Albert Einstein Academy Charter Elementary School (AEACES)

ALBERT EINSTEIN ACADEMIES

CHARTER PETITION FOR RENEWAL

JULY 1, 2017 THROUGH JUNE 30, 2022

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Executive Director Assurances

As the authorized lead petitioner, I, Dr. David Sciarretta, hereby certify that the information submitted in this petition for a California public charter school, Albert Einstein Academy Charter Elementary School (AEACES), located within the boundaries of the San Diego Unified School District, is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; further, I understand that if awarded a renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to the following:

Albert Einstein Academy Charter Elementary School:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Shall be deemed the exclusive public school employer of the employees of Albert Einstein Academies, Inc. for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- Shall admit all students who wish to attend the Charter School and who submit a timely application unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- Shall not discriminate and will ensure that no person is subjected to discrimination on the basis of physical or mental disability, gender, nationality, race or ethnicity, color, religion, disability, sexual condition, sexual orientation, home language, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or against any person based upon the perception that the person has any of those characteristics or that person is associated with a person who has, or is perceived to have, any of those characteristics. [Ref. Education Code Section 47605 (d)(1)]
- Shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.

- Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- Shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(l)] Shall at all times maintain all necessary and appropriate insurance coverage.
- Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves Albert Einstein Academy Charter Elementary School without graduating or completing the school year for any reason, Albert Einstein Academy Charter Elementary School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- Shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- Shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- Shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- Shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), §47610]
- Shall comply with all applicable portions of the Every Child Succeeds Act.
- Shall comply with the Public Records Act.
- Shall comply with the Family Educational Rights and Privacy Act.
- Shall comply with the Ralph M. Brown Act.
- Shall meet or exceed the legally required minimum of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Date: _____ By: _____

Dr. David Sciarretta, Executive Director

Introduction

Albert Einstein Academy Charter Elementary School (AEACES) received its charter in May of 2002. It was founded by a group of forward-thinking native German speaking parents who spent hundreds of hours over a four-year period researching and evaluating educational models that would embrace their dream of a school that would teach a second language and have an international focus. From that dream emerged AEACES, the first authorized International Baccalaureate Primary Years Programme (IBPYP) in San Diego offering a 50/50 English/German dual immersion education.

From its humble beginnings in the basement of a church with 27 children, AEACES has evolved into an innovative, academically accomplished, well-managed charter school in the heart of the San Diego Unified School District. AEACES currently has a student enrollment of nearly 800 students grades k-5 with hundreds of students on a waiting list.

AEACES embraces its diverse community. As an English/German dual immersion school, we do attract those of German descent who would like to maintain or acquire German language skills, but we are much more than a German school. Our location at 3035 Ash Street sets us in the heart of South Park and the surrounding communities of Golden Hill, Logan Heights, Grant Hill, and North Park, and our student population represents a cross-section of these neighborhoods. Our community is ethnically, economically, and culturally diverse which enriches our organization whose goal it is to cultivate internationally-minded citizens.

At the heart of Albert Einstein Academy Charter Elementary School is our International Baccalaureate Primary Years Programme (IBPYP). We proudly became the first authorized IBPYP school in San Diego in 2007 and have worked to bring to life their mission ever since. In spring of 2016, we completed another successful International Baccalaureate Organization (IBO) Evaluation Visit ensuring our authorization through 2021.

As IB learners, we strive to embody the following Learner Profile attributes:

- Balanced
- Caring
- Communicators
- Inquirers
- Knowledgeable
- Open-Minded
- Principled
- Risk-Takers
- Reflective
- Thinkers

Through the framework of the IBPYP and its emphasis on students being active participants in their own learning as well as active members in local and global communities, AEACES has

developed it own motto, "Teaching our children today to advance our shared humanity tomorrow." In addition, AEACES fully embraces the mission of the IBO:

> ***The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.***
>
> ***To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.***
>
> ***These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.***

AEACES celebrates its many successes in its unique journey of becoming a highly recognizable and respected school in the San Diego area.

Achievements:

- First authorized International Baccalaureate (IBPYP) World School in San Diego County
- Only English/German dual language immersion program in San Diego County
- Cognitive benefits of learning a second (or additional) language
- San Diego Unified School District (SDUSD) Board approval of AEACES Site Modernization Plan through Prop Z
- Official German Partner School (PASCH) since 2008
- Strong partnerships with local businesses and community groups
- Robust annual enrollment waiting list
- Weighted 3-year average API of 896
- International visits from educational leaders from Gemany, Brazil and Malaysia
- Promotion of a school culture that values academic excellence through an inquiry-approach to learning
- Countless community and student-initiated actions of service to support local and global causes and organizations
- Development and implementation of Common Core Standards-based curriculum
- Access for all students to library, art, music, gardening, hands-on science, and physical education.

- Promotion of international-mindedness/intercultural awareness encouraging students to consider multiple perspectives in developing empathy, understanding, and acceptance of the rights of others.

The accomplishments of AEACES have only been possible with the commitment and collaboration of teachers, staff, students, parents, and the AEA Board of Trustees, as well as with the ongoing support of SDUSD. With fifteen years of academic success, a high degree of parent and staff satisfaction, growth of student support services, consistent leadership, sound policies, and thousands of volunteer hours from its community, AEACES has much to be proud of. AEACES looks forward to continuing to offer its unique educational model to the families of San Diego through the renewal of its Charter.

Albert Einstein Academy Charter Elementary School is one of two independent charter schools operating under the centralized non-profit corporation of Albert Einstein Academies (AEA). See Appendix G for information on the Albert Einstein Academies corporation status. In addition, see Appendix A for the Albert Einstein Academies organizational structure.

As seen from the AEA organizational chart (Appendix A), Albert Einstein Academy Charter Elementary School is part of Albert Einstein Academies and thus embraces the following tenets:

Mission Statement

Albert Einstein Academies, the first authorized public charter schools with a K-8 International Baccalaureate continuum in San Diego, educates children to thrive and contribute as active thinkers in the world.

Vision Statement

Albert Einstein Academies nurtures, cultivates, and inspires multilingual, critical thinkers who are well-rounded, responsible, global citizens uniquely prepared to thrive, lead, and create positive change in the 21st century.

Core Values

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, we will prepare them to lead positive change in our world.

Summary of Data

Charter Renewal Criteria

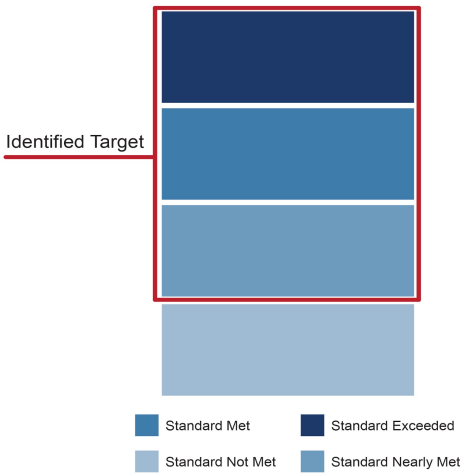
Following is evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1). In March of 2014, the California State Board of Education made broad changes to the academic accountability system, and as a result of these changes, charter school authorizers were given latitude to "consider a range of options in determining increases in pupil academic achievement for charter renewals". It was further determined that, "pursuant to EC Section 47607(a)(3)(A), the most important factor in determining whether to grant a charter renewal is the increase in pupil academic achievement for all groups of pupils served by the charter school".

The school presents the following data as evidence confirming that Albert Einstein Academy Charter Elementary School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)3:

- CAASPP 2015 and 2016 state test results comparing AEACES, San Diego Unified School District (SDUSD), and California State (CA)
- Subgroup analysis of 2016 CAASPP comparing AEACES to SDUSD
- Passing rate of 5th graders taking the DSD A2 German Language Exam
- Attendance rates

Understanding the SBAC Levels and Identified Targets

Currently, the performance level structure identifies the levels surrounded in red as the identified targets. It is critical that AEACES move the students out of the standards not met level as well as know where the students in the standards nearly met level sit within the point system.



CAASPP Comparison Data 2015 and 2016

English Language Arts Grades 3-5

	A. Spring 2015			B. Spring 2016		
C. L evels	D. A EA	E. S DUS D	F. C A	G. A EA	H. S DUS D	I. C A
Standard Exceeded	28%	26%	18%	24%	33%	22%
Standard Met	30%	25%	22%	31%	26%	23%
Standard Nearly Met	23%	21%	23%	26%	19%	22%
Standard Not Met	19%	29%	36%	20%	24%	33%

Mathematics Grades 3-5

	J. Spring 2015			
L. Levels	M. AEA	N. SDUSD	O. CA	
Standard Exceeded	24%	19%	14%	
Standard Met	30%	24%	21%	
Standard Nearly Met	33%	29%	23%	
Standard Not Met	13%	28%	35%	

CAASPP 2016 Summary of Subgroup Analysis
Grade 3-5
AEACES and SDUSD

Areas in which AEA outperformed SDUSD	Areas in which AEA performed as well as or below SDUSD
Overall students in grade 3-5 outperformed the district in Math Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 72% **AEA: 87%** Students in Top Two Levels (Met, Exceeded) District: 45% **AEA: 57%**	**Overall students in grades 3-5 performed as well as the district in ELA** Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 78% **AEA: 80%** Students in Top Two Levels (Met, Exceeded) District: 57% AEA: 53%
Economically Disadvantaged Students outperformed the district in Math Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 62% **AEA: 78%** Students in Top Two Levels (Met, Exceeded) District: 32% **AEA: 37%**	**Economically disadvantaged students did not perform as well as the district in ELA** Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 71% AEA: 65% Students in Top Two Levels (Met, Exceeded) District: 46% AEA: 31%
Non Economically Disadvantaged Students outperformed the district in Math Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 79% **AEA: 92%** Students in Top Two Levels (Met, Exceeded) District: 55% **AEA: 66%**	**Non Economically Disadvantaged students performed as well as the district in ELA** Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 86% **AEA: 87%** Students in Top Two Levels (Met, Exceeded) District: 66% AEA: 65%
English Language Learners outperformed students in ELA in top three Levels Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 51% **AEA: 63%**	

Areas in which AEA outperformed SDUSD	Areas in which AEA performed as well as or below SDUSD
English Language Learners outperformed the district in Math Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 49% **AEA: 76%** Students in Top Two Levels (Met, Exceeded) District: 27% **AEA: 30%**	
English Only Students outperformed the district in Math Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 80% **AEA: 90%** Students in Top Two Levels (Met, Exceeded) District: 55% **AEA: 63%**	**English Only students performed as well as the district in ELA** Students in Top Three Levels (Nearly Met, Met, Exceeded) District: 85% AEA: 85% Students in Top Two Levels (Met, Exceeded) District: 68% AEA: 61%

DSD A2 German Language Exam Passing Rate

The DSD A2, an international exam that assesses German language skills in the areas of reading, writing, listening, and speaking, is given to immersion students in the spring of 5th grade. Each skill area is scored separately. In 2014, the requirements of the exam changed. Students must receive passing scores in all four separate areas in order to receiving an overall passing grade. In prior years, the areas were averaged into one final score to determine if a student passed the exam.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
# of Students Testing	S. 73	T. 66	U. 61	V. 71	W. 60
Student Pass Rate	X. 100%	Y. 100%	Z. 95%	AA. 93%	BB. 88%

Student Attendance Data

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
P3 ADA	CC.48 6.86	DD.50 7.53	EE. 50 7.36	FF. 59 6.79	GG.67 2.04
Enrollment	HH. 06.00	II. 52 2.00	JJ. 52 3.00	KK. 08.00	LL. 68 4.00
MM. Percentage	NN.97 .61%	OO. 7.12%	PP. 97 .61%	QQ. 7.31%	RR.97 .42%

ELEMENT ONE: EDUCATIONAL PROGRAM

Albert Einstein Academy Charter Elementary School offers an international education as outlined in the International Baccalaureate Primary Years Program (IBPYP) and through the delivery of an English/German dual-language immersion model in order to provide students with a broader understanding of diverse cultures and world perspectives. In addition to acquiring the academic skills necessary to be college and career ready, AEACES believes that our objectives must include an emphasis on fostering the development of socially responsible, ethical, internationally-minded future citizens who take action and make a difference in the world around them both locally and globally. We believe that education involves a whole child approach that embraces the creative energy and natural curiosity of every student as the catalyst for inquiry and self-initiated lifelong learning.

Students Served

AEACES is committed to the highest standards reinforced by parents, administrators, faculty, staff, community, and business leaders. In its operations and interactions with all members of its community, AEACES will at all times be committed to an anti-discriminatory stance in compliance with Education Code 220. With this commitment to Education Code 220, every AEACES student will continue to enjoy opportunities to develop leadership skills, productive citizenship attributes, a strong work ethic, and a positive core value system.

The community that surrounds AEACES is a dense urban, racially diverse population. Many of the students come from multi-lingual families and have been exposed to two languages since infancy. AEACES is an international school, open to ALL students, irrespective of gender, ethnicity, national origin, etc., who seek an international education based on the IBPYP, in a multi-lingual setting. AEACES is a classroom based educational program serving kindergarten through fifth grade. The School will comply with minimum age requirements for public school attendance (Ed. Code 47610(c) and will maintain student records in accordance with Education Code section 47612.5.

The following outlines the student demographics at AEACES.

Table 1.1: Demographics Over Time

Year	Hispanic or Latino of Any Race	American Indian or Alaska Native, not Hispanic	Asian, not Hispanic	Pacific Islander, not Hispanic	Filipino, not Hispanic	African American, not Hispanic	White, not Hispanic	Two or More Races, not Hispanic	Not Reported	Total
2016-2017	310	1	16	0	0	30	368	64	3	792
2015-2016	246	2	13	0	0	26	341	62	2	692
2014-2015	201	2	14	1	0	19	315	63	1	616
2013-2014	129	2	9	1	0	25	294	63	1	524
2012-2013	119	2	12	2	0	30	305	53	1	524
2011-2012	111	2	12	2	0	28	300	46	0	501
2010-2011	105	2	10	2	0	28	288	41	1	477
2009-2010	111	1	9	2	0	35	265	37	1	461
2008-2009	113	2	5	1	0	39	258	31	1	450
2007-2008	98	2	7	2	0	43	223	21	1	397
2006-2007	54	2	6	1	0	27	167	16	1	274

Table 1.5: Special Education (SPED) Over Time

Year	SPED Population
2016-2017	63
2015-2016	46
2014-2015	31
2013-2014	24

Table 1.2: Free and Reduced Percentage over time

Year	Free and Reduced Lunch	Enrollment
2016-2017	284 (35.9%)	792
2015-2016	227 (32.8%)	692
2014-2015	191 (30.9%)	618
2013-2014	146 (27.9%)	523
2012-2013	132 (25.2%)	523
2011-2012	111 (22.4%)	495
2010-2011	63 (13.3%)	475
2009-2010	77 (16.7%)	461
2008-2009	107 (23.7%)	451
2007-2008	111 (27.1%)	410
2006-2007	70 (23%)	305

Table 1.4: English Language Learners as EL Only Over Time

Year	K	1st	2nd	3rd	4th	5th	EL Population
2016-2017	48	29	44	35	34	33	223*
2015-2016	51	35	14	39	35	19	193
2014-2015	29	15	25	40	23	14	146
2013-2014	14	28	19	26	17	12	116
2012-2013	27	21	17	25	17	17	124
2011-2012	20	15	17	25	18	6	101

*2016/17 data as of September 30, 2016

Curriculum and Instructional Program

Albert Einstein Academy Charter Elementary School provides a curriculum that is based on the International Baccalaureate Primary Years Program (IBPYP), addresses the needs of our school community, places an emphasis on English/German bi-literate education, and is standards-based yielding measurable and accountable student success.

The charter school's academic focus is a rigorous research-based transdisciplinary IBPYP program emphasizing language arts in English and German, computation and mathematical reasoning, integrated science, history/social studies, technology, art, and personal, social, and physical education (PSPE). AEACES utilizes a collaborative, inquiry-based approach to learning and offers students addition support through a well-established Learning Center.

The following research-based methods of instruction will be employed:

- Thematic transdisciplinary model provided by the IBPYP
- Inquiry-Teaching
- Concept-based learning
- Individual learning style accommodations
- Project-based learning
- Direct instruction
- Formative assessment and student feedback
- Small group work, learning centers, and cooperative learning
- Reader's and Writer's Workshop model
- Differentiating instruction, including flexible grouping options
- Small Group German Tutoring
- Peer tutoring
- Hands-on experiences
- Educational field trips
- After school enrichment programs
- English language learning strategies to support language development

The educational model developed at AEACES is a complex inter-weaving of the IBPYP, the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and dual-language immersion. The core components of IBPYP are the thematic unit plans based upon six globally relevant organizing themes. The CCSS and NGSS provide the foundation from which teaching teams develop their units while drawing from the concepts aligned with the PYP. To add to the complexity of this instructional model, AEACES layers dual-immersion, second-language instruction--the vehicle through which all content is delivered. Students are instructed in English one week and German immersion the next, typically alternating between their English and German teachers. Teachers work together in powerful collaborative teams sharing the responsibility of teaching all concepts embedded in the units, while avoiding duplicating previously taught subject matter. Students move between teachers and languages connected by the continuity provided by these thematic teaching units.

The focus of instruction is on achievement. A results-based approach is utilized and aligned with the CCSS and NGSS and scope and sequence for each curriculum area. Standards-based performance outcomes will be implemented and refined according to standardized assessment measures. The program will provide a minimum of 175 instructional days and exceed the number of instructional minutes set forth in the Education Code (46201). Instruction will be provided in the content areas of English/German language arts, mathematics, social studies, science, art, and physical education.

The school will implement the California Common Core State Standards throughout the curriculum, including standards-based benchmarks for learning at all grade levels and adherence to the Public Schools Accountability Act.

The educational program is based on two instructional models that complement each other; International Baccalaureate Primary Years Programme, and Dual Language Immersion.

The International Baccalaureate Primary Years Program (IBPYP)

The IBPYP identifies six subject areas: languages, social studies, mathematics, science, and technology, the arts, and personal, social and physical educations (PSPE).

The subjects are taught as transdisciplinary units. To achieve this the IBPYP has six organizing themes that assist teachers and students to explore knowledge in the broadest sense of the word.

These organizing themes are:

- Who are we
- Where are we in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

The International Baccalaureate was established in 1968 as a means to bring together the best of different education systems worldwide and create a diploma that is universally accepted as an entrance level acceptable to universities around the world. The International Baccalaureate (IB) program is designed to be implemented over several years. AEACES is authorized as an IB World School offering the Primary Years Programme (PYP) to students K-5. Each year, teachers attend specific training through the International Baccalaureate Organization (IBO) providing teachers with expertise in the methodology of the PYP.

Examples of such training include:

- Making the PYP Happen
- Teaching and Learning
- Inquiry
- Reading and Writing Through Inquiry
- Transdisciplinary Learning

- Assessment
- Exhibition
- Encouraging Students Creative Instincts in the Classroom
- Science Throughout the Programme of Inquiry
- The Learning Environment to Support Inquiry
- Creating Inclusive Classrooms
- Action
- Digital Citizenship
- Concept-based learning

The International Baccalaureate Program provides an excellent framework that allows the incorporation of existing California Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) into our Programme of Inquiry (POI). The Primary Years Programme (PYP), for students aged 3 to 12, focuses on the development of the whole child within and outside of the classroom. PYP provides an element of explicit instruction on character development teaching attitudes and attributes, which develop a platform of values. IBPYP expects children to become inquirers, critical thinkers, communicators, risk-takers, principled, caring, open-minded and balanced citizens of their community.

English/German Dual Language Immersion Program

To create a unique multicultural learning environment and to foster global awareness and understanding, we stress the introduction of foreign language through dual immersion at a very early age. Since it is an inherent desire of every young child to communicate, language introduction and acquisition becomes an unconscious and enjoyable effort for students with daily instruction in a nurturing environment. The benefits of a multi-lingual education with regards to thinking skills, cultural diversity, and global understanding have been clearly delineated and established by research (Singleton, 1998; Harley, 1986, Long, 1990; Hakuta, 1998).

At AEACES, heterogeneous groups model and share language experiences. Fifty percent instruction is given in English, the other 50% is in German. This approach supports all students as they learn core content in two languages.

Two assumptions must be recognized in the discussion of this model. First, research supports the assumption that the younger the child is exposed to the second language the more naturally and efficiently they assimilate that language. Secondly, that the dual immersion model is most effective when half of students are proficient in English (Language1) and the other half of the students are proficient in German (Language2) with each group providing a viable language model for the remaining students. Therefore, in the early implementations of the dual immersion foreign language instructional model, modifications may be necessary until sufficient numbers of proficient German language students can be created through the immersion process in the early grades. Initially, intense German, as a second language instruction will be necessary to give the students adequate skills to be able to comprehend instruction in content areas.

Foreign Language Pathway

In addition to dual-immersion model, starting in 3rd grade Albert Einstein Academies offers a Foreign Language Pathway (FLP). Students in the Foreign Language Pathway class(es) will receive the same instruction as students in our immersion classes with respect to IBPYP and CCSS, but will receive German foreign language instruction at least 4 times per week for designated 45-60 minute periods instead of being completely immersed in the German language 50 % of the instructional time. German foreign language instruction is targeted to students' skill levels in a differentiated instruction model. Instruction focuses on building language skills and exploring culture. These classes were designed to permit new students to be enrolled in an upper elementary grade levels 3-5 without prior German language background.

AEA has chosen a German-based, dual immersion program for the following reasons:

- In the historical development of languages (the language tree), German has common roots to English. In effect, good German language skills help the students with their English language arts. When deciding between Latin-based languages and German, one should consider the complexity of the language. Ideally, a combination of a Latin-based language and German together form a solid foundation for superior English language skills. We will introduce German first, due to its complexity, and add a Latin-based language later as an option in our Albert Einstein Academy Charter Middle School (AEACMS).
- The importance of German with regard to business, science, technology, philosophy, humanities and environmentalism is apparent in today's business and science world.
- The cultural heritage of the United States is closely tied to Germany - over 20 % of the American population claim German ancestry. San Diego includes a large German population.

Addressing the Needs of All Students

The AEACES instructional program is designed to meet the needs of all students. Through carefully designed and implemented differentiated instruction, AEACES teachers meet the needs of all students along the learning continuum from at-risk to high achieving. Special Education students will benefit from a comprehensive program provided through the El Dorado SELPA (see Special Education section below).

Special Education

AEACES meets the special education needs of our students by creating services and supports that exceed the minimum required for compliance with federal and state special education law. Special education students will be served through the El Dorado SELPA. We accomplish our mission by monitoring the unique academic needs of each individual. Systems and resources are allocated to provide students with a learning environment that engages them at their instructional level. In order to accomplish our mission, we believe that the school needs to regularly evaluate the special education service delivery model to ensure that all AEACES

students have access to the general education curriculum and are supported in their pathway to success.

Principles

AEACES's guiding principle is to provide a comprehensive special education program within the International Baccalaureate Primary Years Program (IBPYB). We monitor student progress in the areas of academic, social, emotional, and behavioral needs through Student Success Team (SST) meetings, which include: families, general education teacher(s), an administrator, school psychologist, education specialist, and any other support teachers who work with the student. For students identified with an Individualized Education Plan (IEP) or 504 Plan, teachers are provided information regarding learning strengths and challenges, goals, accommodations, modifications, background, and educational history.

We adhere to the Individuals with Disabilities Education Improvement Act (IDEIA) for students with IEPs and Americans with Disabilities Act (ADA) for students with 504 Plans. AEACES's comprehensive special education program meets and exceeds the requirements of IDEIA and ADA by progress monitoring students with academic, social, emotional, and behavioral needs. IEP and 504 meetings are held annually and more frequently when needed. All IEP/504 team members are informed and trained to understand the unique learning profile of a student with an IEP or 504 plan. The goal is to ensure that all students are progressing in all areas.
In order to ensure compliance with IDEIA and ADA, we continually monitor ourselves by evaluating if students with disabilities are receiving a quality education that is comparable to their general education peers. All students with an IEP or 504 Plan are included in the general education classroom, field trips, and extracurricular programs to the maximum extent possible in order to provide the least restrictive environment (LRE) for each student. In fact, it is encouraged that special education students involve themselves in extracurricular opportunities and field trips to maximize opportunities for growth in social skills.

Practice

The IB has identified four principles of good practice that emphasize the whole person, promote equal access to the curriculum for all learners, and are particularly relevant to students with special needs:

- ***Affirming identity and building self esteem -*** embracing diverse learners, valuing cultural perspectives, collaborating with parents to understand how to best achieve shared goals
- ***Valuing prior knowledge -*** use prior understanding to differentiate tasks, build background knowledge when planning a unit or lesson
- ***Scaffolding -*** use of visual aids, collaborative groups, teacher demonstrations, students' mother tongue (primary language)
- ***Extended learning -*** provide numerous opportunities to engage with complex texts and experiences

Supporting these principles are the following:

1. Inclusion

AEACES has primarily adopted an inclusive special education model. The IB defines inclusion as, "an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers" (***Special educational needs within the International Baccalaureate programmes***, 2010). In order to meet this standard, PYP teachers are mindful of responding positively to the unique needs of each student and developing policies and practices to include all students. On a daily basis, students with special needs in the PYP are included in general education classes and extracurricular activities to the fullest extent possible. Highly skilled instructional assistants provide in-class support for students with IEPs and work closely with the general education teachers and Education Specialists to provide in-depth information about student progress and needs. We recognize that inclusion is not always the best practice for every student, and uphold the legal right that all students must be educated in the least restrictive environment (LRE) in order to meet his or her educational needs. A continuum of services and settings is available and considered for each student based on individual needs.

2. Differentiation

In the IB publication ***Special educational needs within the International Baccalaureate programmes*** (2010), differentiation is described as a teacher's response to the diverse learning needs of the students and working **with** each learner to identify the most effective strategies to meet agreed upon goals. Teachers at AEACES develop strategic plans for differentiation in collaboration with their teaching partners, grade level teams, and SST Team and IEP Team members. Using the principles of Bloom's Taxonomy and Webb's Depth of Knowledge Levels, teachers develop conceptual inquiry questions to address all levels of learning in the classroom. All general education teachers in the PYP have access to documents containing streamlined IEP and 504 plan information, such as accommodations, modifications and goals to assist in creating differentiated lessons and unit planners that meet the specific needs of all learners. At AEACES, we are aware that all students learn differently and strive to embrace these unique differences in our classroom instruction and planning.

There are four specific elements that teachers can differentiate in the classroom to meet the needs of all learners:

- ***Content -*** what the student will learn
- ***Process -*** how the student will learn the content
- ***Products -*** what the student will produce to demonstrate mastery of content
- ***Learning Environment -*** how the classroom looks and feels

Identification and Intervention

Student Success Team Meetings - The purpose of Student Success Team (SST) meetings is to collaboratively develop an intervention plan for at-risk students and to set specific goals

addressing identified areas of concern. This meeting typically includes teachers, parents, support teachers, Special Education staff, and administrators. Follow-up SST meetings are held in order to measure the effectiveness of the intervention plan as well as to gather information regarding the student's response to, and rate of progress with, intervention.

The SST Process:

- Initial Referral (by teacher(s) and/or parents)
- Documentation of classroom interventions and assessment data
- Initial SST Meeting
- Intervention Form including specific goals
- Follow-up SST meeting(s)
  - If student is making progress on goals, the SST team will set new goals and continue or modify the intervention plan as necessary.
  - If student is not making progress on goals, the SST team may recommend assessment for a general education 504 Plan or special education (IEP).
  - If student has met goals and is performing at grade level with previous areas of concern, then he or she is exited from the SST Process (these records are held and reviewed internally)

AEACES Learning Center - The mission of the AEACES Learning Center is to support students with foundational learning skills in a strategic and encouraging environment. Objectives include:

- Progress monitoring and assessment
- Small group intensive instruction
- K-2 early intervention
- Habits for successful learning
- Second language acquisition
- Basic math and literacy skills
- Social emotional well-being
- Critical thinking and inquiry skills

Students who receive support in the AEACES Learning Center include students with IEPs and at-risk general education students who have demonstrated a need for additional support in foundational literacy and math skills. General education students are identified for Learning Center support in a variety of ways and school personnel take care to consider all available data and information when making recommendations:

- AIMSWeb Benchmark Assessments (administered in the fall, winter, and spring)
- CAASPP Assessment Results
- CELDT Results
- MAP (Measures of Academic Performance) Assessment Results
- SST Team recommendations
- Past and present classroom performance

All students who attend the AEACES Learning Center are assessed and monitored for progress 2-4 times per month using the AIMSWeb progress monitoring system in their respective areas of need that may include: Reading Fluency, Reading Comprehension, Math Computation, Math Concepts and Applications, and Math Fact Fluency. Additional curriculum-based measures (CBMs) may be used when appropriate. AIMSWeb assessment data is stored on the online Learning Center Data Tracking Document.

Regular and consistent SST meetings, Intervention Form documentation, and Learning Center progress monitoring provide the SST with systematic and accurate data. This data is used to make appropriate and timely recommendations for special education assessment, which fulfills the IDEIA's Child Find requirement to identify all students with a suspected disability. Additionally, this system helps to ensure that no at-risk students "fall through the cracks."

Assessment

Assessment in the PYP should be varied, ongoing and relevant to the learner. Students with special needs are assessed with their general education peers unless specified otherwise in their IEP or 504 Plan. Assessment accommodations and/or modifications are provided based on SST recommendations or as detailed in a student's IEP or 504 Plan.

Resources

AEACES provides a wealth of resources and learning opportunities for teachers and students alike. Professional development in the areas of IB, special education, best practices, Common Core State Standards, IEP legal guidelines, and more are encouraged by administration and regularly attended by PYP teachers and support staff. The special education department at AEACES works directly with the El Dorado County Charter Special Education Local Planning Area (SELPA) by attending monthly Steering Committee meetings, collaborating with a SELPA Program Specialist, and being directly involved with the most updated information regarding changes in the field of special education.

All students in the PYP have direct access to a school psychologist and Education Specialists, who are on site daily. The Education Specialists manage and implement the daily schedule and support services with the help of instructional assistants, who work directly with the students in the general education classrooms and in AEACES's Learning Center in small group settings. Other service providers who support our students with special needs at AEACES include a Speech/Language Pathologist, Occupational Therapist, Physical Therapist, Deaf/Hard of Hearing Itinerant Teacher, Educational Audiologist, Adapted Physical Education Teacher, Vision Therapist, and Assistive Technology Specialist. These related services, among others, are provided through our school as determined by each student's IEP and specific needs.

Confidentiality

We uphold the legal requirement that all information regarding students' special needs must be kept confidential. AEACES uses a secure, online system for writing IEP's that is only accessible by direct service providers. Relevant information contained in each student's IEP or 504 Plan is

shared internally with the teachers and support staff who work directly with those students. Master files containing original IEPs and 504 Plans are stored in locked file cabinets with access restricted to specific staff members. Our teachers and support staff make every effort to create an inclusive learning environment that does not stigmatize students based on learning differences.

Reflection

At AEACES, we are constantly striving to develop the best educational program for all students. We regularly collaborate in teams to determine what changes can be made to meet our school wide and program-specific goals. We are constantly reevaluating our program structure and resources as new students enroll and needs are evolving so that all students' needs are met.

English Language Learners

English Language Learners are identified by the home language survey. Those students whose primary home language is other than English will be given the current California English Language Development Test (CELDT) test within 30 days of enrollment. If they qualify as English Language Learners (ELL) on this test, they will be tested annually until they are reclassified.

As required by the State, we score the initial CELDT exams of all students new to public school or to California. Because the official results are not received from the State until spring, we make an effort to score the assessments of our at-risk students and of those who are potential reclassification candidates. These efforts provide immediate data on English proficiency levels in the areas of listening, speaking, reading and writing. This data is used to target specific skills of language acquisition to be addressed with each student as well as to inform what instructional strategies will be employed.

Annually, a significant number of AEACES students take the CELDT as displayed in the following table:.

	2013-14	2014-15	2015-16	2016-17
K	42	58	51	48
1st	21	16	35	29
2nd	17	27	14	44
3rd	25	41	39	35
4th	18	24	35	34
5th	17	14	19	33

Total	140	180	193	223*

*2016/17 data as of September 30, 2016

Once a student is identified as an ELL, AEACES supports ELD in the following ways:

- All teachers are Cross-Cultural Language Acquisition Design (CLAD) certified and/or committed to becoming certified.
- Teachers identify specific strengths and weakness in the areas of listening, speaking, reading, and writing to inform instruction.
- Progress of each ELL is monitored throughout the year using a variety of measures including, phonological awareness and phonics assessments, oral reading fluency and comprehension passages, writing proficiency assessments, and formal oral presentations.
- Instructional strategies that specifically support ELLs are utilized including:
    - Total Physical Response (TPR)
    - Graphic organizers
    - Vocabulary preview
    - Manipulatives and hands-on materials
    - Visuals and realia
    - Scaffolding
    - Sentence frames
    - Cooperative learning and small group instruction
    - Schema and background knowledge building
    - Modeling and repetition
    - Think-alouds and think-pair-share
    - Explicit instruction of skills
    - Meaningful resources and authentic tasks
    - Use of technology, video, and music
    - Frequent check-ins and additional wait time
    - Multiple mediums
    - Metacognitive development
    - Bridging
    - Contextualization
- Small, flexible grouping are provided in the Learning Center for students who demonstrate a lack of English proficiency.
- Newcomers with beginning level English proficiency are provided highly targeted instruction either within or outside of the school day utilizing primary language whenever possible.
- Parent Universities focusing on early literacy skills are provided to support English language development at home.

Differentiated Instruction to Meet Needs of All Learners

A differentiated classroom provides different avenues to acquiring content, processing or making sense of ideas, and developing products. Differentiated instruction is accomplished through flexible grouping of students and provides assessments that contain several options for

students. In this way, all students along the spectrum from at-risk to high-achieving have their academic needs met.

In summary, it is our experience that due to its inquiry-based nature and focus on higher-order thinking and critical thinking skills, the IBPYP and dual language programs at AEACES are uniquely and effectively designed to meet the needs of all students, from the most at-risk to the highest-achievers.

What It Means To Be an Educated Person in the 21st Century

AEACES believes that in the 21st Century educated citizens must have global awareness and a solid foundation in science, math, history, literature, and language arts. With such knowledge students not only keep up with the rapid growth in science and technology, but will also be able to contextualize and understand its global implications and interconnectedness. In addition, AEACES students must be effective language users adept at writing and speaking, and committed to the intellectual virtues of objectivity, respect for the truth, and social and moral awareness. While insisting upon thorough study of these traditional disciplines, the curriculum accentuates the interrelatedness of core subjects and thus advances a holistic view of learning. This interconnectedness is accomplished through the International Baccalaureate Primary Years Program.

The IBPYP program requires the student to consider issues and problems in their widest scope and to realize that good solutions often draw upon insights one has acquired from many sources. Educated citizens of the 21st century must possess a love of learning that will enable them to be lifetime independent learners and adapt quickly and easily to the dynamic nature of knowledge. Students must work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness AEACES not only fosters tolerance and respect, but also instills empathy.

How Learning Best Occurs

Learning best occurs in a collaborative environment. School success is dependent upon collaboration and goals (Schmoker, 1996). AEACES embraces collaborative learning experiences for all students, while teachers and staff thrive within a collaborative atmosphere of distributed leadership opportunities.

Learning best occurs when parents participate in the educational program. AEACES strives to enhance relationships with parents through a program of parent participation, school-sponsored cultural and social events, meaningful volunteer opportunities, and regular Parent University sessions.

Learning best occurs in a climate of measurable goals. This "beginning with the end in mind" requires a standards-based system that provides direction to academic programs and is designed to ensure proficiency for students. Planning is specifically developed around the "Backwards Design" with the assessment task being defined before instruction commences.

Learning best occurs within a climate of accountability. As Schmoker (1996) states: "What gets measured gets done." AEACES provides a continuous collection and application of data for students, parents, teachers and administrators. Charter schools can positively change the climate of accountability in a district (Gil, 1999).

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, "The single most important determinant of student achievement is the expertise and qualifications of teachers."

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. AEACES students develop literacy across the curriculum and in German as well as English.

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment. Technology provides students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

Learning occurs best when students are immersed in an educational environment that is reflective of their culture. Language arts instruction is most effective when grounded in authentic cultural connections and defined norms. (Lessow-Hurley, 2000).

The following elements augment the AEACES view of how learning best occurs:

- Personal attention: AEACES provides multiple opportunities for teachers and staff to provide individualized attention and support that values students as individuals
- Stimulating environment: AEACES promotes a school environment that is developmentally appropriate for elementary school students and stimulates their creativity while promoting a thirst for knowledge
- Strong collaborative culture: AEACES teachers and staff have created an effective collaborative model that facilitates academic articulation, programmatic innovation, and genuine support for holistic student learning

Independent Study Options

While AEACES is a school of daily attendance, the school retains the option of independent study for students who would otherwise be absent from their regular instruction. If independent study is provided, the School complies with state laws relating to independent study as set forth in the Education Code §47612.5.

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES

"Pupil outcomes for purposes of this element, means the extent to which all pupils of the school demonstrate they have attained the skills language and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increase in pupil academic achievement both school wide and for groups of students served by the charter school, as the term subparagraph(B) of paragraph(3) of subdivision(a) of Section 47607.The pupil outcomes shall align with the state priorities, as described in subdivision(d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school." Cal. Ed. Code § 47605(b)(5)(B).

Albert Einstein Academy Charter Elementary School is committed to the following measurable pupil outcomes. These outcomes have been selected based on the following: 1) AEACES LCAP goals; 2) The IBPYP program with its Learner Profile attributes; 3) Our ongoing commitment to the academic and social-emotional success of all AEACES students.

SS.Area of Focus	TT. Measurable Outcome	UU. Proposed Assessment Tools
Student Achievement	Students will perform at or above the district average in CAASPP state mandated tests and show proficiency growth on internal benchmarks.	SBAC results, FITNESSGRAM® results, student report cards, internal benchmarks as aligned to Assessment Policy.
German Language Proficiency (5th Grade)	Annual participation in the DSD A2 exam 95% for immersion students with an 80% passing rate. Annual participation in the 95% DSD A1 exam for foreign language pathway students.	German Language Exam (DSD A1 and DSD A2)
Student Conduct	Suspension and Expulsion rate below the District Average	Student discipline records
Student Attendance	Students will maintain and ADA of 96% or higher	ADA attendance reports
International Baccalaureate Primary Years Programme (IBPYP) continued authorization	AEACES will maintain authorized IB World School status.	Evaluation report and authorization documentation

Area of Focus	Measurable Outcome	Proposed Assessment Tools
Professional Development	All teachers will be IBPYP trained within 2 years	Evidence of attendance at IBPYP conferences and workshops
Student Action	Students will annually participate in school-wide, grade level, or individually initiated student action/community service.	Participation logs, school and student action documentation
Parent Involvement	Parents will be active participants in their child's education through workshops, activities, and input opportunities.	Schedule of Parent Universities, school calendar of events, sign-in sheets for school events, volunteer opportunities, conference attendance rates
Technology	All students will have access to current 21st century technology and computer programs and will successfully use technology to complete the 5th grade Exhibition (culmination of the IBPYP).	Ratio of student to computers, purchase of school wide computer-based educational programs to support teaching, learning, and assessment, School-wide technology scope and sequence, participation and completion rates of 5th grade Exhibition

ELEMENT THREE: METHOD OF MEASURING PUPIL PROGRESS

The method of measuring student pupil progress, as required by EC Section 47605(b)(5)(c) and CRR Section 11967.5.1(f)(3)

California State Tests

AEACES will comply with all state assessment and accountability requirements applicable to charter schools. The School will certify that its pupils will continue to participate in the California Assessment of Student Performance and Progress (CAASPP) testing program in the same manner as other District students. Specifically, AEACES will comply with the following State assessments:

Smarter Balanced Summative Assessments

Students in grades three through five will take the Smarter Balanced Summative Assessments for English Language Arts (ELA) and Mathematics. These tests are administered online. A student may be exempted from taking the Smarter Balanced tests in the following three situations:

1. If the student is taking the California Alternate Assessments (CAAs).
2. If the student has been designated as an English learner and entered a U.S. school less than 12 months from the middle of the selected testing window. (This exemption applies to the ELA portion of the Smarter Balanced Summative Assessment.)
3. If the parent has expressed in writing that his or her student should be excluded from taking the summative assessments.

California Alternate Assessments

The CAAs for ELA and Mathematics in grades three through five are individually administered to students who have an individualized education program that indicates the use of an alternate assessment on statewide assessments. All eligible students are required to participate in these online assessments

California Science Tests

These tests will be piloted in spring of 2017 and administered in subsequent years. These tests are to be administered to all students in grades five.

California English Language Development Test (CELDT) and English Language Proficiency Assessment for California (ELPAC):

AEACES administers the CELDT in compliance with State law (Education Code sections 313 and 60810) and federal law (Title III of the Elementary and Secondary Education Act [ESEA]),

that require that school districts administer a state test of English language proficiency (1) to newly enrolled students whose primary language is not English and (2) to students who are English learners as an annual assessment. For California public school students, this test is the California English Language Development Test (CELDT). The CELDT (instituted by Education Code sections 313 and 60810[d]) has three purposes:

- To identify students who are limited English proficient
- To determine the level of English language proficiency of students who are limited English proficient
- To assess the progress of limited English proficient students in acquiring the skills of listening, reading, speaking, and writing in English.

The California Department of Education (CDE) is transitioning from CELDT to the ELPAC as the state English language proficiency assessment by 2018. The ELPAC will be aligned with the 2012 California English Language Development Standards. It will be comprised of two separate assessments: one for initial identification of students as English learners (ELs), and a second for the annual summative to measure a student's progress in learning English and to identify the student's level of proficiency.

FITNESSGRAM

The State Board of Education (SBE) designated the FITNESSGRAM® as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM® is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM® is to assist students in establishing lifetime habits of regular physical activity. In compliance with SBE requirements, AEACES administers the FITNESSGRAM® annually to all 5th grade students.

Additional Measurement and Communication of Progress

Philosophy of Assessment

It is the belief of AEACES that assessments must support and encourage effective teaching and learning in the classroom. It is through this lens that AEACES has developed an Assessment Policy that serves to reflect our focus and firm commitment to academic success for all students. It is our goal to provide a high quality education that readies our students for advanced study in middle school, high school, college, and university. Our assessments are designed to help guide the learning community to act, evaluate, and reflect upon our own successes toward achieving this goal.

Purpose of Assessment

At AEACES our assessments will aim to consistently:

- Provide families with clear, timely feedback of student progress

- Focus on the whole child
- Address critical and higher-order thinking skills
- Encourage student improvement and achievement
- Promote and further self-initiated student inquiry and learning
- Be a catalyst for reflection and re-evaluation of teaching practices
- Inform curriculum review
- Differentiate instruction
- Be authentic, researched-based and meaningful
- Provide multiple measures
- Be a collaborative process allowing opportunity for teacher, peer, and self-reflection
- Communicate to all stakeholders in a positive and supportive manner

Areas of Assessment

Units of Inquiry

Purpose: Units of inquiry assessments include both formative and summative assessments and are designed to determine student understanding of the transdisciplinary theme, central idea and lines of inquiry that are within the framework of the International Baccalaureate Primary Years Programme (IBPYP). These assessments are incorporated into each unit planner and created according to the backward design method of planning where developmentally appropriate assessments are established prior to the lessons and activities. The purpose and means of all assessment are transparent and clearly explained to students.

Pre- Assessment

Purpose: Pre-Assessments are designed to determine a student's prior knowledge in order to plan for the next stage of learning within the context of the lines of inquiry.

Tools and Strategies:

- Pre-test
- Classroom Discussion
- Brainstorms
- KWL Chart
- Initial Self Reflection
- Student Inquiries
- Student Engagement Assessment
- Vocabulary Scavenger Hunt
- Classroom Environment Clues

Formative Assessments

Purpose: Formative assessments monitor student understanding in a timely manner to allow for adjustments needed in the process of teaching and learning. These assessments are informative and reflective for both teacher and student and help both determine the next steps needed to understand the lines of inquiry that will ultimately allow for success in the summative tasks.

Tools and Strategies:

- Anecdotal notes
- Observations
- Checklist
- Open-ended Tasks
- Performance Tasks
- Tests/Quizzes
- Student Interviews
- Classroom Discussions
- Writing Samples
- Self-Reflection
- Rubrics
- Running Records
- Interviews

Summative Assessments

Purpose: Summative Assessments are designed to measure student understanding of the knowledge, concepts, and skills acquired within a unit of inquiry. Students complete summative tasks after completing a unit of inquiry. Summative tasks may have a designed rubric, checklist, or clear grading continuum to provide guidance and understood expectations.

Tool and Strategies:

- Performance Assessment
- Problem-based Learning Projects
- Student-selected Learning Projects
- Student Initiated Action
- Tests
- Reports
- Presentations
- Student Reflection - including any of the following:
    - General reflection on the unit outlining new understandings
    - A written response to a specific piece of work from the unit
    - The completion of the KWL chart
    - Connection of new understanding to attributes of the Learner Profile
    - Teacher or peer interview
    - Family at home reflections
    - Evaluation of self on rubric

Teacher Assessment/Reflection of Units of Inquiry

Purpose: Upon completion of each unit, each grade-level teaching team will reflect upon the overall effectiveness of the unit and planner. Teams take this opportunity to assess student learning experiences and outcomes and make any revisions to the planners they deem necessary.

This includes all assessment pieces as well as opportunities for learning. All revisions and updated planners are kept online and are made accessible to teachers to reflect the growth and development of each unit. Teachers review planners again prior to reteaching in subsequent years. In addition, current planners are available to staff, and components of planners are available online for parents.

Learner Profile

Purpose: The Learner Profile is a keystone in the development of creating internationally-minded students. It is imperative to assess how effectively students are able to understand and exhibit these attributes in order for the adults in the learning community to reflect upon how effectively these attributes are being promoted.

Tools and Strategies

- Classroom Discussions/Community Circle
- Checklist
- Rubric
- Continuums
- Student Self Reflections

Additionally, AEACES will incorporate the following assessments in order to maintain a high standard of performance and accountability. Annually, the AEACES Assessment Policy is updated to reflected specific grade level measures and school wide student achievement communication practices.

- Multiple assessment measures in English Language Arts, Mathematics, and German to provide feedback to parents, students, and teachers regarding educational progress. These assessments will include frequent assessment measures from the standards based curriculum materials and student portfolios
- IBPYP Summative Assessments including but not limited to: exhibition, oral presentations, technology-supported projects, written reports, arts-related presentations;
- Standards-based and IBPYP-based report cards will inform students and parents of academic progress.
- Parent Teacher conferences
- Student-led conferences

These evaluation measures will inform students, parents, teachers and administrators and drive the curricular adjustments necessary to meet the needs of each student.

AEACES will make available a traditional transcript for each student in order to ease transfer of credits to other schools and to better communicate with parents. AEACES will maintain contemporaneous written records that document pupil attendance and shall make these records available for audit and inspection.

The method of measuring student pupil progress, as required by EC Section 47605(b)(5)(c) and

CRR Section 11967.5.1(f)(3)

AEACES will comply with all state assessment and accountability requirements applicable to charter schools. The School will certify that its pupils will continue to participate in the California Assessment of Student Performance and Progress (CAASPP) testing program in the same manner as other District students. Specifically, AEACES will comply with the following State assessments:

Additional Measurement and Communication of Results

Additionally AEACES will incorporate the following assessments in order to maintain a high standard of performance and accountability (see Assessment Policy in Academic Policies).

- Multiple assessment measures in English Language Arts, Mathematics, and German to provide feedback to parents, students, and teachers regarding educational progress. These assessments will include frequent assessment measures from the standards based curriculum materials, and student portfolios;
- International Baccalaureate Summative Assessments
- Standards-based and IBPYP-based report cards will inform students and parents of academic progress.

These evaluation measures will inform students, parents, teachers and administrators and drive the curricular adjustments necessary to meet the needs of each student.

AEACES will make available a traditional transcript for each student in order to ease transfer of credits to other schools and to better communicate with parents. AEACES will maintain contemporaneous written records that document pupil attendance and shall make these records available for audit and inspection.

ELEMENT FOUR: GOVERNANCE

"The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement." California Education Code Section 47605(b)(5)(D)

Corporate Structure

While Albert Einstein Academy Charter Elementary School collaborates extensively with the San Diego Unified School District, the School shall be operated by a separate legal entity, independent of the San Diego Unified School District. Albert Einstein Academy Charter Elementary School operates as a departmental subdivision of Albert Einstein Academies Charter School Corporation, which is a duly constituted California nonprofit public benefit corporation, governed in accordance with applicable California Corporations Code sections, and established to operate charter schools.

See Appendix G for information on AEA's corporate status.

As provided for in the California Corporations Code, the corporation is governed by a Board of Trustees ("Board"), whose members have a legal responsibility for the operation of the school. The purpose of the corporation is to manage, operate, guide, direct, support and promote the Albert Einstein Academies. See Attachment D, Board of Trustees. The Corporation is managed by its Executive Director, with duties and responsibilities as delegated by the Board. See Appendix C for AEA Board member roster and term information.

The Board of Trustees will have between three and seven members. All board trustees will be selected with skills and experience to match their board responsibilities by a majority vote of the standing Board of Trustees.

The Board shall meet as frequently as necessary. It will record all actions taken and make such actions available to the public in accordance with the California Public Records Act. The Board will conform to all requirements of applicable laws pertaining to open meetings; e.g., the Brown Act.

The governing board of San Diego Unified School District shall be entitled to a representative on the Albert Einstein Academy nonprofit corporation Board of Trustees.

See Appendix B for AEA Board of Trustees bylaws.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school."
- California Education Code Section 47605 (b) (5) (E)

Executive Director Qualifications

The Executive Director at Albert Einstein Academies must have leadership abilities and a comprehensive educational vision consistent with AEA's mission and educational programs, including a commitment to an international language approach and International Baccalaureate teaching and training. The Executive Director must hold all applicable administrative credentials as well as an advanced degree in the field of education (terminal degree preferred). Additionally, as the executive leader for Albert Einstein Academies, the Executive Director must possess the skills to work closely and collaboratively with the AEA Board of Trustees, the staff in both AEA schools, the authorizing school district, various local and statewide agencies, and the San Diego business community. The Executive Director reports to the AEA Board of Trustees.

Principal Qualifications

The Principal at Albert Einstein Academy Charter Elementary School must have leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program, including a commitment to an international language approach and International Baccalaureate teaching and training. In addition, the School Principal must possess skills in hiring, supervising and motivating excellent teachers, technological and data-analysis experience, and if possible, business experience. Experience in a school serving high-risk populations, including minority children, is desirable. The Principal hires and supervises the AEACES teachers and staff, and reports to the Executive Director.

Teacher Qualifications

The most important qualifications for AEACES teachers are: caring about our students; familiarity with or willingness to be trained in the school's curriculum sequence and learning styles; a demonstrable effectiveness in teaching all students; and a willingness to work hard, to take responsibility and exercise leadership for the school as a whole.
Specific qualifications include:

1. Possession of a California Commission on Teaching Credentialing certificate or permit as may be required under the charter law;
2. Possesses a willingness to teach and train in the International Baccalaureate educational model;
3. International, cultural or linguistic experience or knowledge.

The school will conform to all legal requirements for charter school teachers, and will maintain a current copy of teacher certificates on file. Credentialing (emergency) permits will only be utilized to employ a teacher in an emergency or temporary situation.

Shared Staff

The AEA Organizational Chart (Appendix A) references staff shared between AEACES and Albert Einstein Academy Charter Middle School. These staff members vary by school year depending on need, but typically include IB Program Coordinator, Language Coordinator, Operations Manager, Director of IT, Payroll Clerk and Accounts Payable Clerk.

ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

"These are procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237" - California Education Code Section 47605(b) (5) (F)

AEACES is located within the San Diego Unified School District at 3035 Ash Street, San Diego, CA 92102. The school maintains on file records documenting compliance with fire, health, and structural safety requirements to the extent applicable. Appropriate disaster and safety plans are developed, reviewed and approved annually by the Board.

AEACES complies with all provisions of Education Code 44237, including the requirement that as a condition of employment each new employee must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. All persons assigned to work at the school will be processed by the AEA personnel department and must undergo a criminal record review.

Records of student and staff immunizations are maintained. This includes immunizations for polio, diphtheria, tetanus, peruses, measles, mumps, rubella, and hepatitis B as described in Department of Health Services Document IMM-231.

The school provides food services for students and may contract with the District or any other source to provide such food services. Students whose families qualify for free and reduced lunch receive these services at AEACES.

Emphasis is placed on student behavior with specific development of a code of student conduct, which embodies high expectations for all students reflected within the school culture. AEACES continues to develop further health, safety, and risk management guidelines in consultation with its insurance providers and risk management experts.

ELEMENT SEVEN: ACHIEVING RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." - California Education Code Section 47605(b)(5)(G)
To create a school community that reflects the diversity of the San Diego Unified School District, Albert Einstein Academy Charter Elementary School recruits students, in addition to those matriculating, from a range of ethnic, linguistic, and racial populations. Recruitment strategies include the following good faith efforts:

- Expend at least $500 annually on print and electronic media, flyers, direct mail or banners to recruit applicants of diverse backgrounds;
- The development of outreach materials in other languages, including Spanish, to reach parents who are not English speakers;
- Annual Outreach to community groups, agencies and other organizations that have direct contact with the racial and ethnic communities in the district.
- An enrollment timeline that allows for a broad-based recruiting and application process, and that is aligned with the diverse needs and composition of the prospective population.

The School has an open enrollment period of at least 60 consecutive days each year before February 29. Notice of the open enrollment period, the admissions process, and the place of any lottery is included in public literature and on the AEACES website. This includes the appropriate recruitment materials, advertisements and forums mentioned above.

Albert Einstein Academy Charter Elementary School will continuously engage in these efforts for the life of the charter unless these procedures are adopted and revised in writing by the school's Board of Trustees.

ELEMENT EIGHT: ADMISSION REQUIREMENTS

"Admission requirements, if applicable." -California Education Code Section 47605 (b)(5)(H) Charter schools are schools of choice. All students in the San Diego Unified School District and all other districts are eligible to attend the Albert Einstein Academy Charter Elementary School. AEACES will comply with Education Code 47605.

Albert Einstein Academy Charter Elementary School will be open to all students including those with special education needs. AEACES will support the administration of special education services through their membership with the El Dorado SELPA.

Should the Albert Einstein Academy Charter Elementary School receive a number of completed applications from potential students exceeding the number of spaces available within the school, the school will conduct a random public lottery. The following rules and procedures are used and will be communicated to all interested parties at least 30 days prior to holding the lottery:

Random Public Lottery

The school will enlist the services of an outside agency or auditor to monitor and verify the fair execution of all activities related to holding the lottery.

The lottery will take place within 30 days of closing the open enrollment period.

The lottery will take place on the school's campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the school large enough to accommodate all interested parties.

The lottery will take place on a weekday afternoon or evening or other time when most interested parties who wish to attend may do so.

All interested parties will know, prior to the holding of the lottery, how many openings are available in the school at the time of the lottery, and in the different grades served by the school.

The following tiered system of preferences is used in the AEACES lottery

Tier I: Children of AEA employees will receive a guarantee of admission, up to a maximum of 10% of the total school enrollment.

Tier II: Siblings of students who are presently enrolled in AEACES or our sister school Albert Einstein Academy Charter Middle School (AEACMS) will be guaranteed admission, as space is available.

Tier III: Fluent German speaking children as determined by proficiency level based on a formal assessment given prior to admission will receive priority up to 25% of the total enrollment for

each grade level.

Tier IV: Siblings of students selected during the lottery shall receive a guarantee of admission as space is available. In the event that space is not available, the student would then be placed on the waiting list for admission to that grade, ahead of all others.

Tier V: Students residing within the San Diego Unified School District boundaries.

Tier VI: Students residing outside the San Diego Unified School District boundaries.

The lottery shall draw names from a single pool of ballots for each of the aforementioned tiers.

The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.

The drawing shall continue until all names are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

Potential students on the waiting list shall provide contact information to be used in the event space becomes available. When students are promoted from the wait list, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone or e-mail. Those families not responding within 48 hours will forfeit their right to enroll their student in the school for that school year. When positions come available in each grade, waiting list parents will have the first right of refusal for those positions.

The outside organization or agency verifying the fair execution of the lottery shall confirm in writing that the lottery was conducted fairly, and the school shall keep on record copies of that confirmation.

ELEMENT NINE: FINANCIAL AUDITS

The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. California Education Code 47605 (g)

Financial Audit

"The manner in which an annual, independent, financial audit shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." - California Education Code Section 47605(b) (5) (I)

AEACES contracts with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. AEACES will transmit a copy of the audit to the District - as well as to the County Superintendent of Schools, the State Controller and the State Department of Education - by December 15 of each year.

Should the audit note any exceptions or deficiencies, the School will follow a procedure whereby the School:

- Informs in writing all audit recipients of any exception and/or deficiency the School disputes or believes it has already corrected by the time of submitting the audit, along with supporting documentation;
- Informs all audit recipients in writing of a proposed timetable with benchmarks for the correction of each exception and/or deficiency still outstanding at time of audit submission; and,
- Resolves all outstanding or disputed exceptions and/or deficiencies to the mutual satisfaction of the District and the School by no later than the following June 30th or other time as may be mutually agreed to.
- The Audit will verify the accuracy of the School's financial statements, attendance, and enrollment accounting practices, and review the School's internal controls.
- AEACES will avail itself of the well-tested plans and systems used by its Board of Trustees to provide information for an independent audit.

In addition, the School will:

- Prepare and file with the District on or before September 15 and annual statement of receipts and expenditures of the charter school for the preceding fiscal year (Education code section 42100);
- Prepare and file with the District a preliminary budget on or before July 1, an interim financial report on or before December 15, a second interim financial report on or before March 15, and a final unedited report for the full prior year on or before September 15 (Education Code section 47604.33);
- Respond promptly to all reasonable inquiries regarding its financial records;

- As a nonprofit public benefit corporation the School will make provisions for the liabilities, debts and financial obligations of the school and will indemnify, defend and hold harmless the district for damages resulting from acts of the school.

ELEMENT TEN: STUDENT SUSPENSIONS AND EXPULSIONS

"The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J)."

The purpose of the suspension and expulsion procedures is to ensure a safe and effective learning environment. Successful procedures provide for due process; these procedures are specific and concrete as established in the following AEA Suspension and Expulsion policy:

Purpose of the Suspension and Expulsion Policy

As part of the educational mission of AEACES, administrators, faculty, and staff are responsible to ensure that AEACES is a safe and secure environment. Consequently, administrators, faculty, and staff are tasked with the health, safety, and emotional welfare of all students. This suspension and expulsion policy is hereby adopted so as to set forth the administrative authority, the procedures, and protocols for suspending and expelling students who pose a risk to the security of the AEACES campus environment. There are two forms of discipline that enable the removal, either temporarily or permanently, of students whose behaviors are contrary to the academic mission of AEACES. These disciplinary removals include suspension and expulsion. Such disciplinary actions are used when previous methods of prevention or intervention have not been successful, or when the student's behavior poses a substantial or well-founded risk of property damage or harm to others.

Suspension

Suspendable Offenses

State law allows for the suspension of a student if the student, while on school grounds during school hours, going to or from school, travelling to or from and during school- sponsored activities, has engaged in any of the following acts, including any crimes as defined in the California Penal Code:

- Assault/Battery: Causing, attempting to cause, or threatening to cause physical injury to any other person, as specified in California Penal Code, sections 240 [assault] and 242 [battery]. Also included are any attempted or actual sexual assaults or batteries. The legitimate right of self-defense is not abrogated.
- Weapons: Possessing, selling, providing or furnishing any weapon--including guns, knives, explosives, or simulated or toy weapons, such as, but not limited to, pellet, airsoft, paintball, and BB guns. Also applies to the use of any object in a threatening manner, including traditional classroom supplies such as pencils, pens, and paperclips.
- Alcohol/Tobacco/Intoxicants/Controlled Substances/Drug Paraphernalia: Unlawfully attempting to, or actually possessing, using, selling, offering, furnishing, or providing all forms of alcohol, tobacco, intoxicants, controlled substances, or any drug paraphernalia.

As used here, intoxicants can include, but are not limited to, classroom supplies used as inhalants such as glue, paint, or liquid paper. As used here, drug paraphernalia can include, but are not limited to pipes, syringes, bongs, rolling papers, etc. As used here, controlled substances include prescription medications. As used here, using alcohol, tobacco, intoxicants, or controlled substances includes being under the influence of the same.

- Substance in Lieu of Alcohol/Intoxicants/Controlled Substances: Providing, furnishing, offering, or selling any item claimed to be alcohol, tobacco, intoxicants, or controlled substances but were not such items.
- Robbery and Extortion: Committing or attempting to commit robbery, as defined in California Penal Code section 211, or extortion, as defined in California Penal Code, sections 518 et seq.
- Property Damage: Causing or attempting to cause damage to school or private property, including vandalism as defined in California Penal Code, section 594.
- Theft: Stealing or attempting to steal school or private property in violation of California Penal Code, section 494, or receiving stolen property in violation of California Penal Code, section 496.
- Obscenity: Committing obscene acts, including consensual sexual acts, or engaging in regular profanity or vulgarity.
- Disruption or Defiance: Disrupting school activities or otherwise refusing to follow the valid authority of school personnel, including supervisors, teachers, school officials, or other school staff engaged in the performance of their official school duties.
- Sexual Harassment: Making unwelcome sexual advances; requesting sexual favors; or other sexually charged verbal, visual, or physical conduct of a sufficiently severe sexual nature that has a negative impact on the victim's individual academic performance.
- Hate Violence: Causing, threatening to cause, attempting to cause, or participating in acts of hate against people or property. This includes but is not limited to negative behaviors that target members of a particular gender, race, ethnicity, religion, sexual orientation, or the mentally or physically challenged.
- Harassment, Threats, Intimidation, and Bullying: Harassing, threatening, intimidating, or bullying any person with the actual or expected effect of disrupting class work, creating substantial disorder, or creating a hostile educational environment. Also includes threatening serious property damage. As used here, "bullying" requires proof of repeated harassment, threats, or intimidation and can include technologically advanced methods of communication including, but not limited to, the use of telephones, cell phones, internet, etc.
- Hazing: Engaging in, or attempting to engage in any activities used for initiation or pre-initiation into a student organization, club, or related activities, which causes or is likely to cause bodily danger, physical harm, or personal degradation or disgrace, resulting in physical or mental harm. Applies to off campus school events.
- Bullying: Repeatedly harassing and/or attacking a student or group of students with the actual or expected effect of disrupting class work, or creating substantial disorder, or creating a hostile educational environment. This definition applies to the use of technology (internet, cell phones, etc.) that comprises 'cyber bullying.'

When any student is recommended for suspension (or expulsion) for any reason requiring police

notification, a San Diego Police Department officer may be brought in to investigate the situation and possibly detain the student.

Authority to Order Formal Suspension:

A principal or designee (hereafter principal/designee) may order formal suspension from school. The maximum length of formal suspension is five consecutive school days for any single suspendable act. However, the principal/designee may suspend the student for up to, but not more than, ten consecutive school days if he or she poses an immediate threat to the safety of himself/herself or others. In a case where a student is considered truly dangerous, a suspension may exceed the ten consecutive days if the student's parent/guardian agrees or if ordered by a court of law. Students may be suspended for a maximum of 20 days per school year.

Protocols and Procedures to Order Suspension:

Conference

When a student commits a suspendable offense, a school employee who witnesses or learns of the offense can recommend suspension to the principal/designee. Except as noted below, the principle/designee can suspend the student only after conferencing with the student and his or her parents, or guardian. At the conference, the principal/designee will explain the reasons suspension is being recommended. Additionally, the principal/designee will present all the evidence of the student's offense. Whenever possible, the school employee recommending suspension will be in attendance at the conference. The student will be afforded a full opportunity to present evidence in defense of his or her actions. The conference can be held at school in person or over the telephone. However, if the offense presents a clear and present danger to the lives, safety, or health of others, then the principal/designee can impose formal suspension immediately without first holding the conference. In such a case, the student and his or her parents or guardian will be notified of the right to conference within two days of the imposition of suspension. When a student commits a suspendable offense, a school employee who witnesses or learns of the offense can recommend suspension to the principal/designee. Except as noted below, the principle/designee can suspend the student only after conferencing with the student and his or her parents, or guardian. At the conference, the principal/designee will explain the reasons suspension is being recommended. Additionally, the principal/designee will present all the evidence of the student's offense. Whenever possible, the school employee recommending suspension will be in attendance at the conference. The student will be afforded a full opportunity to present evidence in defense of his or her actions. The conference can be held at school in person or over the telephone. However, if the offense presents a clear and present danger to the lives, safety, or health of others, then the principal/designee can impose formal suspension immediately without first holding the conference. In such a case, the student and his or her parents or guardian will be notified of the right to conference within two days of the imposition of suspension.

Decision

If, upon hearing the student's version of events and examining the evidence presented, the principal/designee determines suspension is appropriate, the student will be suspended. If the

principal/designee determines suspension is not required, the student may be returned immediately to his or her regular placement, or be referred to an alternative program.

Right to Academic Work During Suspension

The teacher of any class from which a student is suspended may require that the student complete assignments and tests during the suspension period. Additionally, the student's parents or guardian may specifically request class assignments and tests during the suspension period. Within one school day of the beginning of any suspension, the suspension will be entered in the student's disciplinary record. A "Report on Suspension" notice will also be mailed to the parent or guardian.

Issues for Students with Exceptional Needs

A student with exceptional needs, or who is eligible for services under Section 504 of the Rehabilitation Act, may be suspended for up to ten days in a row, or up to 20 days total in any one school year. An Individualized Education Program (IEP) team, or an instructional study team, is convened when a student's cumulative days of suspension in a school year approaches ten school days. The team evaluates whether:

1. The suspensions constitute a pattern.
2. The student's disability caused the misconduct.
3. The student's educational placement is appropriate.

Expulsion

Overview and Rationale

Expulsion is AEA's most serious discipline approach, requiring approval from the AEA Board of Trustees (hereafter Board). AEA will comply with the requirements laid out in Education Code section 48915 ***et seq***.

Reasons for Expulsion

The principal/designee can recommend expulsion if the student commits **any suspendable offense**. In addition, any violation of AEA's Zero Tolerance Policy will lead to an automatic recommendation for expulsion. These Zero Tolerance Policy acts include:

- Use, possession, or sale of any weapon. This includes guns, knives, explosives or other dangerous objects. ***Any*** object used in a dangerous manner is considered a weapon.
- Brandishing a weapon As provided in California Penal Code, section 417, this refers to drawing, exhibiting, waving, etc., any weapon, including but not limited to all forms of knives and blades, in an angry, threatening, or rude manner.
- Dangerous Behavior Repeated incidents of fighting, violence, or otherwise causing serious bodily injury to another.
- Sexual Misconduct Attempting to commit or committing any sexual assault or battery.

- Use, distribution, or possession of controlled substances Unlawfully using, selling, furnishing, possessing, or providing any controlled substance, excluding tobacco.

Authority to Expel

Only the AEA Board of Trustees is authorized to order student expulsion after fully reviewing a recommendation for expulsion from the AEA Expulsion Review Panel.

Expulsion Procedures and Protocols

When a student commits and expellable offense, the principal/designee can request and propose expulsion. Upon such a proposal, the following procedures and protocols will be followed:

- Within thirty school days of the principal/designee's proposal for expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:
- Date and place of the hearing
- The specific facts and charges upon which the proposed expulsion is based
- A copy of the AEA disciplinary rules which relate to the alleged violation
- Explanation of the right for the student and parent or guardian to appear in person, or to obtain and be represented by an attorney
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing
- Explanation of the right to confront and question all witnesses who testify at the hearing, and to question all other evidence presented
- Explanation of the right to present evidence on the student's behalf, including Witnesses. A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A student will be offered an Independent Study contract by AEACES pending the conclusion of the expulsion process.

The Expulsion Hearing

The AEA Expulsion Review Panel consists of at least three charter school certificated staff members (including retired), such as counselors, teachers, vice principals or principals, who are not employed at AEA. The Panel conducts a hearing to consider the principal/designee's proposal to expel a student. The hearing is closed to the public unless a parent of the student under consideration for expulsion requests that the hearing take place in a public setting. Hearings are tape-recorded and students have access to written materials presented to the panel. At the hearing, the principal/designee will present all evidence supporting the proposed expulsion, including calling any necessary witnesses to testify. The student and parents or guardian will be permitted to present all evidence in their defense.

After the evidentiary portion of the hearing, the Panel will deliberate and issue the following possible decisions:

Denial of the proposed expulsion: If the Panel decides not to recommend expulsion, the proceedings are terminated and the student is immediately reinstated. However, the principal/designee may request the parent or guardian to come for a conference to discuss a plan for the student's successful return. A decision not to recommend expulsion is final.

Recommendation to Expel

If the Panel decides to recommend expulsion, the Panel will forward its recommendation together with its evidentiary findings to the Board. After the AEA Board has voted to expel, the evidence supporting the decision to expel is submitted to the SDCS Office of Placement and Appeals. The expelled student is then referred to the district of residence for placement.

AEA Appellate Review

Upon receiving a recommendation for expulsion from the Panel, the Board will review the evidentiary findings made by the Panel. The Board will decide whether to support the recommendation and order the expulsion. If the Board decides to reject the recommendation, then the proceedings are terminated. The principal/designee may request the parent or guardian to come for a conference to discuss a plan for the student's successful return. All decisions by the Board are final as to AEA.

Right to Academic Work During Expulsion Proceedings

The school may require that the student complete assignments and tests during the expulsion proceedings period. Additionally, the student's parents or guardian may specifically request class assignments and tests during the expulsion proceedings period.

Students with Exceptional Needs

If a student with exceptional needs, who is currently enrolled in a special education program, commits an expellable offense, the Board may order the student expelled ***only*** after an Individualized Education Plan (IEP) team has also determined that the student's conduct is not a manifestation of his or her disability.

The student's parents or guardian are immediately notified of the recommended expulsion and provided with both the notice as to the AEA Expulsion Review Panel hearing as well as the right to participate in the IEP team meeting. The IEP team meeting must be held within ten school days of the decision to recommend expulsion, and at a time and place that is convenient to both the parent or guardian and school personnel. The IEP team meeting can be conducted via telephone conference.

The IEP team must consider all relevant information when regarding the behavior subject to expulsion. This may include:

- Evaluation and diagnostic results
- Observations of the student

- Student's IEP and placement
- Behavioral intervention plan, if applicable

In a case where a functional behavioral assessment or behavioral intervention plan was not conducted or implemented for the student before the behavior subject to expulsion, the IEP team must develop an assessment plan to address it.

In evaluating a recommendation for expulsion, the team must agree: 1) The student's disability did not impair his or her ability to control his or her behavior. 2) The student's disability did not impair his or her ability to understand the impact and consequences of the behavior. 3) The student's IEP and placement are appropriate in relationship to the behavior that resulted in an expulsion recommendation, and that supplementary aids, services and behavior intervention strategies are consistent and appropriate as well.

ELEMENT ELEVEN: STRS, PERS AND OTHER RETIREMENT COVERAGE

"The manner by which staff members of the charter schools be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." – California Education Code Section 47605(b)(5)(K)

To the extent allowed by law, and subject to the decisions of the Albert Einstein Academies Board of Trustees regarding retirement funds, employees of AEACES participate in teacher and employee retirement funds STRS and PERS.

The School may establish other retirement plans for employees that include, but shall not be limited to the establishment of section 403(b) or 401(k) plans and will coordinate such participation, as appropriate, with the Social Security system or other reciprocal system.

ELEMENT TWELVE: ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." California Education Code Section 47605(b)(5)(L)

Albert Einstein Academy Charter Elementary School is a school of choice. No student is required to attend. Students choosing not to attend AEACES may attend other public schools within their home school district. The School provides information about attendance alternatives to inquiring parents or students. Transportation is the parental responsibility for families who choose to attend AEACES, unless the School at its sole discretion provides such transportation or if transportation provisions are included in a student's IEP.

ELEMENT THIRTEEN: EMPLOYEE RETURN RIGHTS

"A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school." – California Education Code Section 47605(b)(5)(M)

The right to leave the District and take employment at Albert Einstein Academy Charter Elementary School, as well as the right to return to the District for AEACES employees who were previously San Diego Unified School District employees, will be as specified in District policies, procedures or collective bargaining agreements addressing this issue with respect to charter schools operated by nonprofit public benefit corporations, or in individual agreements with staff as approved by the School and District.

ELEMENT FOURTEEN: DISPUTE RESOLUTION WITH THE SAN DIEGO UNIFIED SCHOOL DISTRICT

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." – California Education Code Section 47605 (b) (5) (N)

In the event that AEACES or San Diego Unified School District (the "District") have disputes regarding the terms of this charter or any other issue regarding the school and grantor's relationship, or the school's compliance with any provision of law, both parties agree to the following process:

In the event of a dispute between the AEACES and the District, regarding the terms of this charter or any other issue regarding the school and district relationship, both parties agree to appraise the other, in writing, of the specific disputed issue(s). In the event the district believes the dispute relates to an issue that could lead to revocation of the charter, this shall be specifically noted in the written dispute statement the district provides the school. Within 30 days of sending written correspondence or longer if both parties agree, a charter school representative, a district representative, or their designees, shall meet and confer in an attempt to resolve the dispute. If this joint meeting fails to resolve the dispute, the charter representative and the district representative shall meet again within 15 days, or longer if both parties agree, to identify a neutral, third party mediator to assist in dispute resolution. The format of the third-party mediation process shall be developed jointly by the representatives and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. The finding or recommendation of any arbiter shall be non-binding, unless the governing authorities of the school and district jointly agree to bind themselves. Unless jointly agreed, the process involving the assistance of a third-party mediator shall conclude within 45 days. The charter school and the district shall share mediation costs equally. However, the charter school is solely responsible for all other costs and expenses, including but not limited to the school's attorney's fees, if any.

In the event the third-party mediation process does not result in resolution of the dispute, both parties agree to continue good faith negotiations. If the matter cannot be mutually resolved, the charter school shall be given a reasonable period of time to correct the violation, unless the district indicates in writing the violation constitutes a severe and imminent threat to the health and safety of the school's pupils. San Diego Unified School District shall reserve the right to then take any action it deems appropriate and the school reserves the right to seek legal redress for any such actions under the law. In addition, the dispute is not required to be referred to mediation in those cases where the district determines the violation constitutes a severe and imminent threat to the health and safety of the school's pupils.

ELEMENT FIFTEEN: SCHOOL CLOSURE

"A description of the procedures to be used if a school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records." - California Education Code 47605(b)(5)(P)

If the charter school ceases operation, and the AEA Board of Trustees determines that there is no successor charter school which can carry out the mission of Albert Einstein Academy Charter Elementary School, then the Board of Trustees shall designate the entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer. The Authorized Closer shall commence closure proceedings by notifying parents and guardians of students, the District, the San Diego County Office of Education, the SELPA in which the school participates, the retirement systems in which the charter school's employees participate and the California Department of Education.
The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the students' districts of residence and the manner in which parents and guardians may obtain copies of student records, including information on completed courses and credits that meet graduation requirements.

Albert Einstein Academy Charter Elementary School shall provide the Authorized Closer with a list of students in each grade level and the classes they have completed, together with information on the students' districts of residence.

Student records, including all state assessment results and special education records, shall be maintained and transferred to the custody of the Authorized Closer, except for records and/or assessment results that, under the provisions of the governing charter, are required to be transferred to a different entity. Personnel records shall be maintained and transferred in accordance with applicable law.

Albert Einstein Academy Charter Elementary School shall complete an independent financial audit within (6) months of the charter school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

1. An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and other items of material value.
2. An accounting of liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans and unpaid staff compensation.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

The Authorized Closer must provide for the completion and filing of any annual reports required by Education Code Section 47604.33.

Albert Einstein Academy Charter Elementary School is operated by a nonprofit public benefit corporation (as permitted under Education Code Section 47604(a)) ("School Corporation"). If in connection with the Albert Einstein Academy Charter Elementary School closure, the Board determines that it will dissolve the School Corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit Corporation Law including, without limitation, Corporations Code Sections 6610 et seq. and Sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and dissolution of the School Corporation, but shall not be obligated to do so. Consistent with the requirements of law, any net assets remaining after all debts and liabilities of the School Corporation (i) have been paid to the extent of the School Corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the School Corporation's Articles of Incorporation.

Prior to the distribution of any remaining assets, the School Corporation shall:

1. Determine if there are any remaining proceeds of any Restricted Government Grant or restricted categorical funds that have not been expended for the purposes set forth in the Restricted Government Grant, state or federal law as appropriate and shall return any such remaining proceeds to the applicable federal or California governmental agency in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required final expenditure reports and final performance reports; and

2. Dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property)) received by the School or the School Corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the School or the School Corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation (in cash or in-kind (i.e., materials or property) made by any federal or California governmental agency to the School or the School Corporation, the grant instrument of which, or the applicable law governing, requires, that, upon closure of the charter school or dissolution of the School Corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency.

Albert Einstein Academy Charter Elementary School shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ELEMENT SIXTEEN: CHARTER ELEMENTS

Legal Status and Liability

AEACES is operated by a nonprofit public benefit corporation. As such, San Diego Unified School District shall not be liable for the debts or obligations of the School. The corporation shall hold harmless, defend and indemnify the District, the Board of Education, its officers and employees, from every liability, claim or demand which may be made by reason of: (a) any injury to person or property sustained by the School, its officers, employees or authorized volunteers; and (b) any injury to person or property sustained by any person, firm or corporation caused by any act, neglect, default, or omission of the School, its officers, employees, agents or students. In cases of such liabilities, claims or demands, the School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the District, the Board of Education, its officers and employees, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.

The School will obtain General Liability and Auto Liability coverage in the amount of at least $5,000,000 per occurrence, $10,000,000 aggregate, naming the District as an additional insured, and Worker's Compensation insurance within statutory limits. As an alternative, the School may purchase and maintain insurance with limits and coverage as deemed mutually acceptable to the District's risk manager and the School.

Funding

The School elects to receive funding directly from the State of California through the County Treasurer and the County Office of Education in accordance with applicable law and the State's block grant program for charter schools. The School through the corporation will act as its own fiscal agent. The District agrees it will use its ability to transfer funds from the School's Treasury Account to the District only with specific permission from the School.

While AEACES does not expect the District to advance to the School future revenues (i.e., smooth out the School's revenue stream), nothing in this charter shall prevent the District from electing to do so at the School's request.

The District agrees to forward the School's full share of local aid to the School's account at the County Treasurer each month when due and to send separate notice to the School of each deposit amount without delay.

District Services

The School and the District will negotiate in good faith on an annual basis to develop a memorandum of understanding (MOU) separate from this charter, one that establishes more specifically the financial and service relationship between the two parties.

The District may charge for the actual cost of supervisorial oversight of the School not to exceed

three percent of annual revenues from general-purpose entitlements and categorical block grant funds.

Information Exchange

School and District – Records, Reports and Visits

AEACES agrees that the School will promptly respond to all reasonable inquiries, including inquiries regarding its financial records.

Pursuant to Education Code 47607 the District shall have the right to inspect or observe any part of the charter school at any time, upon reasonable notice. The District agrees it will not do so unreasonably, without notice, or by causing a disruption of student instruction or School operations except in the case of an emergency.

The School shall provide the District reports as required by current law:

1. CBEDS
2. ADA reports J18/19
3. Budget J210 - preliminary and final
4. A school accountability report card using a state approved format
5. Copies of the annual, independent financial audit

Finally, on or before September 15, the School will approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the School for the preceding fiscal year and will file a copy of that statement with the District.

The charter school shall permit the District to inspect and receive copies of all records relating to the operation of the charter school, including financial, personnel and pupil records, unless the law prohibits disclosure to the District of any such records. The charter school shall promptly comply with all such reasonable written requests(,). Records of the charter school and of any parent corporation shall be considered public records under the Public Records Act (Government Code section 6520 et seq.).

School and Parents – Transferability of Credits

The School shall notify student, parents or guardians of the reasons for its belief that all course placements at AEACES are as transferable as those of a traditional District school to other schools, and any limitations on such understandings. The School does not anticipate offering courses transferable for high school or college credit. Such notice shall occur via School publications that may include recruiting materials, parent and student handbooks, and occasional newsletters.

Internal Dispute Resolution

The Board of Trustees has adopted policies and processes for airing and resolving disputes within

the school community (other than those between San Diego Unified School District and AEACES relating to provisions of this charter or the relationship between them, which are covered in Element Fourteen (N), above).

The District agrees to refer all complaints regarding operations of AEACES to the School's Executive Director for resolution in accordance with the School's adopted policies. However, the District shall have the ability to intervene in and respond to complaints about the operation of AEACES as is required by law.

Mandated Cost Recovery

The School will be responsible for recovering from the State all eligible mandated costs applicable to the School.

Administrative Services

Albert Einstein Academies Charter School Organization reserves the right to maintain back office services in-house or contract any or all duties with a qualified entity.

The School will use templates provided by the SDUSD financial operations office to complete required financial records.

The School will annually prepare and submit the following reports to the District and the County Superintendent of the schools as prescribed in education code section 47604.33:

On or before July 1, a preliminary budget for a charter school in its first year of operation, the information submitted pursuant to subdivision (g) of section 47605 satisfies this requirement.

On or before December15 an interim financial report. This report shall reflect changes through October 31.

On or before March 15, a second interim financial report. This report shall reflect changes through January 31.

On or before September 15, a final unaudited report for the full prior year.

Albert Einstein Academies Charter School Corporation will contract with an independent auditor. The audit will verify the accuracy of the school's financial statement and reporting practices. The audit will be conducted in accordance with GAAP as applicable to public schools and in compliance with the audit provisions of the Schools' charters and charter school legislation. Clear audit reports will be submitted to the District, County Office of Education, State Controller and CDE.

The Board of Trustees will meet routinely to review profit and loss statements, cash flow projections, reports of budget to actual results, and balance sheets. It will also address audit deficiencies, if any, formal or informal, and determine the means for resolving any such

deficiencies in a timely fashion.

See Appendix E for Multi Year Budget and Cash Flow Analysis

Charter Term

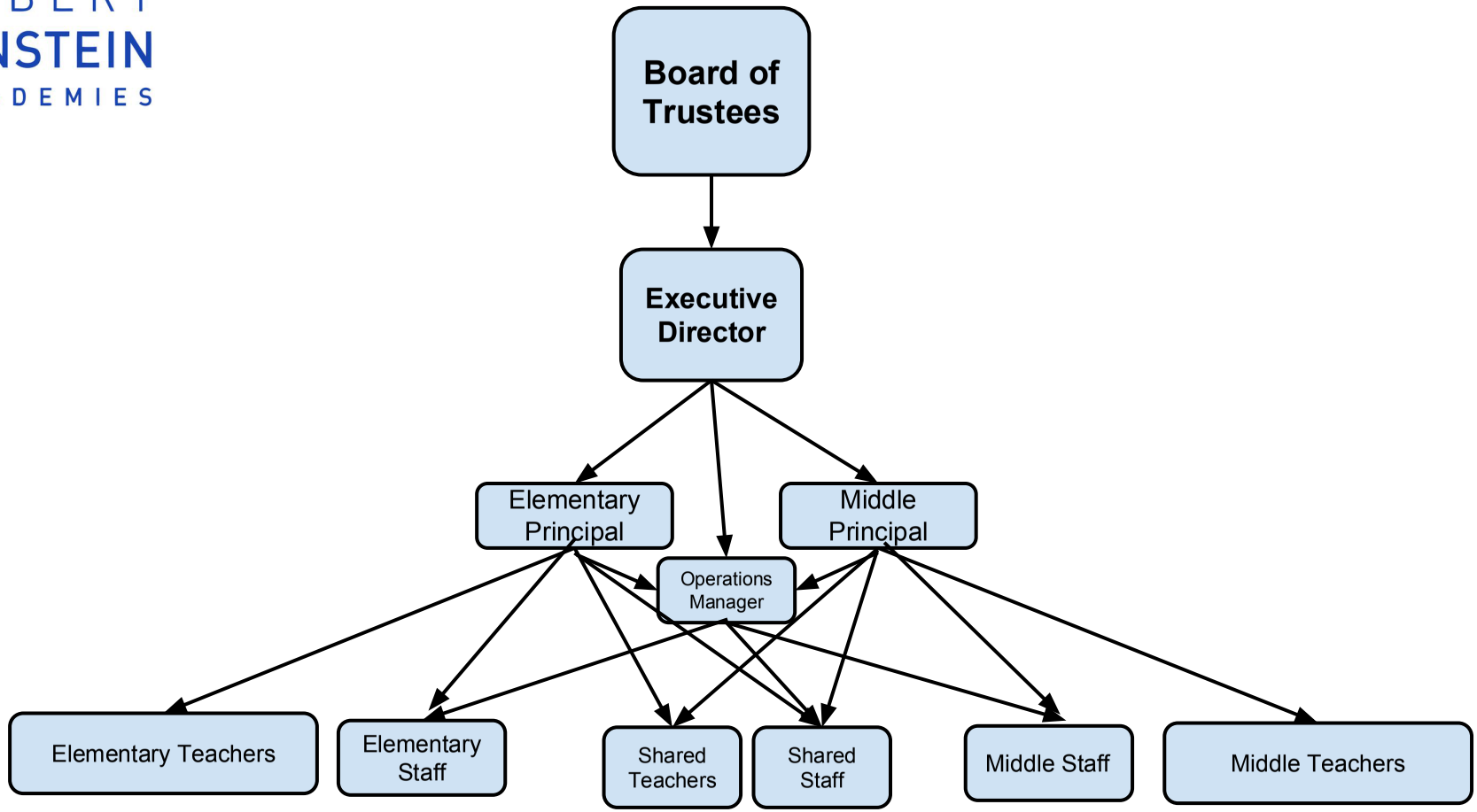
The petitioners request the San Diego Unified School District Board of Trustees approve a term of this charter that shall begin for a five-year period on July 1, 2017 and end June 30, 2022. The School justifies this five-year term based on the successful record of the School's educational design.

Charter Revisions

Material revisions to the charter must be approved by the District's Board of Trustees. However, any proposed revisions to the charter will be presented to the District for a determination as to whether it is a material revision that must be approved by the District Board of Trustees.

ALBERT EINSTEIN ACADEMIES

Organizational Chart
AEA 2016/17



Appendix B

BYLAWS

OF

ALBERT EINSTEIN ACADEMIES

Revised May, 2016

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BYLAWS
OF
ALBERT EINSTEIN ACADEMIES

I.
Purposes

The corporation is organized for the public and educational purposes as specified in its Articles of Incorporation.

II.
Offices

1. Principal Office.

The corporation's principal office shall be located at 3035 Ash Street, San Diego, California 92102. The Board of Trustees ("Board" or "Governing Board") is granted full power and authority to change the principal office from one location to another within California.

2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

III.
Membership

1. No Members.

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in California Corporations Code, Section 5056. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of California Corporations Code, Section 5056. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote.

IV.
Board of Trustees

1. Powers.

Subject to the limitations of the California Corporations Code, Section 5110 et seq., the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board. The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;

ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;

iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;

iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

2. Number and Qualifications of Trustees.

i. The authorized number of trustees shall be not less than three (3) or more than seven (7), unless changed by a duly adopted amendment to this provision. The exact number of trustees shall be fixed within these limits by a resolution of the Board.

ii. The qualifications for trustees are generally the ability to attend Board meetings, a willingness to actively support and promote Albert Einstein Academies and its multi-site charter schools, and a dedication to its educational endeavors, mission, and vision.

3. Appointment and Term of Office.

i. Trustees shall be selected and appointed by the trustees holding office.

ii. Upon initial appointment, a trustee shall hold office for a term of three years. Trustees may serve three consecutive 3-year terms. At the conclusion of the first and second terms, the Board may reappoint the trustee to serve an additional term. At the conclusion of the third term, the Board may invite the trustee to continue to serve on the Board, at the pleasure of the Board, but only if, and so long as, the Board deems the member continues to provide value to the board and AEA and continues to meet the qualifications for service.

4. Trustee Approval of Certain Corporate Actions.

The Board must approve the following actions:

i. the annual budget of the corporation;

ii. any non-budgeted expenditures of the corporation over $25,000;

iii. any initial contract for the establishment or operation of, or licensing of rights to, a charter school;

iv. the removal of trustees/directors without cause pursuant to Section 5222 of the California Corporations Code;

v. the approval of the sale, lease, conveyance, exchange, transfer, or other disposition of all or substantially all of the assets of the corporation;

vi. the approval of the principal terms of a merger of the corporation with another organization;

vii. the approval of the filing of a petition for the involuntary dissolution of the corporation if statutory grounds for such a dissolution exist;

viii. the approval of the voluntary dissolution of the corporation or the revocation of such an election to dissolve it; and

ix. the approval of any borrowing of money.

5. Resignation and Removal.

i. Subject to the provisions of California Corporations Code, Section 5226, any trustee may resign by giving written notice to the Board president, chair, secretary, or the entire Board. Unless the notice specifies a later effective time, resignation is effective immediate upon giving notice. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective.

ii. The Board may declare vacant the office of any trustee who has been convicted of a felony, or has been found to have breached any duty arising under California Corporations Code, Section 5230 et seq. or to be of unsound mind by any court of competent jurisdiction.

6. Vacancies.

i. A Board vacancy shall be deemed to exist if any trustee dies, resigns, or is removed, or if the authorized number of trustees is increased.

ii. A vacancy on the Board shall be filled only by resolution of the Board wherein the Board declares a desire to fill the vacancy.

7. Place of Meeting.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within San Diego County which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board.

8. Annual Meeting.

Annually the Board shall meet for the purpose of organization, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date and place as may be specified and noticed by resolution of the Board.

9. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board. All meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act (California Government Code Section 54950 et seq.) ("Brown Act").

10. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two trustees. The party calling such special meeting shall determine the place, date and time thereof.

11. Notice of Special Meetings.

i. Special meetings of the Board may be held only after each trustee has received four (4) days' prior notice by first-class mail or forty-eight (48) hours' notice given personally or by telephone, including a voice messaging system or other system or technology designed to record and communicate messages, telegraph, facsimile, electronic mail, or other electronic means, provided that such notice otherwise complies with the Brown Act.

ii. Any such notice shall be addressed or delivered to each trustee at the trustee's address as it is shown on the records of the corporation or as may have been given to the corporation by the trustee for purposes of notice or, if an address is not shown on the corporation's records or is not readily ascertainable, at the place at which the meetings of the trustees are regularly held.

iii. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

iv. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

12. Quorum.

A majority of the Trustees then in office shall constitute a quorum. Every act or decision done or made by a majority of the trustees present at a meeting duly held at which a quorum is present is an act of the Board. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of trustees, if any action taken is approved by at least a majority of the required quorum for such meeting. Trustees may not vote by proxy.

13. Consent to Meetings.

Except as otherwise may be provided in the Brown Act, the transactions of the Board at any meeting, however called and noticed or wherever held, shall be as valid as though done at a meeting duly held after regular call and notice if a quorum be present, and if, either before or after the meeting, each trustee entitled to vote, not present in person signs a written waiver of notice, or a consent to the holding of such meeting, or approval of the minutes thereof. All such waivers, consents or approvals shall be filed with the corporate records and made a part of the minutes of the meeting. Notice of a meeting need not be given to any trustee who attends the meeting without protesting prior to or at the commencement of the meeting, the lack of notice to such trustee.

14. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. Participation in a meeting through use of electronic video screen communication or other communications equipment (other than conference telephone) constitutes presence in person at that meeting if (i) each member participating can communicate with all other members concurrently, (ii) each member is provided the means of participating in all matters before the Board including, without limitation, the capacity to propose, or to interpose an objection to, specific action to be taken, and (iii) the corporation has adopted and implemented some means of verifying both that the person participating in the meeting is a trustee or other person entitled to participate in the meeting and that all actions of, or votes by, the Board are taken or cast only by the trustees and not by persons who are not trustees.

15. Adjournment.

A majority of the trustees present, whether or not a quorum is present, may adjourn any trustees meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the trustees who were not present at the time of the adjournment.

16. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every trustee has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

17. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more trustees to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

a. The filling of vacancies on the Board or on any committee which has the authority of the Board;

b. The fixing of compensation of the trustees for serving on the Board or on any committee;

c. The amendment or repeal of bylaws or the adoption of new bylaws;

d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

e. The appointment of other committees having the authority of the Board;

f. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or

g. The approval of any self-dealing transaction as such transactions are defined in California Corporations Code, Section 5233(a), except as permitted under Section 24 of this Article.

Any such committee must be created, and the members thereof appointed, by resolution adopted by a majority of the number of trustees then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. Unless the Board, such committee, or these bylaws shall otherwise provide, the regular and special meetings and other actions of any such committee shall be governed by the provisions of this Article IV applicable to meetings and actions of the Board. Minutes shall be kept of each meeting of each committee.

18. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a trustee is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each commit-

tee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in any committee or any position created by an increase in the membership for the unexpired portion of the term.

19. Fees and Compensation.

Trustees and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a trustee's actual and necessary expenses incurred in the conduct of the corporation's business.

20. Nonliability of trustees.

No trustee shall be personally liable for the debts, liabilities or other obligations of this corporation.

21. Interested Persons.

Not more than forty-nine percent (49%) of the trustees serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a trustee as trustee, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

22. Standard of Care.

A trustee shall perform the duties of a trustee, including duties as a member of any committee of the Board upon which the trustee may serve, in good faith, in a manner such trustee believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a trustee, a trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

i. One or more officers or employees of the corporation whom the trustee believes to be reliable and competent in the matters presented;

ii. Counsel, independent accountants or other persons as to matters which the trustee believes to be within such person's professional or expert competence; or

iii. A committee of the Board upon which the trustee does not serve as to matters within its designated authority, provided the trustee believes merits confidence and the trustee acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

23. Self-Dealing Transactions.

Except as provided in subsection a. below, a self-dealing transactions means transactions to which the corporation is a party and in which one or more of the trustees ("interested trustee(s)") has a material financial interest and which does ***not*** meet the requirements of subsection b.i, ii., or iii. below.

a. A self-dealing transaction does not include:

i. An action by the Board fixing the compensation of a trustee as a trustee or officer of the corporation.

ii. A transaction which is part of a public or charitable program of the corporation if the transaction is (A) approved or authorized by the corporation in good faith and without unjustified favoritism, and (B) results in a benefit to one or more trustees or their families because they are in a class of persons intended to be benefited by the public or charitable program.

iii. A transaction of which the interested trustees have no actual knowledge, and which does not exceed the lesser of one percent (1%) of the corporation's gross receipts for the preceding fiscal year or One Hundred Thousand Dollars ($100,000).

b. None of the remedies available under California Corporations Code, Section 5233(h) will be granted to a party permitted to bring an action under California Corporations Code, Section 5233(c) (with respect to a self-dealing transaction), if:

i. The Attorney General, or the court in an action in which the Attorney General is an indispensable party, has approved the transaction before or after it was consummated; *or*

ii. The following facts are established:

(A) The corporation entered into the transaction for its own benefit;

(B) The transaction was fair and reasonable as to the corporation at the time the corporation entered into the transaction;

(C) Prior to consummating the transaction or any part thereof, the Board authorized or approved the transaction in good faith by vote of a majority of the trustees then in office without counting the vote of the interested trustee(s), and with knowledge of the material facts concerning the transaction and the interested trustee's interest in the transaction.

Except as provided in subsection b.iii. below, action by a committee of the Board will not satisfy this requirement; and

(D) (I) Prior to authorizing or approving the transaction, the Board considered and in good faith determined after reasonable investigation under the circumstances that the corporation could not have obtained a more advantageous arrangement with reasonable effort under the circumstances, or (II) the corporation in fact could not have obtained a more advantageous arrangement with reasonable effort under the circumstances; *or*

iii. The following facts are established:

(A) A committee or person authorized by the Board approved the transaction in a manner consistent with the standards prescribed for approval by the Board under subsection b.ii above;

(B) It was not reasonably practical to obtain approval of the Board prior to entering into the transaction; and

(C) The Board, after determining in good faith that the conditions set forth in subparagraphs (A) and (B) of this subsection b.iii were satisfied, ratified the transaction at its next meeting by a vote of a majority of the trustees then in office without counting the vote of the interested trustee(s).

24. Interested Trustee's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, interested trustees may be counted to determine the presence of a quorum, but an interested trustee's vote may not be counted toward the required majority for such authorization, approval or ratification.

25. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 24 of this Article, the interested trustee(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the corporation, considering any benefit received by it and whether or not the interested trustee(s) acted in good faith and with the intent to further the best interests of the corporation.

26. Contracts or Transactions With Mutual Trustees.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm or association of which one or more of the corporation's trustees are trustees is either void or voidable because such trustee(s) are present at the meeting of the Board or committee thereof which authorizes, approves or ratifies the contract or transaction if:

i. The material facts as to the transaction and as to such trustee's other directorship are fully disclosed or known to the Board or committee, and the Board or commit-

tee authorizes, approves or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common trustee(s); or

ii. As to contracts or transactions not approved as provided in subsection i. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 24 of this Article above.

27. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any trustee or officer, unless approved by the Attorney General; provided, however, that the corporation may advance money to a trustee or officer of the corporation or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or trustee, if, in the absence of such advance, such trustee or officer would be entitled to be reimbursed for such expenses by the corporation, its parent or any subsidiary.

28. Annual Report.

Pursuant to California Corporations Code, Section 6321, the treasurer shall cause an annual report to be prepared and sent to each trustee not later than 120 days after the close of the fiscal year. Such annual report shall be prepared in conformity with the requirements of the California Nonprofit Public Benefit Corporation Law as it may be in effect from time to time.

29. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to California Corporations Code, Section 6322, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the trustees no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 29 of this Article above, this requirement shall be satisfied by including the required information, as set forth below, in such report. Such annual statement shall describe:

i. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving (a) more than Fifty Thousand Dollars ($50,000) or, (b) which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars ($50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.

ii. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

(a) Any trustee or officer of the corporation, or its parent or subsidiary; or

(b) Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

iii. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars ($10,000) paid during the fiscal year of the corporation to any officer or trustee of the corporation.

For purposes of this Section, any person described in either paragraph (a) or (b) of subsection ii. above is an "interested person."

30. Property Rights.

No trustee shall have any right or interest in any of the corporation's property or assets.

31. General Public Agency Prohibitions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article IV shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 et seq., or other applicable laws.

V.
Officers

1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a treasurer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 9 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

4. President.

The president is the chair of the Board and shall preside at Board meetings and exercise and perform such other powers and duties as required by these Bylaws and as the Board may assign from time to time. The president shall be an ex officio voting member of each Board committee.

5. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

6. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all trustees and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

7. Treasurer.

The treasurer is the chief financial officer of the corporation and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any trustee. The treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The treasurer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the president and the trustees, upon request, an account of all transactions as treasurer. The treasurer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The treasurer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

8. Executive Director.

The executive director shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the business and affairs of the corporation. The executive director shall perform all duties incident to his or her office and such other duties as may be required by law, by these Bylaws, or which may be prescribed from time to time by the Board.

9. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the president, the president shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the Board, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

10. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

VI.
Indemnification

1. Definitions.

For the purposes of this Article, "agent" means any person who is or was a trustee, director, officer, or employee of this corporation, or is or was serving at the request of the corporation as a trustee, director, officer, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust or other enterprise, or was a trustee, director, officer, employee or agent of a foreign or domestic corporation which was a predecessor corporation of this corporation or of another enterprise at the request of such predecessor corporation; and "proceeding" means any threatened, pending completed action or proceeding, whether civil, criminal, administrative or investigative; and "expenses" includes, without limitation, attorneys' fees and any expenses of establishing a right to indemnification under Sections 4 or 5b of this Article.

2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action bought under California Corporations Code, Section 5233 , or an action brought by the Attorney General or a person granted relator status by the Attorney General for any breach of duty relating to assets held in charitable trust) by reason of the

fact that such person is or was an agent of this corporation, against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with such proceeding if such person acted in good faith and in a manner such person reasonably believed to be in the best interests of this corporation, and, in the case of a criminal proceeding, had no reasonable cause to believe the conduct of such person was unlawful. The termination of any proceeding by judgment, order, settlement, conviction or upon a plea of *nolo contendere* or its equivalent shall not, of itself, create a presumption that the person did not act in good faith and in a manner which the person reasonably believed to be in the best interests of this corporation or that the person had reasonable cause to believe that the person's conduct was unlawful.

3. Indemnification in Actions by or in the Right of the Corporation.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action by or in the right of this corporation, or brought under California Corporations Code, Section 5233, or brought by the Attorney General or a person granted regulator status by the Attorney General for breach of duty relating to assets held in charitable trust, to procure a judgment in its favor by reason of the fact that such person is or was an agent of the corporation, against expenses actually and reasonably incurred by such person in connection with the defense or settlement of such action if such person acted in good faith, in a manner such person believed to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. No indemnification shall be made under this Section:

i. In respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to this corporation in the performance of such person's duty to the corporation, unless and only to the extent that the court in which such proceeding is or was pending shall determine upon application that, in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for the expenses which such court shall determine;

ii. Of amounts paid in settling or otherwise disposing of a threatened or pending action, with or without court approval; or

iii. Of expenses incurred in defending a threatened or pending action which is settled or otherwise disposed of without court approval, unless it is settled with the approval of the Attorney General.

4. Indemnification Against Expenses.

To the extent that an agent of this corporation has been successful on the merits in defense of any proceeding referred to in Sections 2 or 3 of this Article or in defense of any claim, issue or matter therein, the agent shall be indemnified against expenses actually and reasonably incurred by the agent in connection therewith.

5. Required Determinations.

Except as provided in Section 4 of this Article, any indemnification under this Article shall be made by this corporation only if authorized in the specific case, upon a determination that indemnification of the agent is proper in the circumstances because the agent has met the applicable standard of conduct set forth in Sections 2 or 3 of this Article by:

a. A majority vote of a quorum consisting of trustees who are not parties to such proceeding; or

b. The court in which such proceeding is or was pending upon application made by this corporation or the agent or the attorney or other person rendering services in connection with the defense, whether or not such application by the agent, attorney or other person is opposed by this corporation.

6. Advance of Expenses.

Expenses incurred in defending any proceeding may be advanced by this corporation prior to the final disposition of such proceeding upon receipt of an undertaking by or on behalf of the agent to repay such amount unless it shall be determined ultimately that the agent is entitled to be indemnified as authorized in this Article.

7. Other Indemnification.

No provision made by this corporation to indemnify its or its subsidiary's trustees, directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or trustees/directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which persons other than such trustees/directors and officers may be entitled by contract or otherwise.

8. Forms of Indemnification Not Permitted.

No indemnification or advance shall be made under this Article, except as provided in Sections 4 or 5b. of this Article, in any circumstances where it appears:

a. That it would be inconsistent with a provision of the Articles of Incorporation, these bylaws, or an agreement in effect at the time of the accrual of the alleged cause of action asserted in the proceeding in which the expenses were incurred or other amounts were paid, which prohibits or otherwise limits indemnification; or

b. That it would be inconsistent with any condition expressly imposed by a court in approving a settlement.

9. Insurance.

The corporation shall have the power to purchase and maintain insurance on behalf of any agent of this corporation against any liability asserted against or incurred by the agent

in such capacity or arising out of the agent's status as such whether or not this corporation would have the power to indemnify the agent against such liability under the provisions of this Article; provided, however, that this corporation shall have no power to purchase and maintain such insurance to indemnify any agent of the corporation for a violation of California Corporations Code, Section 5233.

10. Nonapplicability to Fiduciaries of Employee Benefit Plans.

This Article does not apply to any proceeding against any trustee, investment manager or other fiduciary of an employee benefit plan in such person's capacity as such, even though such person may also be an agent of the corporation as defined in Section 1 of this Article. The corporation shall have power to indemnify such trustee, investment manager or other fiduciary to the extent permitted by California Corporations Code, Section 207(f).

11. Indemnification and the California Tort Claims Act.

Notwithstanding any other provision of this Article VI, the corporation shall have the right and obligation to insure, defend, and indemnify the corporation's employees, officers, and trustees/directors for all claims brought pursuant to the Government Code, Section 810, et seq. to the fullest extent allowed.

VII.
Miscellaneous

1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

2. Inspection of Corporate Records.

The books of account and minutes of the proceedings of the Board, and of any executive committee or other committees of the trustees, shall be open to inspection at any reasonable time upon the written demand of any member of the Board. Such inspection may be made in person or by an agent or attorney, and shall include the right to make photocopies and extracts.

3. Checks, Drafts, Etc.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the Executive Director.

4. Endorsement or Execution of Documents and Contracts.

Subject to the provisions of applicable law, any note, mortgage, evidence of indebtedness, contract, conveyance or other instrument in writing and any assignment or endorsement thereof executed or entered into between the corporation and any other person, when

signed by the president, certain designated vice-presidents, the secretary or the treasurer of the corporation, shall be valid and binding on the corporation in the absence of actual knowledge on the part of the other person that the signing officer(s) had no authority to execute the same. Additionally, by resolution of the Board, general signatory authority may be granted and delegated to other persons on behalf of the corporation. Any such instruments may be signed by any other person or persons and in such manner as from time to time shall be determined by the Board or the president. Unless so authorized, no officer, agent or employee shall have any power or authority to bind the corporation to any contract or engagement or to pledge its credit or to render it liable for any purpose or amount.

VIII.
Effective Date and Amendments

1. Effective Date.

These bylaws shall become effective immediately upon their adoption by the vote of a majority of the Board. Amendments to these bylaws shall become effective immediately upon their adoption, unless the Board directs otherwise.

2. Amendments.

These bylaws may be amended or repealed and new bylaws adopted only by the vote of a majority of trustees/directors then in office.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Albert Einstein Academies, and that the foregoing Bylaws, as amended, constitute the Bylaws of such corporation as duly adopted by the corporation's Board of Trustees on May 10, 2016.

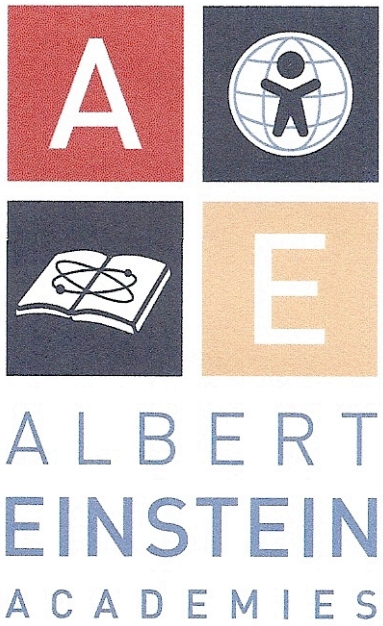
Date: May 10, 2016

Christopher P. Beesley, Secretary

Appendix C

Title	AEA Board Members	Term	Term dates
Treasurer	Christopher Beesley	3 Years	9/1/16 - 9/1/19
President	William Melton	3 Years	9/1/16 - 9/1/19
Member	CJ Mody	3 Years	5/31/14 - 5/31/17
Vice President	Maria Ortega	3 Years	9/1/16 - 9/1/19
Secretary	Kristin Rebien	3 Years	5/31/14 - 5/31/17
Member	Rudd Schoeffel	3 Years	2/28/14 - 2/28/17

Appendix D



Albert Einstein Academies

COMPREHENSIVE COMPLAINT POLICY

Board approved Dec. 13, 2011

Complaints Against Personnel

Specific complaints of unlawful harassment are addressed under the School's "Policy Against Unlawful Harassment."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Principal, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Trustees of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal or Board President (if the complaint concerns the Principal) as soon as possible after the events that give rise to the employee's work-related concerns. The written complaint should set forth in detail the factual basis for the employee's complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Trustees of the Charter School. The decision of the Board of Trustees shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Principal) or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s):_____

Name of Person(s) you have a complaint against:_____

_____

List any witnesses that were present:_____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize Albert Einstein Academies to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

Policy Against UNLAWFUL HARASSMENT

Albert Einstein Academies (the "School") is committed to providing a work and educational atmosphere that is free of unlawful harassment. The School's policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the School does business with. This policy applies to all employee actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the School.

The School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consist of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her against another individual.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act

in a positive and professional manner and to contribute to a productive School environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation, filing of a complaint or reporting sexual harassment.

The School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing ("DFEH"), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH

believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission ("FEHC") or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

HARASSMENT COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment including sexual harassment. This form is provided for you to report what you believe to be harassment, so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment.

If you are an employee of the School, you may file this form with the Principal or Board President.

Please review the School's policies concerning harassment for a definition of sexual harassment and a description of the types of conduct that are considered to be harassment.

The School will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged harasser.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment are taken very seriously by the School both because of the harm caused to the person harassed, and because of the potential sanctions that may be taken against the harasser. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name:_____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed you or someone else: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

Received by:_____ Date: _____

Uniform COMPLAINT POLICY and Procedures

Scope

Albert Einstein Academies (the "Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

(1) Complaints of discrimination against any protected group including actual or perceived, including discrimination on the basis of age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and

(2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: special education, Title II, Section 504 of the Rehabilitation Act, consolidated categorical aid, No Child Left Behind, migrant education, career technical and technical education training programs, child care and development programs, child nutrition program.

The Charter School acknowledges and respects every individual's rights to privacy. Discrimination complaints shall be investigated in a manner that protects [to the greatest extent reasonably possible] the confidentiality of the parties and the integrity of the process. While the Charter School cannot guarantee anonymity of the complainant, this includes keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

Compliance Officers

The Board of Trustees designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Elementary School Principal
Middle School Principal
3035 Ash St.
San Diego, CA 92102-1718
619-795-1190

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Notifications

The Principal or designee shall annually provide written notification of the Charter School's uniform complaint procedures to students, employees, parents/guardians, the Board of Trustees appropriate private officials or representatives, and other interested parties.

The Principal or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints.

2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable.

3. Advise the complainant of the appeal process pursuant to Education Code Section 262.3, including the complainant's right to take the complaint directly to the California Department of Education ("CDE") or to pursue remedies before civil courts or other public agencies.

4. Include statements that:

    a. The Charter School is primarily responsible for compliance with state and federal laws and regulations;

    b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline;

    c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination;

    d. The complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision; and

    e. The appeal to the CDE must include a copy of the complaint filed with the Charter School and a copy of the Charter School's decision.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions.

All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

  Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

  Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

  If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

  The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

  The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

  The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

  A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

OPTION 1:

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within 60 days of the Charter School's receipt of the complaint.

OPTION 2:

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60 day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the Charter School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.

6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.

7. For discrimination complaints arising under state law, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.

8. For discrimination complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the Principal or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.

2. A copy of the decision.

3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.

4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.

5. A report of any action taken to resolve the complaint.

6. A copy of the Charter School's complaint procedures.

7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within 60 days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints arising under state law, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

☐ Adult Education ☐ Consolidated Categorical Programs ☐ Nutrition Services

☐ Career/Technical Education ☐ Migrant and Indian Education ☐ Special Education

☐ Child Development Programs

For allegation(s) of unlawful discrimination/harassment, please check the basis of the unlawful discrimination/harassment described in your complaint, if applicable:

☐ Age ☐ Ethnic Group Identification ☐ Religion

☐ Ancestry ☐ Gender ☐ Sex (Actual or Perceived)

☐ Color ☐ National Origin ☐ Sexual Orientation (Actual or Perceived)

☐ Disability (Mental or Physical) ☐ Race

☐ Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Albert Einstein Academies
Attention: Principals
3035 Ash St.
San Diego, CA 92102-1718
619-795-1190

Appendix E

Albert Einstein Academies - Elementary
Multi Year Budget

	2016-17 Forecast	2017-18	2018-19	2019-20
Enrollment	**794**	**800**	**800**	**800**
ADA	**769.87**	**776.00**	**776.00**	**776.00**
Income				
8011-8096 · Local Control Funding Formula Revenue				
8011 Local Control Funding Formula	2,049,389	2,111,324	2,236,651	2,384,276
8012 Education Protection Account	328,751	345,188	362,448	380,570
8096 In Lieu of Property Taxes	3,735,178	3,764,919	3,764,919	3,764,919
Total 8011-8096 · Local Control Funding For	**6,113,318**	**6,221,432**	**6,364,018**	**6,529,765**
8100-8299 · Other Federal Income				
8181 Federal Special Education (IDEA)	86,600	99,250	100,000	100,880
8291 Title I, A Basic Grants Low-Income	65,613	75,176	75,744	75,744
8292 Title II, A Teacher Quality	1,419	1,626	1,638	1,638
8294 Title III, Limited English Proficiency	5,162	-	-	-
Total 8100-8299 · Other Federal Income	**158,794**	**176,051**	**177,382**	**178,262**
8300-8599 · Other State Income				
8792 Transfers of Apportionments - Special Ed	369,362	372,085	372,198	388,000
8550 Mandate Block Grant	153,535	10,778	10,864	10,864
8560 State Lottery Revenue	139,359	140,456	140,456	140,456
8599 All Other State Revenues	-	-	-	-
Total 8300-8599 · Other State Income	**662,256**	**523,319**	**523,518**	**539,320**
8600-8799 · Other Income-Local				
8660 Interest / Dividend Income	2,500	2,500	2,500	2,500
8690 All Other Local Revenue	40,000	40,000	40,000	40,000
8699 Fundraising	113,600	113,600	128,300	128,300
Total 8600-8799 · Other Income-Local	**156,100**	**156,100**	**170,800**	**170,800**
TOTAL INCOME	**7,090,468**	**7,076,903**	**7,235,718**	**7,418,147**
Expense				
1000 · Certificated Salaries				
1110 Teachers' Salaries	2,313,091	2,405,614	2,477,783	2,552,116
1170 Teacher Salaries - Substitute	121,181	121,181	121,181	121,181
1175 Teachers' Salaries - Stipend/Extra Duty	58,913	37,089	38,202	39,348
1200 Certificated Pupil Support Salaries	152,189	152,037	156,598	161,296
1300 Certificated Supervisor and Administrator S	323,510	336,450	346,544	356,940
1900 Other Certificated Salaries	73,593	76,537	78,833	81,198
Total 1000 · Certificated Salaries	**3,042,476**	**3,128,908**	**3,219,140**	**3,312,078**
2000 · Classified Salaries				
2100 Instructional Aide Salaries	387,338	400,557	412,574	424,951
2200 Classified Support Salaries (Maintenance, F	70,767	72,558	74,735	76,977
2400 Clerical/Technical/Office Staff Salaries	324,384	330,080	339,982	350,182
2900 Other Classified Salaries (Supervision, After	222,247	225,157	220,140	202,495
Total 2000 · Classified Salaries	**1,004,737**	**1,028,351**	**1,047,431**	**1,054,604**
3000 · Employee Benefits				
3111 STRS - State Teachers Retirement System	382,743	451,501	524,076	600,480
3212 PERS - Public Employee Retirement System	139,538	159,394	179,111	196,156

Albert Einstein Academies - Elementary
Multi Year Budget

	2016-17 Forecast	2017-18	2018-19	2019-20
3311 OASDI - Social Security	62,294	63,758	64,941	65,385
3331 MED - Medicare	58,685	60,280	61,865	63,317
3401 H&W - Health & Welfare	615,525	632,866	652,309	683,225
3501 SUI - State Unemployment Insurance	2,024	2,079	2,133	2,183
3601 Workers' Compensation	73,376	75,371	77,353	79,168
3902 Other Benefits	10,360	10,670	10,990	11,320
Total 3000 · Employee Benefits	**1,344,543**	**1,455,920**	**1,572,778**	**1,701,235**
4000 · Supplies				
4110 Approved Textbooks and Core Curriculum M	50,000	51,889	38,446	39,599
4210 Books and Other Reference Materials	33,377	34,372	34,810	35,260
4310 Student Materials	58,735	60,761	61,787	62,843
4350 Office Supplies	30,350	30,685	30,889	31,099
4370 Custodial Supplies	30,000	31,134	32,068	33,030
4390 Other Supplies	35,413	36,197	36,644	37,103
4400 Non Capitalized Equipment	61,980	46,264	21,998	22,658
Total 4000 · Supplies	**299,855**	**291,302**	**256,640**	**261,592**
5000 · Operating Services				
5200 Travel and Conferences	69,650	59,650	35,650	35,650
5300 Dues and Memberships	24,295	24,321	24,321	24,321
5450 General Insurance	18,517	19,073	19,645	20,234
5500 Operation and Housekeeping Services	253,360	260,961	268,790	276,853
5620 Equipment Lease	25,959	26,738	27,540	28,366
5630 Vendor Repairs	11,156	11,491	11,835	12,190
5812 Field Trips/Pupil Transportation	35,898	37,254	38,372	39,523
5820 Legal / Audit Fees	16,475	16,969	17,478	18,003
5830 Advertisement / Recruitment	500	515	530	546
5850 Non Instructional Consultants	128,155	130,531	132,921	135,384
5851 Instructional Consultants	122,738	126,345	130,060	133,887
5890 Other Fees / Bank Charges /Credit Card Fee	193,400	196,943	201,530	206,820
5897 Fundraising Cost	12,649	12,649	12,649	12,649
5900 Communications	7,000	7,210	7,426	7,649
Total 5000 · Operating Services	**919,751**	**930,649**	**928,748**	**952,076**
6000 · Capital Outlay				
6900 Depreciation Expense	1,063	1,063	1,063	1,063
Total 6000 · Capital Outlay	**1,063**	**1,063**	**1,063**	**1,063**
TOTAL EXPENSE	**6,612,425**	**6,836,193**	**7,025,799**	**7,282,648**
NET INCOME	**478,044**	**240,709**	**209,919**	**135,499**
Beginning Cash Balance	1,501,191	1,961,840	2,240,218	2,453,815
Cash Flow from Operating Activities				
Net Income	478,044	240,709	209,919	135,499
Change in Due from	63,685	35,892	2,616	(16,682)
Change in Accounts Payable	(126,333)	(0)	-	-

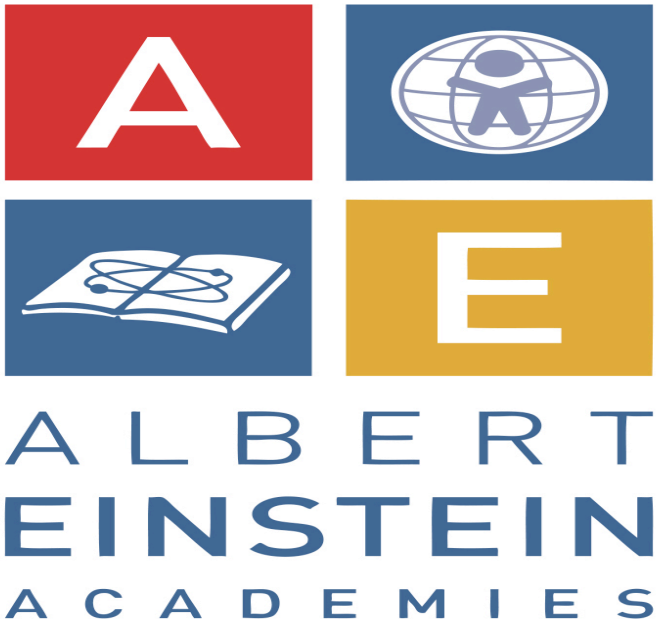
Albert Einstein Academies - Elementary
Multi Year Budget

	2016-17 Forecast	2017-18	2018-19	2019-20
Change in Payroll Liabilities	(11,388)	-	-	-
Change in Prepaid Expenditures	55,579	714	-	-
Depreciation Expense	1,063	1,063	1,063	1,063
Ending Cash Balance	1,961,840	2,240,218	2,453,815	2,573,695
Month with Lowest Ending Cash Balance	Feb: $1,511,741	Feb: $1,725,398	Feb: $1,987,023	Nov: $2,071,823

Albert Einstein Academies - Elementary
2017-18 Cash Flow Forecast

	Jul-17	Aug-17	Sep-17	Oct-17	Nov-17	Dec-17	Jan-18	Feb-18	Mar-18	Apr-18	May-18	Jun-18	Accrual	FORECAST Jul-17 - Jun-18
Income														
Total 8011-8096 · Local Control Fun	72,274	296,384	664,611	428,907	428,907	515,204	428,907	562,077	882,399	529,682	529,682	615,979	266,419	6,221,432
Total 8100-8299 · Other Federal Inc	-	-	-	-	-	-	19,200	-	50,042	19,200	-	25,021	62,588	176,051
Total 8300-8599 · Other State Incom	-	23,096	46,192	30,795	30,795	41,573	65,909	30,795	54,913	62,570	27,456	27,456	81,769	523,319
Total 8600-8799 · Other Income-Loc	1	244	5,824	6,182	10,285	27,077	26,758	4,705	11,521	5,077	6,191	52,236	-	156,100
TOTAL INCOME	72,275	319,725	716,627	465,883	469,986	583,854	540,774	597,577	998,874	616,530	563,329	720,692	410,777	7,076,903
Expense														
Total 1000 · Certificated Salaries	28,038	281,897	281,897	281,897	281,897	281,897	281,897	281,897	281,897	281,897	281,897	281,897	-	3,128,908
Total 2000 · Classified Salaries	27,507	31,452	110,352	110,352	82,737	82,737	82,737	102,462	82,737	106,407	110,352	98,517	-	1,028,351
Total 3000 · Employee Benefits	83,319	112,112	130,417	130,417	124,010	124,010	124,010	128,586	124,010	129,502	124,136	121,390	-	1,455,920
Total 4000 · Supplies	57,407	57,407	57,407	13,231	13,231	13,231	13,231	13,231	13,231	13,231	13,231	13,231	-	291,302
Total 5000 · Operating Services	80,733	77,554	77,554	77,554	77,554	77,554	77,554	77,554	77,554	77,554	75,965	75,965	-	930,649
Total 6000 · Capital Outlay	89	89	89	89	89	89	89	89	89	89	89	89	-	1,063
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	277,091	560,510	657,716	613,541	579,519	579,519	579,519	603,820	579,519	608,680	605,670	591,090	-	6,836,193
NET INCOME	(204,816)	(240,786)	58,911	(147,657)	(109,533)	4,335	(38,745)	(6,243)	419,355	7,849	(42,341)	129,602	410,777	240,709
Beginning Cash Balance	1,961,840	2,131,954	1,891,257	1,971,200	1,858,471	1,749,027	1,770,209	1,731,552	1,725,398	2,144,842	2,152,780	2,110,527	2,240,218	1,961,840
Cash Flow from Operating Activities														
Net Income	(204,816)	(240,786)	58,911	(147,657)	(109,533)	4,335	(38,745)	(6,243)	419,355	7,849	(42,341)	129,602	410,777	240,709
Change in Due from	374,128	-	20,944	34,840	-	16,758	-	-	-	-	-	-	(410,777)	35,892
Change in Prepaid Expenditures	714													714
Depreciation Expense	89	89	89	89	89	89	89	89	89	89	89	89		1,063
Ending Cash Balance	2,131,954	1,891,257	1,971,200	1,858,471	1,749,027	1,770,209	1,731,552	1,725,398	2,144,842	2,152,780	2,110,527	2,240,218	2,240,218	2,240,218

Appendix F



Albert Einstein Academy Charter School
Local Control & Accountability Plan

2016-17

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

Introduction:

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

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

***Basic**: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

***Implementation of State Standards**: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

***Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

***Expelled pupils (for county offices of education only)**: coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

***Foster youth (for county offices of education only)**: coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

***Pupil achievement**: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

***Other pupil outcomes**: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

***Parent involvement**: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

***Pupil engagement**: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

***School climate**: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

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

Involvement Process	Impact on LCAP
and the school's website. Collaboration with the 2 schools took place because many parents (families) have their children enrolled in both schools. In order to gather input, Albert Einstein Academy Charter School, developed an online self-administered questionnaire for stakeholders using a 5-point scale, which addressed each of the 8 State Priorities to ensure meaningful input and engagement in the drafting of our school's LCAP report. In addition, the online questionnaire for parents provided an additional set of questions that required feedback on various areas including subject-specific student performance and academic supports. To ensure anonymity, the online questionnaire did not collect any names. The following documents were collected, reviewed, disaggregated and analyzed in the development of the LCAP: • Charter Petition • International Baccalaureate Primary Years Program (IBPYP) Report • CELDT Assessment Results • California Standards Test Results (CAASPP) • Student/School Demographics • School Accountability Report Card (SARC) • 2014-2016: ADA Reports • CALPADS Reporting • 2015-16: School wide Goals (Professional Development Plan) Draft of the LCAP was presented at parent meetings and at School Site Council. On June 14, 2016, Einstein Academy governing board convened and approved Albert Einstein Academy Charter School's LCAP and	

Involvement Process	Impact on LCAP
2014-15 budget.	

Section 2: Goals and Progress Indicators

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for ***each*** *state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
4) What are the LEA's goal(s) to address locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
NEED: To have all teachers appropriately assigned and fully credentialed, provide equitable access to a well-rounded, broad range of challenging standards-aligned curricula, and	**Goal #1:** All students will have access to all courses and instructional resources & materials needed for learning.	All Students	Albert Einstein Academy Charter School		100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	100% of students will receive instruction from a fully certified, high quality teacher; 100% of students will have access to Common Core standards-aligned curriculum & instructional materials;	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
safe, secure & clean facilities **METRIC:** CALPADS, SARC Report, Teacher Survey, Student Survey					100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	
NEED: Improve pedagogical research-based strategies to improve student achievement and address learning gaps of students. • ELA/ELD: To improve EL	**Goal #2**: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	All Students	Albert Einstein Academy Charter School		Students will receive instruction that is increasingly aligned to the Common Core State Standards (CCSS); engage in Professional Develop trainings to enhance 21st Century instruction.	Students will receive instruction that is increasingly aligned to the CCSS & continue to develop and refine balanced instructional design.	Students will receive instruction from teachers with a high capacity for implementation of the CCSS, and utilize teacher rounds to continue to reflect & refine their 21st century instruction.	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
attainment of English proficiency while mastering content **METRIC:** SARC, CALPADS, CELDT, Reclassification Rates, AMAO1 & AMAO2, benchmark assessments, classroom observations					EL Students will advance one performance level annually measured by CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	EL Students will advance one performance level annually measured by CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	EL Students will advance one performance level annually measured by CELDT Increase percentage of EL students who are reclassified as RFEP by 5%.	
NEED: To provide parents with training to actively participate in	**GOAL #3:** Increase resources and services to improve parent	All Students	Albert Einstein Academy Charter School		Develop parent engagement opportunities through a variety of trainings and	Increase the number of parents involved in engagement opportunities	Continue to increase the number of parents involved in engagement	Priority 3: Parent Involvement Priority 5:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
their child's education. **METRIC:** Parent surveys, participation in schoolwide events, & workshops	involvement including workshops, activities and input opportunities				input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	through a variety of trainings and input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	opportunities through a variety of trainings & input opportunities. Provide parents with access to parent portal to ManageBac, Learning Management System (LMS)	Student Engagement Priority 6: School Climate
NEED: For students to gain academic content knowledge through the implementation of the CCSS.	**GOAL #4:** Students will meet or exceed the expectations defined by the Common Core State	All Students	Albert Einstein Academy Charter School		2014-15 CAASPP (ELA & math) assessment (grades 3-5) results will serve to establish a baseline	Students scoring proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2015	Students scoring proficient or above on the CAASPP in ELA & math will demonstrate at least one year of growth from 2016	Priority 1: Basic Services Priority 2: Implementation of CCSS Priority 4:

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Annually increase number of EL and SPED students demonstrating growth. **METRIC:** CAASPP, Benchmark Assessments	Standards.				Implement Common Core Aligned benchmark assessments for all students in ELA & Math	to 2016. Students scoring below proficient will improve by at least one performance level Implement Common Core Aligned benchmark assessments for all students in ELA & Math Expand Common Core aligned benchmark assessments to include History & Science.	to 2017. Students scoring below proficient will improve by at least one performance level Implement Common Core Aligned benchmark assessments for all students in ELA Math, Science & History	Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					Ensure Students with Disabilities meet annual IEP Goals.	Ensure Students with Disabilities meet annual IEP Goals.	Ensure Students with Disabilities meet annual IEP Goals.	
NEED: Using RTI, to identify students who require targeted academic intervention **METRIC:** ELA/Math Benchmark Assessments, CAASPP, SARC, Teacher & Student Surveys	**GOAL #5:** Increase student engagement through student & teacher use of technology	All Students	Albert Einstein Academy Charter School		100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials such as non-fiction texts and web-based instructional programs. Identify low performing	100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials and web-based programs that will bridge identified gaps in learning. Continue to identify low	100% of students will be assessed in Reading at least 3 times per year. Students will have increased access to supplemental materials and web- based programs that will meet individual needs and enrich their learning. Continue to identify low	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets. Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program. Develop a state approved Technology Plan	performing students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets. Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program. Continue to implement Annual Goals as	performing students for academic intervention using RTI Model during SST meeting, where an individualized learning plan will be developed with growth targets. Ensure 100% of "at-risk" students are enrolled in the after-school tutoring program. Continue to implement Annual Goals as	Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					to identify needs, and maximize teaching, learning and effective communication school wide. All students will engage in use of technology and/or multi-media at least on a weekly basis. All 5th grade students will complete an e-portfolio. Implement 1:1 Chromebooks for	identified in State-approved Tech Plan. All students will engage in use of technology and/or multi-media at least at least 3 times per week. All 5th grade students will complete an e-portfolio. Implement 2:1 Chromebooks for	identified in State-approved Tech Plan All students will engage in use of technology and/or multi-media at least at least 4 times per week. All 5th grade students will complete an e-portfolio.	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					students in Grades 3-5.	students in Grades K-2		
Need: Increase counseling services and other mental health services. **Metric:** Attendance Rates, suspension & expulsion rates, Student & Parent Surveys, Referrals to Counselor & Mental Health Professionals	**GOAL # 6:** Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	All Students	Albert Einstein Academy Charter School		Students will have access to an increased number of counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 3 school wide recognition assemblies and	Continue to provide students with access to counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 4 school wide recognition assemblies and	Continue to provide students with access to counselors and/or mental health providers who will support student needs. Decrease suspension rates by 5% Maintain ADA at 96%. Host at least 5 school wide recognition assemblies and	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					student awards. Hosts Field Trips to Museums, Colleges & Universities.	student awards. Hosts Field Trips to Museums, Colleges & Universities.	student awards. Hosts Field Trips to Museums, Colleges & Universities.	
Need: To expand the school's SIS/LMS to collect & disaggregate student achievement data **Metric:** ManageBac reports	**GOAL #7:** Continue to implement the systematic operation tool to support data-driven decision-making	All Students	Albert Einstein Academy Charter School		Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. Assess intervention programs annually.	Priority 3: Parental Involvement Priority 4: Student Achievement Priority 8: Other Student Outcomes

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

Original GOAL from prior year LCAP:	Goal #1: All students will have access to all courses and instructional resources & materials needed for learning.		Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4__ 5__ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	1.1. 100% of students will receive instruction from a fully certified, high quality teacher; 1.2. 100% of students will have access to Common Core standards-aligned curriculum & instructional materials; 1.3. 100% of students will receive instruction in facilities that are safe, secure, clean and well maintained.	Actual Annual Measurable Outcomes:	1.1. Goal not met: All teachers but one 50% teacher are fully certified. 1.2. Goal met: 100% of students have access to Common Core standards-aligned curriculum & instructional materials; 1.3. Goal met: 100% of students receive instruction in facilities that are safe, secure, clean and well maintained.

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

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

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

LCAP Year: 2015-16

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

OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils _x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Scope of service: K-5 __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: K-5 __ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2016-17: Teachers will participate in on-going professional development to support implementation of California's ELD Standards; teachers will be released to observe exemplar teaching of ELL students. 2017-2018: Hire ELD support teacher

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

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

LCAP Year: 2015-16

Planned Actions/Services		Budgeted Expenditures	Actual Actions/Services		Estimated Actual Annual Expenditures
In-house events and trainings		$5,000	Provided the in-house events and trainings		Object 4000's $800 LCFF Base
Scope of service:	K-5		Scope of service:	K-5	
_x_ALL			_x_ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL			__ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2016-2017: All Parent University and Parent Informational Events will be recorded and attendance will be monitored with sign in-sheets to determine appropriate target goal for participation.

Original GOAL from prior year LCAP:	Goal #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS Applicable Pupil Subgroups: All students	
Expected Annual Measurable Outcomes:	4.1.2014-15 CAASPP (ELA & math) assessment will serve as baseline data. 4.2.Implement Common Core Aligned benchmark assessments for all students in ELA & Math. 4.3. Ensure Students with Disabilities meet annual IEP Goals.	Actual Annual Measurable Outcomes: 4.1. Goal met: AEACS received the baseline data from the SBAC testing and uses it to drive instruction. 4.2. Goal met: AEACS is using MAP testing for grades 2-5 as well as CRLP Assessments, and AIMS Web Assessment to benchmark students. 4.3. Goal not met: Not all students meet all of their annual IEP goals.

LCAP Year: 2015-16

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

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

Original GOAL from prior year LCAP:	Goal #5: Increase student engagement through student & teacher use of technology	Related State and/or Local Priorities: 1__ 2__x 3__ 4_x_ 5_x_ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: AEACS Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	5.1. 100% of students will be assessed in Reading at least 3 times per year. 5.2. Students will have increased access to supplemental materials such as non-fiction texts and web-based instructional programs.	Actual Annual Measurable Outcomes:	5.1. Goal met – All students are assessed 3 times per year annually with MAP, CRLP, and SBAC. 5.2. Goal met – All students have access to the school library, classroom libraries, chromebooks, and software.

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

LCAP Year: 2015-16

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

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

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

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

LCAP Year: 2015-16

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

__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2016-17: Continue efforts to maintain ADA above 96%. 6.2 Suspension rates are minimal and therefor hard to decrease. Will modify goal to keep suspension rates low or create new goal regarding school-wide conflict resolution strategies. Modify goals 6.4. and 6.5. to be more general – we fulfilled the spirit of the goal but not the specifics.

Original GOAL from prior year LCAP:	**GOAL #7:** Continue to implement the systematic operation tool to support data-driven decision-making		Related State and/or Local Priorities: 1__ 2__ 3_x_ 4_x_ 5__ 6__ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: AEACS Applicable Pupil Subgroups: All students		
Expected Annual Measurable Outcomes:	7.1. Collect, disaggregate, analyze & develop longitudinal student achievement/data reports. 7.2. Assess intervention programs annually.	Actual Annual Measurable Outcomes:	7.1. Goal met – Achievement is documented for general programs and intervention programs. Intervention program and grade level meetings occur to analyze student data to drive instruction. 7.2. Goal met: intervention programs are assessed semi-annually.

LCAP Year: 2015-16

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

			Center data for interventions programs		Object 2000's & 3000's LCFF Supplemental
Scope of service:	K-5		Scope of service:	K-5	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	2016-17: Continue to monitor success of the programs and refine teacher skills in data analysis.				

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to

achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
2) How do these actions/services link to identified goals and performance indicators?
3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
Goal #1: All students will have access to all courses and instructional resources & materials needed for learning.	Priority 1: Basic Services Priority 2: Implementation of State Standards Priority 6: School Climate Priority 8: Other Student Outcomes	Teacher Quality, Highly Qualified Teacher Authorizations, CLAD Certification, BTSA Program Costs	LEA-wide		$2,104,390 LCFF Base Funding $0	$2,146,478 LCFF Base Funding $0	$2,200,140 LCFF Base Funding $0
Goal #1: All students will have access to all courses and instructional resources & materials	Priority 1: Basic Services Priority 2: Implementation of State Standards	Costs associated with the purchase of Common Core Aligned curriculum & instructional materials for ELA & Math (2014-15)	LEA-wide		$26,545 LCFF Base Funding	$27,076 LCFF Base Funding	$27,753 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
needed for learning.	Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for a Literacy Specialist Costs for Common Core aligned curriculum & instructional materials for History & Science.			See Goal 1 above $26,545 LCFF Base Funding	See Goal 1 above $27,076 LCFF Base Funding	See Goal 1 above $27,753 LCFF Base Funding
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Costs for Professional Development on: • Common Core State Standards • Data To Transform Instruction • Rigorous-Engagement • Reading/Accessing Text Across Content Areas • Writing Across Content Areas • IB: The Written Curriculum & Teacher Practice • Research-based pedagogical	LEA-wide		$51,850 LCFF Base Funding	$52,887 LCFF Base Funding	$54,209 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		strategies: (Differentiated Instruction; Using Technology to Improve Student Learning & engagement; Using student achievement data to drive instruction, 21st Century Learning, Special Education, and formalizing RTI Costs include summer PD salaries & Staff time for PD during the school year.			See Above	See Above	See Above
GOAL #3: Increase resources and	Priority 3: Parent Involvement	Costs for hosting parent workshops & speakers on the	LEA-wide		$750 LCFF Base Funding	$765 LCFF Base Funding	$784 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
services to improve parent involvement including workshops, activities and input opportunities	Priority 5: Student Engagement Priority 6: School Climate	following topics: • Common Core State Standards – understanding the standards, rigor, and instruction • Understanding IB Educational Program • Using technology & Accessing ManageBac • Understanding student achievement data & testing requirements • 10 Character Traits Costs associated with translation services and translating correspondence sent home.			See Above $5000 Title I Funds	See Above $5000 Title I	See Above $5000 Title I
GOAL #4:	Priority 1: Basic	Costs associated with	LEA-wide		$1335	$1602	$1922

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Common Core State Standards.	Priority 4: Student Achievement Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes	Costs for purchase & implementation of benchmark assessments in Science & History (starting 2015-16)				$5000 LCFF Base Funding	$5000 LCFF Base Funding
GOAL #4: Students will meet or exceed the expectations defined by the Common Core State Standards.	Priority 1: Basic Services Priority 2: Implementation of CCSS Priority 4: Student Achievement	Costs associated with Learning Center: Staff support, IEP Goal Setting, IEP meetings, testing materials, etc. Costs for a full-time Educational Specialist	LEA-wide		$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE	$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE	$110,769 SPED Funding (4.28 FTE Inst. Aides) $52,880 SPED State & Federal Funding 1FTE

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 5: Student Engagement Priority 6: School Climate Priority 8: Other Student Outcomes						
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8:	Costs associated with the purchase of supplemental curricular and instructional materials including but not limited to leveled libraries, etc. Costs for Literacy Specialist Costs for Literacy Assessments: DRA, AIMS web-based, Maze Comprehension,	LEA-wide		$5,400 Unrestricted Lottery Funding $60,700 LCFF Base Funding $4000 LCFF Base Funding	$6480 Unrestricted Lottery Funding $60,700 LCFF Base Funding $5000 LCFF Base Funding	$7776 Unrestricted Lottery Funding $60,700 LCFF Base Funding $7500 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	SIPPS Program K-3; & Running Records.			See Above	See Above	See Above
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes	Costs associated with RTI Program including implementation, SST Meetings, staff involvement, training, & development of individualized learning plans w/growth targets.	LEA-wide		$15,000 LCFF Base Funding	$15,000 LCFF Base Funding	$15,000 LCFF Base Funding
GOAL #5: Increase student engagement through student &	Priority 2: Implementation of CCSS & ELD Priority 4: Student	Costs associated with Academic Intervention Empowerment Program (After-school tutoring)	LEA-wide		$10,000 LCFF Base Funding	$15,000 LCFF Base Funding	$15,000 LCFF Base Funding

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
teacher use of technology	Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes						
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access	Costs associated with the development of a Technology Plan, Consultant Services, IT Planning Committee. Costs for the purchase of Chromebooks and Laptop carts, including IT set-up costs.	LEA-wide		$19,500 LCFF Base Funding $51,000 Prop Z Discretionary funds	$22,500 LCFF Base Funding	$12,500 LCFF Base Funding

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

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

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		staff. Costs for assessing intervention programs.			$1000 LCFF Base Funding	$1000 LCFF Base Funding	$1000 LCFF Base Funding

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	**Related State and Local Priorities** (from Section 2)	**Actions and Services**	**Level of Service** (Indicate if school-wide or LEA-wide)	**Annual Update: Review of actions/ services**	**What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?**		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
		For low income pupils:					
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8:	Costs associated with Academic Intervention Empowerment Program (Before & After-school tutoring)	LEA-wide		$10,000 LCFF Supplemental Funding	$10,000 LCFF Supplemental Funding	$10,000 LCFF Supplemental Funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes						
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with counselor/mental health professionals; interns, etc. to provide academic counseling services and psycho-social services for at-risk students	LEA-wide		$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Uniform costs	LEA-wide		$500 LCFF Supplemental funding	$600 LCFF Supplemental funding	$750 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		For English learners:					
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Professional Development expenses for CCSS ELA & ELD Frameworks. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's.	LEA-wide		$2000 LCFF Supplemental funding $11,985 LCFF Supplemental Funding	$2500 LCFF Supplemental funding $13,183 LCFF Supplemental Funding	$3000 LCFF Supplemental funding $14,500 LCFF Supplemental Funding
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8:	Program Costs associated with ELD Reading Intervention Academy (ERIA) Program Costs for CELDT, including testing costs, CELDT	LEA-wide		$5000 LCFF Supplemental funding $3335 LCFF Supplemental funding	$6000 LCFF Supplemental funding $4000 LCFF Supplemental funding	$7500 LCFF Supplemental funding $4800 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	Testing Coordinator, reclassification process, reporting to all stakeholders, etc.			See Above	See Above	See Above
		For foster youth:					
GOAL #5: Increase student engagement through student & teacher use of technology	Priority 2: Implementation of CCSS & ELD Priority 4: Student Achievement Priority 5: Student Engagement Priority 7: Course Access Priority 8: Other Student Outcomes	Costs associated with Academic Intervention Empowerment Program (Before & After-school tutoring)	LEA-wide		$15,416 LCFF Supplemental funding	$18,500 LCFF Supplemental funding	$22,200 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Costs associated with counselor, psychologist & Psych. intern, etc. to provide academic counseling services and psycho-social services for at-risk students	LEA-wide		$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding	$20,000 LCFF Supplemental funding
GOAL # 6: Increase resources and services to students, to ensure student engagement, school connectedness, and positive school culture**.**	Priority 3: Parent Involvement Priority 5: Student Engagement Priority 6: School Climate	Uniform costs	LEA-wide		$1500 LCFF Supplemental funding	$2500 LCFF Supplemental funding	$2500 LCFF Supplemental funding
		For redesignated					

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		fluent English proficient pupils:					
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8: Other Student Outcomes	Professional Development expenses for CCSS ELA & ELD Frameworks. Purchase of CCSS ELA/ELD Curricular & supplemental materials that support EL's.	LEA-wide		$2500 LCFF Supplemental funding	$3000 LCFF Supplemental funding	$3500 LCFF Supplemental funding
Goal #2: Teachers will receive Professional development on research-based strategies, including CCSS ELA & ELD frameworks	Priority 2: Implementation of Common Core State Standards Priority 4: Student Achievement Priority 8:	Program Costs associated with ELD Reading Intervention Academy (ERIA) Program Costs for CELDT, including testing costs, CELDT	LEA-wide		$2500 LCFF Supplemental funding $3335 LCFF Supplemental funding	$2500 LCFF Supplemental funding $4000 LCFF Supplemental funding	$2500 LCFF Supplemental funding $4800 LCFF Supplemental funding

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Other Student Outcomes	Testing Coordinator, reclassification process, reporting to all stakeholders, etc.					

c. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils:

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

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

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

D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

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

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

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Business Entity Detail

Data is updated to the California Business Search on Wednesday and Saturday mornings. Results reflect work processed through Tuesday, September 06, 2016. Please refer to Processing Times for the received dates of filings currently being processed. The data provided is not a complete or certified record of an entity.

Entity Name:	ALBERT EINSTEIN ACADEMIES
Entity Number:	C2592539
Date Filed:	11/28/2005
Status:	ACTIVE
Jurisdiction:	CALIFORNIA
Entity Address:	3035 ASH STREET
Entity City, State, Zip:	SAN DIEGO CA 92102
Agent for Service of Process:	CATHY MONTES
Agent Address:	3035 ASH STREET
Agent City, State, Zip:	SAN DIEGO CA 92102

* Indicates the information is not contained in the California Secretary of State's database.

- If the status of the corporation is "Surrender," the agent for service of process is automatically revoked. Please refer to California Corporations Code section 2114 for information relating to service upon corporations that have surrendered.
- For information on checking or reserving a name, refer to Name Availability.
- For information on ordering certificates, copies of documents and/or status reports or to request a more extensive search, refer to Information Requests.
- For help with searching an entity name, refer to Search Tips.
- For descriptions of the various fields and status types, refer to Field Descriptions and Status Definitions.

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2592539

State of California
Secretary of State

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

NOV 28 2005

BRUCE McPHERSON
Secretary of State

2592539

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

NOV 28 2005

ARTICLES OF INCORPORATION
OF
ALBERT EINSTEIN ACADEMIES
A California Nonprofit Public Benefit Corporation

I. CORPORATE NAME

The name of this corporation is Albert Einstein Academies.

II. CORPORATE PURPOSES

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purposes of this corporation are:

(1) to support and benefit, and carry out the purposes of (a) Albert Einstein Academy Charter School, a California public school, (b) Albert Einstein Academy Charter Middle School, a California public charter school (collectively, the "Albert Einstein Academy Schools"), and (c) other public charter schools controlled by or in connection with the Albert Einstein Academy Schools ("Related Public Charter Schools") as may be established to provide public education based on the educational and teaching concepts, methods, models, techniques, systems and materials of the Albert Einstein Academy Schools (collectively, the "Albert Einstein Academies Model");

(2) to manage, enhance, improve, disseminate, administer, guide and direct the Albert Einstein Academies Model and its use by Related Public Charter Schools;

(3) to establish, manage, administer, guide and direct Related Public Charter Schools that provide education based on the Albert Einstein Academies Model, including Albert Einstein Academy Charter School, and Albert Einstein Academy Charter Middle School; and

(4) to perform and undertake any and all activities and functions, including soliciting contributions of money and property from the general public, as may be proper in connection with this corporation's general and specific purposes.

III. INITIAL AGENT FOR SERVICE OF PROCESS

The name and address in the State of California of this corporation's initial agent for service of process is:

Luci Fowers
3035 Ash Street
San Diego, CA 92102

IV. LIMITATION ON CORPORATE ACTIVITIES

A. This corporation is organized and operated exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law); or (ii) a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code (or the corresponding provision of any future United States Internal Revenue Law).

V. DEDICATION AND DISSOLUTION

A. The property of this corporation is irrevocably dedicated to public and charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member hereof or to the benefit of any private person.

B. Upon dissolution or winding up of this corporation, after paying or adequately providing for the corporation's debts and obligations, its remaining assets shall be distributed to a California public entity engaged in education and/or a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes, and which has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and under Section 23701d of the California Revenue and Taxation Code.

Dated: 11/28/05

Mary K. Norvell, Incorporator

SDCA_278611.1

Appendix H

N

State of California
Secretary of State

Statement of Information
(Domestic Nonprofit, Credit Union and Consumer Cooperative Corporations)

Filing Fee: $20.00. If this is an amendment, see instructions.
IMPORTANT – READ INSTRUCTIONS BEFORE COMPLETING THIS FORM

F798745

FILED

In the office of the Secretary of State of the State of California

AUG-31 2015

This Space for Filing Use Only

1. **CORPORATE NAME**
ALBERT EINSTEIN ACADEMIES

2. **CALIFORNIA CORPORATE NUMBER**
C2592539

Complete Principal Office Address (Do not abbreviate the name of the city. Item 3 cannot be a P.O. Box.)

3. STREET ADDRESS OF PRINCIPAL OFFICE IN CALIFORNIA, IF ANY | CITY | STATE | ZIP CODE
3035 ASH STREET, SAN DIEGO, CA 92102

4. MAILING ADDRESS OF THE CORPORATION | CITY | STATE | ZIP CODE
CATHY MONTES 3035 ASH STREET, SAN DIEGO, CA 92102

Names and Complete Addresses of the Following Officers (The corporation must list these three officers. A comparable title for the specific officer may be added; however, the preprinted titles on this form must not be altered.)

5. CHIEF EXECUTIVE OFFICER/ | ADDRESS | CITY | STATE | ZIP CODE
WILLIAM MELTON 10736 PUEBLA DRIVE, LA MESA, CA 91941

6. SECRETARY | ADDRESS | CITY | STATE | ZIP CODE
CHRISTOPHER BEESLEY 6526 GLIDDEN LANE, SAN DIEGO, CA 92111

7. CHIEF FINANCIAL OFFICER/ | ADDRESS | CITY | STATE | ZIP CODE
KATRIN ENGEL 16056 BEDFORD HILL, SAN DIEGO, CA 92127

Agent for Service of Process If the agent is an individual, the agent must reside in California and Item 9 must be completed with a California street address, a P.O. Box address is not acceptable. If the agent is another corporation, the agent must have on file with the California Secretary of State a certificate pursuant to California Corporations Code section 1505 and Item 9 must be left blank.

8. NAME OF AGENT FOR SERVICE OF PROCESS
CATHY MONTES

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, **IF AN INDIVIDUAL** | CITY | STATE | ZIP CODE
3035 ASH STREET, SAN DIEGO, CA 92102

Common Interest Developments

10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 6500, et seq.). The corporation must file a Statement by Common Interest Development Association (Form SI-CID) as required by California Civil Code sections 5405(a) and 6760(a). Please see instructions on the reverse side of this form.

11. THE INFORMATION CONTAINED HEREIN IS TRUE AND CORRECT.

DATE	TYPE/PRINT NAME OF PERSON COMPLETING FORM	TITLE	SIGNATURE
08/31/2015	CATHY MONTES	OPERATIONS MGR	