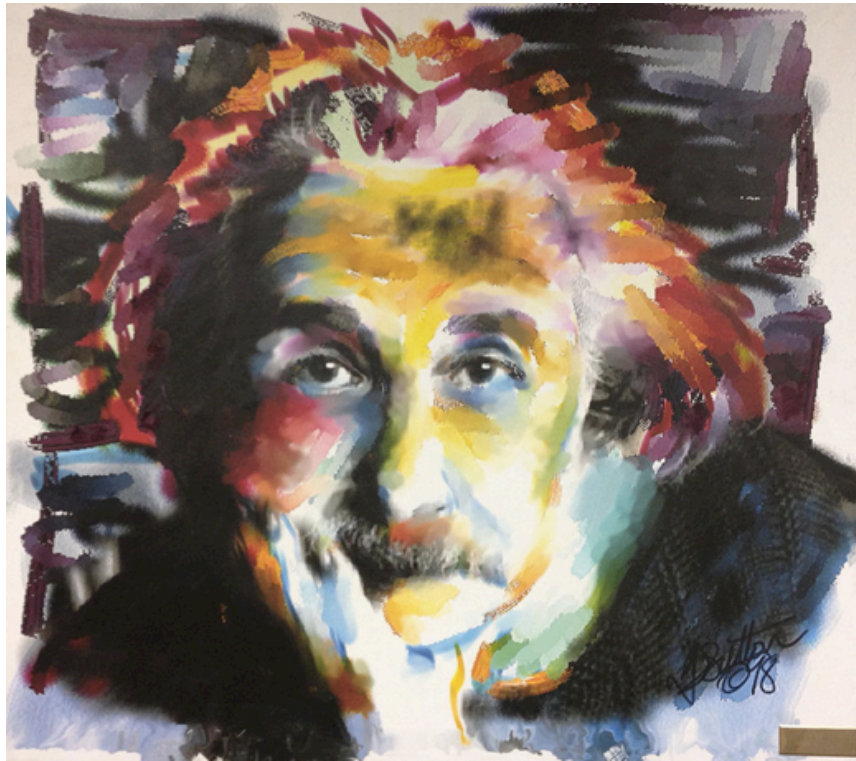




Albert Einstein Academy Charter Middle School



CHARTER RENEWAL PETITION

SUBMITTED TO SAN DIEGO UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

CHARTER RENEWAL TERM: JULY 1, 2016 – JUNE 30, 2021

TABLE OF CONTENTS

INTRODUCTION	1
Assurances.....	1
Introduction	3
Mission Statement.....	4
Vision & Core Values.....	4
Summary.....	5
ELEMENT ONE: EDUCATIONAL PROGRAM.....	13
AEACMS Plans to Educate.....	13
Proposed Curriculum and Instruction Program.....	15
Addressing the Needs of All Students.....	18
Special Education.....	18
Monitoring of All Students.....	23
What it Means to Be an Educated Person in the 21st Century.....	24
ELEMENT TWO: MEASURABLE PUPIL OUTCOMES.....	26
ELEMENT THREE: METHOD OF MEASURING PUPIL PROGRESS.....	28
ELEMENT FOUR: GOVERNANCE	30
Corporate Structure.....	30
Community Involvement.....	30
ELEMENT FIVE: EMPLOYEE QUALIFICATIONS.....	32
Administrators' qualifications.....	32
Teachers' Qualifications.....	32
ELEMENT SIX: HEALTH AND SAFETY PROCEDURES.....	34
ELEMENT SEVEN: ACHIEVING RACIAL AND ETHNIC BALANCE	35
ELEMENT EIGHT: ADMISSION REQUIREMENTS.....	36
ELEMENT NINE: FINANCIAL AUDITS.....	38
ELEMENTTEN: STUDENT SUSPENSION AND EXPULSION.....	40
ELEMENT ELEVEN: STRS, PERS AND OTHER RETIREMENT COVERAGE.....	47
ELEMENTTWELVE: ATTENDANCE ALTERNATIVES.....	48
ELEMENTTHIRTEEN: EMPLOYEE RETURN RIGHTS.....	49
ELEMENT FOURTEEN: DISPUTE RESOLUTION WITH SDUSD.....	50
ELEMENT FIFTEEN: PUBLIC SCHOOL EMPLOYER.....	51

ELEMENT SIXTEEN: SCHOOL CLOSURE52

ELEMENT SEVENTEEN: CHARTER ELEMENTS..... 54

 Accountability.....54

 Legal Status and Liability.....54

 Funding.....54

 District Services.....55

 Information Exchange..... 55

 School and District – Records, Reports and Visits..... 55

 School and Parents –Transferability of Credits.....55

 Internal Dispute Resolution.....56

 Mandated Cost Recovery.....56

 Administrative Services.....56

 Charter Term.....57

 Charter Revisions.....57

APPENDICES

- A: Corporate Structure and Articles of Incorporation
- B: Internal Organizational Structure Chart
- C: Executive Director’s Resume
- D: Board of Trustees Membership
- E: Five Year Budget and Cash Flow Analysis
- H: LCAP
- I: Comprehensive Complaint Policy
- L: Student Code of Conduct and School Structures
- M: Board of Trustees Bylaws
- N: Conflict of Interest

INTRODUCTION

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 Middle School (AEACMS), 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 Middle 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 Middle School without graduating or completing the school year for any reason, Albert Einstein Academy Middle 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

Since opening a decade ago with approximately 100 students in grades 6 and 7, AEACMS has blossomed into a thriving middle school of 600 students in grades 6-8. We are proud of our status as a California Distinguished School, our International Baccalaureate World School designation, and our Western Association of Schools and Colleges (WASC) accreditation. Most importantly we are proud of our teachers, staff, students, families, community and board leadership who combine to make AEACMS an environment where our slogan "Teaching our children today to advance our shared humanity tomorrow" truly lives.

AEACMS students hail from all corners of San Diego County, yet we have preserved and cultivated a neighborhood school feeling (many of our students are from the Northpark, Southpark, Golden Hill and Grant Hill neighborhoods). Our community is ethnically, socio-economically and culturally diverse, a fact that enriches us all in immeasurable ways. Characterized by strong academic achievement (the weighted three year average API for AEACMS is 858), instruction does not end at the classroom door. Our students are exposed to learning and service experiences in the local and global community.

Albert Einstein Charter Middle School (AEACMS) is proud to offer the prestigious International Baccalaureate Middle Years Program (IBMYP). This worldwide framework uses Units of Inquiry to help students assume ownership for their learning within a rigorous curriculum. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

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

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

As our IBMYP program has developed over the years, we have had the privilege of collaborating with other IB schools locally as well as statewide and nationally. We now host numerous visits from aspiring IB schools who wish to learn more about our model.

The spirit of collaboration and sharing extends to AEACMS' relationship with our authorizer. We remain committed to this relationship in which the best interest of all students remains of utmost importance. AEACMS strives to represent in a positive light both the public charter school movement as well as public education in general in all that we do. To this end we were proud to inaugurate our new

middle school building in Fall, 2014. The state-of-the-art building is a repurposing of a vacant structure in the Grant Hill neighborhood, and has fast become an iconic beacon for creativity, environmental responsibility, and the power of teamwork. The construction project enjoyed the support of SDUSD Charter Office staff and Board members, as well as the Mayor of San Diego and members of the San Diego City Council.

It is this community engagement from all sectors that we are committed to continuing through the next term of our charter and beyond. As a ten-year-old school within a charter school organization that is approaching 15 years of operation, AEACMS is uniquely positioned for continued success at all levels of our organization.

Albert Einstein Academy Charter Middle School is part of Albert Einstein Academies, a non-profit corporation that oversees AEACMS and our sister school Albert Einstein Academy Charter Elementary School (AEACES).

See Appendix A for information on the Albert Einstein Academies corporation status. In addition, see Appendix B for the Albert Einstein Academies organizational structure chart.

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

Mission

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

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

Summary

Charter Renewal Criteria

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 Charter Middle School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)3:

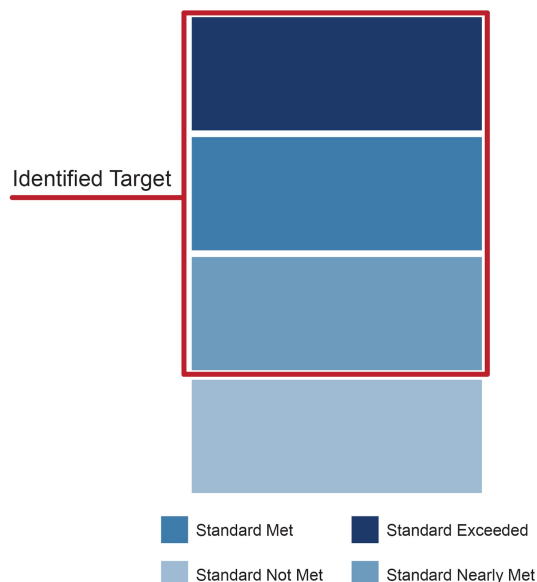
Data and Analysis

The following section includes analysis of:

1. Middle School growth data and the resulting change in our population.
2. The new SBAC state test results with comparisons to the District and State, including breakdowns by groups and subgroups.

Understanding the New SBAC Bands and Identified Targets

Currently, the new performance band structure identifies the bands surrounded in red as the identified targets.



As we continue to receive SBAC data and administer MAP assessments, it will be critical that we not only move the students in the standards not met band, but that we know where students in the nearly met band sit within the point system.

Middle School Growth Data

Looking at three years of enrollment data (Table 1.1) for our most significant subgroups (Hispanic, African American and White, not Hispanic): White, not Hispanic has decreased by 11%, Hispanic has increased by 10% and African American has remained at 6.5%. Our total enrollment has increased by 41%.

Table 1.1: AEACMS 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
2015-2016	329	1	11	2	0	39	172	32	7	593
2014-2015	242	1	8	1	0	29	161	26	7	475
2013-2014	158	0	11	2	0	23	141	14	2	351
2012-2013	141	2	7	1	9	28	133	0	0	321
2011-2012	124	3	6	2	8	29	121	7	0	300
2010-2011	127	4	4	2	4	32	105	6	0	284
2009-2010	116	2	4	4	1	34	97	5	0	263
2008-2009	116	1	8	2	2	31	84	0	0	244
2007-2008	99	0	6	1	3	44	70	0	0	223
2006-2007	46	0	2	1	0	22	44	0	0	115

In three years, our ELL population (Table 1.2) has increased from 10% to 16%.

Table 1.2: AEACMS EL Population Over Time

Year	6 th	7 th	8 th	EL Population
2015-2016	31	32	31	94
2014-2015	38	26	13	77
2013-2014	12	13	10	35
2012-2013	15	10	13	38
2011-2012	9	11	12	32
2010-2011	15	9	17	41
2009-2010	10	17	12	39

In three years, the Special Education population (Table 1.3) has increased from 6% to 10%

Table 1.3: AEACMS SPED Population Over Time

Year	6 th Grade SPED	7 th Grade SPED	8 th Grade SPED	Total
2015-2016	21	24	15	60
2014-2015	23	13	9	45
2013-2014	9	6	7	22

In three years, the Free and Reduced Lunch student (Table 1.4) population has increased by 11%.

Table 1.4: FnR Eligibility

Year	Free and Reduced Lunch	Enrollment
2015-2016	296 (49.9%)	593
2014-2015	209 (44.1%)	475
2013-2014	135 (38.5%)	351
2012-2013	132 (41.4%)	321
2011-2012	121 (40.33%)	300
2010-2011	91 (32.2%)	283
2009-2010	84 (31.9%)	263
2008-2009	110 (45.1%)	244
2007-2008	102 (45.7%)	223
2006-2007	55 (47.0%)	117

Data Analysis

Areas of Strength

For the first time in the history of the organization, AEA overall is serving a population that more closely represents that of the district and state. The comparisons will show, in our first year of serving this new demographic, we almost consistently out paced the district and the state.

- ELA:
 - 80% of **All Students** performed at the identified target (near, at, or exceed)
 - 74% of **FnR Students** performed at the identified target (near, at, or exceed)
 - 19% of **All Students** exceeded standards
 - The percentage of **English Only** that exceeded standards is only 3% higher (22%) than **All Students**
 - 11% of **English Only** students performed at standards not met
- Math:
 - 90% of **English Only** students performed at the identified target (near, at, or exceed)

- 73% of **FnR Students** performed at the identified target (at, near, or exceed)
- 19% of **All Students** exceeded standards
- 12% of **English Only** students performed at standards not met

Areas of Growth:

- All Students
 - 20% performed at the **standards not met band** in ELA
 - 32% performed at the **standards not met band** in Math
- English Language Learners:
 - ELA 62% did not perform at the identified target
 - Math 64% did not perform at the identified target
 - English Only outperformed ELL by 18% in the exceeds standards performance band for math
- Special Education:
 - Only 12% performed at the identified target and all at the lowest band within the target in ELA
 - Only 14% performed at the identified target and all at the lowest band within the target

Action Plan for Areas of Growth:

All Students: our changing client calls for a change to classroom instruction and structures. No longer can we throw one thick wide blanket and trust that it is covering the needs of our varied learners. To this end, we will implement targeted instruction via stations and small groups. Teacher support for this initiative will include on and off site professional development and ALT (Academic Leadership Team) observation and feedback.

English Language Learners: with an increase of 6%, the data show we will need to heavily focus on how to meet the needs of this subgroup. This will include on and off site professional development, targeted instruction via MAP/benchmark data, a restructuring of Tier Two supports within the classroom, and the potential addition of an English Language Development teacher (budget allowing).

Special Education: with a SPED population of 10% and growing, we will also need to heavily focus on meeting the needs of our most fragile students. This will include the same professional development and data measures as ELL as well an extensive analysis of our current progress monitoring system to ensure we are showing progress over time for these students.

For Reference to Data Analysis, SBAC Comparisons

Table 2.1: SBAC Comparisons - All Students, ELA

ELA	6th CA	6th SDUSD	6th AEA	7th CA	7th SDUSD	7th AEA	8th CA	8th SDUSD	8th AEA
Mean Scale Score	2511.9	2529.1	2527.0	2531.7	2540.9	2564.0	2552.7	2563.5	2593.0
Standard Exceeded	13%	20%	20%	12%	14%	17%	12%	15%	16%
Standard Met	30%	31%	30%	32%	34%	23%	33%	35%	16%
Standard Nearly Met	29%	26%	35%	25%	24%	38%	29%	27%	47%
Standard Not Met	28%	23%	15%	31%	28%	21%	26%	23%	21%

Table 2.2: SBAC Comparisons - All Students, ELA

Math	6th CA	6th SDUSD	6th AEA	7th CA	7th SDUSD	7th AEA	8th CA	8th SDUSD	8th AEA
Mean Scale Score	2504.4	2525	2536.0	2518.5	2529	2584.0	2535.0	2548.9	2601.0
Standard Exceeded	15%	22%	24%	15%	18%	15%	16%	21%	18%
Standard Met	18%	19%	29%	19%	21%	27%	17%	19%	20%
Standard Nearly Met	31%	29%	24%	29%	27%	20%	26%	25%	30%
Standard Not Met	36%	30%	24%	37%	33%	38%	41%	36%	33%

Table 2.3: SBAC Comparisons English Only, ELA

ELA	6th CA	6th SDUSD	6th AEA 167/201	7th CA	7th SDUSD	7th AEA 125/150	8th CA	8th SDUSD	8th AEA 109/123
Mean Scale Score	2528.3	2550.3	2543.2	2547.7	2561.4	2884	2566.7	2583.6	2807.3
Standard Exceeded	16%	24%	18%	14%	17%	25%	13%	18%	24%
Standard Met	34%	36%	39%	36%	40%	43%	37%	40%	51%
Standard Nearly Met	29%	25%	29%	26%	24%	23%	29%	27%	16%
Standard Not Met	20%	15%	14%	23%	18%	9%	19%	14%	9%

Table 2.4: SBAC Comparisons English Only, Math

Math	6th CA	6th SDUSD	6th AEA 167/201	7th CA	7th SDUSD	7th AEA 125/150	8th CA	8th SDUSD	8th AEA 109/123
Mean Scale Score	2521.6	2547.8	2552.1	2535.0	2550.7	2604	2549.1	2570.4	2622.2
Standard Exceeded	18%	27%	29%	17%	21%	45%	18%	24%	37%
Standard Met	21%	22%	23%	21%	25%	21%	19%	21%	33%
Standard Nearly Met	33%	30%	29%	31%	29%	26%	28%	26%	21%
Standard Not Met	28%	20%	19%	30%	25%	8%	34%	27%	9%

Table 2.5: SBAC Comparisons – ELL, ELA

ELA	6th CA	6th SDUSD	6th AEA 33/201	7th CA	7th SDUSD	7th AEA 23/150	8th CA	8th SDUSD	8th AEA 13/123
Mean Scale Score	2430	2437.3	2442.7	2438.5	2436.4	2462.5	2451.6	2450.2	2469.9
Standard Exceeded	1%	1%	0%	0%	0%	0%	0%	0%	0%
Standard Met	7%	8%	16%	5%	5%	14%	5%	4%	8%
Standard Nearly Met	27%	30%	34%	20%	20%	27%	26%	24%	15%
Standard Not Met	66%	61%	50%	74%	74%	59%	68%	71%	77%

Table 2.6: SBAC Comparisons – ELL, Math

Math	6th CA	6th SDUSD	6th AEA 33/201	7th CA	7th SDUSD	7th AEA 23/150	8th CA	8th SDUSD	8th AEA *13/123
Mean Scale Score	2420.7	2431.9	2456.5	2424.5	2423.4	2478.2	2434.6	2434.1	2420.5
Standard Exceeded	2%	2%	0%	2%	1%	0%	2%	2%	0%
Standard Met	4%	5%	24%	4%	5%	13%	4%	3%	0%
Standard Nearly Met	21%	25%	27%	18%	17%	35%	15%	15%	8%
Standard Not Met	73%	67%	48%	76%	76%	54%	79%	80%	92%

Table 2.7: SBAC Comparisons – FnR, ELA

ELA	6th CA	6th SDUSD	6th AEA 111/201	7th CA	7th SDUSD	7th AEA 75/150	8th CA	8th SDUSD	8th AEA 63/123
Mean Scale Score	2483.3	2496	2509.1	2501.5	2511.2	2532.5	2524.2	2534.3	2566.6
Standard Exceeded	6%	9%	12%	5%	7%	11%	5%	7%	17%
Standard Met	24%	26%	27%	25%	28%	35%	27%	30%	37%
Standard Nearly Met	33%	31%	36%	29%	27%	28%	33%	32%	19%
Standard Not Met	38%	33%	25%	41%	38%	26%	34%	31%	27%

Table 2.8: SBAC Comparisons – FnR, Math

Math	6th CA	6th SDUSD	6th AEA 111/201	7th CA	7th SDUSD	7th AEA 75/150	8th CA	8th SDUSD	8th AEA 63/123
Mean Scale Score	2472.2	2488.1	2514.3	2484.2	2493.8	2546.8	2498.8	2511.4	2571.5
Standard Exceeded	6%	11%	16%	6%	8%	22%	8%	10%	25%
Standard Met	13%	15%	21%	14%	17%	22%	13%	16%	24%
Standard Nearly Met	33%	33%	32%	31%	30%	34%	27%	26%	22%
Standard Not Met	48%	41%	32%	49%	45%	23%	52%	48%	29%

Table 2.9: SBAC Comparisons – SPED, ELA

ELA	6th CA	6th SDUSD	6th AEA 19/201	7th CA	7th SDUSD	7th AEA	8th CA	8th SDUSD	8th AEA 11/123
Mean Scale Score	2419.5	2438.5	2393.1			*	2456.8	2463.4	2464.4
Standard Exceeded	2%	3%	0%			*	1%	1%	0%
Standard Met	8%	12%	0%			*	8%	11%	0%
Standard Nearly Met	19%	24%	6%			*	21%	25%	18%
Standard Not Met	71%	61%	94%			*	69%	62%	82%

Table 3: SBAC Comparisons – SPED, Math

Math	6th CA	6th SDUSD	6th AEA (19)	7th CA	7th SDUSD	7th AEA	8th CA	8th SDUSD	8th AEA (11)
Mean Scale Score	2400.1	2426	2402			*	2422.3	2440.3	2459.5
Standard Exceeded	3%	5%	0%			*	3	4%	0%
Standard Met	5%	7%	5%			*	4	6%	18%
Standard Nearly Met	15%	15%	11%			*	12	15%	18%
Standard Not Met	77%	74%	84%			*	81	76%	64%

ELEMENT ONE: EDUCATIONAL PROGRAM

Cal. Ed. Code § 47605(b)(5)(A)(i): "A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.

(ii) A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in 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, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals."

Charter School will comply with all requirements pursuant to California Education Code § 47605(b)(5)(A)(ii) including developing annual goals, for all pupils (i.e. school wide) and for each subgroup of pupils as identified in California Education Code § 52052, for each of the applicable eight (8) state priorities identified in California Education Code § 52060(d). Please refer to the table in Element 2: Measurable Pupil Outcomes for the school wide goals for relevant sub-groups and corresponding assessments. Beginning in fiscal year 2014-15, Charter school will comply with all elements of the Local Control Accountability Plan pursuant to regulations and templates adopted by the State Board of Education and reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter.

AEACMS Plans to Educate

Albert Einstein Academy Charter Middle (AEACMS) is a receiver school for Albert Einstein Academy Charter Elementary School (AEACES) and gives preference to such students who have successfully completed their studies at the elementary school, in order to provide continuance of their current educational model. Albert Einstein Academy Charter Middle also enrolls students graduating from other elementary schools seeking the benefits and challenges of an International Baccalaureate (IB) education, with preference to students matriculating from our closest neighborhood SDUSD elementary school.

AEACMS provides a point of entry for **all** students, to access the academic advantages of the IB program for San Diego students, without a prerequisite of IB Primary Years Program (IBPYP) participation. The structure of the school provides a mechanism for success in not only IB Middle Years Program (IBMYP) but also the acquisition of a second language during their middle years, which broadens their understanding of diverse cultures and world perspectives. We clearly acknowledge that our goals are broader in that we believe that our objectives must include the responsibility to educate socially responsible, ethical, globally minded future

citizens of the world. Beyond that we embrace the creative energy and natural curiosity of every student as the catalyst for self-initiated lifelong learning.

AEACMS is proud to serve a diverse student body:

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
2015-2016	329	1	11	2	0	39	172	32	7	593
2014-2015	242	1	8	1	0	29	161	26	7	475
2013-2014	158	0	11	2	0	23	141	14	2	351
2012-2013	141	2	7	1	9	28	133	0	0	321
2011-2012	124	3	6	2	8	29	121	7	0	300
2010-2011	127	4	4	2	4	32	105	6	0	284
2009-2010	116	2	4	4	1	34	97	5	0	263
2008-2009	116	1	8	2	2	31	84	0	0	244
2007-2008	99	0	6	1	3	44	70	0	0	223
2006-2007	46	0	2	1	0	22	44	0	0	115

Year	Free and Reduced Lunch	Enrollment
2015-2016	296 (49.9%)	593
2014-2015	209 (44.1%)	475
2013-2014	135 (38.5%)	351
2012-2013	132 (41.4%)	321
2011-2012	121 (40.33%)	300
2010-2011	91 (32.2%)	283
2009-2010	84 (31.9%)	263
2008-2009	110 (45.1%)	244
2007-2008	102 (45.7%)	223
2006-2007	55 (47.0%)	117

Grade Level	EL Population
6 th	31/213 14.55%
7 th	32/213 15.02%
8 th	31/167 18.56%

Year	6 th Grade SPED	7 th Grade SPED	8 th Grade SPED	Total
2015-2016	21	24	15	60
2014-2015	23	13	9	45
2013-2014	9	6	7	22

California is a diverse state ethnically, linguistically and socio-economically. Many children come to school needing assistance in strengthening their native language as well as acquiring strong English language skills. The research overwhelmingly supports the supposition that strength in a child's native language supports growth in English language acquisition (Krashen, 1996; Hukuta, 1985; Cummins & Swain, 1986). In communities that encourage dual language acquisition, and in programs that support bilingualism, knowing two languages is positively associated with intellectual and academic achievement.

Albert Einstein Academy Charter Middle School educates middle year aged students ages, 11-15 in grades 6-8. As a non-discriminatory school students of all socio-economic levels will be admitted with an estimated population of free or reduced lunch of 50%.

Second language acquisition and multi-culturalism are foundational elements of the IBMYP as represented in 50% of our students being second language speakers, either in the German language, which was developed in AEACS (K-5) or speakers of heritage languages which are commonly spoken throughout San Diego. We acknowledge and celebrate the advance of bilingualism and will therefore encourage the enrollment of students who currently speak a second language or wish to acquire one.

We provide systematic scaffolding for at risk students who choose to enroll in AEACMS. To ensure academic success in our rigorous program we provide intake testing in Math and Language as well as offer parental conferencing to advise parents as to the correct placement for their children.

Proposed Curriculum and Instructional Program

The goal of Albert Einstein Academy Charter Middle School is to provide a culturally and linguistically diverse, academically rigorous and socially responsible educational experience for children of all races, cultures and social economic backgrounds. Higher-level thinking skills are developed through the inquiry method of instruction. We provide each child with both “roots” and “wings”—roots that anchor them with pride in their cultural heritage and wings that promote creative, innovative thinking.

The Albert Einstein Academy Charter Middle School offers academic excellence through the educational pedagogy of the International Baccalaureate Middle Years Program. This inquiry-based, concept based education model requires accreditation of the International Baccalaureate Organization (IBO) with stringent standards of excellence in teaching based on best practices worldwide.

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 at universities around the world. Teachers experience specific training provided by the International Baccalaureate Organization that is designed to give teachers expertise in the methodology of the IB program. Our alignment and authorization with IB provides the instructional resources that will build the capacity for our teachers to deliver the instructional program effectively for our students.

The International Baccalaureate Program provides an excellent framework that allows the incorporation of existing Common Core State Standards and follows an aligned scope and sequence. The school is built upon the specific rigor outlined in the Common Core State Standards. In addition the following research-based methods of instruction will be employed:

- Accommodating individual learning styles
- Providing direct instruction
- Utilizing small group work, learning centers, and cooperative learning
- Individualized tutoring sessions
- Constructive and conceptual
- Guest speakers to talk on a variety of topics that may include career options, self-esteem building, peer relationships, citizenship, social skills, good manners, and playground etiquette.
- Educational field trips
- Enrichment programs
- SDAIE instructional methods

AEACMS has a uniform policy for all students. Support adhering to the uniform policy is available to families upon request.

The IBMYP is the foundation of the instructional program at AEACMS. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement—essential qualities for young people who are becoming global leaders.

AEACMS subject group and grade level teams and supporting teachers collaborate to identify complementary content, skills and concepts which subsequently results in MYP units of study which address common, real-world issues and become interdisciplinary. This connectivity of knowledge and kind of learning encourages broader perspectives on complex issues, and encourages deeper levels of analysis and synthesis.

The MYP organizes teaching and learning through eight subject groups:

- **Language and Literature:** Students develop skills in six areas; listening, speaking, reading, writing, viewing and presenting in their primary language
- **Language Acquisition:** The acquisition of a second modern provides students with the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to realize that there are diverse ways of living, viewing and behaving in the world.
- **Individuals and Societies:** Individuals and societies incorporates disciplines traditionally studied in the humanities, as well as disciplines in the social sciences opening a gateway to integrated global awareness.
- **Sciences:** Sciences framework encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.
- **Mathematics:** Mathematics promotes both inquiry and application, helping students to develop problem-solving techniques that transcend the discipline and that are useful in the world beyond school.
- **Arts:** Students develop through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.
- **Physical and Health Education:** Physical and health education empowers students to understand and appreciate the value of being physically active and to develop the motivation for making healthy life choices.

- **Design:** Design is present in the materials and processes we use to shape our world and how we communicate and share ideas, opinions and information. MYP design uses the design cycle as a way to structure inquiry and analysis of problems, the creation of solutions, as well as testing and evaluation of the solution. Solutions can be models, prototypes, products or systems that students have developed and created independently.

IB programs offer students opportunities to engage with a curriculum that is broad and balanced, conceptual and connected. MYP teachers organize the curriculum with appropriate attention to:

- **Teaching and learning in context.** Students learn best when their learning experiences have context and are connected to their lives and the world they have experienced. Using global contexts, MYP students explore human identity, global challenges and what it means to be internationally minded.
- **Conceptual understanding.** Concepts are big ideas that have relevance within specific disciplines and across subject areas. MYP students use concepts as a vehicle to inquire into issues and ideas of personal, local and global significance and examine knowledge holistically.
- **Approaches to learning (ATL).** A unifying thread throughout all MYP subject groups, approaches to learning provide the foundation for independent learning and encourage the application of their knowledge and skills in unfamiliar contexts. Developing and applying these skills helps students learn how to learn.
- **Service as action (community service).** Action (learning by doing and experiencing) and service have always been shared values of the IB community. Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference in the lives of others and to the environment. Service as action is an integral part of the program, especially in the MYP community project.
- **Language and identity.** MYP students are required to learn at least two languages. Learning to communicate in a variety of ways is fundamental to the development of intercultural understanding and crucial to their identity affirmation.

AEACMS is staffed with teachers who meet all California credentialing requirements as they apply to charter schools. AEACMS provides a complete program of staff development. Middle school teachers have specific training and expertise in teaching their content area. All faculty and staff will be accountable for ensuring that their students meet the highest standards.

AEACMS teachers are enthusiastic, confident, and child-centered. The highest performing teachers are attracted by opportunities and freedoms to implement and expand effective teaching methods in a collaborative fashion. Competitive salaries with the San Diego Unified School District are offered to faculty and staff.

A comprehensive training program has been implemented for staff development. Teachers are on the front line to assure student success and are held accountable for professional development. The staff development program is focused around the

International Baccalaureate Middle Years Program with both in-service training and participation in IB sponsored training workshops held worldwide as well as understanding and implementing Common Core State Standards (CCSS).

Addressing the Needs of All Students

The instructional program is designed to meet the needs of all students. English Language Learners will benefit from the use of Specially Designed Academic Instruction in English (SDAIE) instructional methods. CELDT is used annually to assess English Learners.

Special Education

Purpose

Albert Einstein Academies (AEA) are the first authorized public charter schools with a K-8 International Baccalaureate continuum in San Diego. Our school's mission is to educate children to thrive and contribute as active thinkers in the world. We nurture, cultivate, and inspire multilingual, critical thinkers who are well-rounded, responsible, global citizens uniquely prepared to thrive, lead, and create positive change in the 21st century.

We meet 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. 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 Middle Years Program (MYP) needs to constantly evaluate the special education service delivery model to ensure that students continue to academically progress and thrive in high school and life.

Principles

Our school's guiding principle is to provide a comprehensive special education program within the MYP. We monitor students' progress in the areas of academic, social, emotional, and behavioral needs. We meet as grade level teams that include general education teachers, special education teacher, special education instructional assistants, school psychologist, and administrator. Students who have continuing needs in the areas of academics, social, emotional, and behavior, are monitored by the team and referred to a Student Success Team (SST) meeting, school psychologist, or administrator. For students identified with an Individualized Education Plan (IEP) or 504 Plan, teachers are provided information regarding learning strengths and weakness, goals, accommodations, modifications, background, and educational history.

We adhere to Individuals with Disabilities Education Improvement Act (IDEIA) for students with IEPs and Americans with Disabilities Act (ADA) for students with 504 Plans. Albert Einstein Academies' 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, if needed. All IEP 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 fact, it is encouraged that special education students involve themselves in community services opportunities and field trips to maximize opportunities for growth in social skills.

Practices

Inclusion

AEACMS has primarily adopted an inclusive special education model in the IBMYP. 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 Programs*, 2010). In order to meet this standard, MYP 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 MYP 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 Specialist 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.

Differentiation

In the IB publication *Special educational needs within the International Baccalaureate Programs* (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 in the MYP at AEACMS develop strategic plans for differentiation as outlined in each unit planner, which are accessible to students and parents through ManageBac (our online content management system). Using the principles of Bloom’s Taxonomy, teachers develop factual, debatable, and conceptual inquiry questions to address all levels of learning in the classroom. All general education teachers in the MYP 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 AEA, 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 create an intervention plan for at-risk students and to set specific goals addressing identified areas of concern 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. This meeting typically includes teachers, parents, support teachers, Special Education staff, and administrators. SST meetings are a responsibility of the General Education program and its teachers.

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).

Assessment

Assessment in the MYP should be diverse, ongoing and relevant to the learner. Students with special needs are assessed across all criteria with their peers in the general education classroom and in accordance with his or her IEP or 504 plan.

Students who are unable to access grade level curriculum due to the nature of their disabilities will be assessed and graded on modified curriculum, assessments and rubrics, as indicated by their IEPs. The modifications should be decided upon in collaboration between the general education teachers and Education Specialists and exist to allow the student to access grade level content at his or her instructional level. The use of modified curriculum and assessments will be indicated on student progress reports and report cards in a manner that protects student confidentiality.

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.

Resources

AEA 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 frequently attended by MYP teachers and support staff. The special education department at AEA 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 MYP have direct access to a school psychologist and Education Specialist, who are on-site daily. The Education Specialist oversees the daily schedule and support services provided by several instructional assistants, who work directly with the students in the general education classrooms and in small group settings. Other service providers who support our students with special needs at AEA include a Speech/Language Pathologist, Occupational Therapist, Deaf/Hard of Hearing Itinerant, Audiologist, Adapted Physical Education teacher, Vision Therapist, and Assistive Technology Consultant. 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. AEA 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 IEP's and 504 plans are stored in locked filing 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 AEA, 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 in the MYP in the future 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. The SEN Policy was developed with the intent of being a work in progress that evolves along with the needs of our current population. The policy will be reviewed annually in order to stay relevant with legislation, staff roles and responsibilities, and current student enrollment.

Identifying English Language Learners

English Language Learners (ELLs) are initially identified through responses to the home language surveys given to all students upon entrance to the San Diego Unified School District (SDUSD). AEACMS will adhere to all the applicable state and federal laws and regulations with respect to serving students who are English Language Learners. In accordance with the California English Language Development Test (CELDT), all potentially designated ELL students will be assessed using the CELDT. CELDT testing will take place at AEACES within the testing window designated by SDUSD at the start of each school year or within two weeks after the date of first enrollment at AEACMS for

those students who are “Initially Identified” per the required completion of a Home Language Survey.

The number of AEACMS ELL students who annually participate in the CELDT has doubled and subsequently increased over the past three years. In 2015-16, nearly 16% of each grade level were administered the CELDT. Overall, in 2015-16, 16% of our middle school student population participates in the annual CELDT administration.

Number of students taking the CELDT over time

CELDT	2013-14	2014-15	2015-16
6th	13	38	31
7th	12	26	32
8th	6	13	31
TOTAL CELDT/ TOTAL STUDENT ENROLLMENT	31/351	77/475	94/593

CELDT proficiency levels are officially received and reported each Spring by the State of California. AEACMS is committed to internally scoring the tests of both newly enrolled sixth grade students and students who are “Initial Assessments” across grade levels. These continued efforts provide immediate data on the English proficiency levels across the skills of listening, speaking, reading and writing with students who are new to AEACMS. This data is used to target specific skills of language acquisition to be addressed with each student, and to inform what instructional strategies will be employed.

The below table highlights the CELDT Overall Proficiency Levels (OPL) of AEACMS students across each grade level and for a sequence of three academic year cycles.

6th grade Overall Proficiency Level (OPL) over time

6th grade	OPL 2013-14	OPL 2014-15	OPL 2015-16
Advanced	3	7	4
Early Advanced	8	15	7
Intermediate	1	12	10
Early Intermediate	0	3	5
Beginning	1	1	5
TOTAL	13	38	31

7th grade OPL over time

7 th Grade	OPL 2013-14	OPL 2014-15	OPL 2015-16
Advanced	0	5	6
Early Advanced	5	14	11
Intermediate	6	2	12
Early Intermediate	1	3	2
Beginning	0	2	1
TOTAL	12	26	32

8th grade OPL over time

8th grade	OPL 2013-14	OPL 2014-15	OPL 2015-16
Advanced	0	0	5
Early Advanced	4	6	10
Intermediate	2	6	10
Early Intermediate	0	1	3
Beginning	0	0	3
TOTAL	6	13	31

Monitoring of All Students

In order to monitor and assess our students AEACMS gathers and analyzes a variety of data. The Northwest Evaluation Association's (NWEA)-Measure of Academic Performance (MAP) which is aligned with Common Core State Standards is administered up to four times annually to diagnosis deficiencies and to monitor the academic progress of each student. The next step is to compare that data with disaggregated student achievement, including SBAC results, data broken down by quartile ranking, grade, teacher, race and gender. Next, student attendance and discipline records are compared to the disaggregated student achievement data. The history of professional development trainings and staff attendance is also considered. This data, in concert with our longitudinal tracking of our multiple measures assessments drives the student intervention and continuous improvement plans for the implementation of our instructional program.

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

Albert Einstein believes that educated citizens of the 21st century must have global awareness and a solid foundation in science, math, history and literature and language arts. With such knowledge they will not only be able to keep up with the rapid growth of science and technology, but they will also be able to contextualize and understand its global implications and interconnectedness. While insisting upon thorough study of these traditional disciplines the curriculum accentuates the interrelatedness of such core subjects and so advances a holistic view of learning. This is accomplished by implementing the International Baccalaureate Middle Years Program. The IBMYP program asks 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. This means helping students recognize relationships between school subjects and the world outside, and to learn to combine relevant knowledge, experience and critical thinking to solve authentic problems. Educated citizens of the 21st century must have a love of learning that will enable them to be lifetime independent learners, so they can adapt quickly and easily to changes in our core knowledge. They must be able to work productively and cooperatively in a multicultural environment. By encouraging students to consider multiple perspectives and intercultural awareness we not only foster tolerance and respect, but may also instill empathy. In addition they must be effective language users adept at writing and speaking, and they must be committed to the intellectual virtues of objectivity, respect for the truth and social and moral awareness.

How Learning Best Occurs

Learning best occurs in a collaborative environment. School success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community is necessary for a successful school. The Albert Einstein Academy Charter Middle School also emphasizes cooperative learning for students.

Learning best occurs in a climate where there are measurable goals. This "beginning with the end in mind" requires a standards-based system that gives direction to academic programs and is designed to ensure proficiency for students. Planning is specifically developed around the "Backwards Design" (Wiggins, 2005) with the assessment component being defined before the instruction begins.

Learning best occurs in a climate of accountability. As Schmoker (1996) so simply states: "What gets measured gets done." The Albert Einstein Academy Charter Middle School 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.

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

Learning best occurs 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).

Independent Study

While AEACMS envisions itself as a school of daily attendance, independent study programs are offered for some students. If independent study is provided, the School complies with state laws relating to independent study as set forth in Education Code § 47612.5.

ELEMENT TWO: MEASURABLE PUPIL OUTCOMES

"The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes," for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in 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).

Methods To Assess Student Progress Toward Meeting Outcomes

"The method by which pupil progress in meeting those pupil outcomes is to be measured." California Education Code Section 47605(b)(5)(C)

AEACMS outcomes are meant to align with the mission, curriculum and assessment of the school. Upon graduation, students demonstrate the following core academic and lifelong learning skills, which have been developed to align with the California State Curriculum Standards.

Measurable Outcomes

AEACMS has clearly defined school wide outcome goals in compliance with California Education code sections 47605(b)(5)(B) and 52060(d).

AEACMS will pursue the following school-wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the [selected assessment(s)], as well as applicable state priorities detailed in California Education Code § 52060(d) that apply for the grade levels served, or the nature of the program operated, by the charter school. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that meets both of the following criteria:

- (i) The subgroup consists of at least 50 pupils each of whom has a valid test score.
- (ii) The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores." Cal. Education Code § 47607(a)(3)(B).

The following will demonstrate the school-wide and subgroup outcome goals and performance targets aligned to the state's priorities that apply for the grade levels served, or the nature of the program operated, by the charter school, methods for measuring progress and the individual(s) with primary responsibility for each, all aligned with the state's priorities defined in Cal. Ed. Code Section 52060(d). As the

State and District finalize new standardized assessment tools (e.g., [assessments]) and new school performance measures (e.g., API), and finalize the format for the new Local Control Accountability Plans as applicable to charter schools, AEA will work with the District to ensure that it creates and updates its plans and goals accordingly. The LCAP shall not be deemed part of the charter, and therefore, annual amendments to the LCAP shall not be considered a "material revision to the charter" as defined on section 47607. Actions intended to ensure that the school meets these goals and targets are delineated throughout this charter petition (e.g., Element 1: Educational Program; Element 4: Governance and parental involvement; etc.) See the following chart for specific actions, their corresponding assessments and the school personnel responsible for their implementation.

Albert Einstein Academy Charter Middle School students will set and strive to meet state accountability targets.

See Appendix H for the 2015/16 AEACMS LCAP.

Several factors that are related to student achievement, which are not measurable such as motivation, school culture and self-esteem have a profound impact on mastery. However, AEACMS monitors measurable factors such as parental involvement, quality of teaching, academic environment and student conduct.

AEACMS promotes its students with:

- Courses of study that meet all requirements for entry into a traditional public school as evidenced through student transcripts.
- Attributes and attitudes of mind, body, and relationships that prepare each student to become contributing citizens of the world.
- Student portfolios documenting progress in core subject areas. In the final year of the program, students are expected to participate in a culminating exhibition presented before peers of their learning community and members of the community. This is designed to demonstrate their proficiencies in all academic areas.
- Evidence of participation in community service activities.

The School demonstrates student improvement with:

- SBAC test scores that compare favorably with District schools that have similar student demographics.
- Achievement of scores on the Academic Performance Index (API) at or above those targeted by the State and above those API scores of District schools to which AEACMS compares itself.
- Higher student attendance rates than similar District schools.
- Higher parent participation and volunteerism than similar District schools. This will measure student and family commitment to, and involvement in, the School's instructional program.
- Higher staff attendance rates than similar District schools. This will measure staff commitment to, and involvement in, the School's instructional program and staff development initiatives.

ELEMENT THREE: METHOD OF MEASURING PUPIL PROGRESS

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

Albert Einstein Academy Charter Middle School complies with all state assessment and accountability requirements applicable to charter schools. The School certifies that its pupils have participated in the state-testing program in the same manner as other District students. The School will use District methods to measure these rates:

<i>Measurable Outcome</i>	<i>Expected Outcome</i>	<i>Proposed Assessment Tools</i>
Student Achievement	CST/SBAC and Fitness Gram Scores above District Average	SBAC Testing Scores Student Report Cards, Transcripts
Student Conduct	Suspension and Expulsion Rate significantly below District Average	Students Discipline Records
Student Attendance	Average Daily Attendance above District average.	ADA attendance reports
Parental Participation	Parent Rates of Involvement double the District Average	Volunteer Sign Log, Parent-Teacher Attendance Records
Staff Attendance	Staff Attendance Rates above the District average	Staff Absentee Record
Professional Development	Every teacher will be IB trained within 5 years	Evidence of attendance at IB training workshops
Teacher Performance	Demonstrate curricular knowledge and effective teaching practices	Teacher annual performance evaluations
Community Service	All students will participate in community activities annually	Certified participation logs

AEACMS makes available a final report card with local grades to IB grading conversion for each student in order to ease transfer of placement to other schools and to better communicate with parents.

AEACMS maintains contemporaneous written records that document pupil attendance and makes these records available for audit and inspection.

Additionally AEACMS incorporates the following assessments in order to maintain a high standard of performance and accountability.

1. Multiple assessment measures in all subject areas to provide regular feedback to parents, students, and teachers regarding educational progress. These assessments include formative and summative assessment measures from the standards based, IBMYP aligned curriculum;
2. Other assessment measures of exhibitions, and oral presentations are utilized;
3. IB Criteria-Based report cards inform students and parents of academic progress.

These evaluation measures are employed to inform students, parents, teachers and administrators and drive the curricular adjustments necessary to meet the needs of each student. The administrators, based on a Summary of Professional Growth Report, evaluate staff members annually. Parent surveys are conducted to measure the levels of parent participation and satisfaction with all aspects of the educational program.

Near the end of each academic year, the Albert Einstein Academy Charter Middle School prepares for parents, community, and the district, an annual accountability report (SARC). This report contains measures of student academic progress in math and language arts, student and staff attendance statistics, results of parent surveys, (and) budget descriptions, and API and AYP results. Copies of the SARC can be found on our website www.aeacms.org.

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 Middle 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 Middle 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 A 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 D 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. The Board of Trustees will recommend a representative to the District.

See Appendix M for AEA Board of Trustees bylaws.

Community Involvement

Albert Einstein Academy Charter Middle School engages parents, teachers and community leaders during periodic meetings, to advise on the operations of the School program, staff, teachers, students and fundraising, all with the purpose of increasing student achievement. The School holds free monthly Parent University

sessions on an array of relevant topics, designed for the ongoing learning of our community.

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 the AEA's mission and educational programs, including a commitment to an international language approach and International Baccalaureate teaching and training. 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 AEACES and AEACMS, 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 Middle 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 and 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 AEACMS teachers and staff, and reports to the Executive Director.

Teacher Qualifications

The most important qualifications for AEACMS 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; 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 schoolteachers, 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 B) references staff shared between AEACES and AEACMS. 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

"The 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)

AEACMS is located within the San Diego Unified School District located at 458 26th, 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.

AEACMS 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 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 AEACMS.

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. AEACMS 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 Middle 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:

- Announcing the School's interest in seeking applications in publications the District provides for such purposes quarterly.
- 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 within the months of *December, 1- 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 AEACMS website. This includes the appropriate recruitment materials, advertisements and forums mentioned above.

Albert Einstein Academy Charter Middle 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 Middle School. AEACMS will comply with Education Code 47605. Priority will be given to students who live in the District and are matriculating from Albert Einstein Academy Charter School.

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

Should the Albert Einstein Academy Charter Middle 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 each open enrollment period, which will be at least 60 days long.

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 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 AEACMS lottery:

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

Tier II: Students enrolled in AEACES (K-5) will receive a guarantee of admission upon matriculation.

Tier III: Siblings of students who are presently enrolled in AEACES or AEACMS will be guaranteed admission, as space is available. 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 IV: Students living within the attendance boundaries of Sherman Elementary School.

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. Students promoted from the waiting list shall be informed in writing and shall have 10 business days from the date of postage to respond. In addition, 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 the 10-day period 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)

AEACMS contracts with an independent auditor for an annual financial audit that will be produced according to generally accepted accounting principles. AEACMS 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. AEACMS 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 AEACMS, administrators, faculty, and staff are responsible to ensure that AEACMS 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 AEACMS 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 AEA. 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

1. 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, bong, 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.

2. 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.

3. Protocols and Procedures to Order Suspension

The procedures and protocols for formal suspension are outlined as follows:

a. 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 principal/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.

b. 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.

c. 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.

4. 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

1. Overview and Rationale

Expulsion is AEA's most serious discipline approach, requiring approval from the AEA Board of Trustees (hereafter Board).

2. 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.

3. 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.

4. Expulsion Procedures and Protocols

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

a. Notice

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 AEACMS pending the conclusion of the expulsion process.

b. 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.

c. 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.

d. 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.

5. 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 AEACMS 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 Middle School is a school of choice. No student is required to attend. Students choosing not to attend AEACMS 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 AEACMS, 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 Middle School, as well as the right to return to the District for AEACMS 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 AEACMS 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 AEACMS 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: PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code)." Education Code Section 47605(b)(5)(O).

All employees of Albert Einstein Academy Charter Middle School are employees of the charter school and not employees of the District for the purposes of the EERA.

ELEMENT SIXTEEN: 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 Middle 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 Middle 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 Middle 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 Middle 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 Middle School Charter 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:

- a. 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
- b. 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 Middle School shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings.

ELEMENT SEVENTEEN: CHARTER ELEMENTS

Legal Status and Liability

AEACMS 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 AEACMS 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 supervisory oversight of the School not to exceed one percent of annual revenues from general-purpose entitlements and categorical block grant funds.

Information Exchange

School and District – Records, Reports and Visits

AEACMS 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:

- CBEDS
- ADA reports J18/19
- Budget J210 - preliminary and final
- A school accountability report card using a state approved format
- 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 AEACMS 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 AEACMS 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 AEACMS 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 AEACMS 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 December 15 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 Five Year Budget and Cash Flow Analysis

Charter Term

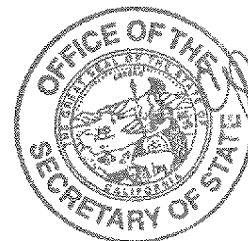
The petitioners request the San Diego Unified School District Board of Trustees approve a term of this charter that shall begin for a five-year period on July 1, 2016 and end June 30, 2021. The School justifies this five-year term based on the successful record of the School's educational design.

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.

Appendix A

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

A handwritten signature in cursive script, which appears to read "Bruce McPherson".

BRUCE McPHERSON
Secretary of State

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.

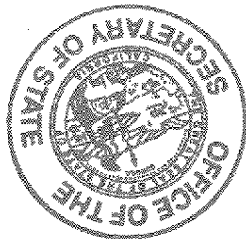
C. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on by (i) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code (or the corresponding provision of any future United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


[Secretary of State Main Website](#)
[Business Programs](#)
[Notary & Authentications](#)
[Elections](#)
[Campaign & Lobbying](#)
[Business Entities \(BE\)](#)
[Online Services](#)

- [E-File Statements of Information for Corporations](#)
- [Business Search](#)
- [Processing Times](#)
- [Disclosure Search](#)

[Main Page](#)
[Service Options](#)
[Name Availability](#)
[Forms, Samples & Fees](#)
[Statements of Information](#)
(annual/biennial reports)

[Filing Tips](#)
[Information Requests](#)
(certificates, copies & status reports)

[Service of Process](#)
[FAQs](#)
[Contact Information](#)
[Resources](#)

- [Business Resources](#)
- [Tax Information](#)
- [Starting A Business](#)

[Customer Alerts](#)

- [Business Identity Theft](#)
- [Misleading Business Solicitations](#)

Business Entity Detail

Data is updated to the California Business Search on Wednesday and Saturday mornings. Results reflect work processed through Friday, January 08, 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](#).

[Modify Search](#)
[New Search](#)
[Printer Friendly](#)
[Back to Search Results](#)
[Privacy Statement](#) | [Free Document Readers](#)

Copyright © 2016 California Secretary of State



State of California Secretary of State

N

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

1. CORPORATE NAME

2. CALIFORNIA CORPORATE NUMBER

This Space for Filing Use Only

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

4. MAILING ADDRESS OF THE CORPORATION CITY STATE ZIP CODE

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

6. SECRETARY ADDRESS CITY STATE ZIP CODE

7. CHIEF FINANCIAL OFFICER/ ADDRESS CITY STATE ZIP CODE

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

9. STREET ADDRESS OF AGENT FOR SERVICE OF PROCESS IN CALIFORNIA, IF AN INDIVIDUAL CITY STATE ZIP CODE

Common Interest Developments

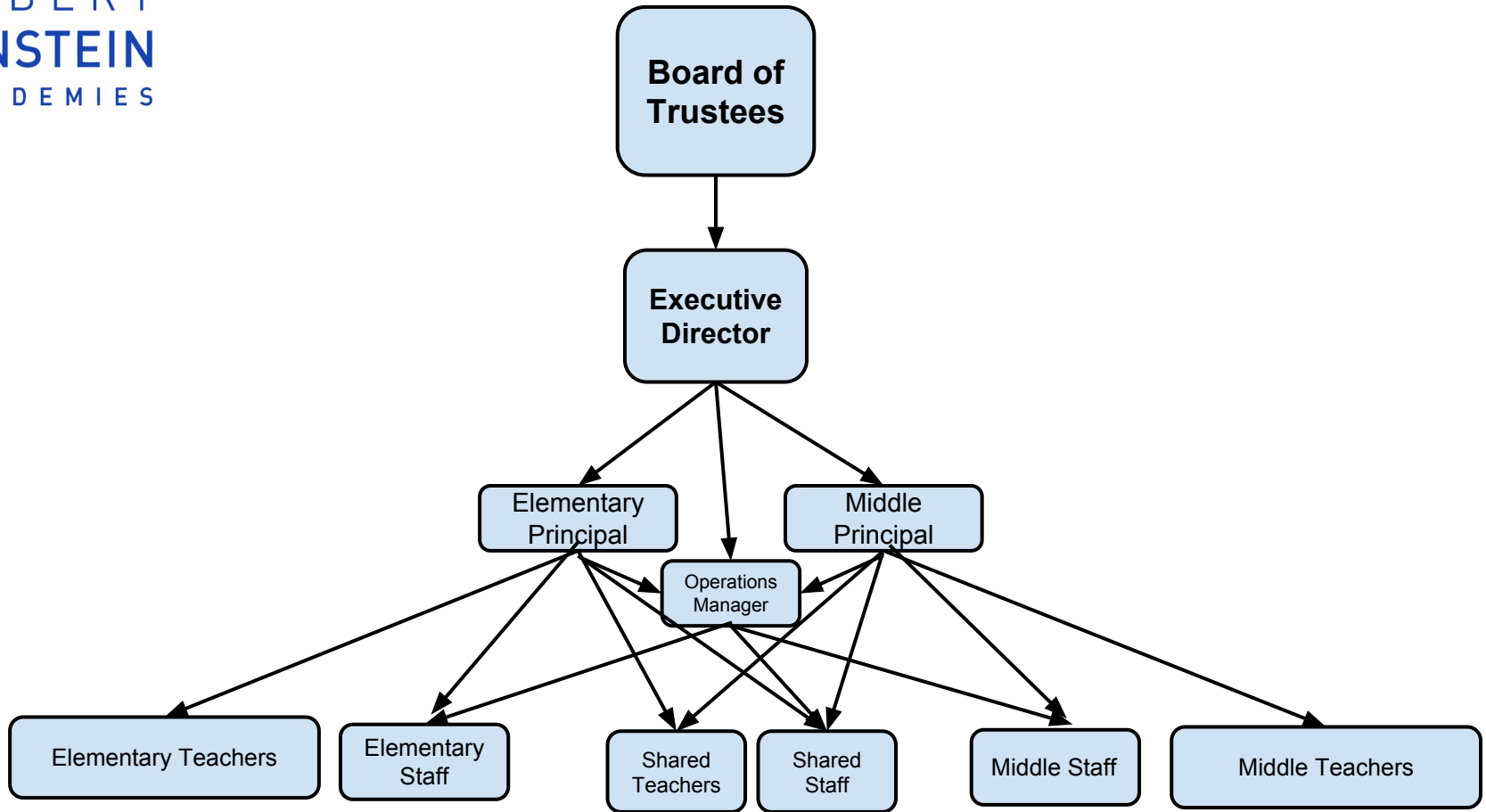
10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section 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

Appendix B

Organizational Chart
AEA 2015/16



Appendix C

Appendix C: AEA EXECUTIVE DIRECTOR RESUME

David Victor Sciarretta

dsciarretta@aeacs.org

EMPLOYMENT EXPERIENCE:

Principal/Executive Director: Albert Einstein Academies (www.aeacs.org), San Diego, CA, March 2006- present

- Coordinated all aspects of start-up charter school in inaugural year 2006/07 (student recruitment, hiring, operations, community partnerships, liaison with SD City Schools, much more)
- Provide instructional leadership (ongoing professional development aimed at improving achievement of all students)
- Manage all aspects of school budget (planning, implementation, monitoring, revisions)
- Manage all aspects of school operations
- Empower teachers and staff through distributed leadership
- Led process for successful WASC accreditation
- Guided school to International Baccalaureate World School authorization
- Obtained CA Distinguished School status (2011)
- Guided school to charter renewal with unanimous vote from SDUSD Board
- Supervise and evaluate all certificated and classified staff
- Interact regularly with AEA Board of Trustees on all financial and legal matters
- Increased family and community involvement through monthly “Parent University”
- Designed and implemented counseling program to meet social/emotional needs of students
- Designed and implemented *My Choice* academic support and intervention program
- Use wide range of technology to communicate with all stakeholders (blog, video and audio podcast, social media, etc.)
- Actively involved in local charter leader community including service on multiple committees (*Charter Ad Hoc policy committee* with district and charter leaders; long-standing member of the *Charter Advisory Group* that sets agenda for charter leader meetings; *Proposition Z Committee* to advise SDUSD board on use of facilities funds for charter schools)
- California Charter Schools Association representative for Region 9 (San Diego, Orange, Imperial counties)
- California Charter Schools Association representative for political advocacy in Sacramento
- California Charter Schools Association representative for national committee on charter school accountability (potentially to be used as a national model)
- Ongoing collaboration with universities including co-authoring article on use of video technology to improve classroom instruction (with National University professors)
- Guided and oversaw all aspects of multi-million dollar facilities bond financing and construction project for state-of-the-art middle school
- Supervise and mentor executive leadership team in charter school organization

Teacher: Harriet Tubman Village Charter School, San Diego, CA, 1994-2006

- Taught grades 6-8 in Title I charter school in variety of subject areas
- Managed instruction in full-inclusion classroom (ESL and Special Education)
- Raised standardized test scores in language arts and math significantly
- Mentored several new teachers
- Served as Master Teacher for CA credentialing (through National University)
- Participated in successful school charter renewal process
- Chaired curriculum committee and worked to align instruction to CA standards
- Served on site governance team and personnel committee
- Served for five years as site standardized testing coordinator
- Organized and implemented extended day academic tutoring program
- Provided Spanish language translation for numerous IEPs and parent conferences
- Directed *Bang Bang You're Dead*, a play exploring the motivations behind school violence
- Taught summer school session for at-risk students in mathematics
- Directed summer school session for at-risk students for four years

- Served as lead teacher for Tubman middle school and principal's designee
- Conducted numerous staff in-service sessions, with topics including algebraic thinking, use of technology in parent communication, impact of ADHD in the classroom

Adjunct faculty: National University School of Education, San Diego, CA., January 2004- through Present (online and on ground)

- Cultural Democracy (graduate level course)
- Diversity and Change: A Critical Pedagogy (graduate level course)
- Crosscultural Instruction (CLAD requirement)
- Technology in Education (graduate admin credential course)
- Introduction to Educational Research (graduate admin credential course)
- Education Law (graduate admin credential course)
- Ethics and School Leadership (graduate admin credential course)

Fellowship recipient: Thomas J. Watson Fellowship, Mexico and Central America, 1993-1994

- Created and implemented foreign research project
- Organized school construction project in rural Guatemala
- Assisted displaced peoples at UN agency in San Jose, Costa Rica

EDUCATION & CREDENTIALS:

B.A., Government and History

Bowdoin College, Brunswick, ME, 1989-1993

- Graduated Cum Laude
- Sports Editor, Advertising Manager, *Bowdoin Orient*, 1989-1992
- President, Chi Psi fraternity, 1992-1993

California Multiple Subject Bilingual Teaching Credential program (BCLAD)

National University, San Diego, CA, 1998-2000

M.ED., Cross-cultural Teaching

National University, San Diego, CA, 1998-2000

- Graduated with 3.9 GPA
- Recognized for outstanding academic achievement

Ed. D. student in Educational Leadership

San Diego State University, October 2014

Qualitative dissertation on use of storytelling among charter school leaders

Administrative Services Credential (Tier II)

Multiple Subject Teaching Credential (BCLAD)

AWARDS:

- Member Phi Kappa Phi academic honor society (SDSU chapter)
- CA Governor's Council on Physical Fitness and Sports (Silver Medalist, 2007)
- Eugene Brucker Award for Outstanding Student Leadership (SDSU, 2006)
- Maintained 4.0 GPA at SDSU through administrative credential and doctoral programs

LANGUAGES:

- Fluent in Spanish (spoken and written)

Appendix D

Title	Board Members	Term	Term dates
Secretary	Christopher Beesley	3 Years	12/31/13- 12/31/16
Treasurer	Katrin Engel	3 Years	5/31/14 - 5/31/17
President	William Melton	3 Years	10/31/13 - 10/31/16
Member	CJ Mody	3 Years	5/31/14 - 5/31/17
Vice President	Maria Ortega	3 Years	10/31/13 - 10/31/16
Member	Kristin Rebien	3 Years	5/31/14 - 5/31/17
Member	Rudd Schoeffel	3 Years	2/28/14 - 2/28/17

Appendix E

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

Five Year Budget Summary

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
Total Enrollment	595	600	600	600	600
ADA	571.35	581.90	581.90	581.90	581.90
INCOME					
8011-8096 · Local Control Funding P	4,190,313	4,505,129	4,600,656	4,723,347	4,853,301
8100-8299 · Other Federal Income	178,575	209,483	211,812	211,812	211,812
8300-8599 · Other State Income	837,957	686,215	566,379	566,379	566,379
8600-8699 · Other Income-Local	391,785	397,799	398,011	398,061	398,111
Grants/Fundraising	32,400	32,400	32,400	32,400	32,400
TOTAL INCOME	5,631,029	5,831,026	5,809,258	5,931,999	6,062,003
EXPENSE					
1000 · Certificated Salaries	2,077,425	2,089,329	2,150,427	2,213,357	2,278,175
2000 · Classified Salaries	532,246	521,655	537,021	552,848	569,150
3000 · Employee Benefits	798,214	846,754	920,861	988,238	1,059,784
4000 · Supplies	392,580	384,137	339,730	345,491	336,425
5000 · Operating Services	1,718,186	1,680,767	1,752,602	1,721,170	1,714,067
6000 · Capital Outlay	3,977	3,977	3,977	3,977	3,125
7000 · Other Outgo	-	-	-	-	-
TOTAL EXPENSE	5,522,629	5,526,618	5,704,617	5,825,081	5,960,726
NET INCOME	108,400	304,408	104,641	106,918	101,277
Ending Cash Balance	196,439	580,478	783,772	889,826	990,387
Ending Debt Balance	-	-	-	-	-

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Five Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	0	1	2	3	4
	2015-16 Forecast	2016-17	2017-18	2018-19	2019-20
Enrollment	595	600	600	600	600
ADA	571.35	581.90	581.90	581.90	581.90
Income					
8011-8096 • Local Control Funding Formula Revenue					
8011 Local Control Funding Formula	1,002,523	1,258,460	1,353,987	1,476,678	1,606,631
8012 Education Protection Account	757,495	771,487	771,487	771,487	771,487
8096 In Lieu of Property Taxes	2,430,294	2,475,183	2,475,183	2,475,183	2,475,183
Total 8011-8096 • Local Control Funding Formula Revenue	4,190,313	4,505,129	4,600,656	4,723,347	4,853,301
8100-8299 • Other Federal Income					
8181 Federal Special Education (IDEA)	59,625	74,375	74,988	74,988	74,988
8220 Child Nutrition Programs - Federal	41,678	57,000	57,000	57,000	57,000
8291 Title I, A Basic Grants Low-Income	75,138	76,641	78,325	78,325	78,325
8292 Title II, A Teacher Quality	1,438	1,467	1,499	1,499	1,499
8294 Title III, Limited English Proficiency	696	-	-	-	-
8297 All Other Federal Revenue	-	-	-	-	-
Total 8100-8299 • Other Federal Income	178,575	209,483	211,812	211,812	211,812
8300-8599 • Other State Income					
8520 Child Nutrition - State	3,224	4,700	4,700	4,700	4,700
8550 Mandate Block Grant	251,029	127,982	8,147	8,147	8,147
8560 State Lottery Revenue	103,409	105,324	105,324	105,324	105,324
8590 Special Ed: State Mental Health	10,000	11,781	11,781	11,781	11,781
8591 SB740	428,513	436,427	436,427	436,427	436,427
8599 All Other State Revenues	40,001	-	-	-	-
Total 8300-8599 • Other State Income	836,176	686,215	566,379	566,379	566,379
8600-8699 • Other Income-Local					
8634 Food Service Sales	17,140	18,000	18,000	18,000	18,000
8660 Interest / Dividend Income	1,300	1,350	1,400	1,450	1,500
8690 All Other Local Revenue	99,510	99,510	99,510	99,510	99,510
8698 Grants	-	-	-	-	-
8699 Fundraising	32,400	32,400	32,400	32,400	32,400
8792 Transfers of Apportionments - Special Ed	273,835	278,939	279,101	279,101	279,101
Total 8600-8699 • Other Income-Local	424,185	430,199	430,411	430,461	430,511
TOTAL INCOME	5,629,248	5,831,026	5,809,258	5,931,999	6,062,003
Expense					
1000 • Certificated Salaries					
1110 Teachers' Salaries	1,567,585	1,644,613	1,693,951	1,744,770	1,797,113
1170 Teacher Salaries - Substitute	30,000	30,900	31,827	32,782	33,765
1175 Teachers' Salaries - Stipend/Extra Duty	45,032	47,341	47,658	47,986	48,323
1200 Certificated Pupil Support Salaries	152,768	157,201	161,767	166,470	171,314
1300 Certificated Supervisor and Administrative	203,500	209,275	215,223	221,350	227,660

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Five Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	0	1	2	3	4
	2015-16 Forecast	2016-17	2017-18	2018-19	2019-20
1900 Other Certificated Salaries	78,540	-	-	-	-
Total 1000 • Certificated Salaries	2,077,425	2,089,329	2,150,427	2,213,357	2,278,175
2000 • Classified Salaries					
2100 Instructional Aide Salaries	201,979	181,644	186,973	192,462	198,116
2200 Classified Support Salaries (Maintenance)	33,558	34,565	35,602	36,670	37,770
2400 Clerical/Technical/Office Staff Salaries	222,437	228,946	235,651	242,557	249,670
2900 Other Classified Salaries (Supervision, Aides)	74,272	76,500	78,795	81,159	83,594
Total 2000 • Classified Salaries	532,246	521,655	537,021	552,848	569,150
3000 • Employee Benefits					
3111 STRS - State Teachers Retirement System	222,908	262,838	310,307	360,335	413,033
3212 PERS - Public Employee Retirement System	63,055	68,076	89,145	100,618	113,261
3311 OASDI - Social Security	32,999	32,343	33,295	34,277	35,287
3331 MED - Medicare	37,840	37,859	38,968	40,110	41,286
3401 H&W - Health & Welfare	386,794	389,102	389,102	389,102	389,102
3501 SUI - State Unemployment Insurance	1,305	1,305	1,344	1,383	1,424
3601 Workers' Compensation	47,313	49,231	52,699	56,413	60,390
3902 Other Benefits	6,000	6,000	6,000	6,000	6,000
Total 3000 • Employee Benefits	798,214	846,754	920,861	988,238	1,059,784
4000 • Supplies					
4110 Approved Textbooks and Core Curriculum	15,000	15,577	16,045	16,526	17,022
4210 Books and Other Reference Materials	28,000	29,078	29,950	30,848	31,774
4310 Student Materials	57,014	58,592	59,870	61,186	62,542
4350 Office Supplies	39,000	40,435	41,597	42,794	44,027
4370 Custodial Supplies	35,000	36,050	37,132	38,245	39,393
4390 Other Supplies	53,500	44,404	25,136	25,891	26,667
4400 Non Capitalized Equipment	70,000	65,000	35,000	35,000	20,000
4700 Food and Food Supplies	95,066	95,000	95,000	95,000	95,000
Total 4000 • Supplies	392,580	384,137	339,730	345,491	336,425
5000 • Operating Services					
5200 Travel and Conferences	39,950	39,950	39,950	39,950	27,450
5300 Dues and Memberships	52,267	52,452	52,603	52,758	46,917
5450 General Insurance	54,776	56,590	58,288	60,036	61,837
5500 Operation and Housekeeping Services	229,050	235,922	242,999	250,289	257,798
5610 Rent - Facilities / Buildings / Space	914,414	889,414	889,414	889,414	889,414
5620 Equipment Lease	35,000	36,050	37,132	38,245	39,393
5630 Vendor Repairs	14,475	19,909	20,357	20,817	21,292
5812 Field Trips/Pupil Transportation	95,500	99,099	101,997	104,981	108,055
5820 Legal / Audit Fees	16,475	16,969	17,478	18,003	18,543
5830 Advertisement / Recruitment	1,000	1,000	1,000	1,000	1,000
5850 Non Instructional Consultants	113,124	117,352	173,873	126,424	121,288

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Five Year Budget Detail

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	0	1	2	3	4
	2015-16 Forecast	2016-17	2017-18	2018-19	2019-20
5851 Instructional Consultants	72,793	33,371	33,688	34,015	34,352
5890 Other Fees / Bank Charges /Credit Card	46,203	49,351	50,307	51,533	52,833
5897 Fundraising Cost	102	106	109	112	116
5900 Communications	33,058	33,230	33,408	33,591	33,779
Total 5000 • Operating Services	1,718,186	1,680,767	1,752,602	1,721,170	1,714,067
6000 • Capital Outlay					
6900 Depreciation Expense	3,977	3,977	3,977	3,977	3,125
Total 6000 • Capital Outlay	3,977	3,977	3,977	3,977	3,125
TOTAL EXPENSE	5,522,629	5,526,618	5,704,617	5,825,081	5,960,726
NET INCOME	106,620	304,408	104,641	106,918	101,277
Beginning Cash Balance	225,531	196,439	580,478	783,772	889,826
Cash Flow from Operating Activities					
Net Income	108,400	304,408	104,641	106,918	101,277
Change in Accounts Receivable					
Prior Year Accounts Receivable	464,617	540,989	578,413	426,779	426,779
Current Year Accounts Receivable	(540,989)	(430,616)	(426,779)	(426,779)	(426,779)
Change in Accounts Payable	(25,231)	(32,513)	-	-	-
Change in Due to	(186,064)	-	-	-	-
Change in Deferred Rent Liability	(7,316)	(7,771)	(7,491)	(7,841)	(7,841)
Change in Accrued Vacation	-	-	-	-	-
Change in Payroll Liabilities	43,331	609	2,000	3,000	4,000
Change in Prepaid Expenditures	109,758	4,956	625	-	-
Change in Deposits	425	-	-	-	-
Change in Deferred Revenue	-	-	(52,091)	-	-
Depreciation Expense	3,977	3,977	3,977	3,977	3,125
Ending Cash Balance	196,439	580,478	783,772	889,826	990,387

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL**Balance Sheet**

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

Balance Sheet**Assets**

Cash	196,439	580,477	783,772	889,826	990,387
Accounts Receivable	688,787	578,413	426,779	426,779	426,779
Due From Others	-	-	-	-	-
Prepays	5,581	625	-	-	-
Net Fixed Assets	18,371	14,394	10,417	6,440	3,315

Total Assets

909,177	1,173,910	1,220,968	1,323,045	1,420,481
----------------	------------------	------------------	------------------	------------------

Liabilities

Accounts Payable	32,513	-	-	-	-
Payroll Liabilities	109,391	110,000	112,000	115,000	119,000
Accrued Vacation	-	-	-	-	-
Due to Others	-	-	-	-	-
Current Loans	-	-	-	-	-
Deferred Rent	172,020	164,249	156,758	148,916	141,075
Deferred Revenue	52,091	52,091	-	-	-
Long Term Debt	-	-	-	-	-

Total Liabilities

366,014	326,339	268,757	263,916	260,075
----------------	----------------	----------------	----------------	----------------

Equity

Beginning Fund Balance	434,763	543,163	847,570	952,211	1,059,129
Net Income/(Loss)	108,400	304,407	104,641	106,918	101,277

Total Equity

543,163	847,570	952,211	1,059,129	1,160,406
----------------	----------------	----------------	------------------	------------------

Total Liabilities & Equity

909,177	1,173,910	1,220,968	1,323,045	1,420,481
----------------	------------------	------------------	------------------	------------------

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

2015-16 Cash Flow Forecast

	ACTUAL Jul-15	ACTUAL Aug-15	ACTUAL Sep-15	ACTUAL Oct-15	ACTUAL Nov-15	ACTUAL Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Accrual	FORECAST Jul-15 - Jun-16
Income														
Total 8011-8096 · Local Control Fundin	49,144	166,913	443,177	245,486	245,486	364,663	245,486	249,459	853,132	307,834	307,834	496,851	214,849	4,190,313
Total 8100-8299 · Other Federal Incom	280	209	207	17,951	-	20,139	7,873	-	29,813	13,378	7,471	5,442	75,813	178,575
Total 8300-8599 · Other State Income	-	2,276	-	111	6,557	277,541	149,035	4,753	56,682	112,801	578	426	227,198	837,957
Total 8600-8699 · Other Income-Local	12,464	11,291	51,727	56,366	47,092	50,871	20,783	22,195	43,079	21,820	21,684	41,684	23,129	424,185
TOTAL INCOME	61,888	180,689	495,111	319,915	299,135	713,214	423,177	276,406	982,705	455,833	337,566	544,402	540,989	5,631,029
Expense														
Total 1000 · Certificated Salaries	19,389	21,114	198,354	203,234	199,932	205,641	202,283	192,191	192,191	192,191	192,191	258,711	-	2,077,425
Total 2000 · Classified Salaries	24,485	22,224	44,148	41,015	42,278	44,135	45,728	45,728	45,728	45,728	45,728	85,323	-	532,246
Total 3000 · Employee Benefits	58,596	13,133	90,481	79,800	40,304	102,598	68,884	68,884	68,884	68,884	68,884	68,884	-	798,214
Total 4000 · Supplies	55,325	13,764	20,481	32,481	(31,250)	31,666	38,703	38,703	41,106	38,703	41,587	42,068	29,244	392,580
Total 5000 · Operating Services	237,844	98,613	117,048	145,312	113,050	141,271	122,339	122,339	122,339	122,441	127,401	248,190	-	1,718,186
Total 6000 · Capital Outlay	331	331	331	331	331	331	331	331	331	331	331	331	-	3,977
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	395,970	169,179	470,843	502,173	364,646	525,643	478,268	468,176	470,580	468,278	476,122	703,507	29,244	5,522,629
NET INCOME	(334,082)	11,510	24,268	(182,258)	(65,511)	187,571	(55,091)	(191,771)	512,125	(12,446)	(138,556)	(159,105)	511,745	108,400
Beginning Cash Balance	225,531	86,084	29,876	424,828	260,131	224,029	579,922	536,074	370,952	894,320	475,632	348,909	196,439	225,531
Cash Flow from Operating Activities														
Net Income	(334,082)	11,510	24,268	(182,258)	(65,511)	187,571	(55,091)	(191,771)	512,125	(12,446)	(138,556)	(159,105)	511,745	108,400
Change in Accounts Receivable														
Prior Year Accounts Receivable	267,030	(786)	2,510	(8,168)	3,900	154,670	-	15,406	-	27,181	164	2,709		464,617
Current Year Accounts Receivable													(540,989)	(540,989)
Change in Accounts Payable	-		167	(54,641)	-	-							29,244	(25,231)
Change in Due to	(154,015)	(31,050)	365,621	74,084	3	3,958				(444,666)				(186,064)
Change in Deferred Rent Liability						-						(7,316)		(7,316)
Change in Payroll Liabilities	(29,832)	(32,048)	6,221	10,895	11,258	11,368	10,911	10,911	10,911	10,911	10,911	10,911		43,331
Change in Prepaid Expenditures	115,287	-	-	(774)	(2,750)	(2,006)								109,758
Change in Deposits	(4,167)	(4,167)	(4,167)	(4,167)	16,667	-					425			425
Change in Deferred Revenue					-	-								-
Depreciation Expense	331	331	331	331	331	331	331	331	331	331	331	331		3,977
Ending Cash Balance	86,084	29,876	424,828	260,131	224,029	579,922	536,074	370,952	894,320	475,632	348,909	196,439	196,439	196,439

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

2016-17 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	Jul-16	Aug-16	Sep-16	Oct-16	Nov-16	Dec-16	Jan-17	Feb-17	Mar-17	Apr-17	May-17	Jun-17	Accrual	FORECAST Jul-16 - Jun-17
Income														
Total 8011-8096 · Local Control Fundir	61,782	207,600	592,217	305,631	305,631	495,005	305,631	310,195	670,843	293,374	293,374	486,246	177,602	4,505,129
Total 8100-8299 · Other Federal Incon	-	-	-	53,649	-	5,700	13,731	5,700	42,888	13,731	5,700	5,700	62,685	209,483
Total 8300-8599 · Other State Income	-	-	-	-	109,107	56,462	74,795	6,360	24,467	245,015	470	470	169,069	686,215
Total 8600-8699 · Other Income-Local	872	18,960	47,197	35,691	35,252	38,456	32,278	34,573	48,852	32,343	32,902	51,563	21,259	430,199
TOTAL INCOME	62,653	226,560	639,414	394,971	449,990	595,623	426,434	356,829	787,050	584,462	332,446	543,978	430,616	5,831,026
Expense														
Total 1000 · Certificated Salaries	17,440	33,731	203,282	202,282	202,282	202,282	212,782	199,282	199,282	199,282	199,282	218,123	-	2,089,330
Total 2000 · Classified Salaries	19,079	20,723	53,612	53,612	43,745	42,101	42,101	50,323	42,101	51,967	53,612	48,679	-	521,655
Total 3000 · Employee Benefits	51,647	46,077	76,774	76,633	74,586	74,245	75,723	75,529	73,823	75,870	72,109	73,738	-	846,754
Total 4000 · Supplies	29,842	30,375	62,716	30,980	27,777	27,244	27,244	29,912	27,244	30,446	30,980	29,378	-	384,137
Total 5000 · Operating Services	141,237	131,806	131,806	142,817	142,817	142,817	142,817	142,817	142,817	142,817	138,101	138,101	-	1,680,767
Total 6000 · Capital Outlay	331	331	331	331	331	331	331	331	331	331	331	331	-	3,977
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	259,576	263,043	528,521	506,655	491,539	489,019	500,998	498,194	485,597	500,713	494,414	508,350	-	5,526,618
NET INCOME	(196,923)	(36,484)	110,892	(111,684)	(41,549)	106,603	(74,563)	(141,365)	301,453	83,749	(161,968)	35,629	430,616	304,407
Beginning Cash Balance	196,439	212,199	129,683	260,237	185,737	185,332	472,573	409,341	284,060	596,845	691,925	541,289	580,477	196,439
Cash Flow from Operating Activities														
Net Income	(196,923)	(36,484)	110,892	(111,684)	(41,549)	106,603	(74,563)	(141,365)	301,453	83,749	(161,968)	35,629	430,616	304,407
Change in Accounts Receivable														
Prior Year Accounts Receivable	294,604	8,331	8,331	25,852	29,813	169,307	-	4,752	-	-	-	-		540,989
Current Year Accounts Receivable													(430,616)	(430,615.56)
Change in Accounts Payable	(32,513)												-	(32,513)
Change in Payroll Liabilities	(54,696)	(54,696)	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000	11,000		609
Change in Prepaid Expenditures	4,956													4,956
Depreciation Expense	331	331	331	331	331	331	331	331	331	331	331	331		3,977
Ending Cash Balance	212,199	129,683	260,237	185,737	185,332	472,573	409,341	284,060	596,845	691,925	541,289	580,477	580,477	580,477

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

2017-18 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	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 Funding	-	216,210	611,752	319,873	319,873	512,745	319,873	319,873	661,256	295,122	295,122	487,993	173,263	4,600,656
Total 8100-8299 · Other Federal Income	-	-	-	54,828	-	5,700	13,907	5,700	43,194	13,907	5,700	5,700	63,176	211,812
Total 8300-8599 · Other State Income	-	-	-	-	109,107	8,617	26,801	6,360	470	245,015	470	470	169,069	566,379
Total 8600-8699 · Other Income-Local	872	18,970	47,229	35,704	35,265	38,482	32,291	34,586	48,887	32,354	32,913	51,586	21,271	430,411
TOTAL INCOME	68,571	235,180	658,982	410,405	464,245	565,544	392,873	366,520	753,807	586,398	334,205	545,749	426,779	5,809,258
Expense														
Total 1000 · Certificated Salaries	17,935	32,641	32,641	226,394	228,394	227,394	227,394	227,394	237,894	224,394	224,394	243,553	-	2,150,427
Total 2000 · Classified Salaries	19,638	20,280	33,134	53,909	50,053	49,410	49,410	52,623	49,410	53,266	53,909	51,981	-	537,021
Total 3000 · Employee Benefits	53,729	47,445	50,568	86,481	85,863	85,547	85,547	86,328	87,220	86,006	81,771	84,354	-	920,861
Total 4000 · Supplies	40,643	29,510	40,184	27,445	24,243	23,709	23,709	26,378	23,709	26,911	27,445	25,844	-	339,730
Total 5000 · Operating Services	155,765	137,550	137,550	137,550	149,238	149,238	149,238	149,238	149,238	149,238	144,380	144,380	-	1,752,602
Total 6000 · Capital Outlay	331	331	331	331	331	331	331	331	331	331	331	331	-	3,977
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	288,041	267,758	294,409	532,111	538,122	535,630	535,630	542,293	547,802	540,147	532,231	550,443	-	5,704,617
NET INCOME	(219,470)	(32,578)	364,573	(121,706)	(73,877)	29,914	(142,757)	(175,773)	206,005	46,251	(198,026)	(4,694)	426,779	104,641
Beginning Cash Balance	580,478	546,357	465,281	847,555	763,711	738,554	837,381	706,156	547,805	765,341	823,123	636,629	783,772	580,478
Cash Flow from Operating Activities														
Net Income	(219,470)	(32,578)	364,573	(121,706)	(73,877)	29,914	(142,757)	(175,773)	206,005	46,251	(198,026)	(4,694)	426,779	104,641
Change in Accounts Receivable														
Prior Year Accounts Receivable	239,393	6,170	6,170	26,331	37,188	109,474	-	5,890	-	-	-	147,798		578,413
Current Year Accounts Receivable													(426,779)	(426,779)
Change in Payroll Liabilities	(55,000)	(55,000)	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200	11,200		2,000
Change in Prepaid Expenditures	625													625
Change in Deferred Rent Liability												(7,491)		(7,491)
Change in Deferred Revenue					-	(52,091)								(52,091)
Depreciation Expense	331	331	331	331	331	331	331	331	331	331	331	331		3,977
Ending Cash Balance	546,357	465,281	847,555	763,711	738,554	837,381	706,156	547,805	765,341	823,123	636,629	783,772	783,772	783,772

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
2018-19 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	Jul-18	Aug-18	Sep-18	Oct-18	Nov-18	Dec-18	Jan-19	Feb-19	Mar-19	Apr-19	May-19	Jun-19	Accrual	FORECAST Jul-18 - Jun-19
Income														
Total 8011-8096 · Local Control Funding F	73,834	222,345	622,795	330,916	330,916	523,787	400,349	317,029	658,411	292,277	292,277	485,149	173,263	4,723,347
Total 8100-8299 · Other Federal Income	-	-	-	54,828	-	5,700	13,907	5,700	43,194	13,907	5,700	5,700	63,176	211,812
Total 8300-8599 · Other State Income	-	-	-	-	109,107	8,617	26,801	6,360	470	245,015	470	470	169,069	566,379
Total 8600-8699 · Other Income-Local	872	18,970	47,241	35,704	35,265	38,494	32,291	34,586	48,900	32,354	32,913	51,599	21,271	430,461
TOTAL INCOME	74,705	241,315	670,036	421,447	475,287	576,598	473,349	363,676	750,976	583,553	331,360	542,918	426,779	5,931,999
Expense														
Total 1000 · Certificated Salaries	18,446	33,579	213,335	215,335	214,335	214,335	224,835	211,335	211,335	211,335	211,335	233,820	-	2,213,357
Total 2000 · Classified Salaries	20,213	21,956	56,820	56,820	46,361	44,618	44,618	53,334	44,618	55,077	56,820	51,591	-	552,848
Total 3000 · Employee Benefits	55,543	49,283	90,274	90,629	87,743	87,291	89,158	89,015	86,758	89,467	85,217	87,860	-	988,238
Total 4000 · Supplies	29,801	30,335	52,676	27,810	24,608	24,074	24,074	26,743	24,074	27,276	27,810	26,209	-	345,491
Total 5000 · Operating Services	144,688	134,682	134,682	146,347	146,347	146,347	146,347	146,347	146,347	146,347	141,344	141,344	-	1,721,170
Total 6000 · Capital Outlay	331	331	331	331	331	331	331	331	331	331	331	331	-	3,977
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	269,023	270,168	548,118	537,273	519,725	516,996	529,363	527,105	513,463	529,833	522,858	541,156	-	5,825,081
NET INCOME	(194,318)	(28,853)	121,918	(115,825)	(44,437)	59,601	(56,014)	(163,429)	237,513	53,720	(191,497)	1,762	426,779	106,918
Beginning Cash Balance	783,772	769,028	690,676	830,595	752,932	757,820	938,735	894,552	748,844	998,188	1,063,740	884,074	889,826	783,772
Cash Flow from Operating Activities														
Net Income	(194,318)	(28,853)	121,918	(115,825)	(44,437)	59,601	(56,014)	(163,429)	237,513	53,720	(191,497)	1,762	426,779	106,918
Change in Accounts Receivable														
Prior Year Accounts Receivable	235,242	6,170	6,170	26,331	37,494	109,482	-	5,890	-	-	-	-	-	426,779
Current Year Accounts Receivable													(426,779)	(426,779)
Change in Payroll Liabilities	(56,000)	(56,000)	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500	11,500		3,000
Change in Deferred Rent Liability												(7,841)		(7,841)
Depreciation Expense	331	331	331	331	331	331	331	331	331	331	331	331		3,977
Ending Cash Balance	769,028	690,676	830,595	752,932	757,820	938,735	894,552	748,844	998,188	1,063,740	884,074	889,826	889,826	889,826

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

2019-20 Cash Flow Forecast

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	Jul-19	Aug-19	Sep-19	Oct-19	Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Accrual	FORECAST Jul-19 - Jun-20
Income														
Total 8011-8096 · Local Control Fundi	80,332	228,843	634,490	342,611	342,611	535,483	342,611	342,611	683,994	317,860	317,860	510,731	173,263	4,853,301
Total 8100-8299 · Other Federal Incor	-	-	-	54,828	-	5,700	13,907	5,700	43,194	13,907	5,700	5,700	63,176	211,812
Total 8300-8599 · Other State Income	-	-	-	-	109,107	8,617	26,801	6,360	470	245,015	470	470	169,069	566,379
Total 8600-8699 · Other Income-Loca	872	18,970	47,254	35,704	35,265	38,507	32,291	34,586	48,912	32,354	32,913	51,611	21,271	430,511
TOTAL INCOME	81,203	247,812	681,745	433,143	486,983	588,307	415,611	389,258	776,570	609,136	356,943	568,512	426,779	6,062,003
Expense														
Total 1000 · Certificated Salaries	18,972	34,546	219,634	221,634	220,634	220,634	220,634	231,134	217,634	217,634	217,634	237,456	-	2,278,175
Total 2000 · Classified Salaries	20,806	22,601	58,497	58,497	47,728	45,933	45,933	54,908	45,933	56,702	58,497	53,113	-	569,150
Total 3000 · Employee Benefits	57,489	50,977	97,217	97,610	94,441	93,946	93,946	98,484	93,357	96,329	91,792	94,197	-	1,059,784
Total 4000 · Supplies	30,651	31,185	55,192	26,334	23,132	22,598	22,598	25,267	22,598	25,801	26,334	24,733	-	336,425
Total 5000 · Operating Services	144,141	133,834	133,834	145,840	145,840	145,840	145,840	145,840	145,840	145,840	140,687	140,687	-	1,714,067
Total 6000 · Capital Outlay	331	331	331	237	237	237	237	237	237	237	237	237	-	3,125
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	272,390	273,474	564,705	550,152	532,012	529,188	529,188	555,869	525,599	542,543	535,181	550,423	-	5,960,726
NET INCOME	(191,187)	(25,661)	117,039	(117,009)	(45,029)	59,118	(113,578)	(166,611)	250,971	66,593	(178,238)	18,089	426,779	101,277
Beginning Cash Balance	889,826	876,712	800,053	935,494	856,953	861,554	1,042,291	940,850	792,266	1,055,374	1,134,103	968,002	990,387	889,826
Cash Flow from Operating Activities														
Net Income	(191,187)	(25,661)	117,039	(117,009)	(45,029)	59,118	(113,578)	(166,611)	250,971	66,593	(178,238)	18,089	426,779	101,277
Change in Accounts Receivable														
Prior Year Accounts Receivable	235,242	6,170	6,170	26,331	37,494	109,482	-	5,890	-	-	-	-	-	426,779
Current Year Accounts Receivable													(426,779)	(426,779)
Change in Payroll Liabilities	(57,500)	(57,500)	11,900	11,900	11,900	11,900	11,900	11,900	11,900	11,900	11,900	11,900		4,000
Change in Deferred Rent Liability												(7,841)		(7,841)
Depreciation Expense	331	331	331	237	237	237	237	237	237	237	237	237		3,125
Ending Cash Balance	876,712	800,053	935,494	856,953	861,554	1,042,291	940,850	792,266	1,055,374	1,134,103	968,002	990,387	990,387	990,387

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL*Enrollment & ADA*

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	# of Classes/ Class Size/ Total Enrollment	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
6	Total Enrollment	218	203	203	203	203
	ADA	209.66	196.91	196.91	196.91	196.91
Total Enrollment, 4 - 6		218	203	203	203	203
Average Attendance Rate, 4 - 6		96%	97%	97%	97%	97%
Total ADA, 4 - 6		209.66	196.91	196.91	196.91	196.91
7	Total Enrollment	209	203	203	203	203
	ADA	200.26	196.91	196.91	196.91	196.91
8	Total Enrollment	168	194	194	194	194
	ADA	161.28	188.08	188.08	188.08	188.08
Grand Total, Enrollment		595	600	600	600	600
Grand Total, ADA		571.20	581.90	581.90	581.90	581.90

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Schedule A - Revenue, Part 1, Local Control Funding Formula

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
Formula Factors					
COLA	1.02%	0.47%	2.13%	2.65%	2.72%
Gap-Closing Increment	51.97%	49.08%	27.56%	32.25%	33.05%
K-3 Grade Span Adjustment Percentage	10.40%	10.40%	10.40%	10.40%	10.40%
9-12 Grade Span Adjustment Percentage	2.60%	2.60%	2.60%	2.60%	2.60%
Supplemental Grant Percentage	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant Percentage	50.00%	50.00%	50.00%	50.00%	50.00%
Concentration Grant Threshold	55.00%	55.00%	55.00%	55.00%	55.00%
School Factors					
4-6 ADA	207.87	196.91	196.91	196.91	196.91
7-8 ADA	363.48	384.99	384.99	384.99	384.99
Total ADA	571.35	581.90	581.90	581.90	581.90
3-Year Average FRPM/EL/FY Unduplicated Percentage	40.92%	54.39%	54.23%	54.34%	54.34%
District of Residence Unduplicated Percentage	63.17%	63.17%	63.17%	63.17%	63.17%
Rates					
Base LCFF Target Rates					
4-6	\$ 7,189	\$ 7,223	\$ 7,377	\$ 7,572	\$ 7,778
7-8	\$ 7,403	\$ 7,438	\$ 7,596	\$ 7,797	\$ 8,009
Grade Span-Adjusted Target Rates (TK-3 & 9-12 adjusted by grade span adjustment percentage)					
4-6	\$ 7,189	\$ 7,223	\$ 7,377	\$ 7,572	\$ 7,778
7-8	\$ 7,403	\$ 7,438	\$ 7,596	\$ 7,797	\$ 8,009
Supplemental Grant Rates					
4-6	\$ 1,438	\$ 1,445	\$ 1,475	\$ 1,514	\$ 1,556
7-8	\$ 1,481	\$ 1,488	\$ 1,519	\$ 1,559	\$ 1,602
Concentration Grant Rates					
4-6	\$ 3,595	\$ 3,612	\$ 3,689	\$ 3,786	\$ 3,889
7-8	\$ 3,702	\$ 3,719	\$ 3,798	\$ 3,899	\$ 4,005
LCFF Calculation					
LCFF Target Calculation (Full Implementation)					
Supplemental Add On Rate (Supplemental Rate * % Unduplicated)					
4-6	\$ 588	\$ 786	\$ 800	\$ 823	\$ 845
7-8	\$ 606	\$ 809	\$ 824	\$ 847	\$ 870
Total Supplemental Grant	\$ 342,508	\$ 466,218	\$ 474,740	\$ 488,298	\$ 501,578
Concentration Add On Rate (Concentration Rate * % Undupl. Capped @ District of Residence %)					
4-6	\$ -	\$ -	\$ -	\$ -	\$ -
7-8	\$ -	\$ -	\$ -	\$ -	\$ -
Total Concentration Grant	\$ -	\$ -	\$ -	\$ -	\$ -
School Target Rates (Adjusted Base Rates Plus Supplemental and Concentration Rates)					
4-6	\$ 7,777	\$ 8,009	\$ 8,177	\$ 8,395	\$ 8,623
7-8	\$ 8,009	\$ 8,247	\$ 8,420	\$ 8,644	\$ 8,879
LCFF Total Target (School Target Rates * ADA)	\$ 4,527,728	\$ 4,752,077	\$ 4,851,752	\$ 4,981,091	\$ 5,116,552
Average LCFF Target Rate per ADA	\$ 7,925	\$ 8,166	\$ 8,338	\$ 8,560	\$ 8,793
LCFF Floor Calculation					
Current Year ADA * FY 12/13 Base Rate	\$ 3,020,539	\$ 3,076,329	\$ 3,076,329	\$ 3,076,329	\$ 3,076,329
FY 12/13 Frozen Categoricals	\$ 32,672	\$ 32,672	\$ 32,672	\$ 32,672	\$ 32,672
Current Year ADA * FY 12/13 Non-Frozen Categoricals	\$ 318,950	\$ 324,842	\$ 324,842	\$ 324,842	\$ 324,842
Current Year ADA * Prior Year LCFF Funding Gap per ADA	\$ 453,058	\$ 833,262	\$ 1,071,283	\$ 1,166,814	\$ 1,289,503
LCFF Floor	\$ 3,825,219	\$ 4,267,105	\$ 4,505,126	\$ 4,600,657	\$ 4,723,346
Current Year Funding Calculation					
Gap Between Target and Floor	\$ 702,508	\$ 484,972	\$ 346,626	\$ 380,434	\$ 393,207
CY Gap Closing Increment (Gap * Gap Closing Increment %)	\$ 365,094	\$ 238,024	\$ 95,530	\$ 122,690	\$ 129,955
Gap Funding Per ADA	\$ 639	\$ 409	\$ 164	\$ 211	\$ 223
Current Year Local Control Funding Formula Revenue	\$ 4,190,313	\$ 4,505,129	\$ 4,600,656	\$ 4,723,347	\$ 4,853,301
CY Average LCFF Rate per ADA	\$ 7,334	\$ 7,742	\$ 7,906	\$ 8,117	\$ 8,340

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Schedule A - Revenue, Part 1, Local Control Funding Formula

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
Components of Local Control Funding Formula Revenue					
In Lieu of Property Tax Funding	\$ 2,430,294	\$ 2,475,183	\$ 2,475,183	\$ 2,475,183	\$ 2,475,183
School's Education Protection Account % Offset/ADA R	0.25	0.25	0.25	0.25	0.25
Education Protection Account Funding	\$ 757,495	\$ 771,487	\$ 771,487	\$ 771,487	\$ 771,487
LCFF, State Portion	\$ 1,002,523	\$ 1,258,460	\$ 1,353,987	\$ 1,476,678	\$ 1,606,631

Calculation of Proportional Share of LCFF Dollars Attributable to Suppl. and Conc. Grants					
Total LCFF Supplemental and Concentration Grant Target	\$ 342,508	\$ 466,218	\$ 474,740	\$ 488,298	\$ 501,578
PY LCFF Funds Spent on High Need Pupils (Above Sped)	\$ 77,397	\$ 215,175	\$ 338,387	\$ 375,966	\$ 412,193
Gap between Target and PY Amount Spent	\$ 265,111	\$ 251,043	\$ 136,353	\$ 112,332	\$ 89,385
Gap Closing Increment (Gap * Gap Closing Increment %)	\$ 137,778	\$ 123,212	\$ 37,579	\$ 36,227	\$ 29,542
CY Investment, High Need Students (PY spent plus Gap)	\$ 215,175	\$ 338,387	\$ 375,966	\$ 412,193	\$ 441,735
CY Base Funding (CY LCFF Total Revenue less High Need)	\$ 3,975,138	\$ 4,166,742	\$ 4,224,690	\$ 4,311,154	\$ 4,411,566
Minimum Proportionality Percentage	5.41%	8.12%	8.90%	9.56%	10.01%

Apportionment Calculations					
Advance Apportionment (Prior Year P-2 ADA)					
State Portion					
4-6	\$ 600,781	\$ 725,147	\$ 719,238	\$ 760,756	\$ 804,731
7-8	\$ 820,695	\$ 1,267,986	\$ 1,406,235	\$ 1,487,409	\$ 1,573,387
Total, Advance Apportionment, State Portion	\$ 1,421,476	\$ 1,993,133	\$ 2,125,473	\$ 2,248,164	\$ 2,378,118
In Lieu, Advance Apportionment Calculation (Prior Year)	\$ 1,962,824	\$ 2,430,294	\$ 2,475,183	\$ 2,475,183	\$ 2,475,183
EPA, Advance Apportionment Calculation	\$ 611,790	\$ 757,495	\$ 771,487	\$ 771,487	\$ 771,487
P-1 Apportionment (Current Year P-1 ADA; For Budget Year: P-1 ADA from ADA Forecast Used)					
4-6	\$ 635,036	\$ 686,913	\$ 719,238	\$ 760,756	\$ 804,731
7-8	\$ 1,125,383	\$ 1,343,033	\$ 1,406,235	\$ 1,487,409	\$ 1,573,387
Total, P-1 Apportionment, State Portion	\$ 1,760,419	\$ 2,029,947	\$ 2,125,473	\$ 2,248,164	\$ 2,378,118
In Lieu, P-1 Apportionment Calculation (For CY: P-1 ADA)	\$ 2,430,847	\$ 2,475,183	\$ 2,475,183	\$ 2,475,183	\$ 2,475,183
EPA, P-1 Apportionment Calculation	\$ 757,668	\$ 771,487	\$ 771,487	\$ 771,487	\$ 771,487

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Schedule A - Revenue, Part 2, Other Revenue Assumptions

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
ADA					
P1 ADA	571.48	581.90	581.90	581.90	581.90
4-6	206.15	196.91	196.91	196.91	196.91
7-8	365.33	384.99	384.99	384.99	384.99
P2 ADA	571.35	581.90	581.90	581.90	581.90
4-6	207.87	196.91	196.91	196.91	196.91
7-8	363.48	384.99	384.99	384.99	384.99
Annual ADA	571.32	581.90	581.90	581.90	581.90
4-6	208.26	196.91	196.91	196.91	196.91
7-8	363.06	384.99	384.99	384.99	384.99
Demographics					
Free #	264	270	270	270	270
Reduced #	55	56	56	56	56
Total Free and Reduced #	319	326	326	326	326
Free # - 5 - 17 yr olds	264	270	270	270	270
Reduced # - 5 -17 yr olds	55	56	56	56	56
Total Free and Reduced # - 5 -17 yr olds	319	326	326	326	326
English Language Learners #	85	87	87	87	87
Immigrant Student #	0	0	0	0	0
Rates*					
Government COLA Increase for Revenue (per SSC)	1.02%	0.47%	2.13%	2.65%	2.72%
Title I, New School (for estimating initial entitlement)	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00	\$ 350.00
Title II, New School (for estimating initial entitlement)	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00	\$ 20.00
State Lottery - Base (Non-Prop 20)	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00	\$ 140.00
State Lottery - Prop 20	\$ 41.00	\$ 41.00	\$ 41.00	\$ 41.00	\$ 41.00
Mandate Reimbursement Block Grant, K-8	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00	\$ 14.00
Mandate Reimbursement Block Grant, 9-12	\$ 42.00	\$ 42.00	\$ 42.00	\$ 42.00	\$ 42.00
One Time Funding (Mandate Calims Offset)	\$ 530	\$ 210	\$ -	\$ -	\$ -
SB 740 Max Per ADA Rate	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00	\$ 750.00
SB 7740 Max Percent of Eligible Expense	75%	75%	75%	75%	75%
Child Nutrition - Federal Breakfast Free - Especial	\$ 1.99	\$ 1.99	\$ 1.99	\$ 1.99	\$ 1.99
Child Nutrition - Federal Breakfast Free	\$ 1.66	\$ 1.66	\$ 1.66	\$ 1.66	\$ 1.66
Child Nutrition - Federal Breakfast Reduced - Esp	\$ 1.69	\$ 1.69	\$ 1.69	\$ 1.69	\$ 1.69
Child Nutrition - Federal Breakfast Reduced	\$ 1.36	\$ 1.36	\$ 1.36	\$ 1.36	\$ 1.36
Child Nutrition - Federal Breakfast Paid	\$ 0.29	\$ 0.29	\$ 0.29	\$ 0.29	\$ 0.29
Child Nutrition - Federal Lunch Free, > 60% F/RP	\$ 3.09	\$ 3.09	\$ 3.09	\$ 3.09	\$ 3.09
Child Nutrition - Federal Lunch Free	\$ 3.07	\$ 3.07	\$ 3.07	\$ 3.07	\$ 3.07
Child Nutrition - Federal Lunch Reduced, > 60% F	\$ 2.69	\$ 2.69	\$ 2.69	\$ 2.69	\$ 2.69
Child Nutrition - Federal Lunch Reduced	\$ 2.67	\$ 2.67	\$ 2.67	\$ 2.67	\$ 2.67
Child Nutrition - Federal Lunch Paid, > 60% F/RP	\$ 0.31	\$ 0.31	\$ 0.31	\$ 0.31	\$ 0.31
Child Nutrition - Federal Lunch Paid	\$ 0.29	\$ 0.29	\$ 0.29	\$ 0.29	\$ 0.29
Child Nutrition - State Free and Reduced	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23	\$ 0.23
Child Nutrition - Snacks Free	\$ 0.84	\$ 0.84	\$ 0.84	\$ 0.84	\$ 0.84
Child Nutrition - Snacks Reduced	\$ 0.42	\$ 0.42	\$ 0.42	\$ 0.42	\$ 0.42
Child Nutrition - Snacks Paid	\$ 0.07	\$ 0.07	\$ 0.07	\$ 0.07	\$ 0.07
Federal Funding					
IDEA Revenue	\$ 59,625	\$ 74,375	\$ 74,988	\$ 74,988	\$ 74,988
Title Funding					
Title I & II Funding, Significantly Expanding Mult	1.78	1.02	1.02	1.00	1.00

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL*Schedule A - Revenue, Part 2, Other Revenue Assumptions*

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
Title Funding, Federal Sequestration Cut Assumption					
Title I Entitlement	\$ 75,138	\$ 76,641	\$ 78,325	\$ 78,325	\$ 78,325
Title II Entitlement	\$ 1,438	\$ 1,467	\$ 1,499	\$ 1,499	\$ 1,499
State Funding					
AB 602	\$ 273,835	\$ 278,939	\$ 279,101	\$ 279,101	\$ 279,101
Mental Health Level II	\$ 11,781	\$ 11,781	\$ 11,781	\$ 11,781	\$ 11,781
Mandate Funds					
Mandate Reimbursement Block Grant	\$ 6,460	\$ 7,999	\$ 8,147	\$ 8,147	\$ 8,147
Mandate Offset One Time Funds	\$ 244,569	\$ 119,984			
Mandate Reimbursement Block Grant	\$ 251,029	\$ 127,982	\$ 8,147	\$ 8,147	\$ 8,147
Lottery					
Non-Prop 20 (Unrestricted)	\$ 79,985	\$ 81,466	\$ 81,466	\$ 81,466	\$ 81,466
Prop 20 (To be used for student materials)	\$ 23,424	\$ 23,858	\$ 23,858	\$ 23,858	\$ 23,858
Total Lottery	\$ 103,409	\$ 105,324	\$ 105,324	\$ 105,324	\$ 105,324

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL
Schedule A - Revenue, Part 2, Other Revenue Assumptions

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
SB 740					
Eligible Site ADA (Pulls from total P2 ADA; over \$750 x ADA)	571.35	581.90	581.90	581.90	581.90
Eligible Rent Expenses	\$ 428,513	\$ 436,427	\$ 436,427	\$ 436,427	\$ 436,427
Eligible Vendor Repair Expenses	\$ 896,731	\$ 897,186	\$ 896,906	\$ 897,256	\$ 897,256
Total Eligible Expenses	\$ -	\$ -	\$ -	\$ -	\$ -
Total Eligible Expenses	\$ 896,731	\$ 897,186	\$ 896,906	\$ 897,256	\$ 897,256
SB 740 Revenue (Min \$750*ADA or 75% of Eligible Expenses)	\$ 428,513	\$ 436,427	\$ 436,427	\$ 436,427	\$ 436,427
FYI - Estimated SB 740 per ADA	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
FYI - Estimated SB 740 as % of Eligible Expenses	48%	49%	49%	49%	49%
Other State Revenue Breakdown					
<i>(Add more rows above Total Other State Revenue if Necessary)</i>					
PY Student Identifiers	111.47				
Educator Effectiveness (If Applicable)	\$ 39,890				
Total Other State Revenue	\$ 40,001.47	\$ -	\$ -	\$ -	\$ -
Local Funding					
Other Local Revenue Breakdown					
<i>(Add more rows above Total Other Local Revenue if Necessary)</i>					
Field Trips - 6th grade camp/ 7th, 8th	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000	\$ 35,000
Revtreck -- Reimbursements from AES for Germ	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000	\$ 52,000
PE Uniforms	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000	\$ 9,000
PD Staff Funds	\$ 1,550	\$ 1,550	\$ 1,550	\$ 1,550	\$ 1,550
Miscellaneous	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960	\$ 1,960
Total Other Local Revenue	\$ 99,510	\$ 99,510	\$ 99,510	\$ 99,510	\$ 99,510

Special Education Funding: MYP State - Fed

Application Funding Estimates Calculator

2015-16 Funding estimates

Year	Funding Calculator:	Enrollment	Estimated ADA	State Rate	Federal Rate	Admin Contract%	Funding:	Set Aside Rate	Prior Year Set Aside	Current Year Set Aside	Add or Return	Net Allocation	Cash Flow rates:	
a	b	c	d	e	f	g	h	i	j	k	l	m	State Allocation	Federal Allocation
	2014-15	477.00					(d* e) *(100%-g) plus (PY c * f) *(100%-g)		PY (j)	g * h	j - i	g - k		
1st	2015-16	595.00	571.20	\$ 505.00	\$ 125.00	4.0%	334,158	1.0%	2,644	3,342	698	333,460	\$ 273,835	\$ 59,625
2nd	2016-17	599.90	581.90	\$ 505.00	\$ 125.00	4.0%	353,507	1.0%	3,342	3,535	193	353,314	\$ 278,939	\$ 74,375
3rd	2017-18	599.90	581.90	\$ 505.00	\$ 125.00	4.0%	354,095	1.0%	3,535	3,541	6	354,089	\$ 279,101	\$ 74,988

****Administrative fee and set aside are calculated on both federal and state, but are deducted from state funds only for cash flow purposes.**

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL

Schedule B - Development

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

Object Code	Description	Increase by	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
Total, 8698: Grants			\$ -	\$ -	\$ -	\$ -	\$ -
8699: Fundraising							
8699	SCHOOL SITE FUNDRAISING	Enrollment	8,700	8,700	8,700	8,700	8,700
8699	OTHER LOCAL - IS THIS GALA & FRIENDS OF AES	Constant	23,700	23,700	23,700	23,700	23,700
Total, 8699: Fundraising			\$ 32,400	\$ 32,400	\$ 32,400	\$ 32,400	\$ 32,400
5897: Fundraising Cost (from Schedule D)			\$ 102	\$ 106	\$ 109	\$ 112	\$ 116
FYI: Net Fundraising Income			\$ 32,298	\$ 32,294	\$ 32,291	\$ 32,288	\$ 32,284

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL*Schedule C - Salary*

Prepared by ExED. For use by ExED and ExED clients only. © 2015 ExED

Object Code	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
1000 Series, Certificated Salaries					
Total, 1110: Teachers' Salaries	\$ 1,567,585	\$ 1,644,613	\$ 1,693,951	\$ 1,744,770	\$ 1,797,113
1110, Total Number of Staff	30	31	31	31	31
Total, 1170: Teacher Salaries - Substitute	\$ 30,000	\$ 30,900	\$ 31,827	\$ 32,782	\$ 33,765
Total, 1175: Teachers' Salaries - Stipend/Extra Duty	\$ 45,032	\$ 47,341	\$ 47,658	\$ 47,986	\$ 48,323
Total, 1200: Certificated Pupil Support Salaries	\$ 152,768	\$ 157,201	\$ 161,767	\$ 166,470	\$ 171,314
1200, Total Number of Staff	3	3	3	3	3
Total, 1300: Certificated Supervisor and Administrator	\$ 203,500	\$ 209,275	\$ 215,223	\$ 221,350	\$ 227,660
1300, Total Number of Staff	2	2	2	2	2
1900: Other Certificated Salaries					
1900, Total Number of Staff	1	0	0	0	0
Total, 1000 Series	\$ 2,077,425	\$ 2,089,329	\$ 2,150,427	\$ 2,213,357	\$ 2,278,175
1000 Series, Total Number of Staff	36	36	36	36	36
2000 Series, Classified Salaries					
Total, 2100: Instructional Aide Salaries	\$ 201,979	\$ 181,644	\$ 186,973	\$ 192,462	\$ 198,116
2100, Total Number of Staff	9	8	8	8	8
Total, 2200: Classified Support Salaries (Maintenance, F	\$ 33,558	\$ 34,565	\$ 35,602	\$ 36,670	\$ 37,770
2200, Total Number of Staff	1	1	1	1	1
Total, 2400: Clerical/Technical/Office Staff Salaries	\$ 222,437	\$ 228,946	\$ 235,651	\$ 242,557	\$ 249,670
2400, Total Number of Staff	7	7	7	7	7
Total, 2900: Other Classified Salaries (Supervision, After	\$ 74,272	\$ 76,500	\$ 78,795	\$ 81,159	\$ 83,594
2900, Total Number of Staff	3	3	3	3	3
Total, 2000 Series	\$ 532,246	\$ 521,655	\$ 537,021	\$ 552,848	\$ 569,150
2000 Series, Total Number of Staff	20	19	19	19	19
Total Salaries	\$ 2,609,671	\$ 2,610,984	\$ 2,687,448	\$ 2,766,205	\$ 2,847,325
Total Number of Staff	56	55	55	55	55

ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL*Schedule D - Expense*

Object Code	2015-16 Trend	2016-17	2017-18	2018-19	2019-20
4000 Series, Books & Supplies					
Total, 4110: Approved Textbooks and Core Curriculum Materials	\$ 15,000	\$ 15,577	\$ 16,045	\$ 16,526	\$ 17,022
Total, 4210: Books and Other Reference Materials	\$ 28,000	\$ 29,078	\$ 29,950	\$ 30,848	\$ 31,774
Total, 4310: Student Materials	\$ 57,014	\$ 58,592	\$ 59,870	\$ 61,186	\$ 62,542
Total, 4350: Office Supplies	\$ 39,000	\$ 40,435	\$ 41,597	\$ 42,794	\$ 44,027
Total, 4370: Custodial Supplies	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Total, 4390: Other Supplies	\$ 53,500	\$ 44,404	\$ 25,136	\$ 25,891	\$ 26,667
Total, 4400: Non Capitalized Equipment	\$ 70,000	\$ 65,000	\$ 35,000	\$ 35,000	\$ 20,000
Total, 4700: Food and Food Supplies	\$ 95,066	\$ 380,624	\$ 399,655	\$ 419,638	\$ 440,620
Total, 4000 Series	\$ 392,580	\$ 669,761	\$ 644,385	\$ 670,129	\$ 682,044
5000 Series, Operating Expenses and Services					
Total, 5200: Travel and Conferences	\$ 39,950	\$ 39,950	\$ 39,950	\$ 39,950	\$ 27,450
Total, 5300: Dues and Memberships	\$ 52,267	\$ 52,452	\$ 52,603	\$ 52,758	\$ 46,917
Total, 5450: General Insurance	\$ 54,776	\$ 56,590	\$ 58,288	\$ 60,036	\$ 61,837
Total, 5500: Operation and Housekeeping Services	\$ 229,050	\$ 235,922	\$ 242,999	\$ 250,289	\$ 257,798
Total, 5610: Rent - Facilities / Buildings / Space	\$ 914,414	\$ 889,414	\$ 889,414	\$ 889,414	\$ 889,414
Total, 5620: Equipment Lease	\$ 35,000	\$ 36,050	\$ 37,132	\$ 38,245	\$ 39,393
Total, 5630: Vendor Repairs	\$ 14,475	\$ 19,909	\$ 20,357	\$ 20,817	\$ 21,292
Total, 5812: Field Trips/Pupil Transportation	\$ 95,500	\$ 99,099	\$ 101,997	\$ 104,981	\$ 108,055
Total, 5820: Legal / Audit Fees	\$ 16,475	\$ 16,969	\$ 17,478	\$ 18,003	\$ 18,543
Total, 5830: Advertisement / Recruitment	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Total, 5850: Non Instructional Consultants	\$ 113,124	\$ 117,352	\$ 173,873	\$ 126,424	\$ 121,288
Total, 5851: Instructional Consultants	\$ 72,793	\$ 33,371	\$ 33,688	\$ 34,015	\$ 34,352
Total, 5890: Other Fees / Bank Charges /Credit Card Fees	\$ 46,203	\$ 49,351	\$ 50,307	\$ 51,533	\$ 52,833
Total, 5897: Fundraising Cost	\$ 102	\$ 106	\$ 109	\$ 112	\$ 116
Total, 5900: Communications	\$ 33,058	\$ 33,230	\$ 33,408	\$ 33,591	\$ 33,779
Total, 5000 Series	\$ 1,718,186	\$ 1,680,767	\$ 1,752,602	\$ 1,721,170	\$ 1,714,067

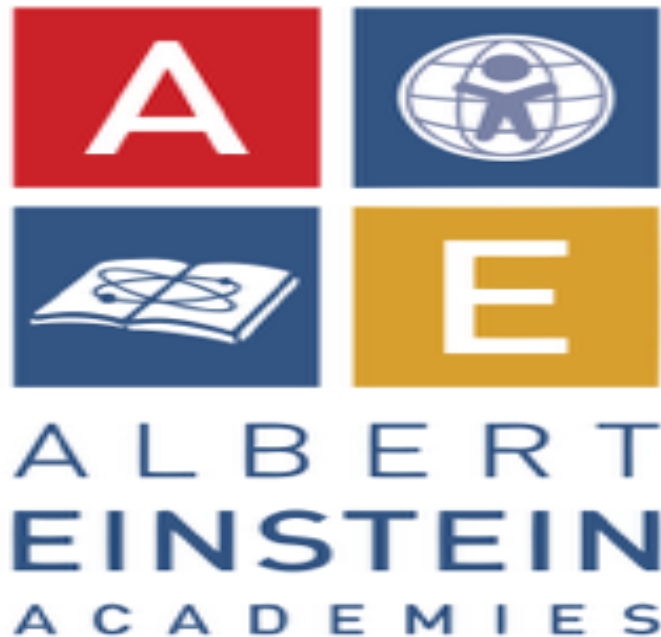
Appendix H

LEA: Albert Einstein Academy Charter Middle School

Contact: David Sciarretta, Executive Director

Barb Robinson, Principal

www.aeacms.org



Albert Einstein Academy Charter Middle School (AEACMS)

Local Control & Accountability Plan

2015-2016

Involvement Process	Impact on LCAP
<p>Albert Einstein Academy Charter School is an International Baccalaureate Middle Years Program (IB-MYP) school serving 600 students in the Southpark/Grant Hill neighborhood of San Diego. Einstein Academy is authorized as an International Baccalaureate World School. As a direct-funded charter school, it is its own LEA.</p> <p>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.</p> <p>Albert Einstein Academy Charter Middle, in collaboration with sister elementary school Albert Einstein Academy Charter (AEACS) informed its stakeholder about LCFF/LCAP using numerous modes of communication: Principal's Meeting with Parents/Community, School wide events, staff presentation, electronic mail, correspondence sent home, and the school's website. In order to gather input, Albert Einstein Academy Charter Middle School, developed an online self-administered questionnaire for all stakeholders (Community, Parents, Staff, and students) using a 5-point scale.</p>	<p>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.</p> <p>Provide Professional Development for teachers on CCSS and Instructional Practice for 21st Century Learners</p> <p>Implement Common Core aligned benchmark assessments</p> <p>Providing academic intervention/support for struggling students</p> <p>Expanding parent opportunities and workshops to support their child's academic progress</p> <p>Developing a data-driven culture</p>

Annual Update:

Category A: Conditions of Learning	
PRIORITY 1: Basic	Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials and school facilities are maintained in good repair. <ul style="list-style-type: none">• Appropriate teacher assignment (e.g. HQT report)• Sufficient instructional materials• Facilities in good repair
PRIORITY 2: Implementation of State Standards	Implementation of academic content and performance standards adopted by the state board for all pupils. <ul style="list-style-type: none">• Staff common core state standards training• Adoption of common core aligned textbooks
PRIORITY 7: Course Access	Pupil enrollment in a broad course of study that includes all of the subject areas. <ul style="list-style-type: none">• All students enrolled in International Baccalaureate Primary Years Program (IBPYP)
Category B: Pupil Outcomes	

<p>PRIORITY 4: <i>Pupil Achievement</i></p>	<p>Performance on standardized tests, score on Academic Performance Index, English learners that become English proficient, English learner reclassification rate.</p> <ul style="list-style-type: none"> • NWEA MAP assessment (adaptive measure) • Skills and strategies implemented in Learning Center
<p>PRIORITY 8: <i>Other Pupil Outcomes</i></p>	<p>Pupil outcomes in the subject areas. (e.g. English, Mathematics, Social Science, Science, Visual & Performing Arts, Health, Physical Education, Career & Technical Education, and other.)</p> <ul style="list-style-type: none"> • Addition of technology equipment (Chromebook carts in classrooms)
<p>Category C: Engagement</p>	
<p>PRIORITY 3: <i>Parental Involvement</i></p>	<p>Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups.</p> <ul style="list-style-type: none"> • Fall Parent Night/Spring Open House • Monthly Pastries with the Principal morning meetings to accommodate working parents • Quarterly Board/Parent Forum community meetings • Monthly (sometimes twice monthly) Parent University on a range of academic support topics • Newsletter/Increased parent communication through use of technology
<p>PRIORITY 5: <i>Pupil Engagement</i></p>	<p>School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates.</p> <ul style="list-style-type: none"> • SAY San Diego before-school program • Language and reading support classes • SARB process • Student Study Team process • Student attendance incentives
<p>PRIORITY 6: <i>School Climate</i></p>	<p>Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Decrease in suspensions</p> <ul style="list-style-type: none"> • Ongoing monitoring of suspension rates with goal of reduction for all students • Monthly reports of suspension rates to community with focus on reduction

Timeline:

Locally Controlled Accountability Plan (LCAP) timeline	
January-April, 2015	<ul style="list-style-type: none">• AEA facilitates community input through online survey and meetings with community
February 2015 and ongoing	<ul style="list-style-type: none">• Staff reviews annual progress on student achievement
May 2015	<ul style="list-style-type: none">• Draft of revised LCAP discussed at AEA Board meeting and with community
June 9, 2015	Board discusses LCAP draft
June 23, 2015	Board approves LCAP; subsequent submittal to SDUSD by June 30 deadline

GOAL 1:	All students will have access to all courses and instructional resources and materials		Related State and/or Local Priorities:	
			1__x 2__x 3__ 4__ 5__ 6__x 7__ 8__x COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Access to Common Core aligned instructional resources and materials for all students			
Goal Applies to:	Schools :	Albert Einstein Academy Charter Middle School (AEACMS)		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	Purchase of Common Core versions of adopted curriculum			

Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of students will have access to Common Core aligned curriculum and instructional materials.		LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	(approved textbooks and common core curriculum)
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Purchase of Common Core versions of adopted curriculum			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of students will have access to Common Core aligned curriculum and instructional materials.		LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4100, 4200 (approved textbooks and common core curriculum)
LCAP Year 3: 2017-2018				

Expected Annual Measurable Outcomes:	Purchase of Common Core versions of adopted curriculum		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of students will have access to Common Core aligned curriculum and instructional materials.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	4100, 4200 (approved textbooks and common core curriculum)

GOAL 2:	All teachers will receive professional development on research-based strategies		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
	Identified Need :	Alignment to Common Core and 21st century instruction	
Goal Applies to:	Schools :	Albert Einstein Academy Charter Middle School (AEACMS)	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-2016			
Expected Annual Measurable Outcomes:	Students will receive instruction that is increasingly aligned to the Common Core State Standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Engage in Professional Development trainings to enhance 21st Century instruction	Middle Academy	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	5210 (Professional Development and Training)
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Students will receive instruction that is increasingly aligned to the Common Core State Standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-	<input checked="" type="checkbox"/> ALL	5210

Engage in Professional Development trainings to enhance 21st Century instruction and the IBPYP	Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	(Professional Development and Training IB Coordinator Salary (1100))
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Students will receive instruction that is increasingly aligned to the Common Core State Standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	LEA-	<input checked="" type="checkbox"/> ALL	IB

Engage in professional development trainings in 21st century learning and the IBPYP	Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Coordinator salary (Certificated 1100) 5210 (Professional Development and Training)
---	------	---	--

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 _____	
	Identified Need :	Provide parents with training to actively participate in their child's education.		
	Goal Applies to:	Schools :	Albert Einstein Academy Charter Middle School (AEACMS)	
		Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-2016				

Expected Annual Measurable Outcomes:	Develop parent engagement opportunities through a variety of trainings and input opportunities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Research and develop online access opportunities to curriculum	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Develop parent engagement opportunities through a variety of trainings and input opportunities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide parents with access to curriculum including online	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
Increase number of parents involved in	LEA-	<input checked="" type="checkbox"/> ALL	\$5000

engagement opportunities through a variety of trainings (including Pastries with the Principals, Parent University)	Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	(4310)
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Develop parent engagement opportunities through a variety of trainings and input opportunities		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to increase number of parents involved in engagement opportunities through variety of trainings and input opportunities	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$5000 (4310)
Provide parents access to information on curriculum including through online means	LEA-Wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0

GOAL 4:	Students will meet or exceed the expectations defined by the Common Core State Standards			Related State and/or Local Priorities: 1__ 2__ 3__ 4__X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Identified Need :	Students gain academic content knowledge through the implementation of CCSS			
	Goal Applies to:	Schools :	Albert Einstein Academy Charter Middle School (AEACMS)		
		Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016					
Expected Annual Measurable Outcomes:	Implement Common Core Aligned benchmark assessments for all students in ELA and Math				
Actions/Services		Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
CAASPP assessments (grades 3-5 in ELA and Math) will serve to establish a baseline.		LEA-Wide	__X__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		\$0

Research and pilot Common Core aligned benchmark assessments for all students in ELA and Math	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Implement Common Core Aligned benchmark assessments for all students in ELA and Math		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement Common Core aligned assessments for all students in ELA and Math.	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
LCAP Year 3: 2017-2018			
Expected Annual Measurable Outcomes:	Implement Common Core Aligned benchmark assessments for all students in ELA and Math		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Research digital infrastructure options	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
LCAP Year 2: 2016-2017			
Expected Annual Measurable Outcomes:	Increase digital infrastructure and create task force for technology plan creation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Purchase networking equipment	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$15000 (4400)
Create technology plan task force to create plan	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Increase digital infrastructure, student device ratio and implement technology plan		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement technology plan	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
Increase student device ratio	LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$13,500 (per chrome cart - 4300)

GOAL 6:

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

Related State and/or Local Priorities:

1__ 2__ 3__☒ 4__ 5__☒ 6__☒ 7__
8__

COE only: 9__ 10__

Local : Specify _____

Identified
Need :

Increase counseling and other mental health services

Goal Applies
to:

Schools : Albert Einstein Academy Charter Middle School (AEACMS)

Applicable Pupil
Subgroups:

All

LCAP Year 1: 2015-2016

Expected
Annual
Measurable
Outcomes:

Students will have access to an increased number of counselors and/or mental health providers who will support student needs

Actions/Services

Scope of
Service

Pupils to be served within identified scope of
service

Budgeted
Expenditure
s

Suspension rates will decrease by 5% from
the previous year

LEA-
Wide

☒ ALL

\$0

OR:
☐ Low Income pupils ☐ English Learners
☐ Foster Youth ☐ Redesignated fluent English
proficient ☐ Other Subgroups:
(Specify) _____

ADA will maintain at 96% or higher

LEA-

☒ ALL

\$0

Host school wide recognition events and student awards assemblies Host field trips to museums, other venues		Wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2016-2017				
Expected Annual Measurable Outcomes:	Students will have access to counselors and/or mental health providers who will support student needs			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
ADA will maintain at 96% or higher Host school wide recognition events and student awards assemblies Host field trips to museums, other venues		LEA-Wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$0
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	Students will have access to counselors and/or mental health providers who will support student needs			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>ADA will maintain at 96% or higher</p> <p>Host school wide recognition events and student awards assemblies</p> <p>Host field trips to museums, other venues</p>	LEA-Wide	<p><u> X </u> ALL</p> <hr/> <p>OR:</p> <p><u> </u> Low Income pupils <u> </u> English Learners</p> <p><u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:</p> <p>(Specify) _____</p>	\$0

<p>GOAL 7:</p>	<p>Fully implement common core state standards in all grade levels and areas and support student learning and teacher preparedness in content areas</p>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__<u>X</u> 3__ 4__<u>X</u> 5__ 6__ 7__ 8__<u>X</u></p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<p>Common core aligned curriculum and supports.</p>	

Goal Applies to:	Schools :	Albert Einstein Academy Charter Middle School (AEACMS)		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	AEACS will facilitate teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide ongoing professional development to all teaching staff to integrate Common Core State Standards with the IBPYP		LEA-Wide	<input checked="" type="checkbox"/> ALL	IB Coordinator salary (Certificated 1100) Training and development (5210)
			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
LCAP Year 2: 2016-2017				

Expected Annual Measurable Outcomes:	AEACS will facilitate teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide ongoing professional development to all teaching staff to integrate Common Core State Standards with the IBPYP.	LEA-Wide	<u>X</u> ALL	\$0
LCAP Year 3: 2017-2018				
Expected Annual Measurable Outcomes:	AEACS will facilitate teachers' understanding and implementation of the common core state standards, with the intent to create detailed teaching and coaching plans focusing on measures of success.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Provide ongoing professional development to all teaching staff to integrate Common Core State Standards with the IBPYP.	LEA-Wide	<u>X</u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	\$0

--	--	--	--

ANNUAL UPDATE of LCAP

Original GOAL 1 from prior year LCAP:	All students will have access to all courses and instructional resources and materials		Related State and/or Local Priorities: 1__ 2__ 3_X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: Albert Einstein Academy Charter Middle School (AEACMS) Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Purchase of Common Core versions of adopted curriculum		Actual Annual Measurable Outcomes:	Purchase of Common Core materials in alignment with the International Baccalaureate Program
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		Estimated Actual Annual Expenditures
Assess curricular and instructional needs of expanded enrollment		\$44,556	Purchase curricular materials to meet instructional needs of students.	\$46,600

Scope of service:	All		Scope of service:	All	
<u>X</u> ALL			<u>X</u> 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?		We experienced significant enrollment increases that required us to focus on increasingly diverse needs of our student population.			

Original GOAL 2 from prior year LCAP:	All teachers will receive professional development on research-based strategies		Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 ___ 4 <u>X</u> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
	Goal Applies to:	Schools: Albert Einstein Academy Charter Middle School (AEACMS) Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	Students will receive instruction that is increasingly aligned to the Common Core State Standards.	Actual Annual Measurable Outcomes:	Students will receive instruction increasingly aligned to Common Core
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teachers will receive professional development in aligning instruction with Common Core State Standards	\$5000	Teachers received professional development to align strategies to Common Core	\$30,000
Scope of service: All		Scope of service: All	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> 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?	We added a significant number of staff due to student enrollment increases. This created an increased need for training and professional development.
--	---

Original GOAL 3 from prior year LCAP:	Increase resources and services to improve parent involvement including workshops, activities, and input opportunities		Related State and/or Local Priorities: 1__ 2__ 3__ 4 <u>X</u> 5__ 6__ 7__ 8 <u>X</u> COE only: 9__ 10__ Local : Specify _____
	Goal Applies to:	Schools: Albert Einstein Academy (Elementary) Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Develop parent engagement opportunities through a variety of trainings and input opportunities	Actual Annual Measurable Outcomes:	Develop parent engagement opportunities through trainings and input opportunities
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Involve parents in the school through a range of opportunities for involvement and input—before, during, and after the school day.		\$1,000	A range of parent involvement opportunities and trainings were provided including Parent University, Pastries with the Principals, Board/Parent forums, and a wide range of volunteer opportunities.	\$5,073
Scope of service:	All		Scope of service:	All
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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?	Due to increased enrollment we recognized the need to increase parent involvement especially among those families new to AEA.			

Original GOAL 4 from prior year LCAP:	Students will meet or exceed the expectations defined by the Common Core State Standards		Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <u>X</u> 5__ 6__ 7_ <u>X</u> 8__ COE only: 9__ 10__ Local : Specify _____	
	Goal Applies to:	Schools: Albert Einstein Academy (Elementary) Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Implement Common Core Aligned benchmark assessments for all students in ELA and Math		Actual Annual Measurable Outcomes:	Develop internal assessments to measure achievement related to Common Core and International Baccalaureate program
LCAP Year: 2014-2015				
Planned Actions/Services			Actual Actions/Services	
Implementation of assessments aligned to Common Core in ELA and Math		Budgeted Expenditures	Progress in developing internal assessments to measure student achievement on Common Core and related to the International Baccalaureate program Estimated Actual Annual Expenditures	
		n/a	n/a	
Scope of service:	all		Scope of service:	all
<u>X</u> ALL			<u>X</u> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		n/a	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____		n/a
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Increased enrollment and the requirements of the International Baccalaureate program require us to focus on Common Core expectations in assessing all students for increased academic achievement.			
Original GOAL 5 from prior year LCAP:	Increase digital access for all students and staff			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: Albert Einstein Academy (Elementary)				
	Applicable Pupil Sub-groups:	All			
Expected Annual Measurable Outcomes:	Increase digital infrastructure		Actual Annual Measurable Outcomes:	Increase student and staff access to technology for purposes of instruction and assessment	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		

Purchase technology to facilitate student assessment and learning, and staff communication		Budgeted Expenditures	Progress in developing internal assessments to measure student achievement on Common Core and related to the International Baccalureate program		Estimated Actual Annual Expenditures
		\$19,500			\$20,000
Scope of service:	All students	n/a	Scope of service:	All students	n/a
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Increased enrollment and staffing levels have required additional technology resources to meet school's assessment, instructional, and communication needs.</p>
---	--

Original GOAL 6 from prior year LCAP:	Increase the 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_X 5__ 6x__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
	Goal Applies	Schools: Albert Einstein Academy (Elementary)	

Goal Applies to:	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Students will have access to an increased number of counselors and/or mental health providers who will support student needs	Actual Annual Measurable Outcomes:	Students will have access to counselors and other mental health providers to meet their needs.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
Assess the mental health needs of students	Budgeted Expenditures	Assess and meet the mental health needs of students through use of counseling and other mental health services	Estimated Actual Annual Expenditures
	\$0		\$0
Scope of service:	All students	Scope of service:	All students
<u> X </u> ALL	n/a	<u> X </u> ALL	n/a
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)_____	
	n/a		n/a

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Increased enrollment and changing student population required focus on student mental health needs from a staffing and programmatic standpoint.

<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	n/a	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	n/a
	n/a		n/a

SUPPLEMENTAL and CONCENTRATION FUNDS:

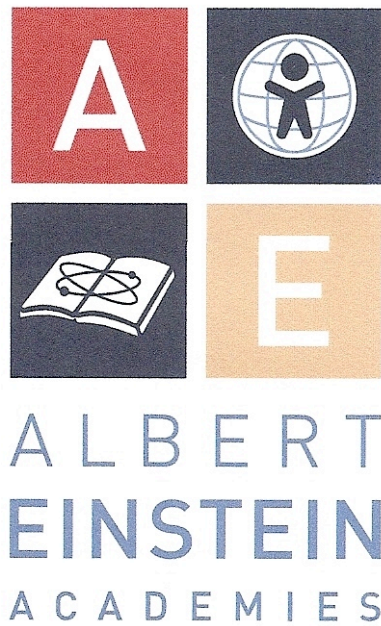
In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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). 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.

Total amount of Supplemental and Concentration grant funds calculated:	\$110,673
<p>The supplemental and concentration funds are being expended on actions and services directed toward unduplicated student groups.</p> <p>Additional professional development opportunities are being provided to support staff in meeting the needs of these students.</p>	

The LEA has an estimated proportionality percentage of 3.58%. The needs of low income pupils, foster youth, and English Language Learners will be met through the actions described in the LCAP that apply to all students.

Appendix I



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.

Signature of Complainant

Date:

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:

- | | | |
|---|--|---|
| <input type="checkbox"/> Adult Education | <input type="checkbox"/> Consolidated Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> 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
 - ☐ Ancestry
 - ☐ Color
 - ☐ Disability (Mental or Physical)
 - ☐ Ethnic Group Identification
 - ☐ Gender
 - ☐ National Origin
 - ☐ Race
 - ☐ Religion
 - ☐ Sex (Actual or Perceived)
 - ☐ Sexual Orientation (Actual or Perceived)
 - ☐ 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.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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

2015/2016 Student Code of Conduct and School Structures

Morning Arrival

- Campus opens at 7:30AM. Students are not permitted on campus before 7:30AM and there is no supervision before this time.
- Students can purchase a nutritious breakfast provided by [RevFoods](#) for \$2.00. Meals can be paid for in cash or by visiting our [website](#) and using the [online](#) pre-payment system.
- Classrooms open at 7:45AM and instruction starts **promptly** at 8:00AM.
- Students arriving after 8:00AM must enter through the front/main entrance.

After School Dismissal

- Students are dismissed at 3:00PM and are expected to exit the campus immediately following dismissal.
- Students involved in afterschool activities must be in their designated areas.
- Students will not be permitted to “hang out” after school. Any student not gone by 3:15 will be brought into campus.

Behavior Befitting an IB Student

All AEACMS students are expected to behave in a manner that is befitting the [IB Learner Profile](#). Any behavior that does not represent the AEACMS vision and mission will be addressed appropriately by all members of the school staff. Students with repeat infractions will be subject to more serious consequences that can include suspension and/or expulsion.

Bathrooms

- Students are not to use staff bathrooms
- Health Office bathroom is for students in the Health Office and staff only
- 8th graders use bathrooms on MPR floor
- 6th and 7th grade use bathrooms on their respective floors
- One student per stall

Passing Period Behavior

- Students are to walk inside at all times
- Students are to use inside voices and behaviors
- Students must only be on the floor where they have a class unless they have teacher-permission

Drinks and Gum on Campus

- No GUM on campus
- No caffeine drinks, energy drinks or soda will be permitted: water, juice, and milk only

Personal Technology Devices

- Students are not permitted to have their personal devices out at any time during the school day. This includes phones, ipads, ipods, mp3 players, kindles, e-readers, personal gaming devices and computers.
- No music on personal devices in classroom except with teacher permission.
- Personal devices are to be kept in backpacks as soon as students step on campus and until they step off campus.
- The only exception to this policy is if a teacher allows the use of a personal device for an instructional activity.
- If a student needs to make a phone call they are to go to the front desk or get permission from their teacher to use a classroom phone.
- What will happen if a student has their personal device out of their backpack without permission:
 - First time: device taken by teacher or staff member and student may get it back from them at the end of the day. Parents will be notified via a phone call home.
 - Second time: parent must pick the device up from the front office.
 - Third time: parent must pick the device up from the Principal and possible suspension.
 - Fourth time: two day suspension, and the student will be required to leave personal devices in the Principal's office at the beginning of each school day.

Acceptable Use of School Technology

- Students are expected to treat school technology with the appropriate care at all times.
- If it is determined that school technology was damaged due to reckless or inappropriate behavior, parents may be required to pay for repair or replacement.
- Students are not to use google-chat for social purposes while on campus.
- Students should never erase anyone's google docs.
- Student's should log out of their account after every computer use. If a student opens a computer and sees that a student forgot to log out, they are to log out immediately. Any student who accesses another student's account may lose technology privileges and may be subject to a more serious consequence, including suspension or expulsion.
- If a student repeatedly misuses technology, does not follow the AEACMS Acceptable Use Policy, they may lose the privilege of using technology while on campus.

Stairs

- Never more than two people WALKING side-by-side on stairs.
- No skipping stairs..
- No trying to pass people.
- Main Staircase: stay to the right at all times.
- Stairwells: Both stairwells are UP for first period ONLY. After first period, the SOUTH stairwell is UP and NORTH is DOWN. End of the day both stairwells are DOWN.

Lunch Time

- Students purchasing a lunch form a single file line towards the girls' changing room. Lunch is also provided by [RevFoods](#) and cost \$3.50. Students can pay with cash or by using the [online](#) pre-payment system.
- Students with a sack lunch go straight to the lunch tables.
- All students must start lunch in the MPR.
- Students must be given permission before exiting the MPR for clubs or to go to the athletic courts.
- Students are not permitted to hang out on the outside ramp or stairs. They must be inside the gated athletic court area or inside the building. Special club circumstances may apply.
- Students are expected to clean up their own lunch mess.

Uniforms:

- Students must be in uniform during the school day, Students out of uniform will be given a loaner or asked to put on their PE uniform. Students repeatedly out of uniform will have a meeting with the Principal with their parents present. If a loaner uniform is not available, parents will be contacted to either bring a uniform or pick up their student.
- The AEACMS Uniform:
 - Dockers or Dickies type navy **and** khaki **trousers or shorts** (no denim or spandex blends).
 - Skirts, skorts and plaid bottoms are allowed.
 - Tights and leggings must be either white, tan, or navy.
 - White and blue polo-type shirt with logo
 - Blue sweatshirt or jacket with logo - NO HOODIES.
 - Students can wear AEA t-shirts on Fridays.
 - Navy or tan beanie or baseball caps with logo (outside use only).
- Shorts and skirts must follow school uniform policy length. "Hands at the side" measurement will be used. The bottom of the shorts or skirt should be as long or longer then where the fingertips reach.
- No sagging trousers.
- Students must wear PE uniform during PE.
- PE uniform **cannot be worn under regular uniform** during the day.

LINKS to stores that sell uniforms aligned with the AEA uniform policy

<http://www.oldnavy.com/products/boys-uniform-pants.jsp>

<http://www.gap.com/products/girls-uniform-pants.jsp>

<http://www.dickies.com/kids-clothing.jsp>

<http://www.gap.com/products/girls-uniform-pants.jsp>

<http://www.aeropostale.com/product/index.jsp?productId=3566077>

Appendix M

BYLAWS OF ALBERT EINSTEIN ACADEMIES

Revised June 2015

TABLE OF CONTENTS

Page

BYLAWS 1
OF 1
ALBERT EINSTEIN ACADEMIES 1
REVISED JUNE 2015 1

PAGE 2

I.PURPOSES.....	1
II.OFFICES.....	1
1.PRINCIPAL OFFICE.....	1
2.OTHER OFFICES.....	1
III.MEMBERSHIP.....	1
1.NO MEMBERS.....	1
2.ASSOCIATES.....	1
IV.BOARD OF TRUSTEES.....	2
1.POWERS.....	2
2.NUMBER AND QUALIFICATIONS OF TRUSTEES.....	3
3.APPOINTMENT AND TERM OF OFFICE.....	3
4.TRUSTEE APPROVAL OF CERTAIN CORPORATE ACTIONS.....	3
5.RESIGNATION AND REMOVAL.....	4
6.VACANCIES.....	4
7.PLACE OF MEETING.....	4
8.ANNUAL MEETING.....	4
9.REGULAR MEETINGS.....	5
10.SPECIAL MEETINGS.....	5
11.NOTICE OF SPECIAL MEETINGS.....	5
12.QUORUM.....	6
13.CONSENT TO MEETINGS.....	6
14.ACTION WITHOUT MEETING.....	6
15.TELEPHONIC AND ELECTRONIC VIDEO MEETINGS.....	6
16.ADJOURNMENT.....	7
17.RIGHTS OF INSPECTION.....	7
18.BOARD COMMITTEES.....	7
19.OTHER COMMITTEES.....	8
20.FEES AND COMPENSATION.....	8
21.NONLIABILITY OF TRUSTEES.....	9
22.INTERESTED PERSONS.....	9
23.STANDARD OF CARE.....	9
24.SELF-DEALING TRANSACTIONS.....	9
25.INTERESTED TRUSTEE'S VOTE.....	11
26.PERSONS LIABLE AND EXTENT OF LIABILITY.....	11
27.CONTRACTS OR TRANSACTIONS WITH MUTUAL TRUSTEES.....	11
28.CORPORATE LOANS AND ADVANCES.....	12
29.ANNUAL REPORT.....	12
30.ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.....	12
31.PROPERTY RIGHTS.....	13
32.GENERAL PUBLIC AGENCY PROHIBITIONS GOVERNING CERTAIN TRANSACTIONS.....	13
V.OFFICERS.....	13
1.OFFICERS.....	13
2.APPOINTMENT OF OFFICERS.....	13
3.SUBORDINATE OFFICERS.....	13
4.PRESIDENT.....	14
5.VICE PRESIDENT.....	14
6.SECRETARY.....	14

7.TREASURER.....	14
8.EXECUTIVE DIRECTOR.....	15
9.REMOVAL AND RESIGNATION.....	15
10.VACANCIES.....	15
VI.INDEMNIFICATION	15
1.DEFINITIONS.....	15
2.INDEMNIFICATION IN ACTIONS BY THIRD PARTIES.....	16
3.INDEMNIFICATION IN ACTIONS BY OR IN THE RIGHT OF THE CORPORATION.....	16
4.INDEMNIFICATION AGAINST EXPENSES.....	17
5.REQUIRED DETERMINATIONS.....	17
6.ADVANCE OF EXPENSES.....	17
7.OTHER INDEMNIFICATION.....	17
8.FORMS OF INDEMNIFICATION NOT PERMITTED.....	17
9.INSURANCE.....	18
10.NONAPPLICABILITY TO FIDUCIARIES OF EMPLOYEE BENEFIT PLANS.....	18
11.INDEMNIFICATION AND THE CALIFORNIA TORT CLAIMS ACT.....	18
VII.MISCELLANEOUS	18
1.FISCAL YEAR.....	18
2.INSPECTION OF CORPORATE RECORDS.....	18
3.CHECKS, DRAFTS, ETC.....	19
4.ENDORSEMENT OR EXECUTION OF DOCUMENTS AND CONTRACTS.....	19
VIII.EFFECTIVE DATE AND AMENDMENTS	19
1.EFFECTIVE DATE.....	19
2.AMENDMENTS.....	19
CERTIFICATE OF ADOPTION	20

**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 one (1) 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 or without the State of California 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. To the extent expressly required by law or by contract, 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. Action Without Meeting.

Any action required or permitted to be taken by the Board under any provision of Corporations Code, Section 5110 et seq. may be taken without a meeting if all members of the Board shall individually or collectively consent in writing to such action. Such consent(s) shall be filed with the minutes of the proceedings of the Board and shall have the same force and effect as a unanimous vote of such trustees.

15. 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.

16. 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.

17. 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.

18. 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.

19. 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 committee 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.

20. 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.

21. Nonliability of trustees.

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

22. 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.

23. 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.

24. 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).

25. 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.

26. 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.

27. 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 committee 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.

28. 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.

29. 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.

30. 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.”

31. Property Rights.

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

32. 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 brought 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 _____, 2015.

Date: _____, 2015

_____, Secretary

2014 CONFLICT OF INTEREST CODE BIENNIAL REVIEW REPLY FORM

Contact Person: David Sciarretta Telephone Number: (619) 795-1190

Name of Agency: Albert Einstein Academies

Mailing Address: 3035 Ash Street, San Diego CA 92102

This agency has reviewed its conflict of interest code and has determined that:

☐ **Amendments are necessary:** (Attach Amended Code)
(Check all that applies)

- ☐ Include new positions (including consultants) which must be designated
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished
- ☐ Delete positions that manage public investments
- ☐ Revise disclosure categories
- ☐ Other _____

☒ **No amendments are necessary.** Our agency's code accurately designates all positions which make or participate in the making of governmental decisions; the disclosure assigned to those positions accurately requires the disclosure of all investments, business positions, interests in real property and sources of income which may foresee-ably be affected materially by the decision made by those designated positions; and the code includes all other provisions required by Government Code Section 87302.

Signature of ~~Chief Executive Officer~~
Executive Director

Date: 9-29-14

You must complete this report regardless of how recently your code was approved or amended. **Please return this report no later than October 1, 2014 to:**

Clerk of the Board of Supervisors
(Conflict of Interest Code)
1600 Pacific Highway, Room 402
San Diego, CA 92101

COUNTY OF SAN DIEGO
BOARD OF SUPERVISORS
2008 CONFLICT OF INTEREST CODE
BIENNIAL REVIEW REPLY FORM

THOMAS J. PASTUSZKA
CLERK OF THE BOARD
OF SUPERVISORS

Contact Person: Jeannette Vaughn Telephone Number: 619-745-1190

Name of Agency: Albert Einstein Academics

Mailing Address: 3035 Ash Street San Diego, CA 92102

This agency has reviewed its conflict of interest code and has determined that:

☒ **Amendments are necessary:** (Attach Amended Code)
(Check all that applies)

- ☒ Include new positions (including consultants) which must be designated
- ☐ Revise the titles of existing positions
- ☒ Delete titles of positions that have been abolished
- ☐ Delete positions that manage public investments
- ☒ Revise disclosure categories
- ☐ Other _____

☐ **No amendments are necessary.** Our agency's code accurately designates all positions which make or participate in the making of governmental decisions; the disclosure assigned to those positions accurately requires the disclosure of all investments, business positions, interests in real property and sources of income which may foresee-ably be affected materially by the decision made by those designated positions; and the code includes all other provisions required by Government Code Section 87302.

Signature of Chief Executive Officer: Jeannette Vaughn Date: 8/29/08
School Principal

You must complete this report regardless of how recently your code was approved or amended. **Please return this report no later than August 31, 2008 to:**

Clerk of the Board of Supervisors
(Conflict of Interest Code)
1600 Pacific Highway, Room 402
San Diego, CA 92101

Approved and/or authorized by the Board
of Supervisors of the County of San Diego
Date: 8/29/08 Minute Order No. 24
THOMAS J. PASTUSZKA
Clerk of the Board of Supervisors
By: [Signature]
Deputy Clerk

**CONFLICT OF INTEREST CODE
OF
ALBERT EINSTEIN ACADEMIES**

1. Standard Code of FPPC

The Political Reform Act of 1974 (Government Code § 81000 *et seq.*) requires each state and local government agency to adopt and promulgate a conflict of interest code. As a local government agency, Albert Einstein Academies is therefore required to adopt such a code. The Fair Political Practices Commission ("FPPC") has adopted a regulation (2 Cal. Code of Regs. § 18730) which contains the terms of a model conflict of interest code, which can be incorporated by reference as an agency's code. After public notice and hearing, the regulation may be amended by the FPPC to conform to amendments in the Political Reform Act.

2. Adoption of Standard Code of FPPC

The terms of 2 Cal. Code of Regs. § 8730 and any future amendments to it duly adopted by the FPPC are hereby adopted and incorporated herein by reference. This regulation and the Appendix attached hereto designating officials and employees and establishing disclosure categories shall constitute the Conflict of Interest Code of Albert Einstein Academies. This code shall take effect when approved by the Board of Supervisors for the County of San Diego, and shall thereupon supersede any and all prior codes adopted by Albert Einstein Academies.

3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), designated employees set forth in the Appendix shall file statements of economic interests (Form 700) with the Secretary of Albert Einstein Academies. Upon receipt of the statements of the members of the Board of Trustees, the Secretary shall make and retain copies and forward the originals of these statements to the Clerk of the Board of Supervisors for the County of San Diego. Statements for all other designated employees shall be retained by the Secretary.

APPROVED AND ADOPTED by the Board of Trustees of Albert Einstein Academies on the 26th day of September, 2008.



Ralf Wilhelms

President, Albert Einstein Academies

Disclosure Categories

Category 1. All-Inclusive Reportable Investments

A designated employee in this category shall report all reportable investments, as defined in Gov. Code § 82034, in business entities located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County which operate or provide any of the following:

- Accounting or auditing services
- Banks and savings and loans
- Computer hardware or software, or computer services or consultants
- Communications equipment or services
- Educational services, supplies and materials
- Entities or persons who have filed claims against Albert Einstein Academies or have claims pending against Albert Einstein Academies
- Insurance brokers and agencies
- Insurance adjusting, claims auditing or administration, or underwriting services
- Office equipment or supplies
- Personnel and employment companies and services
- Printing or reproduction services, publications, and distribution
- Securities, investment or financial services companies
- Title insurance and escrow

Category 2. Reportable Interests in Real Property

A designated employee in this category shall disclose all interests in real property, as defined in Gov. Code §§ 82033 and 82035, that is

(a) within or not more than two (2) miles outside the boundaries of San Diego County that has situated on it any business entity named in category no. 1 above; or

(b) within two (2) miles of any facility or real property owned or used by Albert Einstein Academies.

Category 3. Reportable Income

A designated employee in this category shall disclose all income as defined in Government Code § 82030 of the designated employee from the below-listed sources located in, doing business in, planning to do business in, or having done business in the previous two (2) years in San Diego County during the reporting period.

- Accounting or auditing services
- Banks and savings and loans
- Computer hardware or software, or computer services or consultants
- Communications equipment or services
- Educational services, supplies and materials

(a) the name and address of each business entity in which he or she is a director, officer, partner, trustee, employee, or in which he or she holds any position of management;

(b) a description of the business activity in which the business entity is engaged; and

(c) the designated employee's position with the business entity.



COUNTY OF SAN DIEGO
BOARD OF SUPERVISORS

THOMAS J. PASTUSZKA, CMC, CCB
EXECUTIVE OFFICER/CLERK

County of San Diego

CLERK OF THE BOARD OF SUPERVISORS

1600 PACIFIC HIGHWAY, ROOM 402, SAN DIEGO, CALIFORNIA 92101-2471

2008 OCT 20 PM 3 48

TELEPHONE (619) 531-5600

FAX (619) 595-4619

THOMAS J. PASTUSZKA
CLERK OF THE BOARD
OF SUPERVISORS

August 12, 2008

Jeanette Vaughn
Albert Einstein Academies
3035 Ash St,
San Diego, CA 92102

CONFLICT OF INTEREST CODE BIENNIAL REVIEW

Dear Ms. Vaughn,

On June 19, 2008, pursuant to Government Code Section 87306.5, we sent your agency a notification letter, with form, for the review of your Conflict of Interest Code to be completed and returned to our office.

We have not yet received your response. **This is a reminder notice that we must receive the completed BIENNIAL REVIEW REPLY FORM by August 31, 2008** indicating whether you intend to make any amendments/changes to your Conflict of Interest Code or no amendments are necessary. The actual amendments/changes to your Conflict of Interest Code must be received no later than September 19, 2008.

Government Code Section 87306.5 requires every local government agency to review its Conflict of Interest Code biennially to determine if it is accurate or if the code must be amended. Once the determination has been made, a notice must be submitted to the code reviewing body.

The San Diego County Board of Supervisors, as the code reviewing body for your agency, hereby notifies you of the requirements of this Government Code Section. In order to comply with these requirements, the following is required:

1. Review your Agency's Conflict of Interest Code including designated employees and disclosure categories. Conflict of Interest Codes are available on-line at:

http://www.sdcounty.ca.gov/cob/conflict_interest/

2. Determine whether or not amendments are necessary. If no amendments are necessary, go to item 3. If amendments are necessary, go to items 4 and 5.

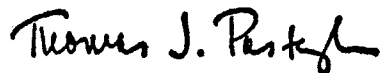
3. **If no amendments are necessary**, complete the form of official action (enclosed with this letter) indicating that no amendment is required and return it to the Clerk of the Board no later than **August 31, 2008**. No further action will be required beyond returning the form of official action.

4. **If amendments are necessary**, complete the form of official action (enclosed with this letter) indicating that an amendment is required and return it to the Clerk of the Board no later than **August 31, 2008**.
5. Amend your Conflict of Interest Code and submit to the Clerk of the Board **no later than September 19, 2008**. County Counsel has developed a Model Conflict of Interest Code and provided additional resources to help simplify the process. You are not required to use this model. The Model Code and additional written material are available at the Clerk of the Board's website at the following address:

http://www.sdcounty.ca.gov/cob/conflict_interest/

The Clerk of the Board will submit the proposed amendments to the Board of Supervisors for approval. An Agency's amended Conflict of Interest Code is not effective until the Board of Supervisors has approved it. The Clerk of the Board will notify you upon Board action.

Thank you for your prompt attention to this matter. If further information is needed, you may call Teresa Zurita, Supervising Board Assistant, Public Services, Clerk of the Board of Supervisors, at (619) 531-5782.



THOMAS J. PASTUSZKA
Clerk of the Board of Supervisors

TJP:GA:tz
Attachments

cc: Walter F. Ekard, Chief Administrative Officer
John Sansone, County Counsel
Communications Received (CR)