



**Albert Einstein Academy**  
**SCV Elementary**

**LCAP 2014-15**

**§ 15497. Local Control and Accountability Plan and Annual Update Template.****Introduction:**

LEA: Albert Einstein Academy Elementary Contact: Sean Ramsey, Principal [sean.ramsey@ealas.org](mailto:sean.ramsey@ealas.org) (661) 373-6196

LCAP Year: 2014-2015

***Local Control and Accountability Plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### B. Pupil Outcomes:

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

**Parent involvement:** efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process  | Impact on LCAP   |
|--|--|
| <p>Albert Einstein Academy Elementary is a direct-funded charter school, with a Science, Technology, Engineering, Arts, and Mathematics STEAM-based focus. Our charter school serves approximately 570 students in K-6, with a Project-based learning environment. Our school has just completed its first year of instruction and provides all students with a unique, blended interdisciplinary approach to academics that includes foreign language study for all students.</p> <p>Albert Einstein Academy Elementary is one of 8 charter schools under the jurisdiction of Albert Einstein Academies Letters, Arts and Sciences (AEALAS) Charter Management Organization, a non-profit organization.</p> <p>Our school informed its stakeholders about LCFF/LCAP using numerous modes of communication: Coffee with the Principal meeting; and the school’s website.</p> <p>In order to gather input, Albert Einstein Academy Elementary, developed an online self-administered questionnaire for all stakeholders (Community, Parents, Staff, and students) using a 5-point scale, which addressed each of the 8 State Priorities to ensure meaningful input and engagement in the drafting of our school’s LCAP report. In addition, the online questionnaire for parents provided an additional set of questions that required feedback on various areas including subject-specific student performance and academic supports. To ensure adequate input</p> | <p>As a result of meetings and presentations in consultation with stakeholders, Albert Einstein Academy Elementary, identified common themes, which are listed below. The input received from various stakeholders served to develop the following goals for our LCAP while addressing the 8 State Priorities.</p> <ul style="list-style-type: none"> <li>• Implement Common Core Aligned assessments to Close the Achievement Gap</li> <li>• Provide Professional Development for all teachers on the Common Core State Standards (CCSS), English Language Arts (ELA)/English Language Development (ELD) Frameworks; and Instructional Practice for 21<sup>st</sup> Century Learners</li> <li>• Provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning</li> <li>• Engage parents through education, communication, collaboration opportunities</li> <li>• Develop a data-driven culture</li> </ul> <p>There were a total of 151 respondents in the online questionnaire from all stakeholders, comprised of staff, parents and students.</p> <ul style="list-style-type: none"> <li>• 4% of respondents identified as school staff</li> <li>• 2% identified as students</li> <li>• 93% identified as parents</li> </ul> |

| <b>Involvement Process</b>   | <b>Impact on LCAP</b>  |
|--|--|
| <p>from all stakeholders and subgroups, students and parents of students were asked for their racial background and if they identified with any of the subgroups including “unduplicated counts.” To ensure anonymity, the online questionnaire did not collect any names.</p> <p>The following documents were collected, reviewed, disaggregated and analyzed in the development of the LCAP:</p> <ul style="list-style-type: none"><li>• Charter Petition</li><li>• Student/School Demographics</li></ul> <p>A draft version of the LCAP was posted on the school’s website for stakeholder feedback, review and consultation on June 20, 2014.</p> <p>On June XX, 2014, the Albert Einstein Academies Letters of Arts and Science’s governing board convened and approved the LCAP for Albert Einstein Academy Elementary and 2014-15 budget.</p> | <ul style="list-style-type: none"><li>• 1% Community Members</li></ul> |

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## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals  |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)      |   |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|-------------------------------------|---|---|---|--|
|  | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |  |
| <b>NEED:</b> To provide students with equitable access to curricular &   | <b>GOAL #1:</b> Implement a school-wide Common Core aligned assessment | All Students   | Albert Einstein Academy Elementary   |                                     | 100% of students will be taught by teachers who meet highly qualified criteria. | 100% of students will be taught by teachers who meet highly qualified criteria. | 100% of students will be taught by teachers who meet highly qualified criteria. | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)  | Goals  |  |  | Annual Update: Analysis of Progress  | What will be different/improved for students? (based on identified metric)   |   |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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|   | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |  | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16   | Year 3: 2016-17   |  |
| <p>instructional programs and high quality instruction.</p> <p><b>METRIC:</b><br/>SARC Report, CALPADS, Classroom Observations, Benchmark assessments, CELDT, Reclassification Rates, Teacher surveys</p> | <p>systems to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.</p> |  |  | <p>All students will have access to Common Core aligned curriculum &amp; instructional materials in ELA, Math &amp; Science</p> <p>Research, Develop &amp; Implement Common Core Aligned Diagnostic &amp; Benchmark assessments for ELA, Math &amp; Science</p> <p>All students will be assessed in Reading at least 2 times per year;</p> | <p>All students will have access to Common Core aligned curriculum &amp; instructional materials in ELA, Math &amp; Science</p> <p>All students will be assessed in ELA, Math, &amp; Science using Benchmark Assessments: 3 times per year</p> <p>75% of continuing students will meet growth targets in Reading</p> | <p>All students will have access to Common Core aligned curriculum &amp; instructional materials in all core subjects</p> <p>All students will be assessed in all core subjects using Benchmark Assessments: 3 times per year</p> <p>85% of continuing students will meet growth targets in Reading</p> | <p>Core State Standards</p> <p>Priority 4: Student Achievement</p> <p>Priority 7: Course Access</p> <p>Priority 8: Other Student Outcomes</p> |  |

| <b>Identified Need and Metric</b><br>(What needs have been identified and what metrics are used to measure progress?) | <b>Goals</b>               |   |   | <b>Annual Update: Analysis of Progress</b> | <b>What will be different/improved for students? (based on identified metric)</b>   |   |  | <b>Related State and Local Priorities</b><br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|----------------------------|---|---|--|---|---|--|---|
|   | <b>Description of Goal</b> | <b>Applicable Pupil Subgroups</b><br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | <b>School(s) Affected</b><br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |  | <b>LCAP YEAR</b><br>Year 1: 2014-15   | Year 2: 2015-16   | Year 3: 2016-17  |   |
|   |                            |   |   |  | and annual growth targets will be developed<br><br>2014-15 CAASPP Assessment in ELA and Math will serve to determine baseline | Students scoring Proficient or Above on CAASPP (ELA & MATH) will demonstrate at least one year of growth from 2015 to 2016. Student scoring below proficient will make greater than one year's growth to reach proficiency within 3 consecutive years of attending AEA Elementary | Students scoring Proficient or Above on CAASPP (ELA & MATH) will demonstrate at least one year of growth from 2016 to 2017. Students scoring below proficient will make greater than one year's growth to reach proficiency within 3 consecutive years of attending AEA Elementary |   |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)   | Goals  |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)  |   |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|-------------------------------------|---|---|---|--|
|  | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |  |
|  |  |  |  |                                     | Develop a State Approved Technology Plan to address the technology needs of the school & students   | Implement Technology Plan Goals   | Continue to Implement Technology Plan Goals   |  |
| <p><b>NEED:</b> Training for teachers on effective pedagogy, CCSS; &amp; CCSS ELA/ELD Frameworks to support all students and EL's.</p> <p><b>METRIC:</b> SARC Report, CALPADS, Classroom Observations, Benchmark</p> | <p><b>GOAL #2:</b> Students will receive instruction by teachers who participate in ongoing Professional Development on 21<sup>st</sup> Century instruction; Common Core State Standards (CCSS) including ELA &amp; ELD Frameworks</p> | <p>All Students</p> <p>English Learners</p> <p>Students with Disabilities</p>  | <p>Albert Einstein Academy Elementary</p>  |                                     | <p>All students will be instructed by teachers who engage in ongoing PD in 21<sup>st</sup> Century Learning including CCSS in Science, Math, &amp; ELA/ELD Frameworks.</p> <p>All EL students will advance at least one performance level annually as determined by CELDT</p> | <p>All students will be instructed by teachers who engage in ongoing PD in 21<sup>st</sup> Century Learning including CCSS in ELA/ELD, Math, &amp; Science</p> <p>All EL students will advance at least one performance level annually as determined by CELDT</p> | <p>All students will be instructed by teachers who engage in ongoing PD in 21<sup>st</sup> Century Learning including CCSS in ELA/ELD, Math, History &amp; Science</p> <p>All EL students will advance at least one performance level annually as determined by CELDT</p> | <p>Priority 1: Basic Services</p> <p>Priority 2: Implementation of Common Core State Standards</p> <p>Priority 4: Student Achievement</p>  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals  |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)  |   |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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|  | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16   | Year 3: 2016-17   |  |
| assessments, CELDT, Reclassification Rates, Teacher surveys  |  |  |  |                                     | Establish baseline EL reclassification rate<br><br>School staff will work with Students with Disabilities to meet annual IEP Goals<br><br>Administer annual staff surveys | Increase EL Reclassification Rates annually<br><br>School staff will work with Students with Disabilities to meet annual IEP Goals<br><br>Administer annual staff surveys | Increase EL Reclassification Rates annually<br><br>School staff will work with Students with Disabilities to meet annual IEP Goals<br><br>Administer annual staff surveys |  |
| <b>NEED:</b> To strengthen parent involvement to support student academic, success, promote parent             | <b>GOAL #3:</b> Engage parents through education, communication, and collaboration to promote student academic | All Students   | Albert Einstein Academy Elementary   |                                     | Develop a strategic plan to strengthen & continue parent volunteer opportunities<br><br>Host Monthly Coffee with the Director   | Implement strategic plan & assess impact<br><br>Continue to host Monthly 'Coffee w/the Director'  | Continue to expand school wide volunteer opportunities<br><br>Continue to host Monthly 'Coffee w/the Director'  | Priority 2: Implementation of Common Core State Standards<br><br>Priority 3: Parental Involvement  |

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| participation & input opportunities<br><br><b>METRIC:</b><br>Parent surveys, attendance at workshops & school wide events  | success & engagement  |  |  |                                     | Host at least 4 parent education workshops & trainings  | Host at least 4 parent workshops & trainings   | Host at least 4 parent workshops & trainings   | Priority 5:<br>Student Engagement<br><br>Priority 6:<br>School Climate   |
| <b>NEED:</b> Improve school climate to engage all students through the use of Restorative Practices, positive discipline<br><br><b>METRIC:</b> SARC, CALPADS, Attendance | <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, | All Students   | Albert Einstein Academy Elementary   |                                     | All students will receive instruction in facilities that are safe, secure, clean and well maintained.<br><br>All students will participate in 3 Presentations of Learning, & assessed using clearly defined | All students will receive instruction in facilities that are safe, secure, clean and well maintained.<br><br>All students will participate in 3 Presentations of Learning & assessed using clearly defined | All students will receive instruction in facilities that are safe, secure, clean and well maintained.<br><br>All students will participate in 3 Presentations of Learning & assessed using clearly defined | Priority 2:<br>Implementation of Common Core State Standards<br><br>Priority 4:<br>Student Achievement<br><br>Priority 5:<br>Student Engagement  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals   |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)   |  |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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| rates, MS dropout rates, suspension & expulsion rates, parent & student surveys                                | enrichment activities and Social and emotional learning |  |  |                                     | <p>rubrics</p> <p>All students will complete 10 hours of Community Service annually</p> <p>Increase ADA to 92%</p> <p>Research, Develop &amp; Implement a school wide Positive Discipline Program</p> <p>Decrease suspension rates by 5%</p> | <p>rubrics</p> <p>All students will complete 10 hours of Community Service annually</p> <p>Increase ADA by 1% (Goal 93%)</p> <p>All students &amp; staff will receive training on Positive Discipline Program</p> <p>Decrease suspension rates by an additional 5%</p> | <p>rubrics</p> <p>All students will complete 10 hours of Community Service annually</p> <p>Increase ADA by additional 1% (Goal 94%)</p> <p>Continue to implement &amp; provide training on Positive Discipline Program</p> <p>Decrease suspension rates by an additional 5%</p> | <p>Priority 6: School Climate</p> <p>Priority 8: Other Student Outcomes</p>  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals               |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)   |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
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|  |                     |  |  |                                     | Strengthen Curricular Elective Program to provide all students with access to World Languages, Music, Art, PE & Theater Arts courses | Continue to strengthen Curricular Elective Program to provide all students with access to World Languages, Music, Art, PE & Theater Arts courses | Continue to strengthen Curricular Elective Program to provide all students with access to World Languages, Music, Art, PE & Theater Arts courses |  |
|  |                     |  |  |                                     | Research, Develop & Implement an Academic intervention Program   | Identify students for After-school Intervention Program, & provide an Individualized Learning Plan (ILP) with growth targets                     | Identify students for After-school Intervention Program, & provide an Individualized Learning Plan (ILP) with growth targets                     |  |
|  |                     |  |  |                                     | Host monthly Student-led Townhall  | Host monthly Student-led Townhall  | Host monthly Student-led Townhall  |  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?) | Goals  |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)   |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|--|--|--|--|-------------------------------------|--|--|--|--|
|  | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17  |  |
|  |  |  |  |                                     | Meetings<br><br>All students will participate in STEAM Days twice per week & will submit project at the end of 8 week program<br><br>Research, Develop & Implement STEAM House | Meetings<br><br>All students will participate in STEAM Days twice per week & will submit project at the end of 8 week program<br><br>Implement school wide STEAM House<br><br>Hosts Field Trips to Colleges, Universities & museums. | Meetings<br><br>All students will participate in STEAM Days twice per week & will submit project at the end of 8 week program<br><br>Modify as necessary school wide STEAM House<br><br>Hosts Field Trips to Colleges, Universities & museums. |  |
| <b>Need:</b> To expand the school's SIS/LMS to collect &   | <b>GOAL #5:</b> Implement the systematic operation tool to support | All Students   | Albert Einstein Academy Elementary   |                                     | Collect, disaggregate, analyze & develop longitudinal student  | Collect, disaggregate, analyze & develop longitudinal student  | Collect, disaggregate, analyze & develop longitudinal student  | Priority 3: Parental Involvement<br><br>Priority 4:  |

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)  | Goals  |  |  | Annual Update: Analysis of Progress | What will be different/improved for students? (based on identified metric)  |  |  | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.) |
|---|--|--|--|-------------------------------------|---|--|--|--|
|   | Description of Goal  | Applicable Pupil Subgroups<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |                                     | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16  | Year 3: 2016-17  |  |
| disaggregate student achievement data<br><br><b>Metric:</b><br>Benchmark assessments, Diagnostic assessments, student achievement data, ADA, chronic absenteeism, parent, student & staff surveys | data-driven decision-making & accountability of all stakeholders |  |  |                                     | achievement/data reports.<br><br>Teachers will meet monthly to review & analyze student achievement data<br><br>Strengthen & Formalize Student Success Plan (SSP)<br><br>Assess intervention programs annually. | achievement/data reports.<br><br>Teachers will meet monthly to review & analyze student achievement data<br><br>Assess intervention programs annually.<br><br>Assess intervention programs annually. | achievement/data reports.<br><br>Teachers will meet monthly to review & analyze student achievement data<br><br>Assess intervention programs annually.<br><br>Assess intervention programs annually. | Student Achievement<br><br>Priority 8: Other Student Outcomes  |

### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?

- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities<br>(from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|---|--|---|--|---|-----------------|-----------------|
|  |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| <b>GOAL #1:</b><br>Implement a school-wide Common Core aligned assessment systems to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 7: Course Access<br><br>Priority 8: Other Student Outcomes | Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs<br><br>Costs for the purchase of Common Core Aligned curriculum & instructional materials for ELA, Math & Science (2014-15);<br><br>Purchase Common Core Aligned Curriculum for Grade 5/6 History (2015-16) | LEA-wide  |  | 75,000  | 88,000          | 95,000          |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|---|--|---|--|---|-----------------|-----------------|
|   |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| <b>GOAL #1:</b><br>Implement a school-wide Common Core aligned assessment systems to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards. | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 7: Course Access<br><br>Priority 8: Other Student Outcomes | Costs for the purchase, implementation, and Professional Development training for all staff on Benchmark Assessment in ELA & Math.<br><br>Costs for purchase, implementation & training for web-based assessments<br><br>Costs associated with researching, developing and implementing Common Core Aligned Diagnostic in ELA & Math | LEA-wide  |  | 33,000  | 35,000          | 37,000          |
| <b>GOAL #1:</b><br>Implement a school-wide Common Core aligned  | Priority 1: Basic Services<br><br>Priority 2: Implementation  | Costs associated with CAASPP testing, including testing coordinator.   | LEA-wide  |  | 50,000  | 55,000          | 60,000          |

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities<br>(from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|--|---|---|--|---|-----------------|-----------------|
|  |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| assessment systems to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards. | of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 7: Course Access<br><br>Priority 8: Other Student Outcomes | Costs associated with an IT consultant to provide technical support for infrastructure upgrades to meet CAASPP testing requirements<br><br>Costs associated with implementing diagnostic reading assessments and developing growth targets. |   |  |   |                 |                 |
| <b>GOAL #1:</b><br>Implement a school-wide Common Core aligned assessment systems to effectively analyze student performance data on an ongoing basis  | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement               | Costs for IT consultant to develop State approved Technology Plan; eRate Application; & to complete infrastructure upgrades & installation  | LEA-wide  |  | 50,000  | 50,000          | 50,000          |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|---|---|--|---|-----------------|-----------------|
|   |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.   | Priority 7: Course Access<br><br>Priority 8: Other Student Outcomes  | Costs associated with purchasing Projectors;<br>Interactive White Boards (30);<br>wireless tablets/slates; and<br>1:1 tablet/laptop implementation for Grades 4-6 (2014-15)<br><br>1:1 for Grades 2-3 (2015-16)<br><br>1:1 for Grades K-1 (2016-17) |   |  |   |                 |                 |
| <b>GOAL #2:</b><br>Students will receive instruction by teachers who participate in ongoing Professional Development on 21 <sup>st</sup> Century instruction; Common Core | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement | Costs for providing Professional Development for all teachers & admin on the following:<br><ul style="list-style-type: none"> <li>• Project-based Learning</li> <li>• Common Core State Standards Math &amp;</li> </ul>                             | LEA-wide  |  | 6,000   | 15,000          | 22,000          |

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities<br>(from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|--|---|---|--|---|-----------------|-----------------|
|  |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| State Standards (CCSS) including ELA & ELD Frameworks  |  | Science <ul style="list-style-type: none"> <li>• Webb’s Depth of Knowledge</li> <li>• Using Student Data to drive instructional decision-making &amp; accountability</li> <li>• School wide writing program</li> <li>• How to develop effective Rubrics</li> <li>• STEAM Training</li> <li>• Standards-based grading</li> </ul> |   |  |   |                 |                 |
| <b>GOAL #2:</b><br>Students will receive instruction by teachers who participate in ongoing Professional Development | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: | Costs for Summer Professional Development for educators (2.5 weeks)<br><br>Costs for staff development time   | LEA-wide  |  | 109,000   | 129,000         | 159,000         |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|--|---|--|---|-----------------|-----------------|
|   |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| on 21 <sup>st</sup> Century instruction;<br>Common Core State Standards (CCSS) including ELA & ELD Frameworks     | Student Achievement  | to review student achievement data<br><br>Costs associated with IEP meetings, developing IEP's/ 504 Plan, including Educational/ Resource Specialist, Para-professionals, Language/Speech/ OT Specialist, Principal, etc.<br><br>Costs for administering annual staff surveys. |   |  |   |                 |                 |
| <b>GOAL #3:</b><br>Engage parents through education, communication, and collaboration to promote student academic | Priority 2:<br>Implementation of Common Core State Standards<br><br>Priority 3:<br>Parental Involvement<br><br>Priority 5: | Costs associated with hosting parent workshop & trainings:<br><ul style="list-style-type: none"> <li>• Common Core State Standards</li> <li>• Project Based learning</li> <li>• Developing a</li> </ul>  | LEA-wide  |  | 1,200   | 1,200           | 1,200           |

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities<br>(from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|---|--|---|--|---|-----------------|-----------------|
|  |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| success & engagement   | Student Engagement<br><br>Priority 6: School Climate  | positive School Culture<br><ul style="list-style-type: none"> <li>Understanding Rubrics &amp; Writing Assignments</li> </ul><br>Costs associated for translation services and translating materials.   |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other | Costs associated with purchase/ subscription for Student Information System (SIS) (PowerSchool); with parent portal & Blackboard to communicate with parents in ‘real-time’ regarding student attendance, parent notification, and emergency notification. | LEA-wide  |  | 30,000  | 32,000          | 35,000          |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|--|---|--|---|-----------------|-----------------|
|   |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| emotional learning.   | Student Outcomes   | Costs for staff member to input student data in SIS.   |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | Costs for hosting Presentations of Learning and developing rubrics<br><br>Costs for Researching, Developing and/or Implementing a school wide Positive Discipline program that include activities to support a positive school climate | LEA-wide  |  | 2,500   | 3,000           | 3,500           |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support   | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4:   | Costs associated with GATE Program including:<br><ul style="list-style-type: none"> <li>• Full-time GATE &amp; Honors Coordinator</li> </ul>   | LEA-wide  |  | 15,000  | 20,000          | 20,000          |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|--|---|--|---|-----------------|-----------------|
|   |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning   | Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes                                    | <ul style="list-style-type: none"> <li>• Conference</li> <li>• Travel</li> <li>• Differentiated instructional materials</li> <li>• Honor Society membership</li> <li>• Graduation Ceremony</li> </ul>                              |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate | Costs associated with expanding Arts Curricular Program: World Languages, Music, Art, Physical Education, and Theatre Arts for all students including credentialed teachers.<br><br>Costs for hosting monthly student-led Townhall | LEA-wide  |  | 16,000  | 21,000          | 21,000          |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|---|---|--|---|-----------------|-----------------|
|   |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| Social and emotional learning   | Priority 8: Other Student Outcomes   | Meetings & Student Awards   |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | Costs associated with researching, developing & implementing an Academic intervention Program (in school & after-school)<br><br>Costs associated with a full-time Intervention Coordinator for (SST, 504 Plan, & Intervention)<br><br>Costs for field trips to Colleges, Universities, and Museums (starting 2015-16) | LEA-wide  |  | 50,000  | 51,000          | 52,000          |
| <b>GOAL #4:</b> To provide increased STEAM-based  | Priority 2: Implementation of Common Core State Standards  | Costs associated with implementing STEAM Days, including planning   | LEA-wide  |  | 24,000  | 29,000          | 34,000          |

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities<br>(from Section 2)  | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|---|---|---|--|---|-----------------|-----------------|
|  |   |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning | Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | time, curriculum, branding, purchase of resources & supplies for the following courses: <ul style="list-style-type: none"> <li>• Lego, Mud Storms</li> <li>• Connect,</li> <li>• Digital Art</li> <li>• AutoDesk</li> <li>• Video Game Design</li> <li>• Robotics</li> <li>• Programming (Scratch)</li> </ul> Costs for field trips associated with STEAM Days: <ul style="list-style-type: none"> <li>• Aerospace Museum</li> <li>• JPL</li> <li>• NASA</li> </ul> |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support  | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4:  | Costs for Conferences & workshop trainings: <ul style="list-style-type: none"> <li>• ISTE</li> <li>• Blended</li> </ul>   | LEA-wide  |  | 2,500   | 3,000           | 4,000           |

| Goal<br>(Include and identify all goals from Section 2)   | Related State and Local Priorities<br>(from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|---|--|---|--|---|-----------------|-----------------|
|   |   |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning | Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | Learning Robotics  |   |  |   |                 |                 |
| <b>GOAL #5:</b><br>Implement the systematic operation tool to support data-driven decision-making & accountability of all stakeholders      | Priority 3: Parental Involvement<br><br>Priority 4: Student Achievement<br><br>Priority 8: Other Student Outcomes                     | Costs associated with Staff Development Days (once per month); & collaboration Day (2 per month).<br><br>½ of teachers involved in collaboration time;<br>½ provide in-school intervention | LEA-wide  |  | 40,000  | 45,000          | 50,000          |
| <b>GOAL #5:</b><br>Implement the systematic   | Priority 3: Parental Involvement  | Costs associated with Student Success Plan   |   |  | 250,000   | 250,000         | 250,000         |

| <b>Goal</b><br>(Include and identify all goals from Section 2)                             | <b>Related State and Local Priorities</b><br>(from Section 2)             | <b>Actions and Services</b>  | <b>Level of Service</b><br>(Indicate if school-wide or LEA-wide) | <b>Annual Update: Review of actions/ services</b> | <b>What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?</b> |                 |                 |
|--|---|--|--|---|--|-----------------|-----------------|
|  |   |  |  |   | <b>LCAP YEAR</b><br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| operation tool to support data-driven decision-making & accountability of all stakeholders | Priority 4: Student Achievement<br><br>Priority 8: Other Student Outcomes | meetings, instructional resources, & Staff (Principal, Resource Specialist, Teacher, Intervention Coordinator, etc.) |  |   |  |                 |                 |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal<br>(Include and identify all goals from Section 2, if applicable)   | Related State and Local Priorities (from Section 2)  | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/<br>services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|--|---|---|--|---|-----------------|-----------------|
|  |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
|  |  | <b>For low income pupils:</b>   |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | Costs associated with providing additional targeted academic support (during and after-school)<br><br>Costs associated with providing laptop/tablet & web-based instructional resources | LEA-wide  |  | 16,000  | 16,000          | 16,000          |

| Goal<br>(Include and identify all goals from Section 2, if applicable)  | Related State and Local Priorities (from Section 2)  | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|---|---|--|---|-----------------|-----------------|
|   |  |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| emotional learning  |  |   |   |  |   |                 |                 |
| <b>GOAL #4:</b> To provide increased STEAM-based opportunities that support student engagement in learning through Project-based Learning, technology infusion, enrichment activities and Social and emotional learning | Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement<br><br>Priority 5: Student Engagement<br><br>Priority 6: School Climate<br><br>Priority 8: Other Student Outcomes | Costs associated with providing planners<br><br>Costs associated with providing school uniforms | LEA-wide  |  | 1,000   | 1,000           | 1,000           |
|   |  | <b>For English learners:</b>  |   |  |   |                 |                 |
| <b>GOAL #2:</b> Students will receive instruction by teachers   | Priority 1: Basic Services<br><br>Priority 2: Implementation   | Professional Development expenses for CCSS ELA & ELD Frameworks.                                | LEA-wide  |  | 30,000  | 30,000          | 35,000          |

| Goal<br>(Include and identify all goals from Section 2, if applicable)  | Related State and Local Priorities (from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|--|---|--|---|-----------------|-----------------|
|   |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| who participate in ongoing Professional Development on 21 <sup>st</sup> Century instruction; Common Core State Standards (CCSS) including ELA & ELD Frameworks                  | of Common Core State Standards<br><br>Priority 4: Student Achievement  | Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's, including web-based resources & assessments.               |   |  |   |                 |                 |
| <b>GOAL #2:</b><br>Students will receive instruction by teachers who participate in ongoing Professional Development on 21 <sup>st</sup> Century instruction; Common Core State | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement | Program Costs for CELDT, including testing costs, CELDT Testing Coordinator, reclassification process, reporting to all stakeholders, etc. | LEA-wide  |  | 2,000   | 2,000           | 2,000           |

| Goal<br>(Include and identify all goals from Section 2, if applicable)              | Related State and Local Priorities (from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/ services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|---|---|---|--|---|-----------------|-----------------|
|   |   |   |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| Standards (CCSS) including ELA & ELD Frameworks                                     |   |   |   |  |   |                 |                 |
|   |   | <b>For foster youth:</b>  |   |  |   |                 |                 |
|   |   | Currently, Albert Einstein Academy Elementary does not have any students identified as Foster Youth. In the case that the school does, the LCAP will be revised the following year to provide services for this subgroup. |   |  |   |                 |                 |
|   |   | <b>For redesignated fluent English proficient pupils:</b>   |   |  |   |                 |                 |
| <b>GOAL #2:</b><br>Students will receive instruction by teachers who participate in | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards | Professional Development expenses for CCSS ELA & ELD Frameworks.<br><br>Purchase of CCSS  | LEA-wide  |  | 10,000  | 10,000          | 10,000          |

| Goal<br>(Include and identify all goals from Section 2, if applicable)  | Related State and Local Priorities (from Section 2)  | Actions and Services   | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|---|--|--|---|--|---|-----------------|-----------------|
|   |  |  |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| ongoing Professional Development on 21 <sup>st</sup> Century instruction; Common Core State Standards (CCSS) including ELA & ELD Frameworks   | Priority 4: Student Achievement  | ELA/ELD Curricular & supplemental materials that support EL's, including web-based resources & assessments.                                |   |  |   |                 |                 |
| <b>GOAL #2:</b> Students will receive instruction by teachers who participate in ongoing Professional Development on 21 <sup>st</sup> Century instruction; Common Core State Standards (CCSS) | Priority 1: Basic Services<br><br>Priority 2: Implementation of Common Core State Standards<br><br>Priority 4: Student Achievement | Program Costs for CELDT, including testing costs, CELDT Testing Coordinator, reclassification process, reporting to all stakeholders, etc. | LEA-wide  |  | 1,000   | 1,000           | 1,000           |

| Goal<br>(Include and identify all goals from Section 2, if applicable) | Related State and Local Priorities (from Section 2) | Actions and Services | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)? |                 |                 |
|--|---|----------------------|---|--|---|-----------------|-----------------|
|  |   |                      |   |  | LCAP YEAR<br>Year 1: 2014-15  | Year 2: 2015-16 | Year 3: 2016-17 |
| including ELA & ELD Frameworks   |   |                      |   |  |   |                 |                 |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

As a new charter school, for the 2013-2014 school year, SCV Elementary did not have a base carry over from 2012-2013 for which to start the 2013-2014 year. In subsequent years, SCV Elementary has generated our LCAP plan to spend accordingly to accommodate our school's concentration of low income and English learner students. Our first year demographics resulted in a small number of our students falling into the subcategory, about 3.5%.

SCV Elementary is committed to allocate generous resources to ensure academic growth and content mastery for low SES and English learners in all subject matters. SCV Elementary will invest concentrated LCAP funds in the following areas: Adaptive Curriculum content, Supplemental Curriculum and Instructional Supplies (4200/4300), Expanded course catalog that adapts to targeted subgroups (4100/4200), Comprehensive curriculum and expanded project based learning for EI and SES students (4100/4200/4300), Educational equipment including computers and science materials from various vendors (4400), Diagnostic and benchmark assessment tools for both staff and students that monitor progress in real time (5800), and Professional Development materials and conferences for staff (5200/5800).

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

As mentioned in the previous section, SCV Elementary first year student's demographics resulted in a very low (approximately 3.5%) of students that fall into the category of low income and English learners. SCV Elementary recognizes that this is a very small sample as 2013-2014 was the

school's first operation year and has not prior data for which to base projections.

SCV Elementary's estimated Supplemental and Concentration Grant minimum is \$9,243 for 2014-2015; \$10,401 for 2015-2016; \$6,924 for 2016-2017.

Given the first year student demographics, SCV Elementary has accounted for year over year increases to provide supplemental instructional materials and services for this group of students. SCV Elementary will invest concentrated LCAP funds in the following areas: Adaptive Curriculum content (4100), Supplemental Curriculum and Instructional Supplies (4200/4300), Expanded course catalog that adapts to targeted groups (4100/4200), Comprehensive curriculum and expanded projected based learning for EL and SES students (4100/4200/4300), Educational equipment including computers and science materials from various vendors (4400), Diagnostic and benchmark assessment tools for both staff and students to monitor student progress in real time (5800), and Professional Development materials and conferences for staff (5200/5800).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.