

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Albert Einstein Academies Elementary School		
Contact Name and Title	Greta Bouterse, ES Principal	Email and Phone	gbouterse@aeacs.org 619-795-1190

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Albert Einstein Academy Charter Elementary School (AEACES) was established in Fall 2002, as the first authorized International Baccalaureate Primary Years Program (IBPYP) 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 Elementary School is an International Baccalaureate, dual-language (German/English), charter school, serving nearly 800 students in grades K-5. It is located in the heart of South Park and the surrounding communities of Golden Hill, Logan Heights, Grant Hill, and North Park, and the student population represents a cross-section of these neighborhoods. The community is ethnically, economically, and culturally diverse which enriches the organization whose goal it is to cultivate internationally-minded citizens. 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.

The Elementary School has grown from 500 students to 800 students in the last 3 years. With this growth came an increase in diversity and a need to hire many new teachers. We have been working very hard to meet the needs of our learners and train teachers new to AEACES in the methods of IB and Common Core State Standards.

LCAP HIGHLIGHTS

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

This year, we created new LCAP goals as a result of our IBPYP Self Study and Evaluation Report. The Self Study was a rigorous one-year process in which all the stakeholders reflected on AEACES's philosophy, structures and organization, and teaching and learning across the standards and practices of the IBPYP. Based upon our findings and the new LCFF Dashboard, we created goals to support areas in which we felt we could strengthen. This includes a focus on English Language Arts written curriculum and instruction, targeted instruction for our English Language Learners and Socioeconomically Disadvantaged students, increased opportunities for parent participation, and continued professional development around IBPYP, Inquiry, Glad, Common Core State Standards, and Next Generation Science Standards.

REVIEW OF PERFORMANCE

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

Overall, Mathematics is very strong for our students. The school has adopted a concept-based math program that gives students a strong foundational understanding of math concepts and number sense. The English and German teachers collaborate to ensure the curriculum is fluid from week to week as they go back and forth in the two languages. At-risk students in grades 3-5 also may attend our Extended Day Math Program 2x per week. Aides and Interns are available in every grade level to support small group learning and differentiation.

GREATEST PROGRESS

The school suspension rate is very low. Teachers successfully use "Zones of Regulation" in the lower grades that give students the opportunity to understand, reflect, and alter behaviors as necessary. Teachers also use multiple classroom behavior systems that acknowledge and reward positive behaviors. As an IBPYP school, all community members directly teach to and recognize the Learner Profile with a focus on the IB attributes of "caring" and "principled" which directly impact the school culture. The school employs a School Safety Crew whose job it is to monitor lunch and recess times. This Crew has increased in numbers this year. In addition, members are assigned to specific classes in order to foster and develop relationships with students. This has significantly improved behavior in the lunch arbor. Special education teachers and aides eat lunch with students who struggle with less structured activities.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

As a German and English dual immersion school, students have about half the amount of English Language Arts (ELA) instruction as traditional English only schools. Our families are aware of this and believe in the importance of biliteracy for the overall long-term cognitive and academic benefits. Just the same, we would like to see our students overall perform better in ELA.

Our English Language Learners are currently in orange range in ELA and in yellow in Math. Steps to address this are laid out in Goal #3.

Socioeconomically Disadvantaged students are currently in orange range in ELA and orange range in Math. Steps to address this are laid out in Goal #3.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Socially Disadvantaged in Mathematics performed two levels below the all student performance.

In order to address this, AEACES will do the following:

- Socioeconomically disadvantaged students in need of math support will receive Extended Day Math
- Teachers will implement differentiated instruction
- Train teachers and teacher aids in inquiry-based learning
- Develop school-wide tutoring for low income students

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- 1) Continued professional development around IBPYP, Inquiry, GLAD, CCSS, and NGSS
- 2) Targeted instruction and extended learning opportunities for ELL and Economically Disadvantaged students
- 3) Increased opportunities for parent input and participation

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 6,944,798

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

\$ 2,645,358

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$ 6,213,272

Total Projected LCFF Revenues for LCAP Year

Annual Update

Goal 1

All students will have access to all courses and instructional resources & materials needed for learning.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

--	--

Action

1

Actions/Services

PLANNED
 Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs

ACTUAL
 Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs

Expenditures

BUDGETED \$2,200,140 LCFF Base Funding	ESTIMATED ACTUAL \$1991677 – LCFF Base \$351472 – LCFF Supplemental and Concentration

Action

2

Actions/Services

PLANNED Costs associated with the purchase of Common Core Aligned curriculum & instructional materials for ELA & Math	ACTUAL Purchase of Math curriculum
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Expenditures

BUDGETED \$27,753 LCFF Base Funding	ESTIMATED ACTUAL \$21,683 – LCFF Base \$11,170 – LCFF Supplemental and Concentration
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ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Empty text box for implementation description]

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

[Empty text box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty text box for budget differences explanation]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty text box for changes description]

Goal 2

Teachers will receive Professional development on research based strategies, including CCSS ELA & ELD frameworks

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED	ACTUAL
Costs for Professional Development on: <input type="checkbox"/> Common Core State Standards <input type="checkbox"/> Data To Transform Instruction <input type="checkbox"/> Rigorous-Engagement <input type="checkbox"/> Reading/Accessing Text Across Content Areas <input type="checkbox"/> Writing Across Content Areas <input type="checkbox"/> IB: The Written Curriculum & Teacher Practice <input type="checkbox"/> Research-based	Professional Development conference costs and materials

Pedagogical 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.

Expenditures

BUDGETED
 \$51,850
 LCFF Base
 Funding

ESTIMATED ACTUAL
 \$26,007 – Educator Effectiveness Funding

Action

2

Actions/Services

PLANNED

ACTUAL

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Empty response box for implementation description]

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

[Empty response box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty response box for budget differences]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty response box for changes to goal]

Goal 3

Increase resources and services to improve parent involvement including workshops, activities and input opportunities

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 x 4 5 6 x 7 x 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Costs for hosting parent workshops & speakers on the following topics:

Common Core
State Standards – understanding the

ACTUAL

Costs for hosting parent workshops & speakers on the 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

standards, rigor, and instruction
 Understanding IB Educational Program
 Using technology & Accessing ManageBac
 Understanding student achievement data & testing requirements
 10 Character Traits

Expenditures

BUDGETED
 \$784
 LCFF Base
 Funding

ESTIMATED ACTUAL
 \$800 – LCFF Base

Action

2

Actions/Services

PLANNED
 Costs associated with translation services and translating correspondence sent home.

ACTUAL
 Costs associated with translation services and translating correspondence sent home.

Expenditures

BUDGETED
 \$5000
 Title I

ESTIMATED ACTUAL
 \$5000 – LCFF Supplemental and Concentration

Action

3

Actions/Services	PLANNED	ACTUAL
Expenditures	BUDGETED	ESTIMATED ACTUAL

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	

Goal 4	Students will meet or exceed the
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expectations defined by the Common Core State Standards.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
Costs associated with CAASPP testing including testing materials, Testing Coordinator (training);

IT Staff for infrastructure upgrades, installation of hardware/software, bandwidth capacity, tech. support

ACTUAL
CAASPP testing including testing materials

IT Staff

Expenditures	<p>BUDGETED \$1922 Unrestricted Lottery Funds</p> <p>\$25,000(.5FTE) LCFF Base Funding</p>	<p>ESTIMATED ACTUAL \$2000 – Unrestricted Lottery Funds</p> <p>\$30,000 – LCFF Base Funding</p>

Action **2**

Actions/Services	<p>PLANNED Costs associated with Learning Center: Staff support, IEP Goal Setting, IEP meetings, testing materials, etc.</p>	<p>ACTUAL Costs associated with Learning Center: Staff support, IEP Goal Setting, IEP meetings, testing materials, etc.</p>
Expenditures	<p>BUDGETED \$110,769 SPED Funding (4.28 FTE Inst. Aides)</p>	<p>ESTIMATED ACTUAL \$123,363 – State SPED funding</p>

Action **3**

Actions/Services	<p>PLANNED Costs for a full-time Educational Specialist</p>	<p>ACTUAL Education Specialist</p>
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Expenditures

BUDGETED
\$52,880
SPED State &
Federal
Funding
1FTE

ESTIMATED ACTUAL
\$55,820 – State SPED Funding

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Empty text box for implementation description]

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

[Empty text box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty text box for differences explanation]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty text box for changes description]

Goal 5

Increase student engagement

through student & teacher use of technology

State and/or Local Priorities Addressed by this goal:

STATE 1 2 x3 4 x5 x6 7 8
COE 9 10
LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

[Empty box for Expected Outcomes]

[Empty box for Actual Outcomes]

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Costs associated with the purchase of supplemental curricular and instructional materials including but not limited to leveled libraries, etc.

Costs for Literacy Specialist

ACTUAL
Costs associated with the purchase of supplemental curricular and instructional materials including but not limited to leveled libraries, etc.

Costs for Literacy Specialist

Expenditures

Costs for Literacy Assessments: DRA, AIMS web-based, Maze Comprehension, SIPPS Program K-3; & Running Records.

Costs for Literacy Assessments: DRA, AIMS web-based, Maze Comprehension, SIPPS Program K-3; & Running Records.

BUDGETED
 \$7776
 Unrestricted Lottery Funding

 \$60,700
 LCFF Base Funding

 \$7500
 LCFF Base Funding

ESTIMATED ACTUAL
 \$7000
 Unrestricted Lottery Funding

 \$72650
 LCFF Base Funding

 \$7500
 LCFF Base Funding

Action

2

Actions/Services

PLANNED
 Costs associated with RTI Program including implementation, SST Meetings, staff involvement, training, & development of individualized learning plans w/growth targets.

ACTUAL
 Costs associated with RTI Program including implementation, SST Meetings, staff involvement, training, & development of individualized learning plans w/growth targets.

Expenditures	BUDGETED \$15,000 LCFF Base Funding	ESTIMATED ACTUAL \$15,000 LCFF Base Funding
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Action **3**

Actions/Services	PLANNED Costs associated with Academic Intervention Empowerment Program (After-school tutoring)	ACTUAL Costs associated with Academic Intervention Empowerment Program (After-school tutoring)
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Expenditures	BUDGETED \$15,000 LCFF Base Funding	ESTIMATED ACTUAL \$15,000 LCFF Base Funding
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Action **4**

Actions/Services	PLANNED 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.	ACTUAL 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.
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Expenditures	BUDGETED \$12,500 LCFF Base	ESTIMATED ACTUAL \$12,500 LCFF Base
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Funding

Funding

Goal 6

Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Costs associated with full-time counselor(s);

ACTUAL

Costs associated with full-time counselor(s);

Expenditures

mental health professionals; Psych. intern, etc. to provide academic counseling services and psychosocial services for atrisk students

mental health professionals; Psych. intern, etc. to provide academic counseling services and psychosocial services for atrisk students

BUDGETED
\$73,312
SPED State & Federal Funding

ESTIMATED ACTUAL
\$46,784 – LCFF Base

\$46,784 – State SPED Funding

Action

2

Actions/Services

PLANNED
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.

ACTUAL
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.

Expenditures

BUDGETED
\$2016
LCFF Base Funding

ESTIMATED ACTUAL
\$2000
LCFF Base Funding

Action

3

Actions/Services	PLANNED Costs for field trips to museums, colleges & universities	ACTUAL Costs for field trips to museums, colleges & universities
Expenditures	BUDGETED \$3300 Friends of AEA Foundation Grants	ESTIMATED ACTUAL \$3500 Friends of AEA Foundation Grants

<h1>Goal 7</h1>	Continue to implement the systematic operation tool to support data-driven decisionmaking
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 x 3 4 x 5 x 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

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ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
 Costs associated with management and implementation of ManageBac (LMS) for the collection, disaggregation and analysis of student achievement data.

ACTUAL
 Costs associated with management and implementation of ManageBac (LMS) for the collection, disaggregation and analysis of student achievement data.

Expenditures

BUDGETED
 \$7548
 LCFF Base
 Funding

ESTIMATED ACTUAL
 \$8000
 LCFF Base
 Funding

Action

2

Actions/Services

PLANNED
 Costs for providing parent portal access to student academic grades, attendance, behavior, and online communication with staff.

ACTUAL
 Costs for providing parent portal access to student academic grades, attendance, behavior, and online communication with staff.

Expenditures

BUDGETED
 \$5000
 LCFF Base
 Funding

ESTIMATED ACTUAL
 \$5000
 LCFF Base
 Funding

Actions/Services

PLANNED
 Costs for assessing intervention programs.

ACTUAL
 Costs for assessing intervention programs.

Expenditures

BUDGETED
 \$1000
 LCFF Base
 Funding

ESTIMATED ACTUAL
 \$1000
 LCFF Base
 Funding

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

[Empty text box for implementation description]

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

[Empty text box for effectiveness description]

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Empty text box for expenditure differences]

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

[Empty text box for changes to goal]

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The IBPYP Self Study and Evaluation report guided the goals created for the LCAP. All staff met several times to survey our standards and practices in the areas of school philosophy, structures and organization, and teaching and learning. Parents and students were surveyed electronically. We then began planning of the annual update/new LCAP goals in the fall through collaboration with our school site council. It was determined we would create new goals that better aligned with the Self Study. The LCAP goals were finalized in early May.

IMPACT ON LCAP AND ANNUAL UPDATE

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

As stated above, these new goals were created through the Self Study process and involved all stakeholders. Through this work, it was determined our emphasis would be placed upon an IB education for all, academic achievement, the targeting of lower performing students, parent involvement, and student engagement and attendance.

Goals, Actions, & Services

Strategic Planning Details and Accountability

X New

Modified

Unchanged

Goal 1

All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

Teachers must implement IB standards and practices to provide students equitable access to a well-rounded, rich and rigorous standards-based curriculum.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Written Curriculum updated to reflect CCSS and NGSS	<ul style="list-style-type: none"> 6 units of inquiry taught 5 units of inquiry updated and taught that align with current CCSS and NGSS 	<ul style="list-style-type: none"> 6 units of inquiry taught. 6 units of inquiry updated and 5 taught that align with CCSS and NGSS 	6 units of inquiry taught that align with current CCSS and NGSS	6 units of inquiry taught that align with current CCSS and NGSS
Standards-based instructional materials available to all students	<ul style="list-style-type: none"> 100% ELA and Math standards-based resources are available 4/6 Units of Inquiry have resources that 	<ul style="list-style-type: none"> 100% ELA and Math standards-based resources are available 5/6 Units of Inquiry have resources that 	<ul style="list-style-type: none"> 100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that 	100 % of instructional materials align with CCSS and NGSS

	align with NGSS	align with NGSS	align with NGSS	
Action items from IB 2015 evaluation visit	Evaluation visit from 2015 indicates all teachers must be committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP

PLANNED ACTIONS / SERVICES

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

Action **1** 100 % of the students will receive instruction from a teacher trained in IBPYP principles and practices.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
100% of Certificated Teachers are trained in IB practices and principles at Level One 62% of teachers are trained in IB practices and principles at Level 2 and Level 3	100% of Certificated Teachers are trained in IB practices and principles at Level One 75% of teachers are trained in IB practices and principles at Level 2 and Level 3	100% of Certificated Teachers are trained in IB practices and principles at Level One 90% Percent of teachers are trained in IB practices and principles at Level 2 and Level 3 unless in first three years at the organization

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Amount	Amount
a. 2034177 b. 358972	a. 2115544 b. 373331	a. 2200166 b. 388265

Source	a. LCFF Base b. LCFF Supplemental and Concentration	Source	a. LCFF Base b. LCFF Supplemental and Concentration	Source	a. LCFF Base b. LCFF Supplemental and Concentration
Budget Reference	a, b: Salaries (1000), Benefits (3000)	Budget Reference	a, b: Salaries (1000), Benefits (3000)	Budget Reference	a, b: Salaries (1000), Benefits (3000)

Action **2** 100% of instructional materials will align with CCSS and NGSS.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
100% of ELA and Math materials are standards-based 83% of Science materials are NGSS aligned	100% of ELA and Math materials are standards-based 100% of Science materials are NGSS aligned	100% of ELA and Math materials are standards-based 100% of Science materials are NGSS aligned

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. 15000	Amount a. 15000	Amount a. 15000

	b. 10000		b. 10000		b. 10000
Source	a. LCFF Base b. LCFF Supplemental and Concentration	Source	a. LCFF Base b. LCFF Supplemental and Concentration	Source	a. LCFF Base b. LCFF Supplemental and Concentration
Budget Reference	a, b. Materials (4000)	Budget Reference	a, b. Materials (4000)	Budget Reference	a, b. Materials (4000)

New
 Modified
 Unchanged

Goal 2

Professional development for teachers on implementation strategies for Common Core State Standards (CCSS) in English Language Arts and Mathematics, and Next Generation Science Standards (NGSS/) to increase overall student achievement.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need
 Improve pedagogical research-based strategies to address learning gaps and improve student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT reclassification data	18% students reclassified in grades 3-5	25% students reclassified in grades 3-5	30% students reclassified in grades 3-5	35% students reclassified in grades 3-5
% Teachers trained in NGSS and/or	100% of the current teachers in CCSS with	100% of the current teachers trained in both	100% of the current teachers trained in both	100% of the current teachers trained in both CCSS and

CCSS	varying exposure to NGSS	CCSS and NGSS	CCSS and NGSS	NGSS
SBAC data	All students are currently in the orange range on the LCFF accountability rubric for English Language Arts (6 points above level 3). All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).	Move all students into yellow range. Increase the number of points above 3 in Mathematics.	Move all students into yellow range. Increase the number of points above 3 in Mathematics.	Move all students into yellow or green range. Increase the number of points above 3 in Mathematics.
MAP and benchmark testing	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores
German DSD	Annual participation in the DSD A2 is 95% for immersion students with 80% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	Annual participation in the DSD A2 is 95% for immersion students with 85% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.

Action 1 Written Curriculum will be reviewed and updated to ensure English Language Arts and German Language Scope and Sequences support the teaching and learning of the Common Core State Standards within the IB framework.

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
<p>All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.</p> <p>German Scope and Sequence will be reviewed to ensure supports ELA Standards and aligns with IBPYP Units of Inquiry</p> <p>All teachers will be trained in differentiation strategies</p> <p>Students will be assessed annually 3x per year using internal and MAP benchmarks</p>	<p>All ELA and German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP 6 Units of Inquiry</p> <p>All teachers will be trained in differentiation strategies</p> <p>Students will be assessed annually 3x per year using internal and MAP benchmarks</p>	<p>All ELA and German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP 6 Units of Inquiry</p> <p>All teachers will be trained in differentiation strategies</p> <p>Students will be assessed annually 3x per year using internal and MAP benchmarks</p>

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount 100477	Amount 97550	Amount 100477
Source LCFF Base	Source LCFF Base	Source LCFF Base
Budget Reference Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)	Budget Reference Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)	Budget Reference Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)

Action 2 Teachers will introduce new strategies to improve student achievement in Mathematics.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Math Scope and Sequence will be updated. Think Math curriculum will be evaluated. Engage NY and Singapore Math materials will be piloted Teachers will be trained in use inquiry approach to the teaching and learning of math	Math Scope and Sequence will be updated Engage NY and Singapore Math materials will be considered as a supplement or replacement to Think Math Teachers will use inquiry approach to the teaching and learning of math	Math Scope and Sequence will be updated Engage NY and Singapore Math materials will be considered as a supplement or replacement to Think Math Teachers will use inquiry approach to the teaching and learning of math

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$10000 Source: LCFF Base Budget Reference: Materials (4000), Professional Development (5000)	Amount: \$10000 Source: LCFF Base Budget Reference: Materials (4000), Professional Development (5000)	Amount: \$10000 Source: LCFF Base Budget Reference: Materials (4000), Professional Development (5000)

New Modified Unchanged

Goal 3

Create structures that support the needs of English Language Learners (ELL) and Socioeconomically Disadvantaged Students.

State and/or Local Priorities Addressed by this goal:

STATE x 1 x 2 3 x 4 5 6 x7 x8
 COE 9 10
 LOCAL _____

Identified Need

English Language Learners and Socioeconomically Disadvantaged Students will have the opportunity to gain academic content knowledge of CCSS through targeted instruction to in an effort to reduce the achievement gap.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC data	English Language Learners are currently in orange range 35.6 points below level 3 in ELA and in yellow range 21.7 points below level 3 in Math Socioeconomically Disadvantaged students are currently in orange range 35.2 points below level 3 in ELA and orange range 23.9 points below level 3 in Math	Move target groups out of orange and into yellow	Move target groups out of orange and into yellow	Move target groups out of orange and into yellow or green
CAST data	No data yet	Move 5% of the students to higher bands	Move 5% of the students to higher bands	Move 5% of the students to higher bands
CELDT data	18% students reclassified in grades 3-5	25% students reclassified in grades 3-5	30% students reclassified in grades 3-5	35% students reclassified in grades 3-5

Action 1 Initiate targeted instruction with an emphasis on English Language Learners.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

OR

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

Students to be Served

English Learners

Foster Youth

Low Income

Scope of Services

LEA-wide

Schoolwide

OR

Limited to Unduplicated Student Group(s)

Location(s)

All schools

Specific Schools: _____

Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> X Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> x Unchanged
Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners	Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners	Teachers will receive training in GLAD strategies and will incorporate into classrooms English Language Development Coordinator will be assigned to lead PD and monitor student growth Targeted ELD instruction will be provided for Beginners

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$21000 b. \$62,000	Amount a. \$21000 b. \$62,000	Amount a. \$21000 b. \$62,000
Source a. LCFF Base b. LCFF Supplemental and Concentration	Source a. LCFF Base b. LCFF Supplemental and Concentration	Source a. LCFF Base b. LCFF Supplemental and Concentration
Budget Reference a, b. Teachers Salaries (1000), Instructional Aides Salaries	Budget Reference a, b. Teachers Salaries (1000), Instructional Aides Salaries	Budget Reference a, b. Teachers Salaries (1000), Instructional Aides Salaries

(2000), Benefits (3000),
Professional Development (5000)

(2000), Benefits (3000),
Professional Development (5000)

(2000), Benefits (3000),
Professional Development (5000)

Action 2 Increase RTI access and opportunities in ELA and Math for Economically Disadvantaged students.

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services x LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Socioeconomically disadvantaged students in need of math support will receive Extended Day Math	Socioeconomically disadvantaged students in need of math support will receive Extended Day Math	Socioeconomically disadvantaged students in need of math support will receive Extended Day Math
English Language Arts intervention for students grade K-5 in Learning Center	English Language Arts intervention for students grade K-5 in Learning Center	English Language Arts intervention for students grade K-5 in Learning Center
Teachers will implement differentiated instruction	Teachers will implement differentiated instruction	Teachers will implement differentiated instruction
Train teachers and teacher aids in inquiry-based learning	Train teachers and teacher aids in inquiry-based learning	Train teachers and teacher aids in inquiry-based learning

Develop school-wide tutoring for low income students

Develop school-wide tutoring for low income students

Develop school-wide tutoring for low income students

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$35000 b. \$50000	a. \$35000 b. \$50000	a. \$35000 b. \$50000
Source	a. LCFF Base b. LCFF Supplemental and Concentration	a. LCFF Base b. LCFF Supplemental and Concentration	a. LCFF Base b. LCFF Supplemental and Concentration
Budget Reference	a, b. Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000)	a, b. Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000)	a, b. Teachers Salaries (1000), Instructional Aides Salaries (2000), Benefits (3000), Professional Development (5000)

New
 Modified
 Unchanged

Goal 4

Increase resources and services to increase parent involvement across demographics.

State and/or Local Priorities Addressed by this goal:
 STATE 1 2 X3 4 5 X6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Parents need to feel connected to the school and have opportunities/resources available to them to actively participate in their child's education.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall number of parents participating in one or more volunteer/participation opportunity (chaperone, classroom volunteering, specials volunteering)	50%	60%	70%	80%
Percentage of Parent Universities give in Spanish and English	100% English 40% Spanish	100% English 60% Spanish	100% English 80% Spanish	100% English 100% Spanish
Number of Parents attending parent universities	15% of families in attendance to one or more Parent Universities	20% of families in attendance to one or more Parent Universities	25% of families in attendance to one or more Parent Universities	30% of families in attendance to one or more Parent Universities

Action 1 Develop opportunities and outreach to engage all parents in volunteer opportunities.

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide food and child care.

Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide food and child care.

Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide food and child care.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$2500	Amount	\$2500	Amount	\$2500
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Child Care State (2000), Materials (4000)	Budget Reference	Child Care State (2000), Materials (4000)	Budget Reference	Child Care State (2000), Materials (4000)

New Modified Unchanged

Goal 5

Increase daily attendance to over 98%

State and/or Local Priorities Addressed by this goal:

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

Identified Need

By increasing resources, services and opportunities to ensure student engagement, school connectedness and positive culture, we hope to increase student attendance.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	97.42%	98%	98%	98%
Number of SARB Meeting	Scheduled 2x annually	Monthly Family Meetings for students with poor attendance	Monthly Family Meetings for students with poor attendance	Monthly Family Meetings for students with poor attendance

Action **1** Increase ADA by %0.58

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
x New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create high/interest quarterly activities as incentives including free dress day, perfect attendance parties, and crazy hair day.	Create high/interest monthly activities as incentives including free dress day, perfect attendance parties, and crazy hair day.	Create high/interest monthly activities as incentives including free dress day, perfect attendance parties, and crazy hair day.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$500	Amount \$500	Amount \$500
Source LCFF Base	Source LCFF Base	Source LCFF Base

Budget Reference

Materials (4000)

Budget Reference

Materials (4000)

Budget Reference

Materials (4000)

Action

2

Develop student leadership and action opportunities to increase student

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

Students to be Served

X All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

X All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, and student-initiated action initiatives appropriate to the IBPYP.

Reevaluate and promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captains, and student-initiated action initiatives appropriate to the IBPYP.

Reevaluate and promote opportunities for Student Ambassadors, Safety Patrol, Lunch League Teams/Captains, and student-initiated action initiatives appropriate to the IBPYP.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount \$500

Amount \$500

Amount \$500

Source LCFF Base

Source LCFF Base

Source LCFF Base

Budget Reference Materials (4000)

Budget Reference Materials (4000)

Budget Reference Materials (4000)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$420,300

Percentage to Increase or Improve Services:

8.92%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).