Albert Einstein Academy Charter School
Local Control & Accountability Plan

2016-17

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Einstein Academy   **Contact: Dave Sciarretta, Executive Director dsciarretta@aeacs.org 619.795.1190**   **LCAP Year: 2016-17**

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
Albert Einstein Academy Charter School (AEACS) aka "Einstein Academy," was established in Fall 2002, as the first authorized International Baccalaureate (IB) Primary Years Program in San Diego County. It is one of two charter schools under the umbrella of Albert Einstein Academy, a non-profit organization. Albert Einstein Academy Charter School is an International Baccalaureate, dual-language (German/English), charter school, serving over 500 students in grades K-5 within the community of South Park in San Diego. Einstein Academy is authorized as an International Baccalaureate World School. As a direct-funded charter school, it is its own Local Educational Agency (LEA). Einstein's mission is, to educate children to thrive, and contribute as active thinkers in the world. Our school nurtures, cultivates, and inspires multilingual, critical thinkers who are well-rounded, responsible, global citizens uniquely prepared to thrive, lead, and create positive change in the 21st century. Our charter school provides a rigorous standards-aligned academic curriculum with numerous academic supports to address the learning gaps of our students. Albert Einstein Academy Charter School in collaboration with Albert Einstein Academy Charter Middle School, informed its stakeholder about LCFF/LCAP using numerous modes of communication: Principal's Meeting with Parents/Community, School wide events, electronic mail, correspondence sent home,	After numerous meetings and presentations in consultation with stakeholders, Albert Einstein Academy Charter School, identified common themes, which are listed below. The input received from various stakeholders served in the development of our school's Local Control & Accountability Plan (LCAP) whose primary focus is to ameliorate student achievement. • Provide Professional Development for teachers on the Common Core State Standards (CCSS) and Instructional Practice for 21st Century Learners • Implement Common Core aligned benchmark assessments • Providing academic intervention/support for struggling students • Expanding parent opportunities and workshops to support their child's academic progress • Developing a data-driven culture

Involvement Process	Impact on LCAP
and the school's website. Collaboration with the 2 schools took place because many parents (families) have their children enrolled in both schools. In order to gather input, Albert Einstein Academy Charter School, developed an online self-administered questionnaire for stakeholders 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 anonymity, the online questionnaire did not collect any names. The following documents were collected, reviewed, disaggregated and analyzed in the development of the LCAP: • Charter Petition • International Baccalaureate Primary Years Program (IBPYP) Report • CELDT Assessment Results • California Standards Test Results (CAASPP) • Student/School Demographics • School Accountability Report Card (SARC) • 2014-2016: ADA Reports • CALPADS Reporting • 2015-16: School wide Goals (Professional Development Plan) Draft of the LCAP was presented at parent meetings and at School Site Council. On June 14, 2016, Einstein Academy governing board convened and approved Albert Einstein Academy Charter School's LCAP and	

Involvement Process	Impact on LCAP
2014-15 budget.	

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 (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: To have all teachers appropriately assigned and fully credentialed, provide equitable access to a well-rounded, broad range of challenging standards-aligned curricula, and	Goal #1: All students will have access to all courses and instructional resources & materials needed for learning.	All Students	Albert Einstein Academy Charter School		100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
safe, secure & clean facilities METRIC: CALPADS, SARC Report, Teacher Survey, Student Survey					100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	
NEED: Improve pedagogical research-based strategies to improve student achievement and address learning gaps of students. • ELA/ELD: To improve EL	Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	All Students	Albert Einstein Academy Charter School		Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS); engage in Professional Develop trainings to enhance 21st Century instruction.	Students will receive instruction that is increasingly aligned to the CCSS & continue to develop and refine balanced instructional design.	Students will receive instruction from teachers with a high capacity for implementation of the CCSS, and utilize teacher rounds to continue to reflect & refine their 21st century instruction.	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes

Identified Need and Metric (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 (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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attainment of English proficiency while mastering content

METRIC: SARC, CALPADS, CELDT, Reclassification Rates, AMAO1 & AMAO2, benchmark assessments, classroom observations | | | | | EL Students will advance one performance level annually measured by CELDT

Increase percentage of EL students who are reclassified as RFEP by 5%. | EL Students will advance one performance level annually measured by CELDT

Increase percentage of EL students who are reclassified as RFEP by 5%. | EL Students will advance one performance level annually measured by CELDT

Increase percentage of EL students who are reclassified as RFEP by 5%. | |
| NEED: To provide parents with training to actively participate in | GOAL #3: Increase resources and services to improve parent | All Students | Albert Einstein Academy Charter School | | Develop parent engagement opportunities through a variety of trainings and | Increase the number of parents involved in engagement opportunities | Continue to increase the number of parents involved in engagement | Priority 3: Parent Involvement

Priority 5: |

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
their child's education. **METRIC:** Parent surveys, participation in schoolwide events, & workshops	involvement including workshops, activities and input opportunities				input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	through a variety of trainings and input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	opportunities through a variety of trainings & input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	Student Engagement Priority 6: School Climate
NEED: For students to gain academic content knowledge through the implementation of the CCSS.	**GOAL #4:** Students will meet or exceed the expectations defined by the Common Core State	All Students	Albert Einstein Academy Charter School		2014-15 CAASPP (ELA & math) assessment (grades 3-5) results will serve to establish a baseline	Students scoring proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2015	Students scoring proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2016	Priority 1: Basic Services Priority 2: Implementation of CCSS Priority 4:

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Annually increase number of EL and SPED students demonstrating growth. **METRIC:** CAASPP, Benchmark Assessments	Standards.				Implement Common Core Aligned benchmark assessments for all students in ELA & Math	to 2016. Students scoring below proficient will improve by at least one performance level Implement Common Core Aligned benchmark assessments for all students in ELA & Math Expand Common Core aligned benchmark assessments to include History & Science.	to 2017. Students scoring below proficient will improve by at least one performance level Implement Common Core Aligned benchmark assessments for all students in ELA Math, Science & History	Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Ensure Students with Disabilities meet annual IEP Goals.	Ensure Students with Disabilities meet annual IEP Goals.	Ensure Students with Disabilities meet annual IEP Goals.	
NEED: Using RTI, to identify students who require targeted academic intervention **METRIC:** ELA/Math Benchmark Assessments, CAASPP, SARC, Teacher & Student Surveys	**GOAL #5:** Increase student engagement through student & teacher use of technology	All Students	Albert Einstein Academy Charter School		100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials such as non-fiction texts and web-based instructional programs. Identify low performing	100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials and web-based programs that will bridge identified gaps in learning. Continue to identify low	100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials and web- based programs that will meet individual needs and enrich their learning. Continue to identify low	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets.

Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program.

Develop a state approved Technology Plan | performing students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets.

Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program.

Continue to implement Annual Goals as | performing students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets.

Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program.

Continue to implement Annual Goals as | Outcomes |

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					to identify needs, and maximize teaching, learning and effective communication school wide. All students will engage in use of technology and/or multi-media at least on a weekly basis. All 5th grade students will complete an e-portfolio. Implement 1:1 Chromebooks for	identified in State-approved Tech Plan. All students will engage in use of technology and/or multi-media at least at least 3 times per week. All 5th grade students will complete an e-portfolio. Implement 2:1 Chromebooks for	identified in State-approved Tech Plan All students will engage in use of technology and/or multi-media at least at least 4 times per week. All 5th grade students will complete an e-portfolio.	

Identified Need and Metric (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 (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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					students in Grades 3-5.	students in Grades K-2		
Need: Increase counseling services and other mental health services. **Metric:** Attendance Rates, suspension & expulsion rates, Student & Parent Surveys, Referrals to Counselor & Mental Health Professionals	**GOAL # 6:** Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.	All Students	Albert Einstein Academy Charter School		Students will have access to an increased number of counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 3 school wide recognition assemblies and	Continue to provide students with access to counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 4 school wide recognition assemblies and	Continue to provide students with access to counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 5 school wide recognition assemblies and	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate

Identified Need and Metric (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 (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 (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					student awards. Hosts Field Trips to Museums, Colleges & Universities.	student awards. Hosts Field Trips to Museums, Colleges & Universities.	student awards. Hosts Field Trips to Museums, Colleges & Universities.	
Need: To expand the school's SIS/LMS to collect & disaggregate student achievement data **Metric:** ManageBac reports	**GOAL #7:** Continue to implement the systematic operation tool to support data-driven decision-making	All Students	Albert Einstein Academy Charter School		Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 8: Other Student Outcomes

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 school sites 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?

Original GOAL from prior year LCAP:	Goal #1: All students will have access to all courses and instructional resources & materials needed for learning.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: AEACS	
	Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	1.1. 100% of students will receive instruction from a fully certified, high quality teacher; 1.2. 100% of students will have access to Common Core standards-aligned curriculum & instructional materials; 1.3. 100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	Actual Annual Measurable Outcomes:	1.1. Goal not met: All teachers but one 50% teacher are fully certified. 1.2. Goal met: 100% of students have access to Common Core standards-aligned curriculum & instructional materials; 1.3. Goal met: 100% of students receive instruction in facilities that are safe, secure, clean and well maintained.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers attend professional development in CCSS and release time for planning and collaboration. Purchase of textbooks and software	LCFF Prof. Dev. $20,000	Teachers attend professional development in CCSS and release time for planning and collaboration. Purchase of textbooks and software	Object 1000's & 5000's $26,355 LCFF Base Object 4000's $37,760 Base
IBScope of service: K-5		Scope of service: K-5	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: K-5		Scope of service: K-5	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __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?	2016 – 2017: School will look to support certification for German 50% teacher. School will purchase more digital resources and high quality resources to support units of inquiry that are aligned with the NGSS standards.		

Original GOAL from prior year LCAP:	Goal #2: Teachers will receive professional development on research-based strategies, including CCSS, ELA and ELD frameworks.	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: AEACS
	Applicable Pupil Subgroups: all

Expected Annual Measurable Outcomes:	2.1. Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS); 2.2. Engage in Professional Develop trainings to enhance 21st Century instruction. 2.3.EL Students will advance one performance level annually measured by CELDT 2.4.Increase percentage of EL students who are reclassified as RFEP by 5%.	Actual Annual Measurable Outcomes:	2.1. Goal met: All students receive instruction that is increasingly aligned to the Common Core State Standards (CCSS); 2.2. Goal met: All teachers are implementing technology for 21st Century instruction. 2.3. Goal not met: All ELL Students did not advance one performance level annually measured by CELDT 2.4.Goal met: Increased percentage of ELL students who are reclassified as RFEP by over 5%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire ELL teacher	$ 80,000	Teacher could not be hired, postponed to 2017-2018 Key Teachers were sent to ELD training/Conferences. Teachers trained in technology education for 21st century learning. Small group before school ELL support offered to Kindergarten students. (Aide instructed)	See Goal 1 See Goal 1 Object 2000's & 3000's $3,105 LCFF Supplemental
Scope of service:		Scope of service:	
__ALL		__ALL	

OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:	K-5	Scope of service:	K-5
__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __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?	2016-17: Teachers will participate in on-going professional development to support implementation of California's ELD Standards; teachers will be released to observe exemplar teaching of ELL students. 2017-2018: Hire ELD support teacher

Original GOAL from prior year LCAP:	Goal #3: Increase resources and services to improve parent involvement including workshops, activities and input opportunities	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS	
	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	3.1. Offer engagement opportunities through a variety of trainings and input opportunities.	Actual Annual Measurable Outcomes: 3.1. Goal met: Throughout the school year, many engagement opportunities through a variety of trainings and input opportunities have been offered. (parent university)

3.2.Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)		3.2.Goal not met: AEACS determined that ManageBac was not appropriate for the Elementary School at this time. We will reconsider in 2017-2018

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
In-house events and trainings	$5,000	Provided the in-house events and trainings	Object 4000's $800 LCFF Base
Scope of service: K-5		Scope of service: K-5	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __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?	2016-2017: All Parent University and Parent Informational Events will be recorded and attendance will be monitored with sign in-sheets to determine appropriate target goal for participation.

Original GOAL from prior year LCAP:	Goal #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: AEACS	
	Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	4.1.2014-15 CAASPP (ELA & math) assessment will serve as baseline data. 4.2.Implement Common Core Aligned benchmark assessments for all students in ELA & Math. 4.3. Ensure Students with Disabilities meet annual IEP Goals.	Actual Annual Measurable Outcomes:	4.1. Goal met: AEACS received the baseline data from the SBAC testing and uses it to drive instruction. 4.2. Goal met: AEACS is using MAP testing for grades 2-5 as well as CRLP Assessments, and AIMS Web Assessment to benchmark students. 4.3. Goal not met: Not all students meet all of their annual IEP goals.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implementing MAP testing in ELA/Math, training for CRLP	$	Implemented MAP testing, training for CRLP Hired additional Education Specialist Hired additional SPED Aide	Object 1000's, 2000's & 3000's $397,546 SPED
Scope of service: K-5		Scope of service: K-5	
_x_ALL		_x_ALL	

OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	$		$
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_ Other Subgroups:(Specify)__SPED_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _X_ Other Subgroups:(Specify)_____SPED_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2016-2017: Offer professional development to SPED personnel and classroom teachers in the implementation of CCSS. Hire an additional Education Specialist to support students with IEPs. Hire additional SPED Aide to support students with IEPs.		

Original GOAL from prior year LCAP:	Goal #5: Increase student engagement through student & teacher use of technology	Related State and/or Local Priorities: 1__ 2__x 3__ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	5.1. 100% of students will be assessed in Reading at least 3 times per year. 5.2. Students will have increased access to supplemental materials such as non-fiction texts and web-based instructional programs.	Actual Annual Measurable Outcomes:	5.1. Goal met – All students are assessed 3 times per year annually with MAP, CRLP, and SBAC. 5.2. Goal met – All students have access to the school library, classroom libraries, chromebooks, and software.

5.3.Identify low performing students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets.	5.3. Goal met: An SST process is in place to plan interventions, set goals, and monitor growth targets. Through this process students may be recommended for assessment by the SPED team to determine if students qualify for an IEP and related services.
5.4.Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program.	5.4. Goal not met: Currently AEACS offers Extended Day for only for Math in grades 3-5. Grades K-5 students at risk receive pull out support in the Learning Center.
5.5. Develop a state approved Technology Plan to identify needs, and maximize teaching, learning and effective communication school wide.	5.5. Goal not met: Technology plan was written but not state approved plan.
5.6. All students will engage in use of technology and/or multi-media at least on a weekly basis.	5.6. Goal met: All students use technology and/or multi-media weekly.
5.7. All 5th grade students will complete an e-portfolio.	5.7. Goal not met: We opted not to do e-portfolios at this time.
5.8. Implement 1:1 Chromebooks for students in Grades 3-5.	5.8. Goal met: Students in grades 3-5 have a 1:1 chromebooks to student ratio.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Fund after-school tutoring program for "at risk" students	$	Funded after-school tutoring program for "at risk" students. Learning Center Teachers and aides Chromebook Carts purchased	Object 1000's 2000's & 3000's $188391 LCFF Supplemental Object 4000's $8,700 LCFF Base
Scope of service: 3-5		Scope of service: 3-5	

_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Write a state approved technology plan		Wrote an IB technology plan	Object 1000's & 3000's $2,965 LCFF Base
Scope of service: K-5 _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-5 _x_ALL OR: __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?	2016-17: 5.4 Will replace "enrolled in after-school tutoring program" with Learning Center support. Learning Center support can happen within the school day or after school 5.5 Will Replace "state approved tech plan" with and IB Tech scope and sequence 5.7 Will replace "eportfolios" with electronic presentations Additional chromebook carts to be purchased for lower grades		

Original GOAL from prior year LCAP:	**GOAL # 6:** Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.		Related State and/or Local Priorities: 1__ 2__ 3_x_ 4__ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS		
	Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	6.1.Students will have access to an increased number of counselors and/or mental health providers who will support student needs.	Actual Annual Measurable Outcomes:	6.1. Goal met: Full time Educational Psychologist hired

6.2. Decrease suspension rates by 5%		6.2. Goal not met: Suspensions rates did not decrease as they were very low to start.	
6.3. Maintain ADA at 96%.		6.3. Goal met: The average ADA is 97%.	
6.4.Host at least 3 school wide recognition assemblies and student awards.		6.4. Goal not met: Grade level awards ceremonies and assemblies were held but not all were school-wide.	
6.5.Hosts Field Trips to Museums, Colleges & Universities.		6.5. Goal met: All grade levels attended at least 3 field trips	

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire school counselor and psychologist	$	Full time School Psychologist was hired Student Awards Field Trips IB training for new teachers to support Learning Profile which impacts student discipline.	Object 1000 & 3000's $108,899 SPED Object 4000's $200 LCFF Base Object 5000's $26,402 LCFF Base Object 5000's $1,277 Title II $6,113 LCFF Base
Scope of service: K-5		Scope of service: K-5	
_x_ALL		_x_ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	

__ALL		__ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __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?	2016-17: Continue efforts to maintain ADA above 96%. 6.2 Suspension rates are minimal and therefor hard to decrease. Will modify goal to keep suspension rates low or create new goal regarding school-wide conflict resolution strategies. Modify goals 6.4. and 6.5. to be more general – we fulfilled the spirit of the goal but not the specifics.

Original GOAL from prior year LCAP:	**GOAL #7:** Continue to implement the systematic operation tool to support data-driven decision-making	Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	AEACS	
	Applicable Pupil Subgroups:	All students	

Expected Annual Measurable Outcomes:	7.1. Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. 7.2. Assess intervention programs annually.	Actual Annual Measurable Outcomes:	7.1. Goal met – Achievement is documented for general programs and intervention programs. Intervention program and grade level meetings occur to analyze student data to drive instruction. 7.2. Goal met: intervention programs are assessed semi-annually.

LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Hire teacher leader to implement Extended Day Math and monitor assessment data	$	Hire teacher leader to implement Extended Day Math and monitor assessment data Aide hours to support the collection and monitoring of Learning	Object 1000's $5,000 LCFF Supplemental

		Center data for interventions programs	Object 2000's & 3000's LCFF Supplemental
Scope of service: K-5		Scope of service: K-5	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __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?	2016-17: Continue to monitor success of the programs and refine teacher skills in data analysis.		

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 (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal #1: All students will have access to all courses and instructional resources & materials needed for learning.	Priority 1: Basic Services

Priority 2: Implementation of State Standards

Priority 6: School Climate

Priority 8: Other Student Outcomes | Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs | LEA-wide | | $2,104,390 LCFF Base Funding

$0 | $2,146,478 LCFF Base Funding

$0 | $2,200,140 LCFF Base Funding

$0 |
| **Goal #1:** All students will have access to all courses and instructional resources & materials | Priority 1: Basic Services

Priority 2: Implementation of State Standards | Costs associated with the purchase of Common Core Aligned curriculum & instructional materials for ELA & Math (2014-15) | LEA-wide | | $26,545 LCFF Base Funding | $27,076 LCFF Base Funding | $27,753 LCFF Base Funding |

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
needed for learning.	Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for a Literacy Specialist Costs for Common Core aligned curriculum & instructional materials for History & Science.			See Goal 1 above $26,545 LCFF Base Funding	See Goal 1 above $27,076 LCFF Base Funding	See Goal 1 above $27,753 LCFF Base Funding
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Costs for Professional Development on: - Common Core State Standards - Data To Transform Instruction - Rigorous-Engagement - Reading/Accessing Text Across Content Areas - Writing Across Content Areas - IB: The Written Curriculum & Teacher Practice - Research-based pedagogical	LEA-wide		$51,850 LCFF Base Funding	$52,887 LCFF Base Funding	$54,209 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		strategies: (Differentiated Instruction; Using Technology to Improve Student Learning & engagement; Using student achievement data to drive instruction, 21st Century Learning, Special Education, and formalizing RTI Costs include summer PD salaries & Staff time for PD during the school year.			See Above	See Above	See Above
GOAL #3: Increase resources and	Priority 3: Parent Involvement	Costs for hosting parent workshops & speakers on the	LEA-wide		$750 LCFF Base Funding	$765 LCFF Base Funding	$784 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
services to improve parent involvement including workshops, activities and input opportunities	Priority 5: Student Engagement Priority 6: School Climate	following topics: • Common Core State Standards – understanding the standards, rigor, and instruction • Understanding IB Educational Program • Using technology & Accessing ManageBac • Understanding student achievement data & testing requirements • 10 Character Traits Costs associated with translation services and translating correspondence sent home.			See Above $5000 Title I Funds	See Above $5000 Title I	See Above $5000 Title I
GOAL #4:	Priority 1: Basic	Costs associated with	LEA-wide		$1335	$1602	$1922

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will meet or exceed the expectations defined by the Common Core State Standards.	Services Priority 2: Implementation of CCSS Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	CAASPP testing including testing materials, Testing Coordinator (training); IT Staff for infrastructure upgrades, installation of hardware/software, bandwidth capacity, tech. support			Unrestricted Lottery Funds $25,000(.5FTE) LCFF Base Funding	Unrestricted Lottery Funds $25,000(.5FTE) LCFF Base Funding	Unrestricted Lottery Funds $25,000(.5FTE) LCFF Base Funding
GOAL #4: Students will meet or exceed the expectations defined by the	Priority 1: Basic Services Priority 2: Implementation of CCSS	Costs for purchase & implementation of benchmark assessments in ELA & Math	LEA-wide		$5000 LCFF Base Funding	$5000 LCFF Base Funding	$5000 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Common Core State Standards.	Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for purchase & implementation of benchmark assessments in Science & History (starting 2015-16)				$5000 LCFF Base Funding	$5000 LCFF Base Funding
GOAL #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	Priority 1: Basic Services Priority 2: Implementation of CCSS Priority 4: Student Achievement	Costs associated with Learning Center: Staff support, IEP Goal Setting, IEP meetings, testing materials, etc. Costs for a full-time Educational Specialist	LEA-wide		$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE	$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE	$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes						
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8:	Costs associated with the purchase of supplemental curricular and instructional materials including but not limited to leveled libraries, etc. Costs for Literacy Specialist Costs for Literacy Assessments: DRA, AIMS web-based, Maze Comprehension,	LEA-wide		$5,400 Unrestricted Lottery Funding $60,700 LCFF Base Funding $4000 LCFF Base Funding	$6480 Unrestricted Lottery Funding $60,700 LCFF Base Funding $5000 LCFF Base Funding	$7776 Unrestricted Lottery Funding $60,700 LCFF Base Funding $7500 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	SIPPS Program K-3; & Running Records.			See Above	See Above	See Above
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes	Costs associated with RTI Program including implementation, SST Meetings, staff involvement, training, & development of individualized learning plans w/growth targets.	LEA-wide		$15,000 LCFF Base Funding	$15,000 LCFF Base Funding	$15,000 LCFF Base Funding
GOAL #5: Increase student engagement through student &	Priority 2: Implementation of CCSS & ELD Priority 4: Student	Costs associated with Academic Intervention Empowerment Program (After-school tutoring)	LEA-wide		$10,000 LCFF Base Funding	$15,000 LCFF Base Funding	$15,000 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teacher use of technology	Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes						
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access	Costs associated with the development of a Technology Plan, Consultant Services, IT Planning Committee. Costs for the purchase of Chromebooks and Laptop carts, including IT set-up costs.	LEA-wide		$19,500 LCFF Base Funding $51,000 Prop Z Discretionary funds	$22,500 LCFF Base Funding	$12,500 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 8: Other Student Outcomes						
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with full-time counselor(s); mental health professionals; Psych. intern, etc. to provide academic counseling services and psycho-social services for at-risk students	LEA-wide		$73,312 SPED State & Federal Funding	$73,312 SPED State & Federal Funding	$73,312 SPED State & Federal Funding
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with hosting school wide recognition assemblies and awards for students demonstrating the 10 character traits, positive behavior and academic growth and/or performance.	LEA-wide		$1,400 LCFF Base Funding	$1680 LCFF Base Funding	$2016 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs for field trips to museums, colleges & universities	LEA-wide		$2000 Friends of AEA Foundation Grants	$2700 Friends of AEA Foundation Grants	$3300 Friends of AEA Foundation Grants
GOAL #7: Continue to implement the systematic operation tool to support data-driven decision-making	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 8: Other Student Outcomes	Costs associated with management and implementation of ManageBac (LMS) for the collection, disaggregation and analysis of student achievement data. Costs for providing parent portal access to student academic grades, attendance, behavior, and online communication with	LEA-wide		$7548 LCFF Base funding $5000 LCFF Base Funding	$7548 LCFF Base funding $5000 LCFF Base Funding	$7548 LCFF Base funding $5000 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		staff. Costs for assessing intervention programs.			$1000 LCFF Base Funding	$1000 LCFF Base Funding	$1000 LCFF Base Funding

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 (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For low income pupils:					
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8:	Costs associated with Academic Intervention Empowerment Program (Before & After-school tutoring)	LEA-wide		$10,000 LCFF Supplemental Funding	$10,000 LCFF Supplemental Funding	$10,000 LCFF Supplemental Funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes						
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with counselor/mental health professionals; interns, etc. to provide academic counseling services and psycho-social services for at-risk students	LEA-wide		$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Uniform costs	LEA-wide		$500 LCFF Supplemental funding	$600 LCFF Supplemental funding	$750 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For English learners:					
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards

Priority 4: Student Achievement

Priority 8: Other Student Outcomes | Professional Development expenses for CCSS ELA & ELD Frameworks.

Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's. | LEA-wide | | $2000 LCFF Supplemental funding

$11,985 LCFF Supplemental Funding | $2500 LCFF Supplemental funding

$13,183 LCFF Supplemental Funding | $3000 LCFF Supplemental funding

$14,500 LCFF Supplemental Funding |
| **Goal #2**: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks | Priority 2: Implementation of Common Core State Standards

Priority 4: Student Achievement

Priority 8: | Program Costs associated with ELD Reading Intervention Academy (ERIA)

Program Costs for CELDT, including testing costs, CELDT | LEA-wide | | $5000 LCFF Supplemental funding

$3335 LCFF Supplemental funding | $6000 LCFF Supplemental funding

$4000 LCFF Supplemental funding | $7500 LCFF Supplemental funding

$4800 LCFF Supplemental funding |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	Testing Coordinator, reclassification process, reporting to all stakeholders, etc.			See Above	See Above	See Above
		For foster youth:					
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes	Costs associated with Academic Intervention Empowerment Program (Before & After-school tutoring)	LEA-wide		$15,416 LCFF Supplemental funding	$18,500 LCFF Supplemental funding	$22,200 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with counselor, psychologist & Psych. intern, etc. to provide academic counseling services and psycho-social services for at-risk students	LEA-wide		$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Uniform costs	LEA-wide		$1500 LCFF Supplemental funding	$2500 LCFF Supplemental funding	$2500 LCFF Supplemental funding
		For redesignated					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		fluent English proficient pupils:					
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Professional Development expenses for CCSS ELA & ELD Frameworks. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's.	LEA-wide		$2500 LCFF Supplemental funding	$3000 LCFF Supplemental funding	$3500 LCFF Supplemental funding
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8:	Program Costs associated with ELD Reading Intervention Academy (ERIA) Program Costs for CELDT, including testing costs, CELDT	LEA-wide		$2500 LCFF Supplemental funding $3335 LCFF Supplemental funding	$2500 LCFF Supplemental funding $4000 LCFF Supplemental funding	$2500 LCFF Supplemental funding $4800 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (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 Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	Testing Coordinator, reclassification process, reporting to all stakeholders, etc.					

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.)

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:

Albert Einstein Academy Charter School (AEACS) projects to receive an increase in LCFF funding for 2016-17 of approximately $1,022,182 over the prior year (2015-16) of which $495,002 is attributed to Supplemental funding. After identifying $196,496 in FY 2015-16 expenditures which support and serve the unduplicated student population. The projected unduplicated count of low income students (eligible for free/reduced priced meals), English learners, and foster youth used for determining the 2020-21 target funding level is estimated to be 42%. Therefore, Albert Einstein Academy Charter School is receiving Supplemental funding but no Concentration funding. AEACS plans to use Supplemental funding in a Charterwide manner.

Describe how the LEA is expending these funds in the LCAP year.

Students will receive instruction from fully certified high quality teachers; have access to Common Core standards-aligned curriculum and instructional materials; hiring of additional staff (Reading Specialist, Mental-Health counselors & interims, Instructional Aides); purchase of Lap-tops; Unduplicated count students will benefit from additional purchase and availability of Technology and software designed to meet their instructional needs. Specific use of Supplemental funds includes: cost associated with Academic Intervention programs (Before & After- School tutoring); and an additional counselor/mental health support to provide academic counseling and psychosocial services. In order to support English Learners: the purchase of ELD reading intervention for ERIA Academy program, CELDT testing and Professional Development for all staff on the Common Core State Standard for English Language Arts (ELA)/English Language Development (ELD) Frameworks.

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.

Albert Einstein Academy Charter school calculates that the percentage by which services for unduplicated pupils must be increased or improved compared to services for all pupils in the LCAP year is 3.47%. Increasing the school budget allocations consistent with the foundation of the LCFF model-Base Grant and Supplemental funding will provide increased or improved services for unduplicated count students. Specific actions include:

- Before & After- School tutoring
- Additional counselor/mental health support to provide academic counseling and psychosocial services.
- Purchase of ELD reading intervention for ERIA Academy program, CELDT testing.
- Additional professional Development for CCSS, ELA, & ELD to support English-Learner, low-socio economic students, and Foster youth population.

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.