

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albert Einstein Academies

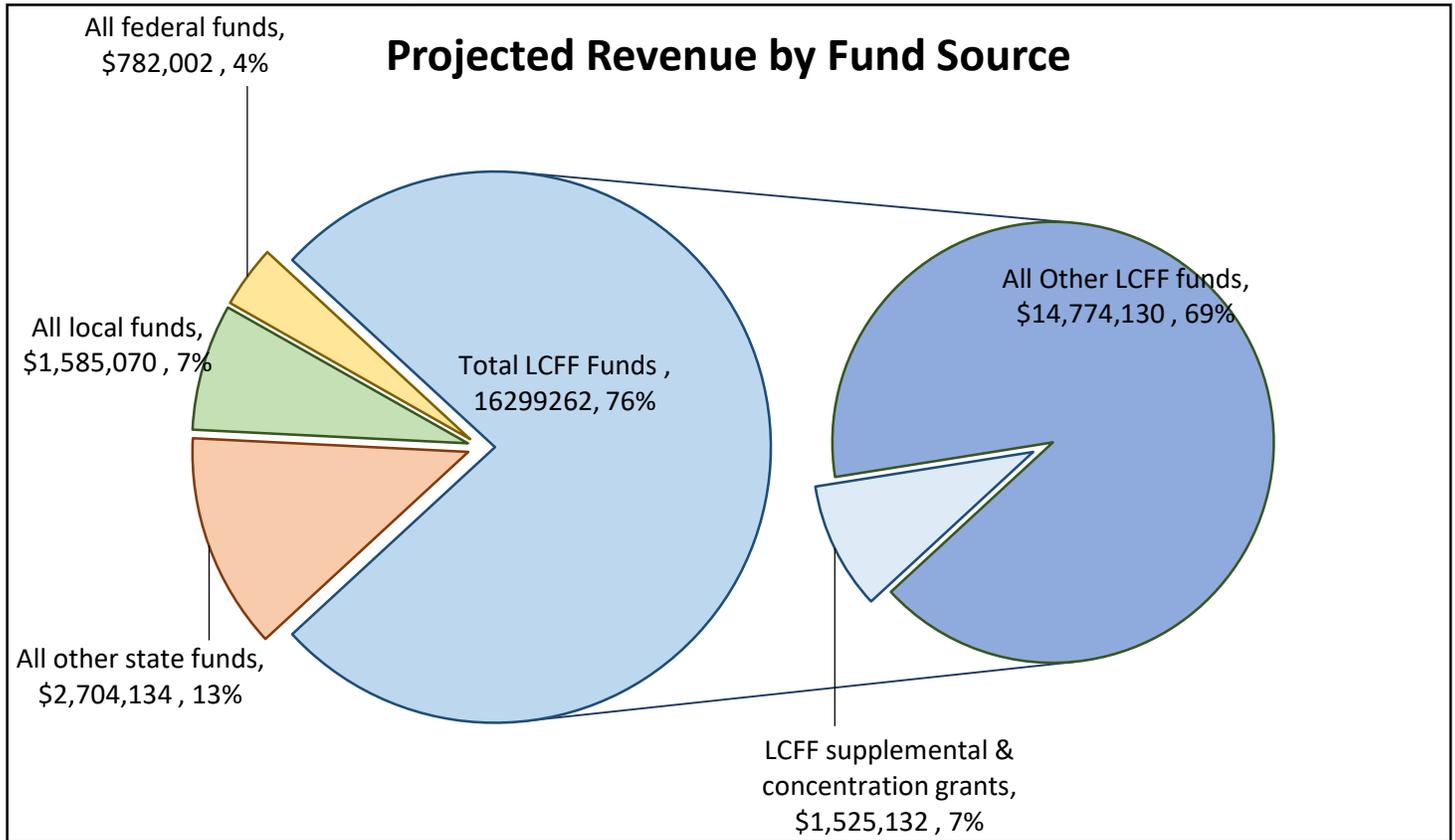
CDS Code: 37 68338 0111898

School Year: 2024-25

LEA contact information: Dr. David Sciarretta, (619) 795-1190, dsciarretta@aeacs.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

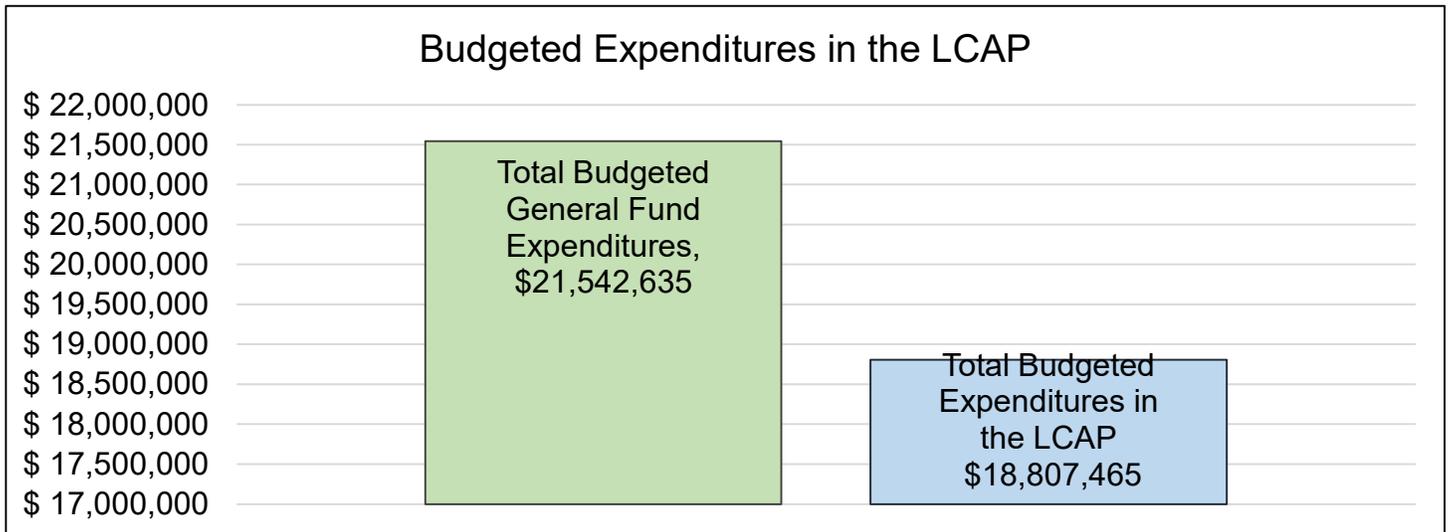


This chart shows the total general purpose revenue Albert Einstein Academies expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Albert Einstein Academies is \$21,370,467.20, of which \$16,299,262.00 is Local Control Funding Formula (LCFF), \$2,704,134.02 is other state funds, \$1,585,069.51 is local funds, and \$782,001.67 is federal funds. Of the \$16,299,262.00 in LCFF Funds, \$1,525,131.75 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Albert Einstein Academies plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Albert Einstein Academies plans to spend \$21,542,635.10 for the 2024-25 school year. Of that amount, \$18,807,465.00 is tied to actions/services in the LCAP and \$2,735,170.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

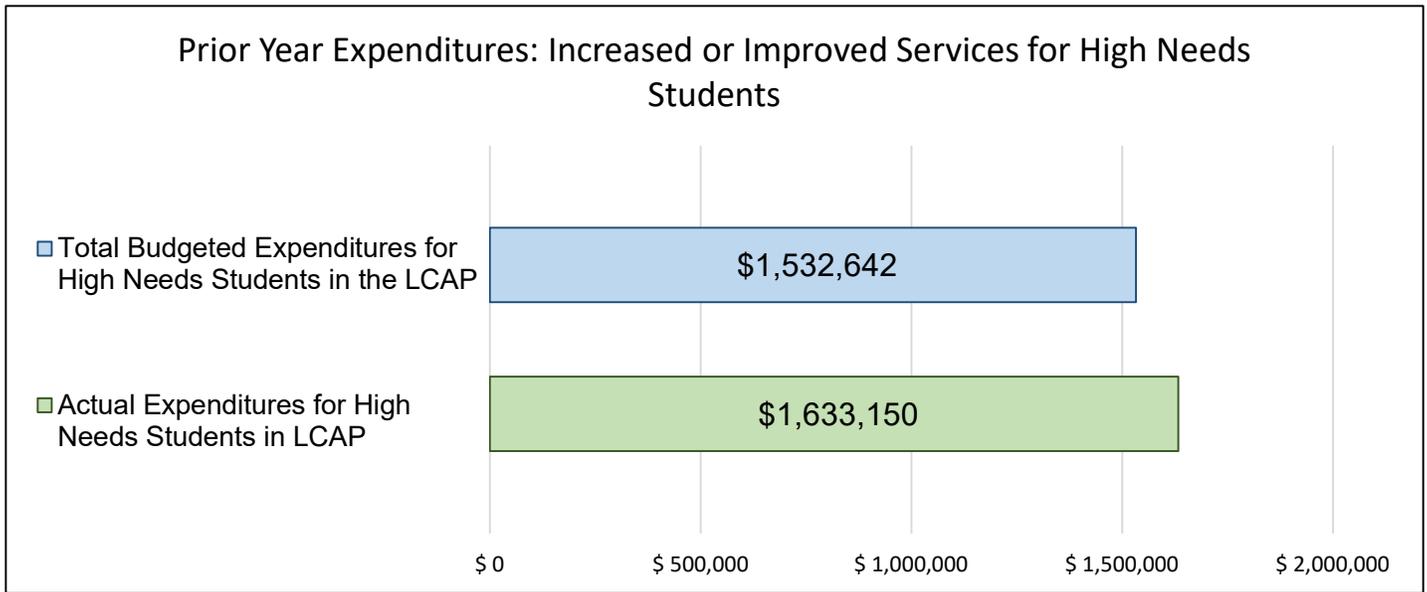
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Albert Einstein Academies is projecting it will receive \$1,525,131.75 based on the enrollment of foster youth, English learner, and low-income students. Albert Einstein Academies must describe how it intends to increase or improve services for high needs students in the LCAP. Albert Einstein Academies plans to spend \$1,548,862.57 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Albert Einstein Academies budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Albert Einstein Academies estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Albert Einstein Academies's LCAP budgeted \$1,532,642.00 for planned actions to increase or improve services for high needs students. Albert Einstein Academies actually spent \$1,633,150.11 for actions to increase or improve services for high needs students in 2023-24.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom observations	Explicit IB evidence will be seen in 65% of all K-8 classrooms during observations.	2021-22: Explicit IB evidence was observed in 85% of all K-8 classrooms during observations.	2022-23: Explicit IB evidence was observed in 87% of all K-8 classrooms during observations.	2023-24: Evidence of IB units in practice in 75% of classrooms.	2023-24: Explicit IB evidence observed in 90% of all K-8 classrooms during observations.
Updated and completed unit planners with all instructional materials and resources needed to support teaching of the units.	Grades k-5: Reviewing unit planners and co-constructing with students units of inquiry using the updated IBPYP planner template. Grades 6-8: In process of migrating unit planners from Managebac system to a google doc template due to the sunset of Managebac Learning Management System.	2021-22: Grades k-5: 100% of unit planners are updated and completed. Grades 6-8: 100% of unit planners are updated and completed.	2022-23: Grades k-5: 100% of unit planners are updated and completed. Grades 6-8: 100% of unit planners are updated and completed.	Grades TK-5: 90% review unit planners and co-construct with students units of inquiry and have all resources necessary. Grades 6-8: 70% reviewed unit planners and co-construct with students	2023-24: Grades k-5: 100% of unit planners are updated and completed. Grades 6-8: 100% of unit planners are updated and completed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Action items from IB evaluation visit	Added programs to enhance school culture such as No Place for Hate and Safe School Ambassadors .	2021-22: Certified second year in a row for No Place For Hate school. Safe School Ambassadors are active at both campuses.	2022-23: Certified third year in a row for No Place For Hate school. Safe School Ambassadors are active at both campuses.	2023-24: Certified fourth year in a row for No Place For Hate school. Safe School Ambassadors are active at both campuses.	2023-24: Certified fourth year in a row for No Place For Hate school. Safe School Ambassadors are active at both campuses.
All veteran and new staff will have regular IB training opportunities offered to them	All staff has access to IB specific trainings. Currently, 100% of veteran teaching staff possess at least Level 2 IBPYP/IBMYP trainings or higher.	2021-22: 95% of new teaching staff possess at least Level 1 IBPYP/IBMYP trainings or higher. 100% of veteran teaching staff possess at least Level 2 IBPYP/IBMYP trainings or higher.	2022-23: 100% of new teaching staff possess at least Level 1 IBPYP/IBMYP trainings or higher. 100% of veteran teaching staff possess at least Level 2 IBPYP/IBMYP trainings or higher.	Currently, 100% of veteran (4+ years) AEA teaching staff to possess at least Level II IBPYP/IBMYP trainings or higher. 100% of new teachers continue to be trained at Level 1 IBPYP/IBMYP in at least their first year.	2023-24: 100% of new teaching staff possess at least Level I IBPYP/IBMYP trainings or higher. 100% of veteran teaching staff possess at least Level II IBPYP/IBMYP trainings or higher.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Teams met weekly to develop and reflect on IB planners. All grade levels were provided materials necessary for implementation of all unit planners. ELA grew or maintained in all subgroups across the LEA.

* Math overall 7% above State

* Math at Elementary 21% above State (ELL +7 and SWD +12%)

* ELA grew or maintained in all subgroups across the LEA

- * ELA at Elementary 8% above State (SWD +15)
- * ELA at Elementary saw growth compared to 2021-2022 (SED +11 and SWD +11)
- * ELA at Middle saw growth with ELL compared to 2021-2022 (ELL +7)
- * ELA at Middle saw cohort growth of 21% from 6th-7th grade

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program: Effective - 100% of new teaching Level 1 IBPYP/IBMYP trainings or higher.
Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners: Ineffective - goal was to reach 100% of unit planners to be updated and completed. 90% for Elementary and 70% for Middle.
Provide instructional materials and resources to support all IB initiatives: Somewhat effective - Evidence of IB units in practice in 75% of classrooms.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

None

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Increase overall academic achievement for all students grades K-8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP achievement scores - ELA	46.17% Met or exceeded standard 20.84% Standard nearly met 15.27% Standard not met	2021-22: 47.58% Met or exceeded standard 23.22% Standard nearly met 29.21% Standard not met	2022-23: 48.23% Met or exceeded standard 22.81% Standard nearly met 28.96% Standard not met	No CAASPP results for 2023-24 yet	2023-24: 55% Met or exceeded standard
CAASPP achievement scores - Math	49.90% Met or exceeded standard 27.85% Standard nearly met 22.25% Standard not met	2021-22: 44.03% Met or exceeded standard 25.00% Standard nearly met 30.97% Standard not met	2022-23: 42.35% Met or exceeded standard 23.83% Standard nearly met 33.82% Standard not met	No CAASPP results for 2023-24 yet	2023-24: 55% Met or exceeded standard
German DSD	Annual participation in the DSD A1 is 100% for non-immersion students with 55% passing rate. Annual participation in the DSD A2 is 100%	2021-22: Annual participation in the DSD A1 (5th grade) is 70% for non-immersion students with 47% passing rate.	2022-23: Annual participation in the DSD A1 (5th grade) is 70% for non-immersion students with 58% passing rate.	No DSD language results for 2023-24 yet	Improve passing rate in the DSD A1 to 60% for non-immersion students. Improve passing rate in the DSD A2 to 95% for immersion students. Improve passing rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>for immersion students with 92% passing rate.</p> <p>Annual participation in the DSD B1 is 100% for non-immersion students with 88% passing rate.</p>	<p>Annual participation in the DSD A2 (5th grade) is 100% for immersion students with 75% passing rate for all 4 sections. 25% passed 3 out of 4 sections.</p> <p>Annual participation in the DSD B1 (8th grade) is 41% for non-immersion students with 94% passing rate.</p>	<p>Annual participation in the DSD A2 (5th grade) is 100% for immersion students with 74% passing rate for all 4 sections. 11% passed 3 out of 4 sections.</p> <p>Annual participation in the DSD B1 (8th grade) is 30% for non-immersion students with 100% passing rate.</p>		<p>in the DSD B1 to 90% for non-immersion students.</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

- 1) Small group intervention supports, differentiated learning within all classrooms, strategies classes, learning labs, German tutoring, instructional aides for classroom support. Targeted Tier 1 and 2 support of English Language Learners (ELL) across both schools. Professional development with ELD Consultant or Reading Intervention/ELD Specialist to support in the analysis of student proficiency levels and the development of designated and integrated instruction support that include Guided Language Acquisition and Design (GLAD) strategies, differentiation, and small group intervention for grades TK-8.
- 2) Expanded extended day learning opportunities to include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.
- 3) Two certified staff members trained staff on and implemented Applied Behavioral Analysis (ABA) techniques to support student inclusion.
- 4) Develop continuous and consistent MTSS approaches across the schools. Support with appropriate professional development and additional staffing of Reading Interventionist/ELD Specialist TK-8

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

From 2022 CAASPP scores to 2023 scores the following effective results were noted:

- * English Language Learner Progress grew 9.9%
- * Math overall 7% above State
- * Math at Elementary 21% above State (ELL +7 and SWD +12%)
- * ELA grew or maintained in all subgroups across the LEA
- * ELA at Elementary 8% above State (SWD +15)
- * ELA at Elementary saw growth compared to 2021-2022 (SED +11 and SWD +11)
- * ELA at Middle saw growth with ELL compared to 2021-2022 (ELL +7)
- * ELA at Middle saw cohort growth of 21% from 6th-7th grade

Areas reflected the need for more growth:

- * Continue to refine response to chronic absenteeism (currently at 11.1% at Middle School and 18.4% at Elementary)
- * Mathematics scores (overall)
- * ELA for Socio-Economically Disadvantaged
- * Overall Student classified as Socio-Economically Disadvantaged and Students with Disabilities

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Adjusted goal of CAASPP percentage increase to 60% Met or Exceeded Standard - increasing by over 11% in both Math and ELA over a 3 year period.

Adjusted goal of Science percentage increase to 45% Met or Exceeded Standard - increasing by over 9% over a 3 year period.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Albert Einstein Academies	Dr. David Sciarretta Superintendent	dsciarretta@aeacs.org (619)795-1190

Goals and Actions

Goal

Goal #	Description
3	Create structures that close the achievement gap and support the needs of targeted groups such as English Language Learners (ELL), Socioeconomically Disadvantaged Students, and Students with Disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP and ELPAC achievement scores for English Language Learners in ELA and Mathematics Grades 3-8	<p>CAASPP ELA 2019 16% Met or exceeded standard 32% Standard nearly met 52% Standard not met</p> <p>CAASPP Math 2019 18% Met or exceeded standard 38% Standard nearly met 44% Standard not met</p> <p>84% of ELL students are making progress towards English Language Proficiency based on ELPAC</p>	<p>CAASPP ELA 2022: 11.54% Met or exceeded standard 27.78% Standard nearly met 60.68% Standard not met</p> <p>CAASPP Math 2022: 11.49% Met or exceeded standard 25.11% Standard nearly met 63.40% Standard not met</p> <p>43.4% of ELL students are making progress towards English Language Proficiency based on ELPAC</p>	<p>CAASPP ELA 2023: 13.19% Met or exceeded standard 29.36% Standard nearly met 57.45% Standard not met</p> <p>CAASPP Math 2023: 8.12% Met or exceeded standard 25.21% Standard nearly met 66.67% Standard not met</p> <p>53.3% of ELL students are making progress towards English Language Proficiency based on ELPAC</p>	No CAASPP results for 2023-24 yet	<p>Increase ELL students that Meet or Exceed Standard by at least 3% points in ELA.</p> <p>Increase ELL students that Meet or Exceed Standard by at least 3% points in Math.</p> <p>Increase the percentage of ELL students making progress towards English Language Proficiency based on ELPAC by at least 3%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP achievement scores for Socioeconomically Disadvantaged students Grades 3-8	<p>CAASPP ELA 2019 36% Met or exceeded standard 33% Standard nearly met 32% Standard not met</p> <p>CAASPP Math 2019 34% Met or exceeded standard 34% Standard nearly met 33% Standard not met</p>	<p>CAASPP ELA 2022: 27.69% Met or exceeded standard 28.83% Standard nearly met 43.48% Standard not met</p> <p>CAASPP Math 2022: 24.37% Met or exceeded standard 25.97% Standard nearly met 49.66% Standard not met</p>	<p>CAASPP ELA 2023: 29.85% Met or exceeded standard 29.85% Standard nearly met 40.29% Standard not met</p> <p>CAASPP Math 2023: 23.64% Met or exceeded standard 27.41% Standard nearly met 48.95% Standard not met</p>	No CAASPP results for 2023-24 yet	<p>Increase Socioeconomically Disadvantaged students that Meet or Exceed Standard by at least 3% points in ELA</p> <p>Increase Socioeconomically Disadvantaged students that Meet or Exceed Standard by at least 3% points in Math</p>
CAASPP achievement scores for Students with Disabilities Grades 3-8	<p>CAASPP ELA 2019 19% Met or exceeded standard 29% Standard nearly met 52% Standard not met</p> <p>SBAC Math 2019 11% Met or exceeded standard 28% Standard nearly met 61% Standard not met</p>	<p>CAASPP ELA 2022: 17.42% Met or exceeded standard 15.15% Standard nearly met 67.42% Standard not met</p> <p>CAASPP Math 2022: 16.54% Met or exceeded standard 18.80% Standard nearly met 64.66% Standard not met</p>	<p>CAASPP ELA 2023: 15.72% Met or exceeded standard 19.29% Standard nearly met 65.00% Standard not met</p> <p>CAASPP Math 2023: 14.89% Met or exceeded standard 16.31% Standard nearly met 68.79% Standard not met</p>	No CAASPP results for 2023-24 yet	<p>Increase Students with Disabilities that Meet or Exceed Standard by at least 3% points in ELA</p> <p>Increase Students with Disabilities students that Meet or Exceed Standard by at least 3% points in Math</p>

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Targeted Tier 1 and 2 support of English Language Learners (ELL) across both schools. Two Reading Intervention/ELD Specialist were granted extra calendar days during the 2023-24 school year to support in the analysis of student proficiency levels and the development of designated and integrated instruction support that include Guided Language Acquisition and Design (GLAD) strategies, differentiation, and small group intervention for grades TK-8.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Generally, AEA assumes a variance of 10% or more to be a material difference. There was a variance on the following actions:
Salaries: Added expenditures due to added Embedded intervention support staff and extra calendar days for Reading Intervention/ELD Specialist. Extended learning opportunity staffing increased to support No

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Effective:

- * Chronic Absenteeism is down around 11% at Middle
- * English Language Learner Progress grew 9.9%
- * Math overall 7% above State
- * Math at Elementary 21% above State (ELL +7 and SWD +12%)
- * ELA grew or maintained in all subgroups across the LEA
- * ELA at Elementary 8% above State (SWD +15)
- * ELA at Elementary saw growth compared to 2021-2022 (SED +11 and SWD +11)
- * ELA at Middle saw growth with ELL compared to 2021-2022 (ELL +7)
- * ELA at Middle saw cohort growth of 21% from 6th-7th grade

Ineffective:

- * Continue to refine response to chronic absenteeism (currently at 11.1% at Middle School and 18.4% at Elementary)
- * Improve Mathematics scores overall
- * ELA for Socio-Economically Disadvantaged
- * Overall Student classified as Socio-Economically Disadvantaged and Student with Disabilities

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Provide resources and services to actively welcome and increase family engagement across demographics.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of families attending one or more Parent Universities	2020-21: 11.5% of AEA families participated in one or more Parent Universities.	2021-2022: 11.46% of AEA families participated in one or more Parent Universities.	2022-23: 12.62% of AEA families participated in one or more Parent Universities.	2023-24: 11.8% of AEA families participated in one or more Parent Universities.	12% of AEA families participate in one or more Parent Universities
Number of families completing Parent University surveys and positive recommendations.	2020-21: 10.4% of families attending Parent Universities completed surveys. 95.8% rated Parent University attended as "Very Good" to "Excellent"	2021-2022: 10.89% of families attending Parent Universities completed surveys. 95.83% rated Parent University attended as "Very Good" to "Excellent"	2022-23: 11% of families attending Parent Universities completed surveys. 95.24% rated Parent University attended as "Very Good" to "Excellent"	2023-24: 14.89% of families attending Parent Universities completed surveys. 95.83% rated Parent University attended as "Very Good" to "Excellent"	12% of families attending Parent Universities complete surveys. 100% rated Parent University attended as "Very Good" to "Excellent"
Number of devices and arranged internet capacity for families.	2020-21: 843 chrome books were checked out for at home use, 38 families signed up for Cox internet and 41 hotspots	2021-22: 143 chrome books were checked out for at home use, 0 families signed up for Cox internet, 2 hotspots	2022-23: 114 chrome books were checked out for at home use, 0 families signed up for Cox internet, 1 hotspot was issued for student use.	2023-24: 42 chrome books have been checked out for at home use, 0 families signed up for Cox internet, 1 hotspot has	Provide 2:1 computers to student ratio so all students can have a device at home and in school. 100% on line capacity in every home.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				been issued for student use.	
Community participation for school-wide monthly events with translation in Spanish and American Sign Language provided.	Monthly events for the AEA Community currently include Board of Trustees meeting, Evenings with the Administration, Parent Universities, conferences and student events.	Monthly events for the AEA Community currently include Board of Trustees meeting, Evenings with the Administration, Parent Universities, conferences and student events. Over 90% of community events were available in a hybrid format (in-person and virtually), with Spanish and ASL interpretation available to all participants.	AEA Community events currently include Board of Trustees meetings, School Site Council meetings, District English Learner Advisory Committee (DELAC) meetings, Evenings with the Administration, Parent Universities, student conferences and student/community events. Over 95% of community events were available in a hybrid format (in-person and virtually), with Spanish and ASL interpretation available to all participants.	96% of community events were available in a hybrid format (in-person and virtually), with 100% of those providing Spanish and ASL interpretation to all participants.	95% of monthly events for the AEA Community currently include Board of Trustees meeting, School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Universities, conferences and student events.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Parent Universities: after conducting wide varieties of parent universities throughout the year in English and Spanish, parents are surveyed to gauge feedback on quality and subject matter. While survey results tend to be in the 95% range for "very good" to "excellent", the amount of

parents, completing the surveys is still quite low and therefore was left on as a goal to improve on in the future. Added changes to the planned action during Parent Universities was to add free childcare to encourage more parent participation rates.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Support student needs for technology and internet: Effective. Over the three years our goal was to ensure we have devices for each student to have at home and at school. AEA provided a 24 hour hotline number for voice and text to ensure all families have their technology needs met. This was especially effective during the pandemic.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Technology (Reflection): While we will continue to support students with this action item, the need has decreased as such that it is removed for the coming cycle.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Increase Average Daily Attendance (ADA) to 96%

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance	2019-20: ES 97.83% / MS 97.85% 2020-21: ES 96.86% / MS 97.89%	2021-22: ADA 93.64% through P-2 4/1/22 P-3 (final): 93.30%	2022-23: ADA 93.70% through P-2 4/17/23 P-3 (final): 93.71%	2023-24: ADA 94.82% through P-1 report 12/15/23 12/31/23: ES: 94.50% MS: 95.31%	AEACES - 96% AEACMS - 96%

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Socio-emotional supports through Multi Tiered Systems of Support (MTSS) and interventions were provided. Professional development was also provided for all staff to ensure supports are embedded throughout the school day. Additional supports were provided by school psychologists, counselors and wellness team. Pulse survey to students, staff and all educational partners showed 43% participation rate with 83% giving a favorable rating for school climate. Additionally, 86% of 4th and 5th graders answered over 81% positivity in both Safety and Student and Staff Relationships categories. Over 72% positivity for 6th-8th grade students on positive school climate. Positive school culture was created by implementing programs such as No Place for Hate. Created high/interest activities as incentives that include spirit week, field trips, IB awards, Associated Student Body (ASB), Student Safety (SSA), school enrichment programs and clubs.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actuals.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Measuring effectiveness on this goal proved to be difficult based on the metric that pre-pandemic ADA rates were far higher than post-pandemic ADA rates. 2022-23 did witness a slight increase of ADA from the prior year. 2023-24 again witnessed a slight increase from the prior year of 2022-23. While we are not seeing the 97% rates we were used to realize pre-pandemic, this is notably linked to the chronic absenteeism rate that is consistent with trends in public education nationwide. Student Advocate/Community Coordinator worked closely with families to reduce absenteeism and provide resources to get students to school such as transportation support. Family outreach such as opening more events on campus and monthly community meetings have proved to be effective in increasing positivity in school culture.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

N/A

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Albert Einstein Academies	Dr. David Sciarretta Superintendent	dsciarretta@aeacs.org (619)795-1190

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Albert Einstein Academy Charter Elementary School (AEACES) and Albert Einstein Academy Charter Middle School (AEACMS) are International Baccalaureate schools that fall under the umbrella of Albert Einstein Academies (AEA), a non-profit organization.

Albert Einstein Academy Charter Elementary School (AEACES), established in 2002, is an International Baccalaureate charter school with a German immersion program serving 800+ students in grades TK-5 within the community of South Park/Golden Hill in San Diego. Albert Einstein Academy Charter Middle School (AEACMS), established in 2006, is an International Baccalaureate charter school, serving 600+ students in grades 6-8 within the community of South Park/Golden Hill in San Diego. Albert Einstein Academies, the first authorized public charter school with a TK-8 International Baccalaureate continuum in San Diego, educates children to thrive and contribute as active thinkers in the world.

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

The following Core Values guide our day to day actions and decisions:

- * Inspire a thirst for lifelong learning.
- * Model personal responsibility while holding ourselves to the highest standards of conduct.

- * Foster international mindedness with an understanding of world cultures and languages.
- * Promote and sustain a healthy global environment.
- * Foster a desire to care for and serve others.
- * Appreciate the importance of working together for common purposes.
- * We believe that by teaching children how to think, rather than what to think, will prepare them to lead positive change in our world.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Based on the 2023 CA Dashboard & CAASPP Data, the following reflection on annual performance was noted.

Strengths:

- * Chronic Absenteeism is down around 11% at Middle
- * English Language Learner Progress grew 9.9%
- * Math overall 7% above State
- * Math at Elementary 21% above State (ELL +7 and SWD +12%)
- * ELA grew or maintained in all subgroups across the LEA
- * ELA at Elementary 8% above State (SWD +15)
- * ELA at Elementary saw growth compared to 2021-2022 (SED +11 and SWD +11)
- * ELA at Middle saw growth with ELL compared to 2021-2022 (ELL +7)
- * ELA at Middle saw cohort growth of 21% from 6th-7th grade

Areas of need:

- * Continue to refine response to chronic absenteeism (currently at 11.1% at Middle School and 18.4% at Elementary)
- * Mathematics overall
- * ELA for Socio-Economically Disadvantaged
- * Overall Student classified as Socio-Economically Disadvantaged and Student with Disabilities

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Albert Einstein Academies (Albert Einstein Academy Charter Elementary and Albert Einstein Academy Charter Middle)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- 1) Developing a multi-tiered system of support under guidance from the San Diego County Office of Education to identify, implement, and monitor Tier I supports including universal screeners, ongoing data collection, parent partnerships and schoolwide approaches to culturally responsive expectations, and supports for academics, social-emotional well being, and behavior, with fidelity across the organization.
- 2) Bi-monthly meetings with school psychologists, site administrators, and other relevant members to discuss students (Kidwatch) from target population demographics referred for assessment.
- 3) Instructional walkthroughs to monitor the academic engagement of English Language Learners.
- 4) Strengthening LEA-wide Tier I instruction through Teacher Clarity. Evidence of this highly effective practice will be observed via classroom environment and student conversations.
- 5) Staff will use agreed upon, verified data at each grade level to identify the tiered level of support needed for each student. This will create an agreed upon system of student identification for English language supports needed above and beyond Tier I.
- 6) Strengthening LEA wide Tier I instruction through in class differentiated, small group, English language arts instruction.
- 7) Strengthening LEA wide Tier I language instruction through the use of Guided Language Acquisition strategies (GLAD).
- 8) Provide communication to parents about Tier I supports and MTSS through Parent Conferences, Back to School Night. Parent Universities, Leadership Messaging and presentation(s) to the Board of Trustees.
- 9) Use multiple tools, MAP, ELPAC, CAASPP, and CRLP assessments to identify strengths and needs for each student.
- 10) Review of the SST, 504, and Special Education Assessments processes to build LEA wide understanding of solid Tier I supports, and best practices for referrals to SST, 504, and/or assessment.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Monitoring and evaluating effectiveness:

- * Annual FIA scores
- * Annual SIT scores
- * Individual student data
- * Pre and post assessment, using MAP, CAASPP, and ELPAC (where applicable) scores
- * Tier 1 student referral and progress data
- * Campus wide mapping of English Language Learners

- * Academic engagement rubric data
- * SMART Goal documentation
- * Classroom walkthroughs with corresponding Teacher Clarity rubric
- * Ongoing progress monitoring of ELA data to determine group placement and instructional focus

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
School Site Council (SSC)	Community meetings, ongoing subcommittee work, workshop on April 9, 2024
AEA Community	LCAP survey on May 14, 2024, community meeting held on June 11, 2024
District English Learner Advisory Committee (DELAC)	Community survey, community meetings, workshop on April 9, 2024

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Based on input from the School Site Council (SSC), DELAC and other families at the SSC LCAP Workshop conducted in April 9 2024, focus areas of need were identified for recommended increased supports by AEA Title I monies. Additionally, over 86 responses to our annual Local Control and Accountability Plan (LCAP) survey were logged. Solicited questions were released on May 14, 2024 and pertained to the five main goals and action items included in the LCAP. Results from educational partners were utilized in developing the LCAP and also shared in a public forum with educational partners on June 11, 2024 and again on June 25, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 6: School Climate (Engagement)</p>
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An explanation of why the LEA has developed this goal.

<p>Albert Einstein Academies are IBPYP and IBMYP schools and must offer the program to all students. Teachers need to be able to adapt units of inquiry to the teaching model and students need to have access to the curriculum materials. In addition, any teachers new to AEA must be trained in IBPYP and the IBMYP programs.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Classroom observations	Explicit IB evidence will be seen in 50% of all TK-8 classrooms during observations.			100% evidence will be seen in all classrooms during observations.	
1.2	Updated and completed unit planners with all instructional materials and resources needed to support teaching of the units.	<p>Grades TK-5: 90% review unit planners and co-construct with students units of inquiry and have all resources necessary.</p> <p>Grades 6-8: 70% review unit planners and co-construct with students</p>			<p>Grades TK-5: 100% of reviewed unit planners and co-construct with students units of inquiry and obtainable resources necessary.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		units of inquiry and have all resources necessary.			Grades 6-8: 100% review unit planners and co-construct with students units of inquiry and have all resources necessary.	
1.3	Feedback and understanding of measured outcomes from IB Learner Profile	<p>100% feedback on report cards.</p> <p>*0% of students (4th-8th) survey data of understanding IB Learner Profile.</p> <p>*0% of parents survey data of understanding IB Learner Profile.</p> <p>*Current surveys do not explicitly ask questions around the IB Learner Profile</p>			<p>100% feedback on report cards.</p> <p>100% of students (4th-8th) survey data of understanding IB Learner Profile.</p> <p>100% of parents survey data of understanding IB Learner Profile.</p>	
1.4	All veteran and new staff will have regular IB training opportunities offered to them	<p>All new staff has access to IB specific trainings.</p> <p>Currently, 100% of veteran (4+ years) AEA teaching staff to possess at least Level 2 IBPYP/IBMYP trainings or higher.</p>			<p>100% of new staff will have access to IB specific trainings within their first two years at AEA.</p> <p>100% of veteran (4+ years) AEA teaching staff will continue to</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					possess at least Level 2 IBPYP/IBMYP trainings or higher.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.	Professional development for all teaching staff.	\$7,422,505.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	Teams meet weekly to develop and reflect on IB planners.	\$427,287.00	No
1.3	Provide instructional materials and resources to support all IB initiatives.	All grade levels will be provided materials necessary for implementation of all unit planners.	\$72,450.00	No
1.4	Survey all educational partners	Measure educational partners twice annually with multiple tools accessible for the community.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase overall academic achievement for all students grades TK-8	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

All students should be moving toward grade level standards on the dashboard in ELA and Math.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP achievement scores - ELA	2022-23: 48.23% Met or exceeded standard			60% Met or exceeded standard	
2.2	CAASPP achievement scores - Math	2022-23 42.35% Met or exceeded standard			60% Met or exceeded standard	
2.3	Language Acquisition	Two language proficiency assessments annually German (2022-23): Annual participation in the DSD A1 is 100% students with 55% passing rate.			90% student participation in a language assessment with a 65% assessment passing rate German:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Annual participation in the DSD A2 is 100% for students with 92% passing rate.</p> <p>Annual participation in the DSD B1 is 100% for students with 88% passing rate.</p> <p>Spanish: Baseline to be determined during the 2024-25 academic year</p>			<p>Annual participation in the DSD A1 is 100% students with 65% passing rate.</p> <p>Annual participation in the DSD A2 is 100% for students with 90% passing rate.</p> <p>Annual participation in the DSD B1 is 100% for students with 90% passing rate.</p>	
2.4	Science	2022-23: 35.97% Met or exceeded standard			44.97% Met or exceeded standard	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Embedded intervention supports throughout each day	Small group intervention supports, differentiated learning within all classrooms, support classes and German tutoring	\$1,079,015.00	No
2.2	Develop and implement MTSS framework	Enhance and make improvements in our Tier 1 instruction. Multi Tiered Systems of Support (MTSS)/Literacy specialist(s) to work with English Language Arts (ELA) teachers.	\$6,500.00	No
2.3	Universal screening of all students new to AEA	100% of new AEA students will be screened with a universal screener at the start of the school year.	\$11,300.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Create structures that close the achievement gap and support the needs of targeted groups such as English Language Learners (ELL), Socioeconomically Disadvantaged Students (SED), and Students with Disabilities (SWD).	Focus Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p>
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An explanation of why the LEA has developed this goal.

As seen in the CAASPP data reviewed, English Language Learners, Socioeconomically Disadvantaged Students, and Students with Disabilities performed lower than "All Students" in both English Language Arts and Mathematics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP and ELPAC achievement scores for English Language Learners in ELA and Mathematics Grades 3-8	<p>2022-23 ELA 13.69% Met or exceeded standard</p> <p>2022-23 Math 8.75% Met or exceeded standard</p> <p>53.3% of ELL students are making progress towards English Language Proficiency based on ELPAC.</p>			<p>ELA 19.69% Met or exceeded standard</p> <p>Math 14.75% Met or exceeded standard</p> <p>59.3% of ELL students are making progress towards English Language</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Increase of 9.9% from 2022-23.</p> <p>Increase ELPAC score one level for newcomers and students starting at ELPAC Level 1 in two or more domains. Baseline TBD on 2023-24 results.</p>			<p>Proficiency based on ELPAC</p> <p>50% increase of newcomers and students starting at ELPAC level one in two or more domains.</p>	
3.2	CAASPP achievement scores for Socioeconomically Disadvantaged students Grades 3-8	<p>2022-23 ELA 29.96% Met or exceeded standard</p> <p>2022-23 Math 23.53% Met or exceeded standard</p>			<p>ELA 35.96% Met or exceeded standard</p> <p>Math 29.53% Met or exceeded standard</p>	
3.3	CAASPP achievement scores for Students with Disabilities Grades 3-8	<p>2022-23 ELA 16.03% Met or exceeded standard</p> <p>2022-23 Math 15.29% Met or exceeded standard</p>			<p>ELA 22.03% Met or exceeded standard</p> <p>Math 21.29% Met or exceeded standard</p>	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Targeted and designated English Language Learner (ELL) support	Targeted Tier 1 and 2 support of English Language Learners (ELL) through a systemic program spanning across both schools. Professional development in Reading Intervention/ELD Specialist to support in the analysis of student proficiency levels and the development of designated and integrated instruction support that include Guided Language Acquisition and Design (GLAD) strategies, differentiation, and small group intervention for grades TK-8.	\$13,000.00	
3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Expand extended day learning opportunities to include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.	\$817,943.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Consistent Universal Design for Learning (UDL) implementation	Train all teaching staff on and implement Universal Design for Learning (UDL) strategies across content areas to increase access to curriculum for Students with Disabilities	\$1,635,693.00	No
3.4	Early Intervention	Early intervention and targeted supports for at risk students in primary grades including: early team involvement in the SST Process, increased pull out time to target skill deficit, implementation of Zones of Regulation to support socio-emotional readiness and self-regulation in grades TK-1, Thinking Skills program provided by San Diego State University Year 3rd Year School Psychology Students, and ongoing collaboration between General Education teachers and Learning Center Team.	\$890,971.00	Yes
3.5	Testing accommodations	Increase accessibility and comfortability around assessment through direct instruction of testing accommodations used on standardized test and stress reducing actions students can take to minimize anxiety. Education Specialist have trained themselves and will continue to directly teach their students and allow them to practice accessing the accommodations available during testing. Self-regulation strategies are also regularly incorporated into both high stakes and lower stakes assignments and assessments to familiarize students with the strategies and have awareness of when to use them.	\$923,375.00	No
3.6	Multi-Tier Systems of Support (MTSS)	Enhance and make improvements to our Tier 2 and Tier 3 interventions. Support with appropriate professional development and additional staffing of Reading Interventionist/ELD Specialist(s) in TK-8.	\$186,168.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide resources and services to actively welcome and increase family engagement across demographics.	Broad Goal

State Priorities addressed by this goal.

- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Families need to feel connected to the school and have opportunities and resources available to them to actively participate in their child's education. Improvements to family outreach and events that educate and engage families is a developing goal for AEA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of families attending one or more Parent Universities	2023-24: 11.8% of AEA families participated in one or more Parent Universities.			15% of AEA families will participate in one or more Parent Universities.	
4.2	Number of families completing Parent University surveys and positive recommendations.	2023-24: 14.89% of families attending Parent Universities completed surveys. 95.83% rated Parent University attended as			25% of families attending Parent Universities complete surveys. 97% rated Parent University	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		"Very Good" to "Excellent"			attended as "Very Good" to "Excellent"	
4.4	Community participation for school-wide monthly events with translation in Spanish and American Sign Language provided.	90% of monthly events for the AEA Community currently include Board of Trustees meeting, School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Universities, conferences and student events.			100% of monthly events for the AEA Community currently include Board of Trustees meeting, School Site Council (SSC), District English Learner Advisory Committee (DELAC), Parent Universities, conferences and student events.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Develop high interest Parent Universities that all families have access to.	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 AEA. Provide childcare and translation services for families attending. All Parent University participants will be surveyed after each session for parent feedback to gauge satisfaction levels. Provide access for in-person or virtual attendance. All events are recorded and available for later viewing on website.	\$2,678.00	No
4.2	Family outreach and engagement	Create monthly online and/or in-person events that inform and educate our learning community. This includes: Board Meetings, Parent Universities, Evenings with the Admin, Parent Conferences, Back to School Night and Open House opportunities. Interpretation will be made available in Spanish and American Sign Language (ASL). Communicate all events using multiple communication outlets including texts, calls, email, website and social media. Events may be recorded and available for later viewing on website. Combine events on the same evening for ease of attendance.	\$123,466.00	No
4.3	Support student needs for technology and internet.	AEA will supply all students with chrome books, headphones, and a mouse. Our goal is to ensure we have devices for each student to have at home and at school. AEA has a 24 hour hotline number for voice and text to ensure all families have their technology needs met.	\$466,359.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase Average Daily Attendance (ADA) to 96%	Broad Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal is to increase Average Daily Attendance to 96% through high-interest content and connection opportunities for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Average Daily Attendance	2022-23: AEACES - 93.10% AEACMS - 94.52% 2023-24: AEACES - 94.17% AEACMS - 95.22%			96% Average Daily Attendance LEA wide	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
 A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Create positive school culture	Create positive school culture by implementing programs such as No Place for Hate. Create high/interest activities as incentives that include spirit week, field trips, IB awards, Associated Student Body (ASB), Safe School Ambassadors (SSA), school enrichment programs and clubs,	\$500,629.00	No
5.2	Socio-emotional supports	Provide Socio-emotional support through Multi Tiered Systems of Support (MTSS) and interventions. Professional development provided for all staff to ensure supports are embedded throughout the school day. Additional supports are provided by school psychologists, counselors and wellness team.	\$1,060,986.00	
5.4	Student health and safety	Provide a clean and safe school site that students are proud to be a part of. This includes: full time custodian, Student Safety Teams to monitor student safety in grades TK-8, all staff trained in A.L.I.C.E protocols, use of all health and safety mitigation equipment.	\$1,728,509.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,525,132	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.32%	0.000%	\$0.00	10.32%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	<p>Action: Targeted and designated English Language Learner (ELL) support</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p>	Targeted Tier 1 and 2 support of English Language Learners (ELL) through a systemic program spanning across both schools (TK-8)	3.1, 3.2, 3.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>3.2</p>	<p>Action: Expanded Learning Opportunities for Socioeconomically Disadvantaged students</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p> <p>Scope: LEA-wide</p>	<p>Expand extended day learning opportunities will include academic support, enrichment activities, and mentoring with special consideration given to Socioeconomically Disadvantaged students.</p>	<p>3.1, 3.2, 3.3</p>
<p>3.4</p>	<p>Action: Early Intervention</p> <p>Need: Performance of unduplicated student groups on statewide and local measures shows lower achievement levels than the general population of students.</p> <p>Scope: LEA-wide</p>	<p>Early intervention and targeted supports for at risk students in primary grades including: early team involvement in the SST Process, increased pull out time to target skill deficit, implementation of Zones of Regulation to support socio-emotional readiness and self-regulation in grades TK-1, Thinking Skills program provided by San Diego State University Year 3rd Year School Psychology Students, and ongoing collaboration between General Education teachers and Learning Center Team.</p>	<p>3.1, 3.2, 3.3</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

NA - LEA is below 55% (52.43%)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:20	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:34	NA

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals				0.000%	

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,294,259.00	\$3,576,637.00	\$0.00	\$497,938.00	\$17,368,834.00	\$14,374,874.00	\$2,993,960.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.	All	No			All Schools		\$7,033,189.00	\$389,316.00	\$7,222,844.00	\$168,900.00		\$30,761.00	\$7,422,505.00	
1	1.2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	All	No			All Schools		\$427,287.00	\$0.00	\$389,129.00	\$38,158.00			\$427,287.00	
1	1.3	Provide instructional materials and resources to support all IB initiatives.	All	No			All Schools		\$0.00	\$72,450.00	\$3,303.00	\$69,147.00			\$72,450.00	
1	1.4	Survey all educational partners	All	No			All Schools									
2	2.1	Embedded intervention supports throughout each day	All	No			All Schools		\$905,141.00	\$173,874.00	\$754,864.00	\$151,820.00	\$0.00	\$172,331.00	\$1,079,015.00	
2	2.2	Develop and implement MTSS framework	All	No					\$0.00	\$6,500.00		\$6,500.00			\$6,500.00	
2	2.3	Universal screening of all students new to AEA	English Learners			English Learners	Specific Schools: AEACMS 6th		\$0.00	\$11,300.00	\$11,300.00				\$11,300.00	
3	3.1	Targeted and designated English Language Learner (ELL) support	English Learners			English Learners	All Schools		\$0.00	\$13,000.00	\$13,000.00				\$13,000.00	
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Low Income Socioeconomically Disadvantaged	No Yes	LEA-wide	Low Income			\$714,133.00	\$103,810.00	\$115,966.00	\$701,977.00			\$817,943.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Consistent Universal Design for Learning (UDL) implementation	Students with Disabilities	No			All Schools		\$1,527,019.00	\$108,674.00	\$385,400.00	\$1,140,497.00		\$109,796.00	\$1,635,693.00	
3	3.4	Early Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$890,971.00	\$0.00	\$890,971.00				\$890,971.00	
3	3.5	Testing accommodations	Students with Disabilities	No			All Schools		\$923,375.00	\$0.00	\$615,064.00	\$308,311.00		\$0.00	\$923,375.00	
3	3.6	Multi-Tier Systems of Support (MTSS)	All	No			All Schools		\$186,168.00	\$0.00	\$158,243.00	\$27,925.00			\$186,168.00	
4	4.1	Develop high interest Parent Universities that all families have access to.	All	No			All Schools		\$0.00	\$2,678.00	\$2,678.00				\$2,678.00	
4	4.2	Family outreach and engagement	All	No			All Schools		\$61,309.00	\$62,157.00	\$123,466.00				\$123,466.00	
4	4.3	Support student needs for technology and internet.	All	No			All Schools		\$335,353.00	\$131,006.00	\$466,359.00				\$466,359.00	
5	5.1	Create positive school culture	All	No			All Schools		\$0.00	\$500,629.00	\$475,909.00	\$24,720.00			\$500,629.00	
5	5.2	Socio-emotional supports	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools		\$1,060,986.00	\$0.00	\$763,769.00	\$112,167.00		\$185,050.00	\$1,060,986.00	
5	5.4	Student health and safety	All	No			All Schools		\$309,943.00	\$1,418,566.00	\$901,994.00	\$826,515.00			\$1,728,509.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.000%		\$1,006,937.00	0.000%	0.000 %	Total:	\$1,006,937.00
								LEA-wide Total:	\$1,006,937.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Embedded intervention supports throughout each day				All Schools	\$754,864.00	
2	2.3	Universal screening of all students new to AEA			English Learners	Specific Schools: AEACMS 6th	\$11,300.00	
3	3.1	Targeted and designated English Language Learner (ELL) support			English Learners	All Schools	\$13,000.00	
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Yes	LEA-wide	Low Income		\$115,966.00	
3	3.4	Early Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$890,971.00	
5	5.2	Socio-emotional supports			English Learners Foster Youth Low Income		\$763,769.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$17,083,489.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide IBPYP and IBMYP Level I, II and higher training for all teaching staff to support the IB program.	No	\$7,281,179.00	
1	1.2	Schedule collaborative planning for grade level and content teaching teams to reflect on and update unit planners.	No	\$581,074.00	
1	1.3	Provide instructional materials and resources to support all IB initiatives.	No	\$99,576.00	
2	2.1	Embedded intervention supports throughout each day	Yes	\$1,245,507.00	
2	2.2	Extended learning opportunities	No	\$860,586.00	
3	3.1	Targeted English Language Learner (ELL) support	Yes	\$20,700.00	
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	No Yes	\$111,588.00	
3	3.3	Embedded Universal Design Learning (UDL) strategies	No	\$1,344,595.00	
3	3.4	Early Intervention	Yes	\$789,786.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.5	Applied Behavioral Analysis (ABA) techniques	No	\$10,000.00	
3	3.6	Testing accomodations	No	\$840,058.00	
3	3.7	Multi-Tier Systems of Support (MTSS)	No	\$157,137.00	
4	4.1	Develop high interest Parent Universities that all families have access to.	No	\$5,305.00	
4	4.2	Family outreach and engagement	No	\$104,775.00	
4	4.3	Support student needs for technology and internet.	No	\$396,305.00	
5	5.1	Create positive school culture	No	\$308,568.00	
5	5.2	Socio-emotional supports	Yes	\$1,146,116.00	
5	5.4	Student health and safety	No	\$1,780,634.00	

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	\$2,956,499.00	\$0.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Embedded intervention supports throughout each day	Yes	\$968,204.00			
3	3.1	Targeted English Language Learner (ELL) support	Yes	\$20,700.00			
3	3.2	Expanded Learning Opportunities for Socioeconomically Disadvantaged students	Yes	\$111,588.00			
3	3.4	Early Intervention	Yes	\$789,786.00			
5	5.2	Socio-emotional supports	Yes	\$1,066,221.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
		0	0.000%	\$0.00	0.000%	0.000%	\$0.00	0.000%

2024 AEA CA Dashboard Summary of Local Indicators

Table of Contents

[Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities \(LCFF Priority 1\)](#)

[Implementation of State Academic Standards \(LCFF Priority 2\)](#)

[Parental Involvement and Family Engagement \(LCFF Priority 3\)](#)

[School Climate \(LCFF Priority 6\)](#)

[Access to a Broad Course of Study \(LCFF Priority 7\)](#)

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
 - 5
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
 - 0
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)
 - 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science
 - i. *5 – Full Implementation and Sustainability*

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science

- i. *5 – Full Implementation and Sustainability*

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

- a. ELA – Common Core State Standards for ELA
 - i. *5 – Full Implementation and Sustainability*
- b. ELD (Aligned to ELA Standards)
 - i. *3 – Initial Implementation*
- c. Mathematics – Common Core State Standards for Mathematics
 - i. *5 – Full Implementation and Sustainability*
- d. Next Generation Science Standards
 - i. *5 – Full Implementation and Sustainability*
- e. History-Social Science
 - i. *5 – Full Implementation and Sustainability*

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

- a. Career Technical Education
 - i. *5 – Full Implementation and Sustainability*
- b. Health Education Content Standards
 - i. *5 – Full Implementation and Sustainability*
- c. Physical Education Model Content Standards
 - i. *5 – Full Implementation and Sustainability*
- d. Visual and Performing Arts
 - i. *5 – Full Implementation and Sustainability*
- e. World Language
 - i. *5 – Full Implementation and Sustainability*

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

- a. Identifying the professional learning needs of groups of teachers or staff as a whole
 - i. 5 – *Full Implementation and Sustainability*
- b. Identifying the professional learning needs of individual teachers
 - i. 5 – *Full Implementation and Sustainability*
- c. Providing support for teachers on the standards they have not yet mastered
 - i. 5 – *Full Implementation and Sustainability*

Parental Involvement and Family Engagement (LCFF Priority 3)

Reflection Tool Key:

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Section 1: Building Relationships Between School Staff and Families

1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
 - a. *5 – Full Implementation and Sustainability*
2. Rate the LEA's progress in creating welcoming environments for all families in the community.
 - a. *5 – Full Implementation and Sustainability*
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.
 - a. *4 – Full Implementation*
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.
 - a. *5 – Full Implementation and Sustainability*

Building Relationships Dashboard Narrative Boxes:

Creating home/school relationships is essential to the success of AEA and is an evident piece of our school culture. Staff understand expectations around family communication, volunteering, and participation opportunities through an annual review of our mission, norms, and practices at the start of every school year. AEA continues to increase the number of in-person events and volunteer opportunities.

Parent/teacher conferences are held twice a year across our two sites. Although not required, AEA invites all families to volunteer to support their child's learning in the classroom, at running club, middle school athletics, field day, field trips, or other opportunities created to support our IB PYP & MYP Units of Inquiry. Schools work closely with the parent organization Friends of AEA to create multiple parent engagement opportunities, including regular meetings and many family events throughout the year. DELAC and SSC groups provide additional opportunities for staff and families to collaborate on meaningful work that impacts the programs that support our most vulnerable students. AEA is committed to delivering live Spanish and ASL

interpretation for all community groups and events. DELAC meetings are hosted in Spanish, and live English interpretation is available.

Some areas of improvement include understanding each family's specific needs. AEA must onboard families as effectively in the middle of the year as at the start of the year. Some ideas to achieve this include having multiple orientations throughout the year and encouraging new families to watch past Parent University events. A strong connection to every family will improve student attendance. AEA is working to improve how families learn about student-created goals through regular communication with their student's teachers. In addition, AEA is developing strategies to increase parent participation that represents our community. AEA works to analyze any cultural divide our non-native English-speaking families may feel and provide a plan to ensure they feel supported and included. Families will have more opportunities to visit the campus for student-led events such as IB Units of Inquiry and the annual IB Showcase, where students present their IB projects.

To improve the engagement of underrepresented families, AEA is increasing the frequency and fidelity of parent surveys to collect input and determine critical interests. One example is DELAC parent surveys that guide the topics for meetings throughout the school year. Another example is the variety of Parent University offerings that allow parents to engage with the academics and culture of AEA. These Parent University events include Supporting Your Beginning Reader, Safety Net (Internet Safety), AEA School Safety, Social Conflict (Bullying), Behavior Management During School Breaks, WASC Overview for Parents, Basic German Class for Grown-Ups, and Sexual Health Education: What students learn. All events provide Spanish and ASL interpretation. Events are available in a hybrid format, both in-person and virtually via Zoom, which increases access, participation, and accessibility. All are on our website for parents to access anytime or place. We provide dinner and childcare, wheelchair-accessible locations, and special accommodations for families attending in-person events.

Section 2: Building Partnerships for Student Outcomes

5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.
 - a. 5 – *Full Implementation and Sustainability*
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.
 - a. 5 – *Full Implementation and Sustainability*
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.
 - a. 5 – *Full Implementation and Sustainability*

8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
 - a. *5 – Full Implementation and Sustainability*

Building Partnerships Dashboard Narrative Boxes:

Assessment data and input received from various educational partners serve to align our school's WASC, LCAP, and IB Self Study, all of which primarily focus on improving student achievement. AEA provides Professional Development for teachers on intervention strategies and instructional practice for 21st Century Learners. Student-led conferences create opportunities for student agency and goal setting. Benchmark assessments throughout the school year ensure high-quality teaching and learning. Students are monitored in the SST process and through MTSS intervention, contributing to a learning-centered culture. AEA has many partnerships, including the SDSU nursing department that develops grade-appropriate sexual education for our students, the SDCOE for MTSS implementation, Cornerstone and Logan Heights CDC for free family counseling services on and off school sites, and local community organizations to provide extracurricular activities. AEA has expanded after-school and school break learning opportunities with SummerStein, AfterStein, and SpringStein.

Although AEA has significantly improved event accessibility through live Spanish interpretation and hybrid formats, it is still an area of improvement to make all families feel welcome, supported, and connected. AEA is working on a systemized approach to ELD by incorporating designated ELD instruction for ELL students.

AEA's latest initiatives to improve the engagement of underrepresented families include: creating staff positions such as the Community Coordinator and Student Advocate, purchasing a sprinter van to support chronic absenteeism by offering pickup and drop off of students to and from school, and holding DELAC meetings in Spanish with English interpretation available.

Section 3: Seeking Input for Decision-Making

1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.
 - a. *5 – Full Implementation and Sustainability*
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
 - a. *5 – Full Implementation and Sustainability*

3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.
 - a. 4 – Full Implementation
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.
 - a. 4 – Full Implementation

Seeking Input for Decision-Making Dashboard Narrative Boxes:

AEA allows for input on decision-making through many avenues. Families are updated weekly by teachers and monthly by the administration through an email newsletter called the "AEA Monthly Leadership Message" which is provided in three languages (English, Spanish, and German). Monthly board meetings provide public comment opportunities for all stakeholders. DELAC and SSC groups provide additional opportunities for staff and families to collaborate on important work that impacts the programs that support AEA's most vulnerable students. AEA implemented a new survey platform and sends several community-wide surveys to seek feedback on a variety of AEA services and programs.

One growth area is to ensure the School Site Council has a fair representation of members that reflect our diverse community. Another growth area is to continue the development of the survey system so progress can be accurately measured.

To improve the engagement of underrepresented families, AEA will need to ensure technology is provided as needed so all can access school-related content. There is a need to survey families after events to get direct feedback on what needs improvement, what works well, etc. Multiple modes of engagement must be used, such as using phone banks to make personalized, individual phone calls to parents to invite them to events.

School Climate (LCFF Priority 6)

Narrative Summary:

AEA administered a school climate survey to students in fourth to eighth grade using the Kelvin survey platform, which was made available to California schools through a partnership with CalHOPE.

The survey indicated that 86% of students feel safe at school, 81% have positive student and staff relationships, and 79% feel they have student agency.

AEA continues to partner with the San Diego County Office of Education to implement MTSS to ensure we have systems and practices in place to meet the needs of every student at their level. Training is ongoing for select staff to better meet supervision requirements, especially in unstructured non-classroom areas. AEA established a partnership with the Tariq Khamisa Foundation (TKF) to implement restorative practices across our campuses.

Access to a Broad Course of Study (LCFF Priority 7)

Narrative Summary:

All students have access to the IB curriculum which includes instruction in literacy, mathematics, science, social studies, physical education, the fine arts, design, and an additional target language.

All students have access to the above-mentioned curriculum and are measured with benchmark, formative, and summative assessments throughout the year. Students with special needs may have modifications and/or accommodations as identified in their individualized education plan.

There are no identified barriers preventing students' access to a broad curriculum.

AEA continues to provide all students with access to the full IB curriculum and will continue to provide the updated technology and resources needed to support it.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2024-25

Date of Board Approval

LEA Name

Albert Einstein Academies

CDS Code:

37 68338 0111898

Link to the LCAP:

(optional)

<https://www.aeacs.org/lcap>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA, Albert Einstein Academies, will utilize federal funds from Title I, Title II, Title III and Title IV to enhance its local priorities funded through Local Control Funding Formula (LCFF). Efforts to enhance the LEA's Local Control and Accountability Plan (LCAP) goals will occur primarily in goals two, three, four and five as described below:

Each of these goals is broken down into smaller actions and services, which are supported by and are aligned with federal, state and local programs. The following is a description of the strategies LEA will use to accomplish the goals. The developed LCAP goals, actions and services, and expenditures are used to build on strengths already present in our schools and to address any areas of need. Local Control Funding Formula (LCFF) funds will be used to provide the base program for all students. LCFF Supplemental funds will be used for supplemental services to meet the needs of low income, English Learners, Foster Youth, and Homeless students. Federal funding provides targeted supplemental supports to specific student groups. The services provided by federal funds will align with and supplement the services provided with LCFF funds by offering additional services for the student groups listed above.

2023-24 LCAP Goals:

For Goal 1 - All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning:

The base program ensures that students have equitable access to rigorous, well-rounded, IB standards-aligned curricula and access to, and skill in, applying technology to leverage student learning.

For Goal 2 - Increase overall academic achievement for all students grades K-8:

The base program includes professional development at all levels of the organization. These professional development offerings are expanding over time to truly focus on improving teaching and learning at AEA, with site principals at the lead of site efforts to provide educational opportunities directly related to their students' needs.

For Goal 3 - Create structures that close the achievement gap and support the needs of targeted groups such as English Language Learners (ELL), Socioeconomically Disadvantaged Students, and Students with Disabilities:

The base program includes staffing, offering a broad course of study, technology, infrastructure, counseling and health support, standards-aligned instructional materials, services for students with disabilities, and basic operating expenses.

For Goal 4 - Provide resources and services to actively welcome and increase family engagement across demographics:

The base program provides families and our community with the opportunity for offering input and participating on school sites and committees. The supplemental services offered include additional supports for the targeted students groups and families to support them in accessing, understanding, navigating and utilizing the services provided to them.

For Goal 5 - Increase Average Daily Attendance (ADA) to 96%:

The base program includes clean and well-maintained facilities, addressing the safety of students and staff, school crisis and safety plans, and safety drills. The supplemental services support designated staff to assist sites with social-emotional, behavioral and attendance concerns of students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

To ensure alignment among LCAP goals, activities funded by state programs, and activities funded by federal programs, the LEA has established actions in its LCAP to meet goals that will be either fully or partially funded by Title I, Title II, Title III and Title IV monies, alongside actions to support goals that are funded through LCFF. These actions are meant to augment services to students within the LEA. The LEA will align federal funds with state and local funds by analyzing the LCAP annually and identifying the needs of our students. This is done through review of the California State Dashboard and stakeholder feedback. Since the actions and services for all funding sources are in the LCAP, the annual review process will include an evaluation of the effectiveness of the federal programs. Revisions will be made based upon this evaluation and the federal funds are then allocated towards any newly identified needs.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA is a charter school. This provision requires LEAs to analyze and compare data across school sites and therefore charter schools and single-school districts are not required to provide a substantive response. Charter schools or single-school districts may write N/A

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)• An individual who holds no credential, permit, or authorization to teach in California.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations, Title 5, Section 80005[b]</i>)</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

N/A - In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and

local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))

3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We believe in cultivating relationships that build mutual respect and trust between home and school to foster strong family engagement and increase student success. This shared responsibility is grounded in research-based best practices using multi-tiered outreach systems (phone calls home, emails to families and home visits and/or wellness checks) to keep students, families, and communities connected to their school. The LEA provides Spanish translation and ASL interpretation services at all of our community events in order to communicate with families who speak languages other than English. This tiered outreach helps to identify the level of support needed and the appropriate resources they may need.

Under sections 1111(d) and 1116, the LEA provides methods to effectively implement parent and family engagement such as:

- * LEA staff regularly collaborate with parent groups such as the District English Learner Advisory Council (DELAC), School Site Council (SSC) and FoAEA (PTO).
- * LEA provides monthly Parent University sessions for family engagement. These serve as meetings to disseminate information, seek input and feedback or to review LEA programs, policies, and or initiatives regarding academics, social emotional learning, anti-bias, anti-racism, Special Education policies and support, campus safety, parent-teacher conferences and mental health and wellness.
- * LEA provides on-site events such as music performances, assemblies, back to school family events, informational nights, school tours and volunteering on campus also allow families to engage in school activities.
 - LEA provides all parent communication, public meetings and community events in English, Spanish and American Sign Language (ASL).
- * LEA's revises its Parent and Family Engagement Policy each school year to be approved by the Board of Trustees. The Parent and Family Engagement Policy will be revised by the School Site Council (SSC) and shared with the District English Language Advisory Committee (DELAC) for further revision. The LEA will distribute the policy to families of students in all grade levels via email and will post it on the LEA's website as part of the LEA's "Annual Parent Notifications"
 - LEA engages in discussions and facilitates feedback sessions with LEA parent advisory groups including School Site Council and the District English Language Advisory Committee throughout the 2023-24 school year and subsequent school years.
 - LEA gathers feedback from family groups and share with the LEA's leadership teams and school personnel responsible for facilitating the revision of school plans and integrates feedback into their development and revision.

LEA's technology department also performs multiple outreach and communication methods to dialogue with families such as:

- * Auto-call, Email and Short Message Service (SMS) messaging
- * Livestream Zoom sessions for all community meetings and events
- * YouTube recorded events
- * Social media outreach

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A - LEA does not have any Targeted Assistance Schools.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

LEA ensures that each student experiencing homelessness is supported per McKinney-Vento Homeless Assistance Act with Title I, Part A funds. The Homeless Education Liaison/School Counselor and Student Advocate/Community Coordinator are assigned to specifically support this population.

Supports include the following:

- Training for school site staff on awareness of the rights and needs of youth and families experiencing homelessness
- Ensuring transportation is provided for students in need (bus passes)
- Closely monitoring attendance, academics, and social/emotional learning
- Making mental and physical health referrals as needed
- Providing basic needs resources to students to include food, uniforms, hygiene products, jackets, shoes and school supplies such as technology, paper, pencils, and backpacks when needed

Additionally, LEA Special Education Director (1), School Psychologists (2) and School Counselors (2) train staff on trauma informed practices that best support student mental health and well being.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA is currently not holding Title I funds to assist our schools in identifying and serving gifted and talented students or to assist in developing effective school library programs.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The LEA provides professional learning and development on-site for all teaching, classified and administrative staff on a monthly basis. Professional learning is goal-oriented, job-embedded, and conducted globally to facilitate collaboration and encourage innovation and data analysis. Follow up and monitoring of strategies learned during on-site professional learning sessions is conducted through informal walkthroughs, formal observations, and peer-led discussion.

Staff are provided with off-site professional learning through partnerships with the San Diego County Office of Education, El Dorado County Office of Education, International Baccalaureate Organization and through memberships with the California Charter School Association and the Charter School Development Center. Teaching staff, in the beginning of their careers, are offered reimbursement toward a teacher induction program. Staff who have been at the school site for longer are offered targeted professional learning geared toward their specific needs and subject matter. Staff are also encouraged to seek out professional learning opportunities that will enhance their careers and delivery of services.

The LEA continues its efforts in developing the professional growth system for all of its educators. Throughout the school year, teachers have opportunities to collaborate with other teachers through team meetings, which are small groups focused on particular subject areas or grade levels. The teacher team meetings meet throughout the year and the teachers set topics in advance for each session. LEA staff are also provided a variety of opportunities for professional learning, development and growth. Some examples include International Baccalaureate (IB) training and conferences, Multi-Tiered System of Supports (MTSS) training, new teacher induction program supports, Guided Language Acquisition Design (GLAD) training, Responsive Classroom training, Literacy Framework training, Crisis Prevention Institute (CPI) training and attend other conferences and workshops offered by organizations such as San Diego County Office of Education (SDCOE) and El Dorado County Office of Education (EDCOE) training. Staff accountability and expectation are to report out, share and collaborate with their teams upon completion of trainings and conferences.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).

3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

To guarantee educator effectiveness, the LEA provides a myriad of professional learning opportunities for staff throughout each academic year including in-house professional learning (at least monthly) and off-site professional learning (as needed). Prior to the start of each school year, staff are provided a five day period for professional development sessions, team and grade level meetings, back to school roundtable and mandated organizational wide trainings. Additionally, in November of each academic year, all teaching staff attend a full day professional learning session based on educational initiatives set forth by the LEA.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA provides professional learning opportunities to develop a deeper understanding of teaching Multilingual English Learners by sharing research-based instructional practices during collaboration at grade-level meetings, team leader meetings, and professional development.

On-going professional learning will:

- *Build a broader repertoire of effective English Learner (EL) instructional strategies, including Guided Language Acquisition Development (GLAD) strategies
- *Provide teachers and administrators with professional development focused on research based instructional strategies for improving achievement of students who are Multilingual English Learners
- *Provide on-going professional learning to enhance teachers' understanding and use of adopted materials and assessments for students who are Multilingual English Language Learners.
- *Identify early, appropriate interventions to help Multilingual English Language Learners learn
- *Improve student engagement strategies
- *Engaging and communicating with families of Multilingual English Learner students in their children's education
- *Understand and leverage assessments to improve classroom practice and student learning

AEA staff will:

- *Analyze assessment data and discuss the implications of Multilingual English Learner student performance in each part of the assessment
- *Discuss specific lessons and strategies
- *Examine Multilingual English Learner student work
- *Examine evidence of learning demonstrated in student work
- *Discuss whether a particular skill or concept needs more instruction or review and plan future lessons to build on the concepts already mastered
- *Plan effective re-teaching opportunities and enrichment lessons to accelerate learning for students who are Multilingual English Learner
- *Plan and implement effective ways of providing language support and accelerating language acquisition for students who are Multilingual English Learners

The frequency of professional development may be adjusted in order to promote sustained improvement in student outcomes. The effectiveness of professional development is informed by classroom observations, state/local assessment results and educational partner feedback.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

AEA's English Learner Program strives that students who are Multilingual English Learners will:

- * Achieve English language proficiency as quickly as possible.
- * Promote the academic success of students who are Multilingual English Learners.
- * Develop cross-cultural awareness, appreciation of one's own culture and language, encouragement of multilingualism, and enhance positive self-esteem of students who are Multilingual English Learners.
- * Train instructional personnel to implement effective instructional programs and teaching strategies for students who are Multilingual English Learners.
- * Increase the level of family and community awareness, involvement, and support in meeting the educational needs of students who are Multilingual English Language Learners.

English Learner students are provided with regular support in order to access the core curriculum and overcome language barriers. Our language instruction model varies depending on whether a student attends our middle school or our elementary school:

Dual Language Immersion Program Elementary School:

In Elementary grade levels (kindergarten through fifth grade) students receive up to 50% of instruction in German and 50% in English, including all core subjects. German and English instruction rotates weekly and is continuous. GLAD strategies are implemented in first through fifth grades to facilitate both designated and integrated English Language Development (ELD). Small group differentiated literacy instruction is provided in classrooms. Small group, pull out designated ELD instruction is provided by our Literacy Specialists. Support for newcomers is prioritized.

Structured English Immersion (SEI) at Middle School:

A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for students who are learning English. At minimum, students are provided access to grade level academic subject matter content with Integrated English Language Development (ELD). Our middle school is currently working to incorporate Guided Language Acquisition Development (GLAD) strategies.

AEA is committed to providing our Multilingual English Learners with high-quality instruction that adheres to four basic design principles:

- * Instructional programs will incorporate an enrichment, rather than remedial approach, establishing high expectations for all students
- * Program models will reflect the use of research-based practices
- * All instruction is standards based to include Common Core, Next Generation Science Standards (NGSS), and ELD standards
- * All programs will provide students with a rigorous International Baccalaureate (IB) concept and inquiry based learning experience designed to enhance critical thinking, foster global citizenship, and develop academic English language skills

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The primary purpose of the AEA Multilingual English Learner Program is to provide a clear statement related to the development, implementation, and evaluation of English Learner programs and services. The program also provides procedural guidelines for the identification, assessment, and placement of students; reclassification of students; notification and involvement of parents; the formation and functioning of the District English Learner Advisory Committee; the annual evaluation of English Learner programs; and the use of state and federal funds for EL programs and services.

AEA uses a variety of data sources to monitor the progress of EL students. AEA administers the State summative assessments, i.e. California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessment for California (ELPAC). Goals for these required initial summative assessments are informed by the State's accountability model. AEA may also use disaggregated, normed, formative data from other tests to measure progress in math and reading. EL performance on these normed assessments is monitored as one of the measurable objectives in our LCAP.

Student reclassification relies on evidence demonstrating that the student has achieved a level of English proficiency comparable to that of average native speakers of English. Reclassification procedures are aligned with California Department of Education guidelines.

Multiple criteria are utilized to establish that the student is ready to be reclassified:

1. English language proficiency on the ELPAC with an overall score of 4.
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age. This demonstrates whether the student is sufficiently proficient as students of the same age and whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
3. Teacher evaluation of a student's academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.
5. Other criteria as determined by the Local Education Agency (LEA).

Once all information is documented, and the student's status is changed to Reclassified Fluent English Proficient (RFEP), notification of such is provided to the teacher(s). Copies are filed in the cum file, the Student Information System (SIS), and in CALPADS. Students who do not meet all criteria remain classified as "EL" (English learner). Under current state law (EC Section 313), identified students who are English learners must participate in the annual administration of the ELPAC until they are RFEP.

Reclassified students' progress will be monitored by school-wide assessment data for four years to ensure their academic success. Student progress will be monitored by teaching staff, in conjunction with ELPAC Coordinator, through analysis of school-wide Language Arts performance (CAASPP). AEA ensures that each RFEP student who is not sustaining adequate academic progress will receive targeted supports and intervention services.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Objective 1 (Under section 4108): Provide increased mental health and counseling services to students while promoting an inclusive and supportive school climate with the intended outcome of reducing at-risk behaviors and developing strong relationships between staff and students. To meet this objective, the LEA employs a Board Certified Behavior Analyst (BCBA), a Registered Behavior Technician (RBT), two School Psychologists, two School Counselors and a Student/Community Advocate to monitor the success of all students and target those in need of additional services. The LEA also sends staff to trainings such as responsive classroom training, restorative circle/restorative justice training and professional development in trauma informed approaches and practices. LEA also provides support for safe and healthy students with the following established programs on each campus:

- * Anti-Defamation League (ADL) that supports LEA implementation plan for No Place for Hate content. Through this work, LEA develops strategies and supports for students to increase a positive school environment for all students. In collaboration with students, families and staff, schools develop their No Place for Hate strategies in order to ensure school culture based on equity for all.
- * Safe School Ambassadors in grades 4th through 8th
- * Partnership with San Diego State University (SDSU) School of Nursing providing support in Health Education sessions
- * Partnership with Cornerstone Mental Health to support students
- * Partnership with Elizabeth Hospice for grief counseling

Objective 2 (Under section 4109): Provide a rigorous curricular program, extra-curricular programs, academic support programs, and enrichment programs for students using technology and digital learning platforms through building technological capacity throughout the school, training students on safe and effective use of technology, and training staff on best practices for use of technology. To meet this objective, the LEA purchases technology for use in classrooms and extra-curricular settings including, but not limited to, Promethean Boards, ActivPanels, iPads, Chromebooks, laptops, hotspots, headphones, tablets, software, online programs, and other technology devices to be used for educational purposes. Funds to supplement these efforts are also provided from other sources. The LEA supports teachers in using educational resources and technology appropriately to enhance instruction, increase engagement, and employ formative assessments that guide instruction. Some positions funded in Title IV also use the technology tools as integrated components of both the professional development and as tools to help students access digital content and demonstrate their understanding of what they have learned.