

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 Middle School		
Contact Name and Title	Barb Robinson, MS Principal	Email and Phone	brobinson@aeacs.org , 619-780-0400

2017-20 Plan Summary

THE STORY

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

Albert Einstein Academy Charter Middle School (AEACMS) was established in Fall 2006, as the second charter school under the umbrella of Albert Einstein Academies, a non-profit organization.

Albert Einstein Academy Charter Middle School (AEACMS) is an International Baccalaureate charter school, serving 600 students in grades 6-8 within the community of South Park/Golden Hill in San Diego. AEACMS is both WASC-Accredited, and authorized as an International Baccalaureate World School that earned California Distinguished School Status in 2011. As a direct funded charter school, AEACMS is its own Local Educational Agency (LEA). Our school began work on an Action Plan in Fall 2015, as part of the WASC Re-Evaluation Study with a focus on student learning and academic achievement.

AEACMS’s mission is: “Teaching our Children Today to Advance our Shared Humanity Tomorrow”, which is derived from the AEACMS educational program that is based on the International Baccalaureate Middle Years Program (IBMYP) model. As an authorized IB World School, AEACMS is committed to developing well-rounded global citizens, for life-long success. Our charter school provides a rigorous standards-aligned academic curriculum with numerous academic supports to address the learning gaps of our students.

AEACMS has instituted a school site council in order to help with data collection and dissemination to the community for purposes such as Title I funds allocation and collaboration on the Single Plan for Student Achievement (SPSA) as well as the safety plan for the school.

LCAP HIGHLIGHTS

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

Data collected during internal and external assessments, parent universities with topics ranging from math to IB to the Language continuum and "Pastries with the Principal" common themes were identified. The assessment data and input received from the various stakeholders' serves to align our school's LCAP, WASC Action plan, and IB Self Study all of whose primary focus is to improve student achievement.

- *Provide Professional Development for teachers on intervention strategies, IB grading and Instructional Practice for 21st Century Learner.*
- *Implement benchmarks assessments in all subject areas to ensure high quality teaching and learning*
- *Provide academic intervention/support for struggling students to create a learning centered culture*
- *Expand parent opportunities and workshops to support their child's academic progress to cultivate a culture of learning.*
- *Expand student choice and voice to increase student engagement.*
- *Strategically manage data to align resources to maximize the impact on student learning.*

More data will be collected in spring 2017.

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.

All sub-group at AEACMS showed significant growth as indicated by SBAC scores. We saw the greatest gains in our Special Education and Socioeconomically Disadvantaged populations.

We attribute these gains to:

- School wide professional development plan heavily focused on written curriculum norms and scope and sequence.
- Grade Level and Content Collaboration with standardized approaches and agendas.
- Heavy focus on student conferring to identified individual needs and foster-targeted instruction.
- Heavy classroom support for projects and activities done in class.
- Ensuring that all students have access to snacks and meals.
- Providing access to social clubs (during lunch and after school) to increase student engagement and connectedness to school.
- Heavy focus on supporting special education students within the classroom through Instructional Assistant and General Education Teacher collaboration as means of streamlining approaches to teaching and learning.

GREATEST PROGRESS

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**

One of our greatest needs includes analyzing the suspension rate for white and ELL students, which received an orange rating on the LCFF Evaluation Rubric, to determine if the sample size represents any inequities. Another area of need is English language learner progress, which also received an orange. For this subgroup, we must continue to refine our professional plan to place significant emphasis on teacher practice and use of resources.

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**

No subgroups are applicable to this indicator.

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.

We will continue to refine our professional development plan to support effective teacher practice in ensuring curriculum is accessible to every student.

We will continue to focus on school culture and student engagement to ensure every student feels connected and supported. We will also develop our counseling program to provide opportunities for students to receive support and share challenges in a safe environment

We will continue to look at all forms of student data (hard and soft data) to identify academic and social needs.

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

\$ 5,829,112

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

\$1,981,886

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.

One time money to enhance curriculum in all subject areas – reading library, science equipment, sports equipment

\$ 4,630,778

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2015–16

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 _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Teachers are highly motivated to teach within their assigned subject area leading to improved academic achievement of students as measured by benchmark and state assessments as well as teacher/student surveys.

ACTUAL

Teachers are highly motivated to teach within their assigned subject area leading to improved academic achievement of students as measured by benchmark and state assessments as well as teacher/student surveys. We are keeping this goal because of new staff entering AEACMS.

Action

1

Actions/Services

PLANNED

100% of students will have access to a well-rounded, rich and rigorous standards-based curricula and instructional materials.

ACTUAL

100% of students have access to a well-rounded, rich and rigorous standards-based curricula and instructional materials.

Expenditures

BUDGETED

\$27,753

LCFF Base

Funding

ESTIMATED ACTUAL

\$13,848 – LCFF Base

\$9,232 - Supplemental and Concentration

Action

2

Actions/Services	<p>PLANNED</p> <p>100% of students will have access to teachers who are appropriately assigned and trained in implementing IB standards and practices.</p>	<p>ACTUAL</p> <p>100% of students have access to teachers who are appropriately assigned and trained in implementing IB standards and practices.</p>
Expenditures	<p>BUDGETED</p> <p>\$2,200,140</p> <p>LCFF Base Funding</p>	<p>ESTIMATED ACTUAL</p> <p>\$1,451,000– LCFF Base Funding</p> <p>\$256,059 – Supplemental and Concentration</p>

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.	<p>Teachers were sent to training offered by the IB organization or completed in-house IB training by a veteran teacher to learn about implementing the IB standards and practices. Teachers were assigned a mentor teacher throughout the year to assist in implementing the IB program in the classroom in addition to the state standards. Teachers were able to collaborate with veteran IB teachers in their subject area during common content prep.</p>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>All of our students are taught by teachers who have the knowledge of implementing the IB standards and practices in the classroom. Based on teacher surveys, they feel supported in their IB journey and value the mentorship. The action is very effective and only required a minimum adjustment to the master schedule.</p>
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.	<p>No changes were made to this goal. Currently, the goal is completed. However, given teacher turnover, the goal will remain in place to support teachers who are new to AEA.</p>

Goal 2

Professional development for teachers on implementation strategies for CCSS math/ELA and NGSS to improve pedagogical research-based strategies to address learning gaps and improve student achievement

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

Improvement of student academic achievement as measured by classroom tests and observations, benchmark assessments, SBAC testing, and CELDT re-classification rate.

ACTUAL

PD has taken place, benchmark assessments show improvement in students' academic standing. CELDT and SBAC data are not available yet.

ACTIONS / SERVICES

Action	1		
Actions/Services		PLANNED Teachers will introduce new strategies to address learning gaps and improve student achievement.	ACTUAL On-going
Expenditures		BUDGETED \$54,209 LCFF Base Funding	ESTIMATED ACTUAL \$30,205 – Educator Effectiveness Funding
Action	2		

Actions/Services	PLANNED Students will receive instruction that is increasingly aligned with the new standards (CCSS and NGSS).	ACTUAL On-going
Expenditures	BUDGETED \$54,209 LCFF Base Funding	ESTIMATED ACTUAL \$30,205 – Educator Effectiveness 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.	Teachers went through a year-long PD cycle on objective writing aligned to content standards and assessments. Teachers went to CCSS and NGSS training to write a year-long scope and sequence for their grade level as well as align the curriculum vertically.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	On-going
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.	No changes have been made.

Goal 3

Create a structure within the classroom that, by design, supports the needs of varied learners.

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

Students gain academic content knowledge through targeted instruction within CCSS and NGSS frameworks with SPED/EL support strategies and enrichment opportunities as evidenced by SBAC data and CA dashboard analysis.

ACTUAL

On-going

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED

Initiate targeted instruction with an emphasis on EL and SPED population while providing enrichment activities for all students.

ACTUAL

Initiated targeted instruction with an emphasis on EL and SPED population while providing enrichment activities for all students.

Expenditures

BUDGETED

\$10,000
LCFF
Supplemental
Funding

ESTIMATED ACTUAL

\$10,000
LCFF
Supplemental
Funding

Action

2

Actions/Services

PLANNED
Increase RTI services

ACTUAL
Increased RTI services through master schedule changes from one period per grade level per subject area to two periods per subject area per grade level.

Expenditures

BUDGETED
\$15,000
LCFF Base
Funding

ESTIMATED ACTUAL
\$15,000 - LCFF Base Funding

Action

3

Actions/Services

PLANNED
Ensure students with disabilities meet at least one or more annual IEP goals.

ACTUAL
On-going – some IEP meetings have taken place but no formal analysis of IEP goal completion has taken place.

Expenditures

BUDGETED
\$110,769
SPED Funding

\$52,880
SPED State &
Federal
Funding

ESTIMATED ACTUAL
\$92,637 – State SPED Funding

\$70,018 – Federal 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.

Through strategic planning of resources (master schedule and teacher assignment) in collaboration with the SPED department, we wanted to address the need to close the achievement gap of our ELL and SPED students.

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

We have seen increases in soft data – student confidence – as well as measurable data (MAP scores) that indicate that our approach is working. We do not have any data analysis from the SPED department in regards to IEP goals being met.

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

Increase resources and services to increase parent involvement through community activities, workshops and volunteer opportunities.

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

Parents need to have the opportunities and resources available to them to actively participate in their child’s education

ACTUAL

We offered some events to allow Parents the opportunities and resources available to them to actively participate in their child’s education

ACTIONS / SERVICES

Action **1**

Actions/Services

PLANNED
Develop opportunities for parents to be engaged in volunteer opportunities (field trips, classroom parent, etc) at school.

ACTUAL
On-going

Expenditures

BUDGETED
\$784
LCFF Base
Funding

ESTIMATED ACTUAL
\$840 – LCFF Base

Action **2**

Actions/Services

PLANNED
Invite parents to be members of councils and committees (translation, ethnic food fair, organizing child care for parent universities).

ACTUAL
On-going

Expenditures

BUDGETED
\$500 – LCFF Base

ESTIMATED ACTUAL
\$500 – LCFF Base

Action **3**

Actions/Services	PLANNED Develop a variety of parent universities to allow for parents to be engaged with the academic processes and procedures.	ACTUAL On-going
Expenditures	BUDGETED \$500 – LCFF Base	ESTIMATED ACTUAL \$500 – LCFF Base

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.	We made great strides in offering more parent involvement opportunities – both in Spanish and English – and had an overall positive response to the activities.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Going forward, we would like to send a survey to the parents at the end of the school year to determine what topics would be of interest to them, because some parent universities were well attended, while others did not seem to be of any interest to the parents. Our open house was very well attended with about 60% of the parents showing up according to lasagna sales and classroom sign-in sheets.
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.	No changes will be made, we would like to have 60% of the parents at school for all events.

Goal 5

Increase daily attendance rate to over 98%.

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

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

On-going

ACTIONS / SERVICES

Action

1

Actions/Services

PLANNED
 Students will have the opportunity to form a student council - comparable in its role to ASB.

ACTUAL
 On-going

Expenditures

BUDGETED
 \$500 – LCFF Base

ESTIMATED ACTUAL
 \$500 – LCFF Base

Action

2

Actions/Services

PLANNED
 Decrease suspension rates for white and ELL students

ACTUAL
 On-going

Expenditures	BUDGETED Counselor Salary - \$46110 LCFF Base	ESTIMATED ACTUAL Counselor Salary - \$46110 LCFF Base
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Action **3**

Actions/Services	PLANNED Students are invited to attend movie nights, dances and participate in Spirit week.	ACTUAL We had one student organized dance. On-going.
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Expenditures	BUDGETED \$500 – LCFF Base	ESTIMATED ACTUAL \$500 – LCFF Base
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Action **4**

Actions/Services	PLANNED Students will have the opportunity to voice their opinion through designing a Yearbook, participating in various after-school and lunch clubs and producing a school newspaper.	ACTUAL We have a year-book and clubs, but we do not have a school newspaper, however, we started a weekly student news broadcast which is very well received
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Expenditures	BUDGETED \$100 – LCFF Base	ESTIMATED ACTUAL \$100 – LCFF Base
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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.

We are continuing to look at different venues of giving students a voice and a choice. We started out small and will expand the opportunities over the next years.

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

The events solely organized by students need some tweaking. Overall, participation at those two events was really high, so we are continuing to allow students to offer student-led events at school and support them more closely with organization and strategy.

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.

On-going – no changes were made.

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?

We began planning of the annual update/new LCAP goals in the fall through a strong collaboration with our school site council. Discussions on the progress of the current goals and measurable and achievable goals for a three year time frame were discussed at three meetings. Then parent meetings were scheduled as informational as well as input sessions in January and February leading to the current goals with an average unique attendance of 25% of the parents. Once we had our goals firmly established, surveys were sent to the community, the students and the teachers to ask for feedback on the goals as well as additional input. The LCAP goals were finalized in April.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Parent concerns were mainly about school culture, math scores and PE. We took these concerns seriously and revised two of the action items for Goal 5. The PE concern was addressed through communication with the PE department.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified x 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 x 1 x 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
Classroom observations	97% of the teachers provide a rigorous IB curriculum based on state standards.	98% of the teachers provide a rigorous IB curriculum based on state standards.	99% of the teachers provide a rigorous IB curriculum based on state standards.	100% of the teachers provide a rigorous IB curriculum based on state standards.
Instructional materials available to students	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes
Action items from IB evaluation visit	Evaluation visit from 2014 indicated teachers need to align curriculum vertically and focus on assessment of curriculum	Alignment of formative assessments leading to summative assessments based on standards and IB practices	Alignment of summative assessments and approaches to learning skills in subject areas but across grade levels based on standards and IB practices	Begin work on Action Items from IB evaluation visit in Spring 2019

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 IB 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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Teachers are being trained in IB practices and principles.	Continue training and deepen teachers' understanding and implementation of IB practices and principles.	Address action items determined by the IB evaluation visit

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
<u>Amount</u>	a. 1,345,909 b. 339,410	<u>Amount</u> a. 1,399,745 b. 349,936	<u>Amount</u> a. 1,455,735 b. 363,934
<u>Source</u>	a. LCFF Base b. LCFF Supplemental and Concentration	<u>Source</u> a. LCFF Base b. LCFF Supplemental and Concentration	<u>Source</u> 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 the students will have access to standards-based curricula and instructional materials

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
<input type="checkbox"/> New <input type="checkbox"/> Modified xUnchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified xUnchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified x Unchanged
100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. 15,000 b. 10,000	Amount a. 15,000 b. 10,000	Amount a. 15,000 b. 10,000
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. 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 CCSS math, ELA and NGSS.

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				
% Teachers trained in NGSS and/or Common Core	100% of the current teachers	100% of the current teachers	100% of the current teachers	100% of the current teachers
SBAC data	ELL students and SPED are in the yellow range	Decrease percentage of ELL and SPED students in yellow range by 5%	Decrease percentage of ELL and SPED students in yellow range by 5%	Decrease percentage of ELL and SPED students in yellow range by 5%

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
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Action **1** Teachers will introduce new strategies to address learning gaps and improve student achievement

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 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	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers introduce instructional strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.	ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers refine, develop and balance instructional new strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.	ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band by as teachers have gained expertise in implementing instructional strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$70,000	Amount: \$70,000	Amount: \$70,000
Source: Title I Part A	Source: Title I Part A	Source: Title I Part A

Budget Reference

Salaries (1000), Benefits (3000)

Budget Reference

Salaries (1000), Benefits (3000)

Budget Reference

Salaries (1000), Benefits (3000)

Action 2 Students will receive instruction that is highly aligned with NGSS (Next Generation Science Standards) as well as rigorous in CCSS Math and CCSS ELA.

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is increasingly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).	In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is highly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).	In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is fully aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount a. \$70,000 b. \$20,000	Amount a. \$70,000 b. \$20,000	Amount a. \$70,000 b. \$20,000
Source a. Title I Part A	Source a. Title I Part A	Source a. Title I Part A

b. State SPED Funding

b. State SPED Funding

b. State SPED Funding

Budget Reference

a. Salaries (1000), Benefits(3000)
b. Salaries (2000), Benefits (3000)

Budget Reference

a. Salaries (1000), Benefits(3000)
b. Salaries (2000), Benefits (3000)

Budget Reference

a. Salaries (1000), Benefits(3000)
b. Salaries (2000), Benefits (3000)

New Modified x Unchanged

Goal 3

Create a structure within the classroom that, by design, supports the needs of varied learners.

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

Students will have the opportunity to gain academic content knowledge through targeted instruction within the NGSS/CCSS framework with SPED/ELL support strategies and enrichment opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC data	Green for all students, orange for SPED and ELL	Green for all students, reduction of 5% of SPED and ELL students in orange	Green for all students, reduction of 5% of SPED and ELL students in orange	Green for all students, reduction of 5% of SPED and ELL students in orange
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
End-of-unit assessments	75% of SPED score in the 1-2 and 55% of ELL students in the 3-4 band.	Reduce the number of students scoring in the lower bands by 10%	Reduce the number of students scoring in the lower bands by 10%	Reduce the number of students scoring in the lower bands by 10%

Action **1** Initiate targeted instruction with an emphasis on ELL and SPED population

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Initiate targeted instruction	Routinely provide targeted instruction	Implement highly effective targeted instruction

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$30,000 b. \$30,000	Amount a. \$30,000 b. \$30,000	Amount a. \$30,000 b. \$30,000
Source	a. State SPED Funding b. LCFF Supplemental and Concentration	Source a. State SPED Funding b. LCFF Supplemental and Concentration	Source a. State SPED Funding b. LCFF Supplemental and Concentration
Budget Reference	a, b: Salaries (2000), Benefits (3000)	Budget Reference a, b: Salaries (2000), Benefits (3000)	Budget Reference a, b: Salaries (2000), Benefits (3000)

Action **2** Increase RTI services

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Increase RTI services	Implement RTI strategies into every classroom and in specifically designed classes.	Implement highly effective RTI strategies into every classroom and in specifically designed classes.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	a. \$18,000 b. \$12,000	a. \$18,000 b. \$12,000	a. \$18,000 b. \$12,000
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: Salaries (2000) a. Materials (4000)	a, b: Salaries (2000) a. Materials (4000)	a, b: Salaries (2000) a. Materials (4000)

Action **3** Ensure students with disabilities have the resources to meet their annual IEP goals.

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 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	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Through targeted instruction and appropriate instructional strategies and support, students with disabilities will meet at least one or more annual IEP goals.	Through highly effective targeted instruction and appropriate instructional strategies and support, students with disabilities will meet at least two or more annual IEP goals.	Through highly effective targeted instruction and appropriate instructional strategies and experienced support, students with disabilities will meet at least three or more annual IEP goals.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount \$90,000	Amount \$90,000	Amount \$90,000
Source State SPED Funding	Source State SPED Funding	Source State SPED Funding
Budget Reference Salaries (1000, 2000), Benefits (3000)	Budget Reference Salaries (1000, 2000), Benefits (3000)	Budget Reference Salaries (1000, 2000), Benefits (3000)

New Modified Unchanged

Goal 4

Increase resources and services to increase parent involvement.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 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
Sign in Sheets: Number of parents participating in field trips, classroom parent, chaperone at other events: dances, science night, open house)	16%	20%	30%	50%
Membership Rosters: Number of parents in councils and committees	15 unique families	30 unique families	60 unique families	100 unique families
Sign in sheet: Parent universities	15 unique families	30 unique families	60 unique families	100 unique families

Action **1** Develop opportunities for parents to be as volunteers or chaperones.

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Initiate and advertise volunteer opportunities through flyers, blackboard, ManageBac and e-mail blasts.	Develop and advertise more varied volunteer opportunities through flyers, blackboard, ManageBac and e-mail blasts.	Parents develop and advertise volunteer opportunities they see at the school through flyers, blackboard, ManageBac and e-mail blasts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$1000	Amount: \$1000
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: Materials (4000)	Budget Reference: Materials (4000)	Budget Reference: Materials (4000)

Action **2** Parents need to know about the opportunity to be on councils and committees

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Initiate and advertise council and committee needs through flyers, blackboard, ManageBac and e-mail blasts.	Maintain the number of parents involved in councils and committees.	Parents identify a need for a council or committee and advertise for membership after leadership approval through flyers, blackboard, ManageBac and e-mail blasts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$1000	Amount: \$1000
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: Materials (4000)	Budget Reference: Materials (4000)	Budget Reference: Materials (4000)

Action **3** Parent universities allow parents to be informed on specific topics relevant to academics and school culture.

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.	Offer a variety of and requested parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.	Parents offer parent universities (in Spanish and English) that target a specific group or topic to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

[BUDGETED EXPENDITURES](#)

2017-18	2018-19	2019-20
Amount: \$1000	Amount: \$1000	Amount: \$1000
Source: LCFF Base	Source: LCFF Base	Source: LCFF Base
Budget Reference: Materials (4000)	Budget Reference: Materials (4000)	Budget Reference: 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				
Sign in sheets: Student participation in a student council	0	5 students	10 students	15 students
Sign in sheets: Student participation in committees, events and after school clubs.	50%	75%	80%	85%

Action 1 Reduce suspension rate for white and ELL 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](#) 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 checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

Decrease suspension rate (orange on the dashboard for white and ELL students) by offering community-building workshops.

If necessary, continue to decrease suspension rate by offering community-building workshops.

If necessary, continue to decrease suspension rate by offering community-building workshops.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1000	Amount	\$1000	Amount	\$1000
Source	LCFF Base	Source	LCFF Base	Source	LCFF Base
Budget Reference	Materials (4000)	Budget Reference	Materials (4000)	Budget Reference	Materials (4000)

Action **2** Offer students the opportunity to form student-led committees, events and a council.

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 type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Advertise the opportunity to form a student-council which actively plans movie nights, dances and spirit week as well as other student centered events.	Provide the opportunity for students to voice their opinion in a student newspaper, yearbook or after-school clubs.	Offer more opportunities to gain free dress.

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

<u>Estimated Supplemental and Concentration Grant Funds:</u>	\$379,410	<u>Percentage to Increase or Improve Services:</u>	8.92 %
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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](#)).