



**Albert Einstein Academy of
Letters, Arts & Sciences
STEAM Academy**

LCAP 2015-16

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Albert Einstein Academy for Letters, Arts & Sciences – STEAM Academy Contact : Scott Cusack, Principal scott.cusack@ealas.org (661) 513.3580

LCAP Year: 2015-16

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. The LCAP and Annual Update Template must be completed by all LEAs each year.

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. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. 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 shall comply with instructions and should 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. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. 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 and English language development 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:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, 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 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 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 consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; 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? How was the information made available?
- 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 representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Albert Einstein Academy of Letters, Arts & Sciences – STEAM Academy opens in August 2015 serving grades K-6.</p> <p>The stakeholder involvement process in developing the new 2015-16 LCAP includes the following:</p> <ul style="list-style-type: none"> • 3 Parent Workshops were held that included parent reflections during “Coffee with the Administrator.” • Student, parent, community and staff surveys were administered. • Parent LCAP focus group shared feedback on the LCAP • Staff discussions during Professional Development and LCAP focus group meeting. <p>At daily STEAM scream school culture is cultivated and promoted with scholars’ decree, 7 core values and school song. All students have an elas.org email and Power School log-in, which allows students to access grade and attendance with unlimited access. Baseline and benchmark results are shared with students. All students participated in a practice and training SBAC/CAASPP mock tests for ELA and Math (practice test was at teacher discretion and training was on May 11, 2015).</p> <p>An ELAC committee meets at the school site. Informal discussions took place with students, where discussion took place on the LCAP Survey and LCAP goals pertaining to students.</p> <p>Students are aware that next year a College Readiness program will be implemented. Students know that they will take their grade-level SBAC/CASSPP and will take a practice, training and interim SBAC/CASSPP assessment before the actual test. New performance bands are being explained to students and teachers are trying to incorporate these new bands in future rubrics.</p> <p>At AEALAS, STEAM Academy LCAP Curricular goals were presented and discussed with parents and the community at two summer informational meetings and three monthly parent</p>	<p><i>AEALAS – STEAM Academy opens in August 2015. Therefore, the Annual Update does not apply. STEAM Academy had access to its student population during the 2014-15 school year at a previous charter.</i></p>

<p>workshops that involved parents in discussions, planning and review of the LCAP. Students, parents, community members and staff were also encouraged to participate in three LCAP surveys through-out the year.</p> <p>The following quantitative and qualitative data/metrics were provided to stakeholders:</p> <ul style="list-style-type: none"> • Three OARS benchmark assessment results and disaggregated by school level, grade level, teacher and gender • Relevant PowerPoint presentations are also posted on curricular website. • LCAP survey results were discussed at parent workshops, Board meetings and teacher Professional development. • Attendance, suspension and truancy rates 	
<p>Annual Update:</p> <p><i>AEALAS – STEAM Academy opens August 2015. Therefore, the Annual Update does not apply</i></p>	<p>Annual Update:</p> <p><i>AEALAS – STEAM Academy opens August 2015. Therefore, the Annual Update does not apply</i></p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table 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.

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, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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, schoolsite-level advisory groups, as applicable (e.g., schoolsite 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.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites 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 schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. 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 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 parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes 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?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) 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?

GOAL:	GOAL #1: To provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> Highly qualified teachers Access to Common Core Aligned curriculum 		
Goal Applies to:	Schools:	Albert Einstein Academy of Letters, Arts & Sciences – STEAM Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 100% of teachers will be appropriately credentialed and assigned. 100% of students will have access to Common Core aligned ELA & Math Curriculum. Ensure facilities are in good repair as documented in annual Facility Inspection (FIT) Report Student access to technology – Student to Computer ratio: 8:1 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> Costs associated with BTSA Program for 5 teachers. Human Resources manager verifies teachers' credentials, CLAD certifications and ensures live scan are completed and documented in employee's personnel file. Costs for HR Manager and live scans. Acquire, develop and retain 29 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. Note: Mandarin & Hebrew language teachers are not credentialed and not included in HQT status. Strengthen and expand the Leadership Team that includes: <ul style="list-style-type: none"> Principal Lead Teacher Intervention Coordinator Testing Coordinator 	Schoolwide	X <u>ALL</u> ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify) _____	<ol style="list-style-type: none"> Object Code: 5800 Base \$18,500 Object Code: 5899 Base \$20,000 Object Code: 1100, 1200 Base \$1,483,500 Object Code: 1100, 1200, 1300 Base \$259,000

<ul style="list-style-type: none"> • ELD Coordinator <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> <ol style="list-style-type: none"> 5. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 6. Costs for Special Education Services: AV SELPA. Personnel costs include: <ul style="list-style-type: none"> • Resource Specialist (See #3 above) • Speech & Language Therapist • Occupational Therapist • Assisted Physical Education • Physical Therapy • Psychologist 			<p>5. Object Code: 5200, 5800 Base \$13,986</p> <p>6. Object Code: 1200, 2100, 5810 Base \$338,468</p>
<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> 1. Costs for IT Consultant to maintain technology devices, provide technical support and ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. 2. Purchase the following technology devices: <ul style="list-style-type: none"> • 10 Projectors • 32 Chromebooks • 20 Laptop Computers <p>The school promotes BYOD, therefore our school purchases laptops for students who do not participate in BYOD.</p> 3. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1. Object Code: 5800, 5900 Base \$74,900</p> <p>2. Object Code: 4400 Base \$30,000</p> <p>3. Object Code: 2900, 5500, 5601 Base \$100,000</p>

are documented and completed. Complete an annual Facilities Inspection (FIT) report.			
<p><u>CURRICULUM</u></p> <p>1. Costs for the purchase of Common Core Aligned curricular and instructional materials:</p> <ul style="list-style-type: none"> • Pearson Envision Math • Pearson English (ELA) also provides ELD Curriculum • McGraw Hill Science (Grade 6) • McGraw Hill Social Studies (Grade 6) • Workbooks • Spelling City • Reflex Math • iStation • ebackpack – online portfolio <p>2. Costs for instructional classroom materials</p>		Schoolwide	<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	<p>1. 100% of teachers will be appropriately credentialed and assigned.</p> <p>2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.</p> <p>3. Ensure facilities are in good repair as documented in annual FIT Report</p> <p>4. Student access to technology – Student to Computer ratio: 8:1</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

1. Object Code:
4100, 4200,
4315 Base
\$197,767

2. Object Code:
4300 Base
\$3,090

<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> Costs associated with BTSA Program for 5 teachers. Human Resources Manager verifies teachers' credentials, CLAD certifications and ensures live scan are completed and documented in employee's personnel file. Costs for HR manager and live scans. Acquire, develop and retain 29 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. Note: Mandarin & Hebrew language teachers are not credentialed and not included in HQT status. Strengthen and expand the Leadership Team that includes: <ul style="list-style-type: none"> Principal Lead Teacher Intervention Coordinator Testing Coordinator ELD Coordinator <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. Costs for Special Education Services: AV SELPA. Personnel costs include: <ul style="list-style-type: none"> Resource Specialist (See #3 above) Speech & Language Therapist Occupational Therapist Assisted Physical Education Physical Therapy Psychologist 	<p>Schoolwide</p>	<p><u>X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> Object Code: 5800 Base \$18,500 Object Code: 5899 Base \$20,000 Object Code: 1100, 1200 Base \$1,604,553 Object Code: 1100, 1200, 1300 Base \$269,360 Object Code: 5200, 5800 Base \$13,986 Object Code: 1200, 2100, 5810 Base \$352,006
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<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> Costs for IT Consultant to maintain technology devices, provide technical support and ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. Develop an annual technology needs assessment. The school promotes BYOD, therefore our school purchases laptops for students who do not participate in BYOD. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection (FIT) report. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. Object Code: 5800, 5900 Base \$74,900</p> <p>2. Object Code: 4400 Base \$30,000</p> <p>3. Object Code: 2900, 5500, 5601 Base \$101,200</p>
<p><u>CURRICULUM</u></p> <ol style="list-style-type: none"> Costs for the purchase of Common Core Aligned curricular and instructional materials: <ul style="list-style-type: none"> Pearson Envision Math Pearson English (ELA) also provides ELD Curriculum McGraw Hill Science (Grade 6) McGraw Hill Social Studies (Grade 6) Workbooks Spelling City Reflex Math iStation ebackpack – online portfolio Costs for instructional classroom materials 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. Object Code: 4100, 4200, 4315 Base \$197,767</p> <p>2. Object Code: 4300 Base \$3,090</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual</p>	<p>1. 100% of teachers will be appropriately credentialed and assigned.</p>		

<p>Measurable Outcomes:</p>	<p>2. 100% of students will have access to Common Core aligned ELA & Math Curriculum. 3. Ensure facilities are in good repair as documented in annual FIT Report 4. Student access to technology – Student to Computer ratio: 8:1</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>HQT & STAFF:</u></p> <ol style="list-style-type: none"> 1. Costs associated with BTSA Program for 3 teachers. 2. Human Resources Manager verifies teachers' credentials, CLAD certifications and ensures live scan are completed and documented in employee's personnel file. Costs for HR manager and live scans. 3. Acquire, develop and retain 29 highly qualified teachers, 2 Resources Specialist (SPED); to provide a rigorous academic program and attend ongoing Professional Development. Note: Mandarin & Hebrew language teachers are not credentialed and not included in HQT status. 4. Strengthen and expand the Leadership Team that includes: <ul style="list-style-type: none"> • Principal • Lead Teacher • Intervention Coordinator • Testing Coordinator • ELD Coordinator <p>Costs include salaries for roles and responsibilities outlined in their job descriptions that support the school's mission and educational program.</p> 5. Provide Professional development opportunities for members of the Leadership Team as part of Capacity Building and supporting their roles at the school. 6. Costs for Special Education Services: AV SELPA. Personnel costs include: 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<ol style="list-style-type: none"> 1. Object Code: 5800 Base \$18,500 2. Object Code: 5899 Base \$20,000 3. Object Code: 1100, 1200 Base \$1,483,500 4. Object Code: 1100, 1200, 1300 Base \$280,134 5. Object Code: 5200, 5800 Base \$13,986 6. Object Code: 1200, 2100, 5810 Base \$366,086

<ul style="list-style-type: none"> • Resource Specialist (See #3 above) • Speech & Language Therapist • Occupational Therapist • Assisted Physical Education • Physical Therapy • Psychologist 			
<p><u>FACILITY & TECHNOLOGY</u></p> <ol style="list-style-type: none"> 1. Costs for IT Consultant to maintain technology devices, provide technical support and ensure updates of all computers for instructional and assessment use. IT will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices. 2. Develop an annual technology needs assessment. The school promotes BYOD, therefore our school purchases laptops for students who do not participate in BYOD. 3. Provide full-time janitorial services to maintain a clean and safe school site. In addition, ensure facilities repairs are documented and completed. Complete an annual Facilities Inspection (FIT) report. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. Object Code: 5800, 5900 Base \$24,000</p> <p>2. Object Code: 4400 Base \$30,000</p> <p>3. Object Code: 2900, 5500, 5601 Base \$102,448</p>
<p><u>CURRICULUM</u></p> <ol style="list-style-type: none"> 1. Costs for the purchase of Common Core Aligned curricular and instructional materials: <ul style="list-style-type: none"> • Pearson Envision Math • Pearson English (ELA) also provides ELD Curriculum • McGraw Hill Science (Grade 6) • McGraw Hill Social Studies (Grade 6) • Workbooks • Spelling City 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1. Object Code: 4100, 4200, 4315 Base \$36,000</p> <p>2. Object Code: 4300 Base \$4,669</p>

<ul style="list-style-type: none">• Reflex Math• iStation• ebackpack – online portfolio <p>2. Costs for instructional classroom materials</p>			
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GOAL:	GOAL #2: Students will receive instruction by teachers who participate in ongoing Professional Development on 21 st Century instruction; Project-Based Learning, Common Core State Standards (CCSS) including ELA & ELD Frameworks		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Project Based Learning Professional Development • Common Core State Standards: ELA/ELD, Math, NGSS 		
Goal Applies to:	Schools:	Albert Einstein Academy of Letters, Arts & Sciences – STEAM Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. 100% of teachers will receive Professional Development ELA/ELD Frameworks & Math 2. 100% of teachers will receive Professional Development on NGSS 3. 100% of teachers will receive Professional Development on Research-based strategies including PBL 4. Will establish growth targets ELL’s using CELDT Performance upon release of 2015 SBAC assessments results 5. Will establish annual growth targets for Reclassification Rates upon release of 2015 SBAC/CAASPP results 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>AEALAS – STEAM Academy will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS): ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • STEAM • Project-based Learning (PBL)/Inquiry-based • Differentiation • Students with Disabilities: Compliance & Differentiation • Response to Intervention (RTI) <p>1. Provide all teachers and leadership with 10-days of Summer Professional Development.</p>	Schoolwide	X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1-3. \$0 See Goal 1

<p>2. Provide all teachers with Professional Development monthly during the academic year for 2 hours on the topics listed above.</p> <p>3. Provide learning opportunities for teachers through conferences, workshops and/or symposiums that support the school's program and the CCSS.</p>			
<p><u>ELL/ELD PROGRAM</u></p> <p>1. CELDT Coordinator will administer CELDT assessments annually for all ELL's.</p> <p>2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely and use data to:</p> <ul style="list-style-type: none"> • Monitor the progress of ELL's and Reclassified Students • Determine the short and long-term needs of ELL's • Determine specific actions designed to accelerate language acquisition and learning for ELL's. <p>3. ELD coordinator will reclassify students annually based on school's reclassification criteria.</p> <p>4. ELL's identified as "Beginning" to "Intermediate" will receive daily instruction blocks of instruction via the ELD component provided in the Pearson Curriculum in addition to teacher created curriculum.</p> <p>5. All teachers will provide Integrated ELD (academic language development across all disciplines).</p> <p>6. ELL's academic progress will be monitored through trimester benchmark assessments and Dibels assessment.</p>	<p>Charterwide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><u> </u> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u> </u> Other Subgroups (Specify) _____</p>	<p>1-6. \$0 See Goal 1</p>

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will receive Professional Development ELA/ELD Frameworks & Math 2. 100% of teachers will receive Professional Development on NGSS 3. 100% of teachers will receive Professional Development on Research-based strategies including PBL 4. Will establish growth targets ELL's using CELDT Performance upon release of 2015 SBAC assessments results 5. Will establish annual growth targets for Reclassification Rates upon release of 2015 SBAC/CAASPP results 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>AEALAS – STEAM Academy will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS): ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • STEAM • Project-based Learning (PBL)/Inquiry-based • Differentiation • Students with Disabilities: Compliance & Differentiation • Response to Intervention (RTI) <ol style="list-style-type: none"> 1. Provide all teachers and leadership with 10-days of Summer Professional Development. 2. Provide all teachers with Professional Development monthly during the academic year for 2 hours on the topics listed above. 3. Provide learning opportunities for teachers through conferences, workshops and/or symposiums that support the school's program and the CCSS. 	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other SubgroupsⓈSpecify)_____</p>	<p>1-3. \$0 See Goal 1</p>

<p><u>ELL/ELD PROGRAM</u></p> <ol style="list-style-type: none"> 1. CELDT Coordinator will administer CELDT assessments annually for all ELL's. 2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely use data to: <ul style="list-style-type: none"> • Monitor the progress of ELL's and Reclassified Students • Determine the short and long-term needs of ELL's • Determine specific actions designed to accelerate language acquisition and learning for ELL's. 3. ELD coordinator will reclassify students annually based on school's reclassification criteria. 4. ELL's identified as "Beginning" to "Intermediate" will receive daily instruction blocks of instruction via the ELD component provided in the Pearson Curriculum in addition to teacher created curriculum. 5. All teachers will provide Integrated ELD (academic language development across all disciplines). 6. ELL's academic progress will be monitored through trimester benchmark assessments and Dibel assessment. 	<p>Charterwide</p>	<p><u>ALL</u></p> <hr/> <p>OR:</p> <p><u>Low Income pupils</u> <input checked="" type="checkbox"/> <u>English Learners</u></p> <p><u>Foster Youth</u> <input checked="" type="checkbox"/> <u>Redesignated fluent English proficient</u></p> <p><u>Other Subgroups (Specify)</u> _____</p>	<p>1-6. \$0 See Goal 1</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. 100% of teachers will receive Professional Development ELA/ELD Frameworks & Math 2. 100% of teachers will receive Professional Development on NGSS 3. 100% of teachers will receive Professional Development on Research-based strategies including PBL 4. Will establish growth targets ELL's using CELDT Performance upon release of 2015 SBAC assessments results 5. Will establish annual growth targets for Reclassification Rates upon release of 2015 SBAC/CAASPP results
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PROFESSIONAL DEVELOPMENT</u></p> <p>AEALAS – STEAM Academy will provide all teachers with Professional Development on the following topics:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS): ELA/ELD Frameworks • CCSS Math • Next Generation Science Standards (NGSS) • STEAM • Project-based Learning (PBL)/Inquiry-based • Differentiation • Students with Disabilities: Compliance & Differentiation • Response to Intervention (RTI) <ol style="list-style-type: none"> 1. Provide all teachers and leadership with 10-days of Summer Professional Development. 2. Provide all teachers with Professional Development monthly during the academic year for 2 hours on the topics listed above. 3. Provide learning opportunities for teachers through conferences, workshops and/or symposiums that support the school’s program and the CCSS. 	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient</p> <p><u> </u> Other SubgroupsⓈSpecify)_____</p>	<p>1-3. \$0 See Goal 1</p>
<p><u>ELL/ELD PROGRAM</u></p> <ol style="list-style-type: none"> 1. CELDT Coordinator will administer CELDT assessments annually for all ELL’s. 2. Leadership Team & teachers as a PLC will analyze data and discuss student progress and routinely and use data to: <ul style="list-style-type: none"> • Monitor the progress of ELL’s and Reclassified Students • Determine the short and long-term needs of ELL’s 	<p>Charterwide</p>	<p><u> </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u>X</u> English Learners</p> <p><u> </u> Foster Youth <u>X</u> Redesignated fluent English proficient</p> <p><u> </u> Other SubgroupsⓈSpecify)_____</p>	<p>1-6. \$0 See Goal 1</p>

<ul style="list-style-type: none">• Determine specific actions designed to accelerate language acquisition and learning for ELL's. <ol style="list-style-type: none">3. ELD coordinator will reclassify students annually based on school's reclassification criteria.4. ELL's identified as "Beginning" to "Intermediate" will receive daily instruction blocks of instruction via the ELD component provided in the Pearson Curriculum in addition to teacher created curriculum.5. All teachers will provide Integrated ELD (academic language development across all disciplines).6. ELL's academic progress will be monitored through trimester benchmark assessments and Dibel assessment.			
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GOAL:	GOAL #3: Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5_X 6_X 7_X 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • Parent participation in schoolwide events • Parent participation in decision-making input • Increase Attendance Rate • Decrease Chronic Absenteeism Rates • Decrease Suspension Rates 		
Goal Applies to:	Schools:	Albert Einstein Academy of Letters, Arts & Sciences – STEAM Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school’s program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Increase ADA from 95% to 96% by 2017-18 5. Decrease Chronic Absenteeism Rates from 16.5% to 10% by 2017-18 6. Maintain suspension rates below 2% 7. Maintain expulsion rates below 1% 8. Administer annual student surveys to obtain feedback/input 9. Course Access: All students have access to PE, Mandarin & Hebrew 10. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • MS & HS Dropout Rates • HS Graduation Rates 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENT PARTICIPATION AS PARTNERS</u></p> <ol style="list-style-type: none"> 1. Engage parents as partners in their child’s education by hosting parent/student orientation to discuss the school’s program, meet school staff, tour the school, and discuss policies & procedures and parent/student handbook. 2. Host schoolwide events to engage parents including monthly “Coffee with the Administration” that include but are not limited to the following: 	Schoolwide	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other SubgroupsⓈSpecify) _____	1-6. \$0 See Goal 1

<ul style="list-style-type: none"> • Open House • Family Fun day • Back-to-School • Campus Beautification <p>3. Host at least 4 Parent workshops annually.</p> <p>4. Parent decision-making input will take place in the Einstein Parent Organization that meets monthly and reports to the Principal and Governing Board.</p> <p>5. Host at least 2 ELAC meetings led by the ELD Coordinator, to discuss ELL topics, progress of ELL's and resources for students.</p> <p>6. Administer annual parent survey to obtain feedback/input.</p>			
<p><u>SCHOOL CLIMATE</u></p> <p>1. Host assemblies/awards to recognize students for:</p> <ul style="list-style-type: none"> • Community service • HOUSE points – Core Values • Honor Society • Scholar of the year (6th Grade) • Attendance • Student who participate in extracurricular activities <p>2. Students will participate in daily STEAM assemblies to discuss and review the 7 AEA Scholar Values (Core Values).</p> <p>3. Implement RTI 3-tier Model. Students will have access to intervention coordinator to coordinate RTI-3 Tier Program to address academic and behavioral issues.</p> <p>4. Provide struggling students with access to the After-School Intervention Program (ASIP) as identified in the</p>	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-5. \$0 See Goal 1</p>

<p>RTI program, based on assessment data and teacher recommendations.</p> <p>5. Academic intervention is provided for all students during daily intervention blocks, Key Scholar Skills (KSS) that take place twice daily for 20 minutes each.</p>			
<p><u>STUDENT ENGAGEMENT</u></p> <p>1. Host annual field trips based on grade level.</p> <p>2. Host field trips for GATE Students.</p> <p>3. Provide students with access to the following courses:</p> <ul style="list-style-type: none"> • Physical Education • Hebrew • Mandarin <p>4. Support ASB (Student Government) through schoolwide sponsored events. ASB will serve to represent the student body, discuss school issues and report to the school staff.</p> <p>5. Provide students with access to clubs & organizations during recess & lunch.</p> <p>6. Host at least 1 Art Exhibition; and 1 STEAM Fair annually, whereby students present their work.</p> <p>7. Students will participate in STEM Days: 2 days/week (end of 6-8 weeks).</p> <p>8. Host annual schoolwide events including:</p> <ul style="list-style-type: none"> • Science Fair • Talent Show • Spelling Bee • Spirit Day 	<p>Schoolwide</p>	<p><u>X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><u> </u>Low Income pupils <u> </u>English Learners</p> <p><u> </u>Foster Youth <u> </u>Redesignated fluent English proficient</p> <p><u> </u>Other Subgroups:(Specify)_____</p>	<p>1-2. \$0 See Goal 1</p> <p>3. Object Code: 2200 Base \$115,000</p> <p>4-8. \$0 See Goal 1</p>

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school's program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Increase ADA from 95% to 96% by 2017-18 5. Decrease Chronic Absenteeism Rates from 16.5% 10% by 2017-18 6. Maintain suspension rates below 2% 7. Maintain expulsion rates below 1% 8. Administer annual student surveys to obtain feedback/input. 9. Course Access: All students have access to PE, Mandarin & Hebrew 10. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • MS & HS Dropout Rates • HS Graduation Rates 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p><u>PARENT PARTICIPATION AS PARTNERS</u></p> <ol style="list-style-type: none"> 1. Engage parents as partners in their child's education by hosting parent/student orientation to discuss the school's program, meet school staff, tour the school, and discuss policies & procedures and parent/student handbook. 2. Host schoolwide events to engage parents including monthly "Coffee with the Administration" that include but are not limited to the following: <ul style="list-style-type: none"> • Open House • Family Fun day • Back-to-School • Campus Beautification 3. Host at least 4 Parent workshops annually. 4. Parent decision-making input will take place in the Einstein Parent Organization that meets monthly and reports to the Principal and Governing Board. 5. Host at least 2 ELAC meetings led by the ELD Coordinator, to discuss ELL topics, progress of ELL's and resources for students. 	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1-6. \$0 See Goal 1</p>

<p>6. Administer annual parent survey to obtain feedback/input.</p>			
<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> 1. Host assemblies/awards to recognize students for: <ul style="list-style-type: none"> • Community service • HOUSE points – Core Values • Honor Society • Scholar of the year (6th Grade) • Attendance • Student who participate in extracurricular activities 2. Students will participate in daily STEAM assemblies to discuss and review the 7 AEA Scholar Values (Core Values). 3. Implement RTI 3-tier Model. Students will have access to intervention coordinator to coordinate RTI-3 Tier Program to address academic and behavioral issues. 4. Provide struggling students with access to the After-School Intervention Program (ASIP) as identified in the RTI program, based on assessment data and teacher recommendations. 5. Academic intervention is provided for all students during daily intervention blocks, Key Scholar Skills (KSS) that take place twice daily for 20 minutes each. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-5. \$0 See Goal 1</p>

<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> 1. Host annual field trips based on grade level. 2. Host field trips for GATE Students. 3. Provide students with access to the following courses: <ul style="list-style-type: none"> • Physical Education • Hebrew • Mandarin 4. Support ASB (Student Government) through schoolwide sponsored events. ASB will serve to represent the student body, discuss school issues and report to the school staff. 5. Provide students with access to clubs & organizations during recess & lunch. 6. Host at least 1 Art Exhibition; and 1 STEAM Fair annually, whereby students present their work. 7. Students will participate in STEM Days: 2 days/week (end of 6-8 weeks). 8. Host annual schoolwide events including: <ul style="list-style-type: none"> • Science Fair • Talent Show • Spelling Bee • Spirit Day 	<p>Schoolwide</p>	<p><u>X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1-2. \$0 See Goal 1</p> <p>3. Object Code: 2200 Base \$119,600</p> <p>4-8. \$0 See Goal 1</p>
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Provide parents with opportunities for decision-making input in the school's program. 2. Increase parent participation in schoolwide programs/events. 3. Administer annual parent surveys to obtain feedback/input. 4. Increase ADA from 95% to 96% by 2017-18 5. Decrease Chronic Absenteeism Rates from 16.5% 10% by 2017-18 6. Maintain suspension rates below 2%
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	<p>7. Maintain expulsion rates below 1%</p> <p>8. Administer annual student surveys to obtain feedback/input</p> <p>9. Course Access: All students have access to PE, Mandarin & Hebrew</p> <p>10. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply:</p> <ul style="list-style-type: none"> • MS & HS Dropout Rates • HS Graduation Rates 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>PARENT PARTICIPATION AS PARTNERS</u></p> <p>1. Engage parents as partners in their child's education by hosting parent/student orientation to discuss the school's program, meet school staff, tour the school, and discuss policies & procedures and parent/student handbook.</p> <p>2. Host schoolwide events to engage parents including monthly "Coffee with the Administration" that include but are not limited to the following:</p> <ul style="list-style-type: none"> • Open House • Family Fun day • Back-to-School • Campus Beautification <p>3. Host at least 4 Parent workshops annually.</p> <p>4. Parent decision-making input will take place in the Einstein Parent Organization that meets monthly and reports to the Principal and Governing Board.</p> <p>5. Host at least 2 ELAC meetings led by the ELD Coordinator, to discuss ELL topics, progress of ELL's and resources for students.</p> <p>6. Administer annual parent survey to obtain feedback/input.</p>	<p>Schoolwide</p>	<p><u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-6. \$0 See Goal 1</p>

<p><u>SCHOOL CLIMATE</u></p> <ol style="list-style-type: none"> Host assemblies/awards to recognize students for: <ul style="list-style-type: none"> Community service HOUSE points – Core Values Honor Society Scholar of the year (6th Grade) Attendance Student who participate in extracurricular activities Students will participate in daily STEAM assemblies. to discuss and review the 7 AEA Scholar Values (Core Values). Implement RTI 3-tier Model. Students will have access to intervention coordinator to coordinate RTI-3 Tier Program to address academic and behavioral issues. Provide struggling students with access to the After-School Intervention Program (ASIP) as identified in the RTI program, based on assessment data and teacher recommendations. Academic intervention is provided for all students during daily intervention blocks, Key Scholar Skills (KSS) that take place twice daily for 20 minutes each. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-5. \$0 See Goal 1</p>
<p><u>STUDENT ENGAGEMENT</u></p> <ol style="list-style-type: none"> Host annual field trips based on grade level. Host field trips for GATE Students. Provide students with access to the following courses: <ul style="list-style-type: none"> Physical Education Hebrew Mandarin 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-2. \$0 See Goal 1 3. Object Code: 2200 Base \$124,384</p>

<p>4. Support ASB (Student Government) through schoolwide sponsored events. ASB will serve to represent the student body, discuss school issues and report to the school staff.</p> <p>5. Provide students with access to clubs & organizations during recess & lunch.</p> <p>6. Host at least 1 Art Exhibition; and 1 STEAM Fair annually, whereby students present their work.</p> <p>7. Students will participate in STEM Days: 2 days/week (end of 6-8 weeks).</p> <p>8. Host annual schoolwide events including:</p> <ul style="list-style-type: none">• Science Fair• Talent Show• Spelling Bee• Spirit Day			<p>4-8. \$0 See Goal 1</p>
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GOAL:	GOAL #4: Continue to develop an infrastructure for ongoing analysis of student performance and progress by providing staff development & collaborative learning time		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	<ul style="list-style-type: none"> • CAASPP/SBAC Assessments • Common Core aligned benchmark assessments 		
Goal Applies to:	Schools:	Albert Einstein Academy of Letters, Arts & Sciences – STEAM Academy	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> 1. Establish growth targets for Benchmark assessments in ELA & Mathematics 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math 3. 2016 API will serve as a Baseline 4. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • % Seniors meeting UC A-G Completion Rates • % College & Career Ready • % AP Passage Rate • % College Ready by EAP • Other Pupil Outcomes 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. Administer Dibels reading assessment for Grades K-2: 2 times/year. 2. Administer San Diego Quick Assessment (Grades K-6) 3. Administer Pearson Beginning of year Diagnostic assessment in ELA & Math. 4. Administer Common Core aligned benchmark assessments in ELA & Math using OARS: 4 times/year. 5. Administer Performance Tasks 6. Administer state-mandated assessments: <ul style="list-style-type: none"> • CELDT for ELL's 	Schoolwide	X_ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____	1-8. \$0 See Goal 1

<ul style="list-style-type: none"> • Physical Fitness Test (Grade 5) • CST Science (Grade 5) • SBAC/CAASPP (Grades 3-8) <p>7. Implement OARS benchmark assessment system. Costs for purchasing OARS subscription.</p> <p>8. Provide staff collaboration time to collect, disaggregate and analyze student achievement data and student work, to ensure vertical alignment.</p>			
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LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Establish growth targets for Benchmark assessments in ELA & Mathematics 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math 3. 2016 API will serve as a Baseline 4. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • % Seniors meeting UC A-G Completion Rates • % College & Career Ready • % AP Passage Rate • % College Ready by EAP • Other Pupil Outcomes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. Administer Dibels reading assessment for Grades K-2: 2 times/year. 2. Administer San Diego Quick Assessment (Grades K-6) 3. Administer Pearson Beginning of year Diagnostic assessment in ELA & Math. 4. Administer Common Core aligned benchmark assessments in ELA & Math using OARS: 4 times/year. 5. Administer Performance Tasks 	<p align="center">Schoolwide</p>	<p><u>X</u>_ALL</p> <p>-----</p> <p>OR:</p> <p>__Low Income pupils __English Learners</p> <p>__Foster Youth __Redesignated fluent English proficient</p> <p>__Other Subgroups:(Specify)_____</p>	<p>1-8. \$0 See Goal 1</p>

<p>6. Administer state-mandated assessments:</p> <ul style="list-style-type: none"> • CELDT for ELL’s • Physical Fitness Test (Grade 5) • CST Science (Grade 5) • SBAC/CAASPP (Grades 3-8) <p>7. Implement OARS benchmark assessment system. Costs for purchasing OARS subscription.</p> <p>8. Provide staff collaboration time to collect, disaggregate and analyze student achievement data and student work, to ensure vertical alignment.</p>			
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LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> 1. Establish growth targets for Benchmark assessments in ELA & Mathematics 2. Establish growth targets for CAASPP/SBAC assessments in ELA & Math 3. 2016 API will serve as a Baseline 4. AEALAS – STEAM Academy serves grades K-6, therefore the following CDE measurable outcomes do not apply: <ul style="list-style-type: none"> • % Seniors meeting UC A-G Completion Rates • % College & Career Ready • % AP Passage Rate • % College Ready by EAP • Other Pupil Outcomes
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><u>ASSESSMENTS</u></p> <ol style="list-style-type: none"> 1. Administer Dibels reading assessment for Grades K-2: 2 times/year. 2. Administer San Diego Quick Assessment (Grades K-6) 3. Administer Pearson Beginning of year Diagnostic assessment in ELA & Math. 4. Administer Common Core aligned benchmark assessments in ELA & Math using OARS: 4 times/year. 	<p>Schoolwide</p>	<p><u>X</u>_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p>1-8. \$0 See Goal 1</p>

<p>5. Administer Performance Tasks</p> <p>6. Administer state-mandated assessments:</p> <ul style="list-style-type: none">• CELDT for ELL's• Physical Fitness Test (Grade 5)• CST Science (Grade 5)• SBAC/CAASPP (Grades 3-8) <p>7. Implement OARS benchmark assessment system. Costs for purchasing OARS subscription.</p> <p>8. Provide staff collaboration time to collect, disaggregate and analyze student achievement data and student work, to ensure vertical alignment.</p>			
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Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) 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?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

AEALAS – STEAM Academy did not submit an LCAP for 2014-15, therefore the “annual update” section does not apply.”

Original GOAL from prior year LCAP:			Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:			
	Applicable Pupil Subgroups:			
Expected Annual Measurable Outcomes:			Actual Annual Measurable Outcomes:	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	
Scope of service:			Scope of service:	
__ALL			__ALL	
OR:			OR:	
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?				

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of 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 schoolsite 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 and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$ <u>53,886</u>

B. In the box below, 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).

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). 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.

1.26	%
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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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).