices.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately assigned and credentialed teachers	100% teachers appropriately assigned and credentialed	100% teachers appropriately assigned and credentialed	100% teachers appropriately assigned and credentialed	100% teachers appropriately assigned and credentialed
- Work with the district to maintain school facilities [district building, appropriate budget allocation in 2016-17 budget]	Appropriate budgeted amounts to maintain school	- Continue to maintain school facilities	- Continue to maintain school facilities	- Continue to maintain school facilities
<ul style="list-style-type: none"> <li>Continue to implement CCSS in ELA and Math across the curriculum [Master Schedule, professional development]</li> </ul>	Professional Development opportunities provided (in school, district, and out of district)	Spend at least 5,000 on professional development (in house, over the summer).	Spend at least 7,000 on professional development (in house, over the summer)	Spend at least 8,000 on professional development (in house, over the summer).
- Continue to provide access for English learners to the CCSS standards. Increase reclassification rate.	Current year is 0%. Baseline in previous years 5%	- Increase reclassification rate to 6%.	<ul style="list-style-type: none"> <li>Increase reclassification rate to 10%.</li> </ul> (Actual: 0%)	Increase reclassification rate at 5%.
- Continue to provide curriculum and classes that meet the A-G requirements	- Continue to provide curriculum and classes that meet the A-G requirements	- Continue to provide curriculum and classes that meet the A-G requirements. Add Fine Arts when possible.	- Continue to provide curriculum and classes that meet the A-G requirements. Add Fine Arts when possible.	- Continue to provide curriculum and classes that meet the A-G requirements
<ul style="list-style-type: none"> <li>Increase percentage of students who</li> </ul>	Baseline is 35%	40% A-G completion	40% A-G completion	45% A-G completion

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
graduate having met the A-G requirements [Current year - 35%]				
<ul style="list-style-type: none"> <li>Maintain internship program, which includes CTE, applied arts, work-based learning, and real-world learning [95% internship rate]</li> </ul>	90% internship rate	Maintain internship program at 95%	Maintain internship program at 95%	Maintain internship program at 95%
<ul style="list-style-type: none"> <li>Maintain low dropout rates for all groups [EL - 0%; SPED - 0%, Low Income - 3.4%, All students - 3.4%]</li> </ul>	The Met's dropout rate should be maintained at below 7%.	Maintain dropout rate at below 5% for SPED and low income	Maintain dropout rate at below 5% for SPED and low income	Maintain dropout rate at below 5% for SPED and low income
- Increase cohort graduation rates for EL and SPED students, maintain for Low Income and All students [EL - 60%, SPED - 66.7%, Low Income - 90%, All students - 90%].	The Met's graduation rate should be 85% minimum.	- Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income	- Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income	- Increase reclassification rate to 6%. Maintain dropout rate at below 5% for SPED and low income

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Maintain Early College program for 9-12.	The Met has approximately 30% of it's students participate in the early college program.	Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year].	Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year].	Maintain Early College program for 9-12. Maintain current enrollment of students in college classes [30% over school year].
Increase percentage of students who met or exceeded standards on the Smarter Balanced 11th Grade assessments by 2% annually	Baseline: 2016-17 ELA 55.36% Math 19.30%			ELA: 57.36% Math: 21.3%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

### Actions/Services

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

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

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

2017-18 Actions/Services

A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.

2018-19 Actions/Services

A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.

2019-20 Actions/Services

A basic educational program is provided to all students attending the Met as the foundation to developing Career and College-ready students. Services include a part time Internship coordinator and an ELA specialist.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1,484,969	1,484,969	1,500,000
Source	Base	Base	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Teachers, regular Ed	1000-1999: Certificated Personnel Salaries Teachers, regular Ed	1000-1999: Certificated Personnel Salaries Teachers, regular Ed
Amount	27,325	27,325	28,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher, ELA specialist position (.25 FTE)	1000-1999: Certificated Personnel Salaries Teacher, ELA specialist position (.25 FTE)	1000-1999: Certificated Personnel Salaries Teacher, ELA specialist position (.25 FTE)

**Action 2**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: SPED  
[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income  
[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Offer on-going professional learning. Services will include:

- On-site collaboration,
- Instructional coaching at the district,
- Attending conferences,
- Professional Learning for SPED staff,
- Substitutes for teachers attending professional development

**2018-19 Actions/Services**

Offer on-going professional learning. Services will include:

- On-site collaboration,
- Instructional coaching at the district,
- Attending conferences,
- Professional Learning for SPED staff,
- Substitutes for teachers attending professional development

**2019-20 Actions/Services**

Offer on-going professional learning. Services will include:

- On-site collaboration,
- Instructional coaching at the district,
- Attending conferences,
- Professional Learning for SPED staff,
- Substitutes for teachers attending professional development

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	9500	9500	10,000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	5000-5999: Services And Other Operating Expenditures Pay for conferences, Professional development, and corresponding fees for Common Core	5000-5999: Services And Other Operating Expenditures Pay for conferences, Professional development, and corresponding fees for Common Core	5000-5999: Services And Other Operating Expenditures Pay for conferences, Professional development, and corresponding fees for Common Core

Amount	2000	2000	2000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher substitute pay (for conference attendance)	1000-1999: Certificated Personnel Salaries Teacher substitute pay (for conference attendance)	1000-1999: Certificated Personnel Salaries Teacher substitute pay (for conference attendance)
Amount	3000	3000	3000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	2000-2999: Classified Personnel Salaries Work-based learning Professional development, at district and over summer on site	2000-2999: Classified Personnel Salaries Work-based learning Professional development, at district and over summer on site	2000-2999: Classified Personnel Salaries Work-based learning Professional development, at district and over summer on site
Amount	190,000	190,000	200,000
Source	Base	Base	LCFF
Budget Reference	7000-7439: Other Outgo Special Education Encroachment	7000-7439: Other Outgo Special Education Encroachment	7000-7439: Other Outgo Special Ed Encroachment
Amount	1500	1500	1500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff.	4000-4999: Books And Supplies Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff.	4000-4999: Books And Supplies Special Education Digital materials (eBooks), particularly for Low income SPED students. Can be utilized by RSP teacher and other staff.
Amount	4500	4500	4500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Summer, 2016, collaboration training for returning and new staff	1000-1999: Certificated Personnel Salaries Summer, collaboration training for returning and new staff	1000-1999: Certificated Personnel Salaries Summer, collaboration training for returning and new staff

### Action 3

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Low Income

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

#### 2017-18 Actions/Services

Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:

- Providing eBooks, especially for Low-income students,
- CCSS instructional materials/software with embedded assessments,
- Computer Hardware including Chromebooks and Carts,
- Software for student portfolios and Hapara student-management systems.

#### 2018-19 Actions/Services

Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:

- Providing eBooks, especially for Low-income students,
- CCSS instructional materials/software with embedded assessments,
- Computer Hardware including Chromebooks and Carts,
- Software for student portfolios and Hapara student-management systems.

#### 2019-20 Actions/Services

Provide technology (devices) that can help deliver digital CCSS-aligned instructional materials and curriculum. Services include:

- Providing eBooks, especially for Low-income students,
- CCSS instructional materials/software with embedded assessments,
- Computer Hardware including Chromebooks and Carts,
- Software for student portfolios and Hapara student-management systems.

- Fleet of Chromebooks to send home with students who need them (borrowed)

- Fleet of Chromebooks to send home with students who need them (borrowed)

- Fleet of Chromebooks to send home with students who need them (borrowed)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	6,000	7,000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Technology (OverDrive eBooks and digital Library)	4000-4999: Books And Supplies Technology (OverDrive eBooks and digital Library)	4000-4999: Books And Supplies Technology (OverDrive eBooks and digital Library)
Amount	15,000	15,000	16,000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Technology (hardware)	4000-4999: Books And Supplies Technology (hardware)	4000-4999: Books And Supplies Tech
Amount	3,000	3,000	3,000
Source	Base	Base	LCFF
Budget Reference	4000-4999: Books And Supplies Technology (laptop carts)	4000-4999: Books And Supplies Technology (laptop carts)	4000-4999: Books And Supplies Carts, etc.
Amount	1500	1500	1500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Hapara Software	4000-4999: Books And Supplies Hapara Software	4000-4999: Books And Supplies Hapara Software
Amount	4500	4500	4500
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies 13 Chromebook laptops with protective shells	4000-4999: Books And Supplies 13 more Chromebook laptops with protective shells	4000-4999: Books And Supplies 13 more Chromebook laptops with protective shells

### Action 4

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Align Common Core curriculum/metrics with current Met curriculum. Services include:

- Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory.
- Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core.
- Purchasing supplemental novels, textbooks, and art curriculum

2018-19 Actions/Services

Align Common Core curriculum/metrics with current Met curriculum. Services include:

- Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory.
- Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core.
- Purchasing supplemental novels, textbooks, and art curriculum

2019-20 Actions/Services

Align Common Core curriculum/metrics with current Met curriculum. Services include:

- Incorporating Common Core strategies, particularly ELA, into systems already in place, such as exhibitions, internship work, and advisory.
- Summer Pay for teachers to create curriculum and innovate new ways to utilize Big Picture model in service of the Common Core.
- Purchasing supplemental novels, textbooks, and art curriculum

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Summer pay for teachers (curriculum writing)	1000-1999: Certificated Personnel Salaries Summer pay for teachers (curriculum writing)	1000-1999: Certificated Personnel Salaries Summer pay for teachers (curriculum writing)
Amount	3,000	3,000	3000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Purchase supplemental novels, textbooks, art materials	4000-4999: Books And Supplies Purchase supplemental novels, textbooks, art materials	4000-4999: Books And Supplies Purchase supplemental novels, textbooks, art materials
Amount	0	0	0
Budget Reference	7000-7439: Other Outgo Continual staff development	7000-7439: Other Outgo Continual staff development	7000-7439: Other Outgo Continual staff development

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Improve communication with parents and students, including those who speak languages other than English. Including establishing an ELAC and assuring that non-English speaking parents can participate on the SAB. Provide a space for parents to use technology to check on their students' progress, research college and career. Increase parent and mentor involvement in the school by streamlining the district mandated protocols for volunteers on campus and as much as possible encouraging parents to be involved in the school on a day to day basis.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Communication with families can always be improved. While Schoology use has gone up among parents/guardians, it's still an area for growth. Parent survey participation rates needs to be improved (go up). Parent exhibition participation needs to improve. Participation rate for EL families needs to increase. Suspension rates, especially those for non drug or violence-related issues, needs to be maintained at a low level.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Promote overall parent participation in exhibitions, along with other school events	80% parent exhibition rate for exhibitions	80% parent exhibition rate	85% parent exhibition rate	Maintain at 85% exhibition rate
Increase parental participation from parents of EL students at back-to-school night and other school events.	50% participation of parents of EL students	50% of participation from parents of EL students	55% of participation from parents of EL students	60% of participation from parents of EL students
Maintain suspension numbers at below 5 per year for non-drug or non-violence related offenses	Below 5 per year for non-drug or non-violence related offenses	Maintain at below 5 per year for non-drug or non-violence related offenses	Maintain at below 5 per year for non-drug or non-violence related offenses	Maintain at below 5 per year for non-drug or non-violence related offenses
Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate	Maintain 0% expulsion rate
Continue to monitor parent, staff, and student surveys about school safety	30% parent survey participation, 50% student survey participation	40% parent survey participation, 55% student survey participation	45% parent survey participation, 60% student survey participation	50% parent survey participation, 60% student survey participation
Use of Schoology by parents	75% of families regularly using Schoology (question needs to be added to parent survey)	80% of families regularly using Schoology	85% of families regularly using Schoology	90% of families regularly using Schoology
Use of translation services by Spanish-speaking families	Maintain log of meetings between staff and families	Maintain log of meetings between staff and families	Maintain log of meetings between staff and families	Maintain log of meetings between staff and families

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Low Income

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Using Technology to communicate with all families. Services include:

- Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.

2018-19 Actions/Services

Using Technology to communicate with all families. Services include:

- Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.

2019-20 Actions/Services

Using Technology to communicate with all families. Services include:

- Funding Schoology, the Met's in-house Learning Management System (LMS). Schoology allows all parents, students, and staff to curriculum, access content, and monitor grades, attendance, and content mastery.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Schoology: cost for use, link to Infinite campus	4000-4999: Books And Supplies Schoology: cost for use, link to Infinite campus	4000-4999: Books And Supplies Schoology: cost for use, link to Infinite campus

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

## Actions/Services

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

Unchanged Action

### 2017-18 Actions/Services

Provide funding for Spanish translation services. Services include:

- One-on-one translation for parent/teacher meetings or parent/principal meetings.
- Translation services for all call messaging to families

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

Unchanged Action

### 2018-19 Actions/Services

Provide funding for Spanish translation services. Services include:

- One-on-one translation for parent/teacher meetings or parent/principal meetings.
- Translation services for all call messaging to families

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

Unchanged Action

### 2019-20 Actions/Services

Provide funding for Spanish translation services. Services include:

- One-on-one translation for parent/teacher meetings or parent/principal meetings.
- Translation services for all call messaging to families

- Translation services for important document translation
- Spanish-language presentations and information at Back to school night.

- Translation services for important document translation
- Spanish-language presentations and information at Back to school night.

- Translation services for important document translation
- Spanish-language presentations and information at Back to school night.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Sup 09 EL	Sup 09 EL	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for one-on-one parents meetings with teachers.	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for one-on-one parents meetings with teachers.	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for one-on-one parents meetings with teachers.
Amount	1500	1500	1500
Source	Sup 09 EL	Sup 09 EL	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish.	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish.	1000-1999: Certificated Personnel Salaries Provide funding for Spanish translation service for all-call messaging to families and to help with translating important documents into Spanish.
Amount	400	400	400
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families.	4000-4999: Books And Supplies Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families.	4000-4999: Books And Supplies Provide food at back-to-school night to draw in all families. Provide spanish-language presentations and information at the event, including LMS adoption for these families.



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 3

School Culture and student engagement

- Increase the college-going culture at the Met through college-oriented events and better utilization of California College Guidance Initiative (CCGI).
- Continue to provide school-wide cultural events, such as Black History Celebration, Cinco de Mayo, and the Winter Formal
- Provide more mental health support for students
- Continue to provide opportunities for students to engage in Art and Music opportunities

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Maintain high attendance rate and low chronic absence rate. Continue to increase art curriculum and art opportunities at the school (drama, dance, music, art, etc.). Increase parent involvement at Met cultural events. Increase college visits and college presentations and provide resources for students around scholarship and financial aid.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain attendance rates at 97% or higher	97% attendance	97.5% attendance	Maintain 97.5% attendance	Maintain 97.5% attendance
Maintain chronic absence rate at below 3%	3% or lower chronic absence rate	Maintain 3% or lower chronic absence rate (Actual: 8.8%)	Attain 3% or lower chronic absence rate	Maintain 3% or lower chronic absence rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain low dropout rate for all cohorts, below 10%	Maintain low dropout rate for all cohorts, below 10%	Maintain low dropout rate for all cohorts, below 10%	Maintain low dropout rate for all cohorts, below 10%	Maintain low dropout rate for all cohorts, below 10%
Maintain growth in passage rate from Integrated Math I to Integrated Math II (including use of summer school)	Passage rate of 75%	Passage rate of 80%	Maintain passage rate of 80%	Maintain passage rate of 80%
Maintain or increase parental involvement in Met cultural events	30+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)	35+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)	40+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)	Maintain 40+ parent/guardian participants in main cultural events (Black History, Cinco De Mayo, Women's history)
Increase art supplies and curriculum	2 art classes, film studies, music appreciation	2 art classes, film studies, music appreciation. Add paid after school music program	Maintain 2 art classes, film studies, music appreciation, after school music program	2 art classes, film studies, music appreciation, paid after school music program. Add dance or drama program.
Student participation in out-of-school career and college experiences	11th graders go on college visit	Maintain 11th graders on college visit. Add at least one other college event/exposure for all students	Maintain 11th graders on college visit. Add at least one, for a total of 2, other college event/exposure for all students	Maintain 10th/11th/12th graders on college visit. Maintain at least 2 other college event/exposure for all students

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

**2017-18 Actions/Services**

Create opportunities for teachers to develop assessments more holistically assess students. Services include:

- Summer work in content areas (developing assessments)
- Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects.

**2018-19 Actions/Services**

Create opportunities for teachers to develop assessments more holistically assess students. Services include:

- Summer work in content areas (developing assessments)
- Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects.

**2019-20 Actions/Services**

Create opportunities for teachers to develop assessments more holistically assess students. Services include:

- Summer work in content areas (developing assessments)
- Teacher summer pay and/or stipends to create more effective rubrics to assess student learning for exhibition presentations, writing assignments, and projects.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher pay for summer work (developing content-area assessments)	1000-1999: Certificated Personnel Salaries Teacher pay for summer work (developing content-area assessments)	1000-1999: Certificated Personnel Salaries Teacher pay for summer work (developing content-area assessments)

## Action 2

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

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income  
[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Provide funding for 11th and/or 12th grade college visits

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

Unchanged Action

2018-19 Actions/Services

Provide funding for 11th and/or 12th grade college visits

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

Modified Action

2019-20 Actions/Services

This action is modified to reflect funding provided by District (college field trips will

take place but no financial responsibility for The Met).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,000	4,150	0
Source	Other	Other	
Budget Reference	5000-5999: Services And Other Operating Expenditures Bus rentals, etc.	5000-5999: Services And Other Operating Expenditures Bus rentals, etc.	

**Action 3**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Instructional supplies for college visits

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

Unchanged Action

2018-19 Actions/Services

Instructional supplies for college visits

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

Modified Action

2019-20 Actions/Services

This action is modified to reflect funding provided by District (college field trips will

take place but no financial responsibility for The Met).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	500	500	0
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	4000-4999: Books And Supplies Instructional supplies and materials	4000-4999: Books And Supplies Instructional supplies and materials	4000-4999: Books And Supplies Instructional supplies and materials

**Action 4**

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

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Low Income

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Continue to use part-time social worker

2018-19 Actions/Services

Continue to use part-time social worker

2019-20 Actions/Services

Continue to use part-time social worker at .2 FTE

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	40,000	42,000	29,380
Source	Sup 07 F/R	Sup 07 F/R	Suppl/Con
Budget Reference	1000-1999: Certificated Personnel Salaries 0.3 FTE social worker	1000-1999: Certificated Personnel Salaries 0.3 FTE social worker	1000-1999: Certificated Personnel Salaries 0.2 FTE social worker

**Action 5**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All Specific Student Groups: At-risk</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
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**OR**

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

<p><b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**Actions/Services**

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Unchanged Action</p>
<p>2017-18 Actions/Services</p> <p>Continue to utilize part-time counselor</p>	<p>2018-19 Actions/Services</p> <p>Continue to utilize part-time counselor</p>	<p>2019-20 Actions/Services</p> <p>Continue to utilize part-time counselor</p>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	48,400	40,900	40,928
Source	Sup 07 F/R	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries 0.4 FTE academic counselor	1000-1999: Certificated Personnel Salaries 0.4 FTE academic counselor	1000-1999: Certificated Personnel Salaries 0.4 FTE academic counselor

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$292,604

Percentage to Increase or Improve Services

%

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).

The chartering authority (SCUSD) allocated funds to dependent charter The Met based on unduplicated numbers of EL, low income, and foster youth to ensure that The Met could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback. The estimated supplemental and concentration grant funding for The Met is \$292,604. Student data as well as stakeholder input helped to inform the school that the expenditures included in the LCAP are necessary and appropriate for target subgroups.

The calculated percentage by which services must be increased for the unduplicated students is \_\_\_\_\_%.

Examples of school site expenditures to support the target subgroup students at The Met include:

- Resource Teacher
- Math training specialist
- English teacher for English learners
- Purchase of digital materials including textbooks, hardware and software to provide increased access to resources for students with fewer resources
- Professional development in Common Core and Work-Based Learning for certificated and classified staff to better support students
- Translation and interpretation services for parents whose first language is not English
- Creation of student assessments to monitor progress and provide necessary interventions
- Financial resources for cultural and artistic opportunities as well as college and career investigations

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$319,422

Percentage to Increase or Improve Services

12.75%

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).

The chartering authority (SCUSD) allocated funds to dependent charter The Met based on unduplicated numbers of EL, low income, and foster youth to ensure that The Met could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback. The estimated supplemental and concentration grant funding for The Met is \$319,422. Student data as well as stakeholder input helped to inform the school that the expenditures included in the LCAP are necessary and appropriate for target subgroups.

The calculated percentage by which services must be increased for the unduplicated students is 12.75%.

Examples of school site expenditures to support the target subgroup students at The Met include:

- Resource Teacher
- Math training specialist

- English teacher for English learners
- Purchase of digital materials including textbooks, hardware and software to provide increased access to resources for students with fewer resources
- Professional development in Common Core and Work-Based Learning for certificated and classified staff to better support students
- Translation and interpretation services for parents whose first language is not English
- Creation of student assessments to monitor progress and provide necessary interventions
- Financial resources for cultural and artistic opportunities as well as college and career investigations

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$215,226

9.08%

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).

In Sacramento City Unified School District, the percentage of students within the target subgroups is approximately 71% of the overall student population. The chartering authority (SCUSD) allocated funds to dependent charter The Met based on unduplicated numbers of EL, low income, and foster youth to ensure that The Met could make decisions to implement practices and programs to meet the needs of the targeted subgroups, in accordance with stakeholder feedback.

The estimated supplemental and concentration grant funding for The Met is \$215,226. Out of this amount, approximately \$95,200 LCFF supplemental and concentration grant funds were budgeted for expenditures such as increased professional development time, additional technology supports, cultural and artistic opportunities, and the implementation of a parent resource center. Student data as well as stakeholder input helped to inform the school that these expenditures are necessary and appropriate for target subgroups.

The table below indicates how expenditures will be used to meet the needs of ELs, low income students, and foster youth. The Met will need to reference the LCAP and site plans when submitting requisitions to ensure that expenditures of LCFF supplemental and concentration grant funds meet the intent of the LCAP and provide support to the targeted subgroups. The Met's School Advisory Board will align their Single Plan for Student Achievement (SPSA) to the goals and actions in the approved Local Control and Accountability Plan.

The calculated percentage by which services must be increased for the unduplicated students is 9.08%.

Examples of school site expenditures to support the target subgroup students at The Met include:

- Purchase of digital materials including textbooks, hardware and software to provide increased access to resources for students with fewer resources
- Professional development in Common Core and Work-Based Learning for certificated and classified staff to better support students
- Implementation of a Parent Resource Center, including computer hardware and software, to foster communication and partnership with parents of unduplicated students
- Translation and interpretation services for parents whose first language is not English
- Creation of student assessments to monitor progress and provide necessary interventions
- Financial resources for cultural and artistic opportunities as well as college and career investigations

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,815,344.00	1,895,070.00	1,861,594.00	1,856,244.00	1,867,208.00	5,585,046.00
	0.00	1,558,320.00	0.00	0.00	0.00	0.00
Base	1,677,969.00	0.00	1,677,969.00	1,677,969.00	0.00	3,355,938.00
LCFF	0.00	5,500.00	0.00	40,900.00	1,743,928.00	1,784,828.00
Other	4,150.00	0.00	4,000.00	4,150.00	0.00	8,150.00
Sup 07 F/R	102,400.00	0.00	148,800.00	102,400.00	0.00	251,200.00
Sup 09 EL	3,500.00	0.00	3,500.00	3,500.00	0.00	7,000.00
Suppl/Con	0.00	51,000.00	0.00	0.00	95,280.00	95,280.00
Title I	27,325.00	280,250.00	27,325.00	27,325.00	28,000.00	82,650.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,815,344.00	1,895,070.00	1,861,594.00	1,856,244.00	1,867,208.00	5,585,046.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,568,294.00	1,816,647.00	1,614,694.00	1,609,194.00	1,612,308.00	4,836,196.00
1000-3000	0.00	6,476.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
4000-4999: Books And Supplies	40,400.00	6,500.00	40,400.00	40,400.00	41,900.00	122,700.00
4000-7000	0.00	31,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	13,650.00	10,000.00	13,500.00	13,650.00	10,000.00	37,150.00
5900: Communications	0.00	1,947.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	190,000.00	19,000.00	190,000.00	190,000.00	200,000.00	580,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,815,344.00	1,895,070.00	1,861,594.00	1,856,244.00	1,867,208.00	5,585,046.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	1,525,897.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	1,484,969.00	0.00	1,484,969.00	1,484,969.00	0.00	2,969,938.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	2,000.00	0.00	40,900.00	1,540,928.00	1,581,828.00
1000-1999: Certificated Personnel Salaries	Sup 07 F/R	52,500.00	0.00	98,900.00	52,500.00	0.00	151,400.00
1000-1999: Certificated Personnel Salaries	Sup 09 EL	3,500.00	0.00	3,500.00	3,500.00	0.00	7,000.00
1000-1999: Certificated Personnel Salaries	Suppl/Con	0.00	8,500.00	0.00	0.00	43,380.00	43,380.00
1000-1999: Certificated Personnel Salaries	Title I	27,325.00	280,250.00	27,325.00	27,325.00	28,000.00	82,650.00
1000-3000		0.00	6,476.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Sup 07 F/R	3,000.00	0.00	3,000.00	3,000.00	0.00	6,000.00
2000-2999: Classified Personnel Salaries	Suppl/Con	0.00	3,000.00	0.00	0.00	3,000.00	3,000.00
4000-4999: Books And Supplies		0.00	5,000.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	3,000.00	0.00	3,000.00	3,000.00	0.00	6,000.00
4000-4999: Books And Supplies	LCFF	0.00	0.00	0.00	0.00	3,000.00	3,000.00
4000-4999: Books And Supplies	Sup 07 F/R	37,400.00	0.00	37,400.00	37,400.00	0.00	74,800.00
4000-4999: Books And Supplies	Suppl/Con	0.00	1,500.00	0.00	0.00	38,900.00	38,900.00
4000-7000	LCFF	0.00	3,000.00	0.00	0.00	0.00	0.00
4000-7000	Suppl/Con	0.00	28,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00

<b>Total Expenditures by Object Type and Funding Source</b>							
<b>Object Type</b>	<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	4,150.00	0.00	4,000.00	4,150.00	0.00	8,150.00
5000-5999: Services And Other Operating Expenditures	Sup 07 F/R	9,500.00	0.00	9,500.00	9,500.00	0.00	19,000.00
5000-5999: Services And Other Operating Expenditures	Suppl/Con	0.00	9,500.00	0.00	0.00	10,000.00	10,000.00
5900: Communications		0.00	1,947.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo		0.00	19,000.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Base	190,000.00	0.00	190,000.00	190,000.00	0.00	380,000.00
7000-7439: Other Outgo	LCFF	0.00	0.00	0.00	0.00	200,000.00	200,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	1,757,794.00	1,809,339.00	1,757,794.00	1,757,794.00	1,786,000.00	5,301,588.00
<b>Goal 2</b>	8,900.00	13,423.00	8,900.00	8,900.00	8,900.00	26,700.00
<b>Goal 3</b>	48,650.00	72,308.00	94,900.00	89,550.00	72,308.00	256,758.00
<b>Goal 4</b>			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					

<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					