

ALBERT EINSTEIN ACADEMIES

CHARTER PETITION



SUBMITTED TO

SAN DIEGO UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Submitted
September 3, 2020

Revised
February 27, 2024

Charter Term of
July 1, 2021 - June 30, 2026

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AFFIRMATIONS/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 Academies (AEA), 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 Charter, AEA will follow any and all federal, state, and local laws and regulations that apply to AEA, including but not limited to the following:

Albert Einstein Academies:

- Shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Sections 60605 and, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Albert Einstein Academies shall be deemed the exclusive public school employer of the employees of AEA for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)(O)]
- Shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- Shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- Shall admit all students who wish to attend AEA, and who submit a timely application, unless AEA 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(e)(2), admission 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(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of AEA in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- Shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 AEA hold a Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. AEA may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment [Ref. California Education Code Section 47605(l) and 47605.4(a)]
- 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 AEA without graduating or completing the school year for any reason, AEA 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. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to AEA within 30 days if AEA demonstrates that the pupil had been enrolled in AEA. [Ref. California Education Code Section 47605(e)(3)]
- AEA may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at the School. [Ref. Education Code Section 47605(n)]
- AEA 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)]
- AEA shall on a regular basis consult with its parents and teachers regarding AEA's education programs. [Ref. California Education Code Section 47605(d)]
- AEA shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605 and 47605.1]

- AEA shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- AEA shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by Every Student Succeeds Act (“ESSA”).
- AEA shall comply with the Public Records Act.
- AEA shall comply with the Family Educational Rights and Privacy Act.
- AEA shall comply with the Ralph M. Brown Act.
- AEA shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1
- AEA shall comply with the Political Reform Act.
- AEA shall meet or exceed the legal required minimum of school days. [Ref. Title 5 California Code of Regulations 11960]

David Sciarretta, Ed.D. - Superintendent

Date

SUPERINTENDENT'S LETTER

September 3, 2020

Dear SDUSD Board of Trustees and Superintendent Marten:

On behalf of the Albert Einstein Academies (AEA) Board of Trustees, our dedicated staff and most importantly our students, I proudly and humbly present the following material revision and charter renewal documents for your consideration. AEA has served students in grades k-8 for nearly two decades in San Diego, and it has long been our community's dream to complete the International Baccalaureate (IB) k-8 continuum by opening an AEA high school.

Our petition would necessitate the following steps:

1. Addition of grades 9-12
2. Incorporation of the AEACES (grades k-5) charter
3. Renewal of the AEACMS charter with renaming as described below

If these documents meet the approval of the SDUSD Board, the single charter would then be named Albert Einstein Academies; each school would locally be recognized by the existing naming protocol according to grade span as follows: Albert Einstein Academy Charter Elementary School (AEACES, grades k-5), Albert Einstein Academy Charter Middle School (AEACMS, grades 6-8), Albert Einstein Academy Charter High School (AEACHS, grades 9-12).

This request before you would accomplish the following on behalf of students and families:

- Renew our high- performing AEA middle school (currently eligible for a possible 7 year renewal term as per the California Department of Education).
- Authorize AEA to open a high school beginning with 200 students in grade 9 in Fall 2024 and growing slowly and responsibly over a four year period to full enrollment with 800 students grades 9-12 (see enrollment projections within the petition).
- Consolidate all three AEA schools under one CDS code and as one LEA (the AEA elementary charter is up for renewal at the end of the 2021-2022 school year).
- Allow San Diego's youth the opportunity for a comprehensive IB experience culminating in both the IB Diploma Program (IBDP) as well as the innovative IB Career-related Programme (IBCP). The combination of the IBDP and IBCP would be the first of its kind in San Diego.

AEA was recommended for a facilities planning grant by the Charter School Facility Committee, and the recommendation was approved by the SDUSD Board. Our team has been engaged in a high school strategic planning process for years and has identified a facility for the school's eventual location.

Through its steady leadership and consistent membership our Board of Trustees has demonstrated the ability to govern strategically and with vision. This stewardship made possible AEA's growth and expansion into a state-of-the-art middle school facility in 2014 that has become a landmark in the Grant Hill neighborhood. With its unanimous support for this charter revision and renewal process (see appendices for Board resolution) our Board has once again redoubled its commitment to serving all students.

At AEA we have enjoyed a long history of collaboration with SDUSD, and we will continue in this spirit as we develop our high school. For over ten years AEA and San Diego High School of International Studies have enjoyed a close working relationship on behalf of students, with AEA underwriting a full time language teacher position at SDHSIS to help insure language continuity through the IBDP. We would like this supportive relationship to continue even after opening the AEA high school for one reason: it benefits students, whether they choose to attend a charter or district school.

AEA's motto is "Teaching our children today to advance our shared humanity tomorrow." As we move forward with this request, I thank you for the opportunity to continue to make this motto a reality for future AEA students grades k-12.

Sincerely,

David V. Sciarretta, Ed. D.
AEA Superintendent

INTRODUCTION

Albert Einstein Academies was founded with the following 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.* The motto that unites our schools is, *Teaching our children today to advance our shared humanity tomorrow.*

History

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

AEACES began in the basement of a church with 27 children. However, today as an organization AEA serves nearly 2000 students grades k-8 (the AEA Charter Middle School, AEACMS, opened in 2006). Our student population represents a cross-section of the Northpark, Southpark, Golden Hill, and Grant Hill neighborhoods while welcoming families from North County, East County and the South Bay regions of San Diego County. The AEA community is ethnically, economically, and culturally diverse which enriches our organization immeasurably.

The heart of AEA is the International Baccalaureate Program (IB). With multiple authorizations through the International Baccalaureate Organization (IBO), our schools have become examples of educational best practices and we receive visitors from around the country who are interested in replicating our programs.

Now with the addition of the AEA Charter High School (AEACHS) and the IB Diploma Program (IBDP) and the only IB Career-related Program in San Diego (IBCP), AEA students will not only be able to meet the University of California and California State University's "a-g" subject requirements upon graduation, they will be both college and career ready. AEA will implement the Common Core State Standards and the Next Generation Science Standards adopted by the state of California, which provide a solid framework for core competencies in English Language Arts, mathematics and science. AEA will interweave these state standards through its IB program from Kindergarten through 12th grade. AEA will also seek Western Association of Schools and Colleges accreditation for the AEA Charter High School beginning in its first year of operation (2024-25).

AEA Mission Statement

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

AEA Vision Statement

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

AEA 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.
- By teaching children how to think, rather than what to think, we will prepare them to lead positive change in our world

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data. In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

Education Code Section 47607.2(b) states:

(1) For all charter schools for which paragraph (2) of subdivision (c) of Section 47607 and subdivision (a) of this section do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 and the performance of the charter school on the local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5.

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).

The following tables display the AEA Charter Elementary School (AEACES) and the AEA Charter Middle School (AEACMS) and subgroup dashboard state indicators for the years 2017 through 2019.

AEACES CA Dashboard

Key Indicators	2017	2018	2019
Chronic Absenteeism	N/A	Yellow	Green
Suspension Rate	Blue	Blue	Blue
English Learner Progress	Orange	N/A	N/A
English Language Arts	Orange	Green	Green
Mathematics	Yellow	Green	Green
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	N/A	Standard Met	Standard Met

AEACMS CA Dashboard

Key Indicators	2017	2018	2019
Chronic Absenteeism	N/A	Blue	Yellow
Suspension Rate	Yellow	Green	Orange
English Learner Progress	Blue	N/A	N/A
English Language Arts	Green	Green	Yellow
Mathematics	Green	Yellow	Yellow
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met	Standard Met
Access to a Broad Course of Study	N/A	Standard Met	Standard Met

Demographics

AEA continues to serve the populations that closely represent those of the District and the state. Analyzing three years of enrollment data demonstrated in the charts below, for our most significant subgroups, we see a consistent uptick in enrollment from Hispanic (not white), African-American, and Asian; and slightly fewer students identifying as white.

Further, AEA has seen a nearly 12% increase in English Learner student population over the last three years and a nearly 20% increase in enrollment of students with disabilities (SPED), bringing AEA's SPED population to almost 12.5%. AEA has also seen an increase of 5% in students who qualify for Free/Reduced Lunch, bringing the total number of students that qualify to nearly half of AEA's student population.

Demographics Over Time

School Year	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported	Total
2019-2020	50 (3.5%)	2 (0.14%)	29 (2.06%)	13 (0.92%)	702 (49.79%)	0 (0%)	519 (36.81%)	94 (6.67%)	1 (0.07%)	1410
2018-2019	50 (3.57%)	4 (0.29%)	26 (1.86%)	12 (0.86%)	700 (49.96%)	1 (0.07%)	512 (36.55%)	91 (6.5%)	5 (0.36%)	1401
2017-2018	45 (3.22%)	6 (0.43%)	15 (1.07%)	8 (0.57%)	652 (46.7%)	1 (0.07%)	530 (37.97%)	117 (8.38%)	22 (1.58%)	1396

English Learner Population Over Time

School Year	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2019-2020	31	30	35	33	18	29	54	52	34	316
2018-2019	31	33	31	27	33	31	53	37	37	313
2017-2018	29	26	27	36	30	27	41	37	28	281

SPED Population Over Time

School Year	Kinder	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Total
2019-2020	7	7	10	24	18	17	30	37	26	176
2018-2019	5	9	23	17	16	22	28	28	27	175
2017-2018	6	10	13	15	17	14	23	23	24	145

Free and Reduced Eligibility Over Time

School Year	Free or Reduced Meal Eligibility	Total Enrollment
2019-2020	634 (44.96%)	1410
2018-2019	603 (43.04%)	1401
2017-2018	546 (39.11%)	1396

ELA and Math CAASPP

As the charts below demonstrate, AEA consistently performs at a high level. AEA Charter Elementary School showed year-over-year increases in meeting and exceeding in both ELA and Math. And while the AEA Charter Middle School is working on improving in targeted areas it still outpaced the state of California in ELA and math.

AEACES ELA CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Meeting and Exceeding
2018-2019	388	18.56%	25.00%	24.74%	31.70%	56.44%
2017-2018	380	20.53%	23.42%	28.42%	27.63%	56.05%
2016-2017	373	28.42%	27.35%	24.40%	19.84%	44.24%

AEACES Math CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Meeting and Exceeding
2018-2019	388	12.11%	28.61%	25.52%	33.76%	59.28%
2017-2018	382	17.02%	28.27%	24.61%	30.10%	54.71%
2016-2017	374	22.19%	31.55%	22.73%	23.53%	46.26%

AEACMS ELA CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Meeting and Exceeding
2018-2019	591	19.97%	27.58%	37.90%	14.55%	52.45%
2017-2018	588	17.01%	26.53%	36.90%	19.56%	56.46%
2016-2017	595	13.78%	24.20%	41.85%	20.17%	62.02%

AEACMS Math CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Level Not Met: Level 1	Standard Nearly Met: Level 2	Standard Met: Level 3	Standard Exceeded: Level 4	Meeting and Exceeding
2018-2019	592	28.89%	27.36%	21.62%	22.13%	43.75%
2017-2018	587	24.36%	31.52%	19.59%	24.53%	44.12%
2016-2017	596	19.13%	30.03%	23.32%	27.52%	50.84%

AEA ELA CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Meeting and Exceeding
2018-2019	979	19.41%	26.56%	32.68%	21.35%	54.03%
2017-2018	968	18.39%	25.31%	33.57%	22.73%	56.30%
2016-2017	968	19.42%	25.41%	35.13%	20.04%	55.17%

AEA Math CAASPP Results Over Time

School Year	Number of Students with Test Result	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded	Meeting and Exceeding
2018-2019	980	22.25%	27.85%	23.16%	26.73%	49.90%
2017-2018	969	21.47%	30.24%	21.57%	26.73%	48.29%
2016-2017	970	20.31%	30.62%	23.09%	25.98%	49.07%

CAASPP and Scale Scores

AEA has demonstrated strong academic achievement through its CAASPP scores. In January 2017, the State Board of Education (“SBE”) elected to adopt and use CAASPP Scale Scores in its Accountability System, specifically for the Academic Indicator on the CA Dashboard. CAASPP scale scores offer a more precise method to determine students’ performance on the online computer adaptive test, rather than achievement levels because each level is based on a range of numbers, rather than an individual scale score.

AEA’s scale score is consistently in line with the state and the District’s scores and in a majority of cases, AEA’s scores were above both the state and the District. This is especially true in some of the subgroups, including English Language Learners and students with disabilities.

CAASPP Comparisons - All Students, ELA

ELA	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2425.2	28.04%	23.42%	22.19%	26.35%
SDUSD Grade 3	2442.7	23.31%	20.50%	21.68%	34.51%
AEA Grade 3	2447.3	16.30%	23.70%	26.67%	33.33%
CA Grade 4	2466.1	31.18%	19.35%	22.59%	26.87%
SDUSD Grade 4	2482.9	25.77%	17.41%	22.99%	33.83%
AEA Grade 4	2480.8	23.66%	23.66%	20.61%	32.06%
CA Grade 5	2502.4	28.44%	19.88%	28.02%	23.66%
SDUSD Grade 5	2522.8	22.35%	17.62%	27.84%	32.19%
AEA Grade 5	2524.5	15.57%	27.87%	27.05%	29.51%
CA Grade 6	2524.8	25.41%	24.58%	31.16%	18.85%
SDUSD Grade 6	2537.2	23.01%	21.54%	31.12%	24.33%
AEA Grade 6	2512.8	27.55%	28.06%	32.14%	12.24%
CA Grade 7	2547.5	26.39%	22.23%	33.20%	18.17%
SDUSD Grade 7	2561.6	23.37%	19.50%	34.11%	23.01%
AEA Grade 7	2559.2	18.59%	22.61%	44.72%	14.07%

CA Grade 8	2560.8	25.66%	24.93%	32.37%	17.04%
SDUSD Grade 8	2569.2	24.49%	22.39%	32.33%	20.79%
AEA Grade 8	2579.2	13.78%	32.14%	36.73%	17.35%

CAASPP Comparisons - All Students, Math

Math	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2434.3	26.75%	23.03%	27.71%	22.51%
SDUSD Grade 3	2457.1	20.67%	18.91%	26.90%	33.35%
AEA Grade 3	2468.9	12.59%	18.52%	30.37%	38.52%
CA Grade 4	2472	24.75%	30.32%	24.92%	20.02%
SDUSD Grade 4	2493.5	18.90%	26.10%	25.74%	29.25%
AEA Grade 4	2506.1	6.87%	35.88%	25.95%	31.30%
CA Grade 5	2495.3	35.27%	26.73%	16.80%	21.19%
SDUSD Grade 5	2523.7	26.02%	23.30%	18.33%	32.35%
AEA Grade 5	2535.9	17.21%	31.97%	19.67%	31.15%
CA Grade 6	2513.8	34.21%	27.27%	18.62%	19.90%
SDUSD Grade 6	2532.7	28.24%	25.55%	20.29%	25.92%
AEA Grade 6	2529	31.12%	21.94%	21.94%	25.00%
CA Grade 7	2526.6	36.45%	25.70%	18.47%	19.37%
SDUSD Grade 7	2546.5	30.31%	23.74%	21.07%	24.88%
AEA Grade 7	2548.7	22.61%	33.17%	24.12%	20.10%
CA Grade 8	2539.9	40.78%	22.59%	15.81%	20.82%
SDUSD Grade 8	2553.5	37.25%	21.49%	16.11%	25.15%
AEA Grade 8	2560.6	32.99%	26.90%	18.78%	21.32%

CAASPP Comparisons – English Learners, ELA

ELA	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2362.8	54.40%	27.17%	12.89%	5.54%
SDUSD Grade 3	2352.5	60.60%	25.93%	10.00%	3.47%
AEA Grade 3	2385.9	47.62%	28.57%	19.05%	4.76%
CA Grade 4	2396.6	59.73%	22.69%	13.31%	4.28%
SDUSD Grade 4	2408.1	52.61%	23.85%	18.22%	5.32%

AEA Grade 4	2413.9	55.17%	27.59%	13.79%	3.45%
CA Grade 5	2417.6	62.48%	24.23%	11.64%	1.66%
SDUSD Grade 5	2424	58.84%	26.36%	12.64%	2.17%
AEA Grade 5	2455.2	31.25%	46.88%	21.88%	0.00%
CA Grade 6	2432.3	62.21%	28.30%	8.84%	0.66
SDUSD Grade 6	2415.9	71.12%	22.62%	5.17%	1.08%
AEA Grade 6	2429.4	62.96%	25.93%	11.11%	0.00%
CA Grade 7	2445.2	66.05%	24.79%	8.63%	0.53
SDUSD Grade 7	2428.8	74.06%	18.84%	6.38%	0.72
AEA Grade 7	2461.9	54.29%	31.43%	14.29%	0.00%
CA Grade 8	2451.7	69.05%	24.76%	5.85%	0.32
SDUSD Grade 8	2436.3	78.46%	17.85%	3.38%	0.32
AEA Grade 8	2498.7	48.39%	41.94%	6.45%	3.23%

CAASPP Comparisons – English Learners, Math

Math	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2385.4	48.76%	26.67%	18.11%	6.47%
SDUSD Grade 3	2380.1	51.46%	26.24%	16.50%	5.80%
AEA Grade 3	2397.2	33.33%	52.38%	9.52%	4.76%
CA Grade 4	2418.4	46.78%	35.45%	13.63%	4.13%
SDUSD Grade 4	2431	39.70%	36.10%	17.65%	6.55%
AEA Grade 4	2449.5	17.24%	51.72%	24.14%	6.90%
CA Grade 5	2426.1	66.88%	23.53%	6.59%	3.00%
SDUSD Grade 5	2441	59.48%	26.17%	9.88%	4.47%
AEA Grade 5	2489	31.25%	43.75%	18.75%	6.25%
CA Grade 6	2422.6	70.82%	21.67%	5.42%	2.08%
SDUSD Grade 6	2417.4	73.73%	19.48%	4.42%	2.38%
AEA Grade 6	2439.2	64.81%	20.37%	12.96%	1.85%
CA Grade 7	2424.8	75.67%	17.33%	4.97%	2.30%
SDUSD Grade 7	2419	75.00%	18.13%	5.08%	1.79%
AEA Grade 7	2450.1	57.14%	31.43%	11.43%	0.00%
CA Grade 8	2425.2	81.51%	12.54%	3.73%	2.23%

SDUSD Grade 8	2417.5	82.72%	12.23%	2.75%	2.29%
AEA Grade 8	2465.1	59.38%	34.38%	6.25%	0.00%

CAASPP Comparisons – Economically Disadvantaged, ELA

ELA	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2399.6	36.86%	26.53%	20.54%	16.07%
SDUSD Grade 3	2412.4	32.61%	24.59%	21.31%	21.50%
AEA Grade 3	2399.4	38.64%	31.82%	15.91%	13.64%
CA Grade 4	2438.7	40.69%	21.82%	21.23%	16.26%
SDUSD Grade 4	2450.4	35.94%	20.55%	22.97%	20.53%
AEA Grade 4	2438	44.44%	22.22%	16.67%	16.67%
CA Grade 5	2473.9	37.40%	23.00%	26.05%	13.55%
SDUSD Grade 5	2491	31.48%	21.07%	27.43%	20.01%
AEA Grade 5	2485.7	25.00%	38.46%	19.23%	17.31%
CA Grade 6	2496.8	33.78%	28.34%	27.78%	10.10%
SDUSD Grade 6	2500.7	33.50%	26.08%	28.46%	11.97%
AEA Grade 6	2473.9	41.67%	32.41%	23.15%	2.78%
CA Grade 7	2517.5	35.13%	25.76%	29.62%	9.49%
SDUSD Grade 7	2524.7	33.66%	23.03%	32.06%	11.25%
AEA Grade 7	2536.6	23.28%	28.45%	39.66%	8.62%
CA Grade 8	2530.9	34.11%	28.73%	28.40%	8.76%
SDUSD Grade 8	2532.6	34.57%	27.05%	27.94%	10.44%
AEA Grade 8	2560.2	16.19%	40.95%	32.38%	10.48%

CAASPP Comparisons – Economically Disadvantaged, Math

Math	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2410.9	35.24%	26.28%	25.45%	13.03%
SDUSD Grade 3	2427.4	29.66%	23.52%	26.50%	20.32%
AEA Grade 3	2424.4	31.82%	29.55%	22.73%	15.91%
CA Grade 4	2446.9	32.98%	34.55%	21.80%	10.67%
SDUSD Grade 4	2462.8	27.24%	31.88%	24.53%	16.36%
AEA Grade 4	2480.2	16.67%	33.33%	27.78%	22.22%

CA Grade 5	2467.2	45.78%	28.70%	14.29%	11.23%
SDUSD Grade 5	2492.7	36.45%	26.87%	16.91%	19.78%
AEA Grade 5	2502.8	26.92%	42.31%	9.62%	21.15%
CA Grade 6	2481.6	44.68%	29.33%	15.73%	10.26%
SDUSD Grade 6	2492.2	40.78%	29.24%	16.78%	13.20%
AEA Grade 6	2485.1	44.44%	29.63%	14.81%	11.11%
CA Grade 7	2490.7	47.69%	27.47%	15.25%	9.59%
SDUSD Grade 7	2503.4	42.44%	26.88%	18.10%	12.58%
AEA Grade 7	2517.3	31.03%	36.21%	21.55%	11.21%
CA Grade 8	2501.2	52.55%	23.58%	13.18%	10.69%
SDUSD Grade 8	2506.7	51.39%	23.15%	13.02%	12.44%
AEA Grade 8	2523.7	43.40%	30.19%	16.98%	9.43%

CAASPP Comparisons – SPED, ELA

ELA	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2358.6	59.18%	19.50%	11.70%	9.63%
SDUSD Grade 3	2367.3	55.98%	20.72%	13.30%	10.00%
AEA Grade 3	2391.8	37.50%	37.50%	12.50%	12.50%
CA Grade 4	2386.3	65.68%	14.89%	11.02%	8.41%
SDUSD Grade 4	2384.2	66.70%	15.03%	11.37%	6.90%
AEA Grade 4	2389.5	62.50%	25.00%	6.25%	6.25%
CA Grade 5	2414	65.57%	16.45%	11.91%	6.08%
SDUSD Grade 5	2423.6	61.41%	18.09%	15.06%	5.44%
AEA Grade 5	2464.8	33.33%	33.33%	22.22%	11.11%
CA Grade 6	2425.9	66.07%	20.45%	10.33%	3.16%
SDUSD Grade 6	2434.7	61.18%	22.78%	11.92%	4.11%
AEA Grade 6	2395	84.00%	12.00%	4.00%	0.00%
CA Grade 7	2445.5	66.38%	19.59%	11.22%	2.81%
SDUSD Grade 7	2454.2	62.96%	20.80%	12.79%	3.45%
AEA Grade 7	2474	46.15%	30.77%	23.08%	0.00%
CA Grade 8	2458.8	66.13%	21.44%	10.20%	2.24%
SDUSD Grade 8	2465.4	62.13%	22.04%	13.13%	2.70%

AEA Grade 8	2483.7	52.38%	33.33%	14.29%	0.00%
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CAASPP Comparisons – SPED, Math

Math	Mean Scale Score	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
CA Grade 3	2371.2	56.97%	18.79%	14.78%	9.47%
SDUSD Grade 3	2386.4	52.47%	20.41%	15.26%	11.86%
AEA Grade 3	2416.4	43.75%	25.00%	12.50%	18.75%
CA Grade 4	2402	57.46%	24.04%	11.47%	7.03%
SDUSD Grade 4	2410.7	54.27%	26.02%	11.99%	7.72%
AEA Grade 4	2438.1	50.00%	31.25%	0.00%	18.75%
CA Grade 5	2414.3	70.76%	16.44%	6.67%	6.13%
SDUSD Grade 5	2434.7	63.14%	20.63%	9.69%	6.55%
AEA Grade 5	2441.9	50.00%	44.44%	0.00%	5.56%
CA Grade 6	2406.1	74.39%	15.97%	5.61%	4.03%
SDUSD Grade 6	2425	67.02%	21.25%	7.29%	4.44%
AEA Grade 6	2394.1	80.00%	16.00%	0.00%	4.00%
CA Grade 7	2417.2	76.40%	14.42%	5.55%	3.62%
SDUSD Grade 7	2430.3	72.65%	16.14%	6.95%	4.26%
AEA Grade 7	2430.9	61.54%	34.62%	3.85%	0.00%
CA Grade 8	2421.1	80.77%	11.60%	4.21%	3.41%
SDUSD Grade 8	2434.6	77.45%	12.75%	5.19%	4.60%
AEA Grade 8	2451.7	81.82%	13.64%	4.55%	0.00%

While AEA is pleased with the work that it continues to do as a unique IB program in the heart of San Diego, we also recognize that there is still work that needs to be done. We are continuing to identify and meet the specific needs of each student.

Our efforts include:

- Ongoing Professional Development for our staff
- Evaluation of new academic programs
- Targeted intervention, individually and in small groups
- Increased collaboration with our school community

These efforts continued during distance learning caused by the COVID pandemic.

Action Plan for Areas of Growth:

All Students: we will continue to implement targeted instruction via stations and small groups. Teacher support for this initiative will include on and off site professional development.

English Language Learners: with a steady increase in ELL students in our community, the data shows we need to continue to 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, and a restructuring of Tier Two supports within the classroom.

Special Education: with a SPED population now beyond 12% across our schools 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 as extensive analysis of our current progress monitoring system to ensure we are showing progress over time for these students.

ELEMENT ONE: EDUCATIONAL PROGRAM

Governing Law: 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. – California Education Code Section 47605(c)(5)(A)(i).

The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served 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. – California Education Code Section 47605(c)(5)(A)(ii)

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. – California Education Code Section 47605(c)(5)(A)(iii).

The International Baccalaureate Program

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

AEA will grow to become a college and career preparatory International Baccalaureate (IB) school that approaches teaching and learning holistically from the International Baccalaureate Primary Years Program, to the International Baccalaureate Middle Years Program, to the International Baccalaureate Diploma Program, and an important inclusion of the International Baccalaureate Career-related Program in high school.

The IB’s multicultural and inclusive programs incorporate 21st century skills, are infused with keys to literacy and embedded with resilience skills to ensure that students achieve mastery of concepts. The IB programs will ensure that AEA scholars are prepared to compete globally in any field of their choice and to become skilled prospective employees for local industries.

Elementary School (AEACES) - IB Primary Years Program

AEACES provides a curriculum based on the International Baccalaureate Primary Years Program (IBPYP). This program addresses the needs of our school community, places an emphasis on English/German biliterate education, and is standards-based yielding measurable and accountable student success.

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

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

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

These organizing themes are:

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

English/German Dual Language Immersion Program

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

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

Foreign Language Pathway

In addition to the dual-immersion model, beginning in 3rd grade AEACES offers a Foreign Language Pathway (FLP). Students in the FLP receive the same instruction as students in our immersion classes with respect to IBPYP and Common Core State Standards but will receive German foreign language instruction at least four times per week for designated 45-60 minute

periods instead of being completely immersed in the German language 50% of the instructional time. German foreign language instruction is targeted to students' skill levels in a differentiated instruction model. Instruction focuses on building language skills and exploring culture. The FLP is designed to welcome new students who join us without a prior German language background.

Middle School (AEACMS) - IB Middle Years Program

AEACMS, serving grades 6-8, has historically been a receiver for students matriculating from the AEACES fifth grade. The middle school also enrolls students graduating from other elementary schools seeking the benefits and challenges of an International Baccalaureate education, with preference given to students matriculating from Sherman Elementary, the closest SDUSD elementary school geographically.

AEACMS provides a point of entry for all students to access the academic advantages of the IB program without a prerequisite of IB Primary Years Program 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 understanding of diverse cultures and world perspectives. We embrace the creative energy and natural curiosity of every student as the catalyst for self-initiated lifelong learning.

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

The IBMYP organizes teaching and learning through eight subject areas:

- Language and Literature: develops skills in six areas including listening, speaking, reading, writing, viewing and presenting in the student's primary language.
- Language Acquisition: provides students the opportunity to develop insights into the features, processes and craft of language and the concept of culture, and to discover diverse ways of living, viewing and behaving in the world.
- 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: encourages students to investigate issues through research, observation and experimentation, working independently and collaboratively.
- Mathematics: promotes both inquiry and application, helping students develop problem-solving techniques that transcend the discipline and are useful in the world beyond school.
- Arts: develops aesthetic awareness through creating, performing and presenting arts in ways that engage and convey feelings, experiences and ideas.
- Physical and Health Education: empowers students to understand and appreciate the value of being physically active and to develop motivation for making healthy life choices.

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

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 (PD). The staff professional development program is focused on the IBMYP with both in-service training and participation in IB-sponsored training workshops held worldwide.

High School Program (AEACHS) – IB Diploma Program (IBDP) and IB Career-related Program (IBCP)

IBDP

While AEA will not have an entering ninth grade class until the fall of 2024, the AEACHS program will serve as a receiver for the AEACMS program and will continue the IB tradition throughout the high school experience. While matriculating AEACMS students will be granted enrollment preference, should additional openings exist these will be available for students who have not previously attended AEA. All students will be able to pursue the IB Diploma Program (IBDP) as well as the new IB Career-related Program (IBCP). While SDUSD offers IBDP programs at select high schools, the IBCP will create an entirely unique and innovative option for San Diego students

The IBDP provides students an academically challenging and balanced program of education. It offers final examinations that prepare students for success in post-secondary education and life beyond. The IBDP is designed to address the intellectual, social, emotional and physical well-being of students.

AEACHS students will choose one subject from each of five groups:

- Studies in Language and Literature;
- Language Acquisition,
- Individuals and Societies;
- Sciences; and Mathematics.

Students will also choose either an arts subject, or a second subject from one of the groups 1 to 5, above.

There are different courses within each subject group which students will choose. In addition to academic skills, IBDP assessments encourage an international outlook and intercultural skills. IBDP assesses student work as direct evidence of achievement against the stated goals of the courses.

Students take written examinations as part of the IBDP program. These examinations will be made available free of charge to all eligible students. Students also complete assessment tasks in each course. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. An IB diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance and to satisfactory participation in the creativity, action, and service requirements. Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations.

IBCP

In addition to the IBDP program, AEA will offer the IB Career-related Program. The IBCP allows students to take advantage of IBDP courses, while adding career-related study that provides students with an academic foundation and provides more practical skills. AEACHS will develop a robust program of career and industry partnership, with an emphasis on building lifelong career technical skills.

The IBCP core components give context to the IBDP courses and the career-related study, drawing all aspects of the framework together. Through the CP core, students develop personal qualities and professional skills, as well as intellectual habits required for lifelong learning. The school will work with its students to choose the career-related study most suited to the needs of its students and the community.

The IB Career-related Program (IBCP) includes four interrelated components:

- *Personal and Professional Skills* – designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future.
- *Service Learning* – the development and application of knowledge and skills towards meeting an identified and authentic community need.
- *Reflective Project* – an in-depth body of work produced over an extended period of time and submitted towards the end of the IBCP. Students identify, analyze, critically discuss and evaluate an ethical issue arising from their career-related studies.
- *Language Development* – ensures that all students have access to a language program that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education.

The IBCP also requires students to complete a career-related study concurrently with their IBCP Core and the IBDP courses. The career-related study is designed to prepare students for higher education, an internship or apprenticeship, or a position in a designated field of interest. It provides the opportunity for students to learn about theories and concepts through application and practice while developing broad-based skills in authentic and meaningful contexts. Students who complete the program receive the International Baccalaureate Career-related Program

Certificate; the certification awarded by the career-related study provider in their chosen field of study along with their high school degree.

Projected Enrollment and Growth

AEA anticipates opening AEACHS in the fall of 2024 with a ninth grade class of approximately 200 students. Both the elementary and the middle school programs will have projected numbers consistent with current (2020) enrollment. The high school program will gradually grow its program over a four year period of time, adding one class per year. The table below presents the projected enrollment of AEA over the next eight years:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	138	138	138	138	138	138	138	138
1	138	138	138	138	138	138	138	138
2	138	138	138	138	138	138	138	138
3	132	132	132	132	132	132	132	132
4	130	130	130	130	130	130	130	130
5	129	129	129	129	129	129	129	129
6	210	210	210	210	210	210	210	210
7	204	204	204	204	204	204	204	204
8	196	196	196	196	196	196	196	196
9	0	0	0	0	200	200	200	200
10	0	0	0	0	0	200	200	200
11	0	0	0	0	0	0	200	200
12	0	0	0	0	0	0	0	200
Total	1,415	1,415	1,415	1,415	1,615	1,815	2,015	2,215

AEA Educational Model

Across the three AEA schools our educational model is an interweaving of the IBPYP, the IBMYP, the IBDP, the IBCP, the California Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and dual-language immersion.

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

AEA believes that in the 21st century educated citizens must have global awareness and a solid foundation in science, math, history, literature, and language arts. With such knowledge students not only keep up with the rapid growth in science and technology, but will also be able to contextualize and understand global implications and interconnectedness. In addition, AEA students must be effective language users adept at writing and speaking, and committed to the

intellectual virtues of objectivity, respect for the truth, and social and moral awareness. While insisting upon thorough study of these traditional disciplines, the curriculum accentuates the interrelatedness of core subjects and advances a holistic view of learning. This interconnectedness is accomplished through the IB Programs described above.

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

How Learning Best Occurs at AEA

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

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

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

Learning best occurs within a climate of accountability. As Schmoker (1996) states: "What gets measured gets done." AEA 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. AEA students develop literacy across the curriculum and in multiple languages in addition to English.

Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment. Technology

provides students with the knowledge and skills to enter the business and social opportunities of the 21st Century.

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

The following elements augment AEA's view of how learning best occurs:

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

The AEA Community

The community surrounding the AEA campuses is a dense urban, racially diverse population. Our goal is to locate AEACHS in the same community as AEACES and AEACMS. Many of our students originate from multilingual families and have been exposed to two languages since infancy. AEA schools are non-discriminatory and open to all students, irrespective of gender, ethnicity, national origin, language, etc., who seek an international education based on the IB Program, in a multilingual setting. AEA is a classroom-based educational program serving kindergarten through twelfth grade.

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 such as AEA that encourage dual language acquisition, and in programs that support bilingualism, speaking two languages is positively associated with intellectual and academic achievement.

Second language acquisition and multiculturalism are foundational elements of the IB program. Historically, approximately 50% of AEA students are second language speakers, either in the German language (developed in AEACES) or speakers of heritage languages commonly spoken throughout San Diego. AEA acknowledges and celebrates the advance of bilingualism and encourages the enrollment of students who currently speak a second language or wish to acquire one.

Our schools comply with minimum age requirements for public school attendance (Ed. Code 47610(c) and will maintain student records in accordance with Education Code section 47612.5.

WASC Accreditation and Transferability and Eligibility of Courses

WASC Accreditation

AEA is committed to being a learning organization and using data to make mission-driven decisions at every level. AEACMS is currently accredited by the Western Association of Schools and Colleges (WASC), and AEACHS will initiate the accreditation process in its first year of operation (2024 – 2025).

Transferability and Eligibility of Courses – A-G Requirements

AEA works with its students to achieve all of their academic goals. As part of the high school program, AEA will focus through the IBDP and IBCP on providing students with all the help they need to graduate and also get into college. Students and parents will be notified of course transferability and eligibility of courses to meet college entrance requirements. AEA will maintain an A-G course list for parents and students to review and determine what courses are necessary for University of California (UC) and California State University (CSU).

AEA Plan for Students Who Achieve Below Grade Level

In addition to embracing the IB programs, AEA's primary academic goal is to have students perform at or above proficiency on all achievement tests. Establishing a comprehensive intervention system is a critical component of a sound educational program. AEA implements academic support structures for students and their identified needs. There are two particular groups of students who need strategically differentiated intervention/enrichment programs: (1) students who do not meet their progression towards proficiency in English Language Arts, English Language Development and Mathematics, and (2) students who are achieving above grade level and would benefit from enrichment programs.

AEA believes all students can achieve high standards regardless of their strengths, weaknesses, and life experiences and therefore should be offered opportunities to engage in a rigorous curriculum. Students who are not meeting grade level benchmarks are provided additional interventions beyond the regular school day. The interventions focus on building and supporting basic reading, writing and math skills for success in the regular grade level appropriate curriculum.

Muti-Tiered System of Support (MTSS)

In partnership with the San Diego County Office of Education, AEA incorporates the Multi-Tiered System of Support or MTSS program. This program is a student-centered, strategic, purposeful, and intentional approach that positively impacts every student. Using the MTSS approach allows us to utilize and maximize our collective resources to support each student at their individual level. MTSS is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system to positively support all students.

The MTSS framework supports an aligned system of evidence-based instruction, intervention, enrichment, and assessment practices in academics and behavior. It particularly aims to create

equitable outcomes by providing every student with the tools they need to succeed. The MTSS will be expanded and adapted to meet the specific needs of AEACHS students.

AEA Plan for Students Who Achieve Above Grade Level

AEA's focus on the IB program, as detailed above, is key to addressing the needs of all students. The IB program, along with other specific courses offered, will make sure that all students remain challenged throughout their school career.

Specifically, we will offer:

- The IBPYP, IBMYP, IBDP, and IBCP programs
- Staff trained for IB, Honors and AP courses
- Block scheduling to allow for learning extension outside the classroom when services are available. Including adding online courses from other universities and or concurrent enrollment programs with university partners
- Expanding the depth of the course to allow students to apply higher-order thinking and analysis
- Parent and Student Programs:
 - Home and School: Partners in Education
 - Parents and Teacher Organization
 - School Site Council (SSC)

Student Success Teams

Special Education assessment and services may be an outcome of Student Success Team, where a team indicates that special education testing and/or evaluation is deemed appropriate. A Student Success Team ("SST") includes the parent/guardian, teacher, and other school personnel or interested persons, and uses a systematic problem-solving approach to assist students with any concerns that may be interfering with success. SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent/guardian, teacher, and student. SST is a general education function. All students can benefit from an SST, including but not limited to those students achieving below grade level, those who are achieving above grade level and require greater challenges, students who have experienced emotional trauma, behavioral issues, or language issues.

SST meeting participants include but are not limited to teachers, parents/guardians, counselors, doctors, administration, social workers, and law enforcement. The meeting is designed to bring out the best in the people involved.

The protocol for AEA's SST's includes:

- Team members introduce themselves and their roles.
- Purpose and process of the meeting are stated.
- Timekeeper is appointed.

- Strengths are identified.
- Concerns are discussed, clarified, and listed.
- Pertinent information and interventions are listed.
- Concerns are synthesized; one or two chosen for focus.
- Strategies to address concerns are brainstormed.
- Team chooses the best strategies to implement action plans.
- Individuals make commitments to shared accountability and action plans.
- Person responsible and timelines for action plans are recorded.
- Follow-up date is set.

After implementation of an SST plan and follow-up, the plan may be revised to address any concerns which may not have been adequately addressed and/or effectively resolved. When students do not make satisfactory progress after implementation of remedial programs and strategies, they may be referred for evaluation under Section 504 or IDEIA.

AEA Plan for English Learners

AEA will meet all applicable legal requirements for English Learners (“EL”) as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. AEA will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

AEA will administer the home language survey upon a student’s initial enrollment pursuant to Education Code section 52164.1.

ELPAC Testing

All students who indicate that their home language is other than English are administered the English Language Proficiency Assessment for California (“ELPAC”) within thirty days of initial enrollment and will take a summative assessment annually thereafter between February 1 and May 31st until re-designated as fluent English proficient.

AEA will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher.

AEA Plan for Students with Disabilities

AEA recognizes its responsibility to enroll and support students with disabilities. AEA complies with all applicable state and federal laws in serving students with disabilities, including, but not limited to Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEA”).

AEA is its own local educational agency (“LEA”) member of the El Dorado County Office of Education Charter Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). SELPA ensures a free and appropriate education is provided to all students with exceptional needs.

AEA complies with all applicable state and federal laws, including but not limited to the IDEA, Section 504 and the ADA and any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”). Furthermore, AEA will comply with AB 602, California Department of Education (CDE) guidelines, and all California laws pertaining to special education students. A change in LEA status or SELPA membership shall require a material revision of this charter.

Inclusion

AEA has adopted and embraced an inclusive special education model. The IB defines inclusion as, “an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers” (*Special educational needs within the International Baccalaureate Programs*, 2010). In order to meet this standard, IB 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 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 best meet their 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. IB teachers develop strategic plans for differentiation as outlined in each unit planner. 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 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.

SELPA

Pursuant to Education Code section 47641, AEA assures the District it will participate as an LEA in a special education plan approved by the State Board of Education. As petitioners, we plan to continue to participate as an LEA in the El Dorado Charter SELPA. In the event AEA chooses to leave the El Dorado SELPA membership, it will secure other SELPA services and retains the right to have services provided by the San Diego Unified SELPA under one of its provided options for charter schools.

With the Reauthorization of IDEA 2004, access to and participation in the general education curriculum is required for students with disabilities. Therefore, special education services at AEA are delivered through teams headed by credentialed and licensed Education Specialists using inclusive practices.

AEA will meet all the requirements mandated within a student's IEP. An inclusive philosophy has been implemented that allows students with IEPs access to all classrooms in the same manner afforded general education students. AEA includes all special needs students with nondisabled peers to the maximum extent appropriate according to their IEP. However, if the student's needs as documented on the IEP require a program other than inclusion, AEA will work with El Dorado Charter SELPA to provide an appropriate placement and services.

Each student with an IEP is assigned an Education Specialist annually. An intake process led by the Education Specialist ensures written plans are fully implemented including diagnostic assessments and surveys as well as annual IEP development. IEP teams are composed according to IDEA guidelines. The Education Specialist and any other relevant experts will conduct triennial testing. The Education Specialist ensures students have access to all academic, social, and support programs available to them at AEA.

If a parent or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to AEA. Students at AEA who have IEPs will continue to attend school, unless the IEP recommends otherwise.

AEA may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. AEA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

AEA is solely responsible for its compliance with Section 504 and the ADA. The facilities utilized by AEA shall be accessible for all students with disabilities.

Child Find

AEA accepts its responsibility to ensure all children with disabilities who need special education and related services are identified, located, and evaluated, regardless of the severity of the disability.

AEA shall ensure that child find identification occurs in a timely manner and that no procedures or practices result in delaying or denying this identification. A parent/guardian may request an initial evaluation at any time to determine if the child is a child with a disability.

Special education referrals shall be made only after general education supports and interventions have been considered and provided, as appropriate. AEA may also choose to refer a student for services through the provisions of a Section 504 Plan, if appropriate. No assessment or evaluation will be used for admission purposes.

AEA shall be solely responsible for compliance with state and federal Child Find requirements. AEA shall implement policies and procedures of the El Dorado SELPA in which it is a member to ensure timely identification and referral of students suspected of having a disability.

Referral for Assessment

The referral process is a formal, ongoing review of information related to students who are suspected of having special needs and show potential signs of needing special education and related services. AEA's internal method for referral for assessment will be the Student Study Team (SST).

The parent of any student suspected of needing or qualifying for special education services may also make a request for an evaluation. In accordance with Education Code Section 56043, an AEA designee will respond to parent requests within 15 calendar days to acknowledge receipt of the request, answer any questions the parent may have, and schedule an SST.

Parents will be informed via an AEA designee that special education and related services are provided at no cost to them. If the SST concludes an assessment is appropriate, the parent will receive a written Assessment Plan within 15 calendar days. The parent will be given at least 15 days to provide written consent to the assessment plan. Assessments will be done only upon receipt of written parent permission. The assessment will be completed in an Individualized Education Program meeting held within 60 calendar days of receipt of the parent signed consent for assessment.

Assessment

AEA shall be solely responsible for conducting special education assessments deemed necessary and appropriate by AEA. Special Education staff will be responsible for gathering all pertinent information and arranging for assessments to be conducted in all areas of suspected disability.

Information gathered will be used to determine the student's disability, eligibility for services, and determining the nature and extent of required services.

The types of assessments that may be used for determining eligibility for specialized instruction and services will include, but not limited to:

- Individual Testing;
- Teacher Observations;
- Review of School Records, Reports, and Work Samples;
- Data from student response to intervention; and
- Parent Input

AEA will follow these assessment guidelines, unless a conflict exists with the El Dorado SELPA policies and procedures, in which case the SELPA policies and procedures will govern:

- Parents or guardians of any student referred for assessment must give their written consent for the school to administer the assessment
- The assessment will be completed and an Individualized Education Program (IEP) meeting held within 60 days of receipt of the parent's written consent for assessment;
- The student must be evaluated in all areas related to his/her suspected disability
- Assessments must be conducted by a person with knowledge of the student's suspected disability and administered by trained and knowledgeable personnel and in accordance with any instructions provided by the producer of the assessments. Individually administered tests of intellectual or emotional functioning must be administered by a credentialed school psychologist
- Assessments will be selected and administered so as not to be racially, culturally, or sexually discriminatory
- Assessments will be delivered in the student's primary language, and a qualified interpreter will be provided if needed.
- Assessment tools must be used for purposes for which the assessments or measures are valid and reliable
- Assessments will be adapted as necessary for students with impaired sensory, physical or speaking skills

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student's eligibility for special education. AEA will be responsible for scheduling, coordinating and facilitating the IEP meeting.

Team members qualified to interpret test results will present the assessment data at the IEP meeting. Parents/guardians will be provided with written notice of the IEP meeting, and the meeting will be held at a mutually agreeable time and place.

Development and Implementation of IEP

Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services.

AEA shall be solely responsible for ensuring all aspects of the IEP are appropriately implemented. AEA will provide modifications and accommodations (outlined within each IEP) in the general education environment taught by the general education teacher. Students at AEA who have IEP's will be served in the Least Restrictive Environment ("LRE").

Each student with an IEP will have an IEP team that oversees the IEP development, implementation and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability are to be made by the IEP team.

The IEP team will include all of the following members:

- The parent or guardian of the student for whom the IEP was developed;
- The student;
- An AEA Administrator;
- An Education Specialist;
- A General Education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment;
- If the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results;
- Related service providers if the student receives services; and
- Others familiar with the student may be invited as needed.

AEA views the parent/guardian as a key stakeholder in these meetings and will make every effort to accommodate parent schedules and needs so they will be able to participate effectively on the IEP Team. AEA will provide an interpreter if necessary, to ensure all parents and/or guardians understand and can participate in the IEP process. If a parent/guardian cannot attend the IEP meeting, the school will ensure his/her participation using other methods, such as conferencing by telephone or offering to meet at the parent's home.

A copy of the IEP will be given to the parent/guardian in accordance with state/federal laws and El Dorado SELPA policies. Upon the parent or guardian's written consent, the IEP will be implemented by AEA. The IEP will include all required components and be written on SELPA forms.

The student's IEP will include the following:

- A statement of the student's present levels of academic achievement and functional performance;
- The rationale for placement decisions, including cogent and responsive explanations for the recommendations;
- The services the student will receive and the means for delivering those services;
- A description of when services will begin, how often the student will receive them, who will provide them, and where they will be delivered;
- Measurable annual goals and short-term objectives focusing on the student's current level of performance and appropriately ambitious for his/her circumstances;

- The goals and objectives will also be linguistically appropriate, as per Education Code Section 56345(b).;
- A description of how the student's progress toward meeting the annual goals will be measured and monitored and when reports will be provided;
- Accommodations necessary to measure the academic achievement and functional performance of the pupil on state and district assessments;
- The IEP shall be reasonably calculated to enable the child to make progress appropriate in light of his/her circumstances.

IEP meetings will be held according to the following schedule:

- Initial: After the student has received a formal assessment
- Annual: Yearly to review the student's progress and make any necessary changes
- Triennial: Every three years to review the results of a mandatory comprehensive reevaluation of the student's progress.
- Individual Transition Plan: Required at the appropriate age 16
- Manifestation: in cases of misconduct for which AEA would suspend or remove a student for 10 or more days in order to determine if a student's misconduct was a manifestation of his or her disability
- By written parent request: consistent with state and federal law, an IEP meeting will be held within 30 days of a parent's request.

IEP Review

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting his/her needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress.

AEA shall be responsible for conducting IEP reviews and determining necessary supports, services, placements, in accordance with SELPA policies and all applicable laws. Unless otherwise specified on the student's IEP, parents will be informed two times a year (which is the same frequency as progress is reported to all students and parents) of the student's progress toward meeting annual goals and whether the student is expected to meet his/her annual goals. The Goals and Objectives section of the IEP will be an attachment to the general progress report. This will serve to document the method by which the student's progress toward achieving the annual goal is measured, the student's progress during the relevant period, the extent to which it is anticipated the student will achieve the annual goal prior to the next annual review, and where needed, the reasons the student did not meet the goal. If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school. Once the request is received, AEA will have thirty days, not including school vacations greater than five days, to hold the IEP meeting.

Interim and Initial Placements of New Students

AEA shall comply with Education Code Section 56325 with regard to students transferring into AEA within the academic school year. AEA shall provide transferring students with free and appropriate public education, including services comparable to those listed in the existing IEP. For students transferring to AEA from another school within the same SELPA, AEA, pursuant to Education Code Section 56325(a)(2), shall continue to provide services comparable to those described in the existing approved IEP, unless parents/guardians and AEA agree to develop and implement a new IEP. For students transferring to AEA from another school within a different SELPA, AEA, pursuant to Education Code Section 56325(a)(1), shall continue to provide services comparable to those described in the existing approved IEP for a period of up to 30 days, by which time AEA shall adopt the previous IEP or, in consultation with parents/guardians, develop and implement a new IEP that is consistent with federal and state law.

For students transferring to AEA from a school outside of California, AEA shall provide the student with a free appropriate public education, including services comparable to those described in their existing IEP, until AEA conducts an assessment pursuant to Section 1414 of Title 20 of the United States Code, if determined to be necessary by AEA, and develops a new IEP, if appropriate, in accordance with federal and state law.

Staffing

AEA will hold ultimate responsibility for providing Special Education services and is committed to ensuring that all IEPs are properly implemented and that all students requiring services are adequately supported.

It is the goal of AEA to employ the appropriate staff with Special Education Credentials including itinerant service providers. Special Education staff are tasked with ensuring that all aspects of the IEP are implemented. All teaching staff at AEA will also be involved in assuring that all IEPs and 504 plans are properly implemented.

The Special Education Team, with the support of the respective Principal, coordinates and oversees the Special Education Program. Duties include:

- Ensure all aspects of the IEP are followed
- Arrange for educator of student to attend the team meetings
- Ensure Education Specialist and service providers communicate with parents about progress made toward attaining the goals stated on the student's IEP, and inform them of due process procedures and rights
- Consult regularly with the Special Education Team to ensure that the objectives and goals of students with IEPs are being met
- Ensure Education Specialist and service providers complete the requisite paperwork, updating and filing of necessary information for initial referrals, triennial evaluations, ongoing monitoring of student progress, and appropriate provision of any/all test modifications as stipulated in the IEP
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines

- Provide a report of student progress on the same schedule as students in general education

Reporting

In collaboration with the El Dorado SELPA, where appropriate, AEA will collect and maintain the following information on disabled students as required by IDEA:

- A calculation of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are English Language Learners;
- The number of students provided with test modifications and the types and the number of students exempted from Statewide assessments;
- The settings in which students with disabilities receive their services, specifically including the portion of the school day they receive services with non-disabled peers and time away from the regular classroom;
- The number of students with disabilities suspended "in-school" and out of school, organized by disability and length of suspensions; and
- The basis of exit from AEA of students with disabilities (i.e., attainment of diploma and type, declassified, moved, etc.).

All necessary procedures and practices to ensure confidentiality and accurate/timely reporting will be the responsibility of the Special Education staff. This includes maintaining a central file with all special education evaluation material, in accordance with IDEA guidelines. The Special Education staff will oversee access to these records and will be responsible for ensuring that all providers responsible for the implementation of a student's IEP will have access to a copy of the IEP and will be informed of their specific responsibilities in implementing the IEP.

Procedural Safeguards

Parents or guardians of students with IEPs at AEA must give written consent for the evaluation and placement of their child, be included in the decision-making process when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP. AEA will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. AEA will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member. Concerns or disagreements raised by parents/guardians will be acknowledged by the school within five days. AEA will work to arrange a meeting with the parents/guardians to seek resolution of the disagreement. If a disagreement or concern persists, parents or guardians have the right to initiate a due process hearing to challenge a decision regarding the identification, evaluation, or educational placement of their child.

Dispute Resolution

In the event that a parent or guardian files a request for a due process hearing or request for mediation, AEA shall follow the procedures as described in the SELPA's Procedural Guide. AEA reserves the right to make arrangements for legal representation in, and resolution of, legal disputes pertaining to special education. AEA may also initiate a due process hearing or request for mediation with respect to a student enrolled in AEA if it determines such action is legally necessary or advisable.

Complaint Procedures

Parents or guardians also have the right to file a complaint with the SELPA and/or California State Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Section 504 of the Rehabilitation Act

AEA recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program of AEA. Any student, who has a physical or mental impairment which substantially limits a major life activity including but not limited to learning, is eligible for protection pursuant to Section 504 by the school.

AEA shall be solely responsible for its compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. All facilities of AEA shall be accessible for all students with disabilities in accordance with the ADA.

AEA will designate one employee to coordinate the school's compliance with its responsibilities under Section 504. A 504 team will be assembled by the designated 504 Coordinator and shall include the parent/guardian, the student, a qualified staff member, and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate.

If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials include those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student is eligible for services under Section 504 must be made by the 504 team. Written notice of the eligibility determination will be provided to the parent or guardian of the student in their primary language, along with notice of the procedural

safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to qualify for services and supports under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives FAPE. In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the school's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications and/or services that may be necessary. All 504 team participants, parents, guardians, teachers, and any other participants in the student's 504 Plan. The designated 504 Coordinator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Professional Development

AEA administration, general and special education teaching staff, as well as other appropriate faculty and staff members, will attend professional development and/or training meetings necessary to comply with state and federal special education laws, including training sponsored by the SELPA.

AEA shall seek professional development opportunities for its staff through training facilitated by the County Office of Education, SELPA, colleges and universities, and private companies or agencies to ensure compliance with state and federal special education laws as well as implementation of best practices for students with disabilities.

Independent Study

AEA has established a Board-approved Independent Study Contract policy (see appendices). This policy provides guidelines and support for families under specific circumstances to ensure educational continuity and ongoing supports for students.

ELEMENT TWO: MEASURABLE STUDENT OUTCOMES

Governing Law: 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 charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide 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 paragraphs (2) to (8), inclusive, of subdivision (d) of Section 52060, that apply for the grade levels served by the charter school. - California Education Code Section 47605(c)(5)(B)

Albert Einstein Academies provides a rigorous learning experience for each student. The measurable school and pupil outcomes for AEA are designed to reflect our dedication to educate children so they are able to make successful practical applications of learned content and skills in a variety of settings. Student outcomes reflect AEA’s mission, are aligned with the State Standards, and AEA’s definition of an educated person in the 21st century.

AEA’s Goals, Actions, and Measurable Outcomes Align with the Eight State Priorities Pursuant to Education Code Section 47605(c)(5)(A)(ii) and 47605(c)(5)(B)

All students at AEA will have access to and engage in a rigorous, standards-based educational program. At AEA all students will progress and reach proficiency. This includes students who achieve at, above, or below grade level, are English Language Learners, or who have identified disabilities and use their accommodations and modifications as outlined in their IEP’s.

MEASURABLE STUDENT OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES
<p>Pursuant to Education Code Section 47605(c)(5)(B), the following is a table describing AEA’s outcomes that align with the state priorities and AEA’s goals and actions to achieve the state priorities, as identified in Element 1 of the charter.</p> <p>The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by AEA at the school site.</p>

STATE PRIORITY #1—Basic Services

The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

SUBPRIORITY A - TEACHERS

Goal to Achieve Subpriority	100% of teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission (CCTC) on Teaching Credentialing
Actions to Achieve Goal	Ensure all core teacher candidates screened for employment hold appropriate credentials as defined by the CCTC and appropriate EL certification and assign teachers to appropriate classrooms based on the teacher's credential, certifications, and areas of expertise.
Measurable Outcome	100% of AEA teachers in core subjects, including Education Specialists will be fully credentialed and appropriately assigned.
Methods of Measurement	Initial and annual verification of core teacher credential as reported by the CCTC; staffing plan and schedule that includes methods to ensure appropriate teacher assignments

SUBPRIORITY B – INSTRUCTIONAL MATERIALS

Goal to Achieve Subpriority	All students, in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will have access to standards-aligned instructional materials.
Actions to Achieve Goal	All instructional materials purchased will be aligned to the Common Core State Standards and aligned with our charter petition. All students, including EL and students with an IEP, will be provided support and accommodations to fully access standards-aligned materials and services.
Measurable Outcome	All AEA students will take courses that meet the CCSS, Next Generation Science Standards, and CA State History/Social Science Content Standards. All students will have access to standards-aligned instructional materials (digital or hard copies of state-approved textbooks).
Methods of Measurement	AEA Administration will review all instructional and supplemental materials and maintain a curriculum inventory.

SUBPRIORITY C – FACILITIES	
Goal to Achieve Subpriority	All students will learn in school facilities that are well maintained and in good repair, as defined by Education Code Section 17002.
Actions to Achieve Goal	Maintain and update facilities as needed to provide a clean, safe learning environment and budget money for proper repairs. Address safety hazards immediately and refer general needs items to the AEA Board of Trustees for review and prioritization. Conduct annual facility inspections to screen for safety standards.
Measurable Outcome	Achieve the Good Repair Standard as determined by the State of California’s Facility Inspection Tool.
Methods of Measurement	a. Annual Facility Inspection Reports b. School Accountability Report Card (SARC)
<u>STATE PRIORITY #2—Implementation of Common Core State Standards</u> <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge & English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
Goal to Achieve Subpriority	All students will be instructed by teachers who participate in schoolwide Professional Development that focuses on the implementation of the CA State Standards/Common Core State Standards for all core subjects.
Actions to Achieve Goal	a. Provide curriculum aligned to CCSS, NGSS, and History-Social Science Content Standards. b. Ongoing professional development for teachers on CCSS. c. Ongoing and annual review of curriculum materials and student performance data. d. Monthly review of lesson plan materials
Measurable Outcome	All teachers will participate in ongoing CCSS Professional Development; and all teachers will follow through with CCSS implementation in their classroom.
Methods of Measurement	a. Annual review of curriculum showing alignment. b. PD attendance rosters

SUBPRIORITY B – EL Academic Content Knowledge	
Goal to Achieve Subpriority	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. Ensure EL learning plans are standards-aligned and focus on achieving competency in the core standards. b. Ensure all teachers are trained in methods and scaffolds to support English learners c. Monitor implementation through observations and grade level discussions.
Measurable Outcome	100% of EL students will gain academic content knowledge through the implementation of the CCSS.
Methods of Measurement	<ul style="list-style-type: none"> a. EL Student Performance in CAASPP ELA/Math b. ELPAC Assessments c. Teacher Assessments d. Common Core aligned Benchmark Assessments in ELA/Math
SUBPRIORITY C – EL English Language Proficiency	
Goal to Achieve Subpriority	EL students will gain English language proficiency through the implementation of the standards-aligned English Language Development (ELD) curriculum, instructional materials and EL specific instructional strategies for CCSS implementation.
Actions to Achieve Goal	EL students will participate in ELA & Literacy instruction with appropriate support. All EL students will have access to ELD curriculum. Additionally, all relevant teachers will participate in PD and activities to bridge the ELD standards, ELD curriculum and ELPAC assessment.
Measurable Outcome	EL students make at least one year of progress as measured by the ELPAC after one year at AEA.
Methods of Measurement	<ul style="list-style-type: none"> a. Ongoing progress monitoring b. Annual ELPAC test scores c. Reclassification Rate d. PD attendance rosters e. ELD Curriculum assessments

STATE PRIORITY #3 – PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT

Goal to Achieve Subpriority	Parents will continue to be an integral part of AEA through a variety of avenues including Parent University, volunteer opportunities, committees and the School Site Council (SSC).
Actions to Achieve Goal	Parents are invited to participate in school-related events including AEA Board of Trustees meetings.
Measurable Outcome	Provide parents with opportunities to be involved.
Methods of Measurement	a. Board Agendas & Minutes b. Roster c. Parent Survey (English and Spanish)

SUBPRIORITY B – PROMOTING PARENT PARTICIPATION

Goal to Achieve Subpriority	AEA will provide multiple structured opportunities for parent participation at school.
Actions to Achieve Goal	a. Translate all relevant school documents, communication and meetings into Spanish b. Parent informational meetings (with simultaneous interpretation in Spanish)
Measurable Outcome	a. Parent/Guardian attendance/participation in Summer Back-to-School Orientation b. Number of participants at parent informational meetings c. Parent/Guardian attendance at exhibitions/events. d. Parent Survey findings
Methods of Measurement	a. Meeting Agendas & sign-in sheets b. Parent Survey Results

SUBPRIORITY C – Parent Surveys	
Goal to Achieve Subpriority	Ensure at least 80% of families complete annual parent/family surveys
Actions to Achieve Goal	Annually, AEA will administer a student, staff and parent survey on school effectiveness. Results of parent surveys will be presented to the Governing Board annually.
Measurable Outcome	a. LCAP goals and actions will be developed through or as a result of parent meetings and workshops. b. Parent input LCAP development activities.
Methods of Measurement	a. Results from Parent Surveys will be shared with all stakeholders upon completion and analysis of results. b. LCAP goals and actions aligned to parent feedback.
<p style="text-align: center;"><u>STATE PRIORITY #4 – STUDENT ACHIEVEMENT</u></p> <p><i>Pupil achievement, as measured by all of the following, as applicable:</i></p> <p><i>A. California Assessment of Student Performance & Progress (CAASPP) statewide assessment</i></p> <p><i>B. The Academic Performance Index (API)</i></p> <p><i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i></p> <p><i>D. Percentage of EL's who make progress toward English language proficiency as measured by the English Language Proficiency Assessment for California (ELPAC)</i></p> <p><i>E. EL Reclassification rate</i></p> <p><i>F. Percentage of pupils who have passed on AP exam with a score of 3 or higher</i></p> <p><i>Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (EC §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY & MATHEMATICS	
Goal to Achieve Subpriority	Students in all subgroups including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students will demonstrate growth toward proficiency in ELA and Mathematics CAASPP assessments.

Actions to Achieve Goal	<ul style="list-style-type: none"> a. Support students through mastery of standards through integrated core projects b. Provide academic intervention for at-risk, struggling students. c. Use data to change instructional approaches and support learning by using data to drive instruction. d. Ongoing review of curriculum materials and student achievement data. e. Instructional PD.
Measurable Outcome	At least a 95% participation rate in the CAASPP with ELA and Math results exceeding statewide subgroup results
Methods of Measurement	<ul style="list-style-type: none"> a. CAASPP Results b. ELA & Math Benchmark assessments
SUBPRIORITY B - California School Dashboard	
Goal to Achieve Subpriority	AEA will meet statewide requirements for performance schoolwide and for all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students.
Actions to Achieve Goal	Monitor progress of all students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, toward meeting statewide goals.
Measurable Outcome	80% of AEA students in all subgroups who have been at AEA for a year or more, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will meet statewide accountability benchmarks as defined by the CDE.
Methods of Measurement	<ul style="list-style-type: none"> a. CAASPP Results b. Internal Formative and Summative assessments
SUBPRIORITY C – UC/CSU COURSE REQUIREMENT (OR CTE)	
Goal to Achieve Subpriority	All AEACHS students will have access to and support in meeting the UC/CSU A-G course requirements

Actions to Achieve Goal	<ul style="list-style-type: none"> a. Rigorous middle school courses that will prepare students to take core program and graduation requirements that are aligned with “a-g” subject requirements when they get to high school. b. International Baccalaureate, (IB) PYP and MYP courses and examinations will be offered
Measurable Outcome	AEA students will meet the requirements for UC/CSU entrance (“a-g” subject requirements) except as dictated by the IEPs of specific students.
Methods of Measurement	Transcript analysis and graduation audits conducted by school counselor.
SUBPRIORITY D – EL Proficiency Rates	
Goal to Achieve Subpriority	EL students will become fluent by making progress annually as determined by using the ELPAC.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. EL students will receive in-class instructional support. b. Using proficiency scales aligned with CCSS and ELD standards, AEA teachers will monitor progress of EL students to support acquisition of English. c. Teachers will be provided with PD in teaching for EL.
Measurable Outcome	EL students will progress in proficiency as measured by the ELPAC after one year at AEA.
Methods of Measurement	<ul style="list-style-type: none"> a. EL Subgroup performance on CAASPP b. ELPAC Results c. Benchmark Assessments d. Pre/Post Reading Assessments
SUBPRIORITY E – EL RECLASSIFICATION RATES	
Goal to Achieve Subpriority	EL students will become fluent in the English language and make progress towards reclassification.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. AEA teachers will monitor progress of EL students to support acquisition of English in alignment with CCSS and ELD standards. b. Ensure EL plans are standards-aligned and focused on achieving competency in the core standards. c. Teachers will be provided with PD and ongoing training.

Measurable Outcome	Annually, increase EL reclassification rates as measured by ELPAC and the school's reclassification criteria.
Methods of Measurement	<ul style="list-style-type: none"> a. Reclassification Rate b. Analysis of ELPAC results c. PD attendance rosters d. Ongoing progress monitoring
SUBPRIORITY F – AP EXAM PASSAGE RATE	
Measurable Outcome	75% of AP exams taken by AEA students will earn a score of 3 or above.
Methods of Measurement	Annual analysis of results by administration and school counselor
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
Measurable Outcome	AEA Grad Requirements will meet or exceed UC/CSU A-G requirements.
Methods of Measurement	Transcript analysis and graduation audits conducted by school counselor
<p style="text-align: center;"><u>STATE PRIORITY #5 – STUDENT ENGAGEMENT</u></p> <p>Pupil engagement, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> F. School attendance rates G. Chronic absenteeism rates H. Middle school dropout rates (<i>E.C. §52052.1(a)(3)</i>) I. High school dropout rates J. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
Goal to Achieve Subpriority	AEA will maintain a high average daily (ADA) attendance rate because students will be meaningfully engaged in their education.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. Regular monitoring of attendance and immediate intervention when necessary. b. AEA will engage with its community to create a culture of attendance.
Measurable Outcome	ADA rates of at least 96%

Methods of Measurement	<ul style="list-style-type: none"> a. Monthly, quarterly and annual ADA Reports b. Periodic attendance updates to families
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
Goal to Achieve Subpriority	AEA will have no chronic absenteeism school wide because students will be meaningfully engaged in their education.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. Students and their families will be aware of AEA’s attendance policy. b. Convene Student Attendance Review Team (SART) meeting regularly to monitor progress and to make specific plans to address attendance for at-risk students.
Measurable Outcome	Less than one percent of students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be chronically absent from school.
Methods of Measurement	<ul style="list-style-type: none"> a. Attendance Report b. Documentation of communication addressing chronic absenteeism
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATE	
Goal to Achieve Subpriority	Students will continue through middle school with a sustained school enrollment
Actions to Achieve Goal	<ul style="list-style-type: none"> a. AEA administration will monitor student enrollment status b. AEA will provide engaging academic programs and targeted interventions as needed for individual students. c. AEA will maintain communication with families through conferences, phone calls, and reports.
Measurable Outcome	All middle school students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will reenroll every year or matriculate to high school at AEA or at another school.
Methods of Measurement	<ul style="list-style-type: none"> a. Dropout rate b. Student Information System (“SIS”) c. LCAP reporting
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	

Goal to Achieve Subpriority	Students will continue through high school with sustained school enrollment
Actions to Achieve Goal	<ul style="list-style-type: none"> a. AEA administration will monitor student enrollment status b. AEA will provide engaging academic programs and targeted interventions as needed for individual students. c. AEA will maintain communication with families through conferences, phone calls, and reports
Measurable Outcome	All high school students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will re-enroll every year or graduate from AEA or another school.
Methods of Measurement	<ul style="list-style-type: none"> a. Dropout rate b. Student Information System (“SIS”) c. LCAP reporting
SUBPRIORITY E – High School Graduation Rates – N/A	
<p style="text-align: center;"><u>STATE PRIORITY #6 – SCHOOL CLIMATE</u></p> <p>School climate, as measured by all of the following, as applicable:</p> <ul style="list-style-type: none"> D. Pupil suspension rates E. Pupil expulsion rates F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness. 	
SUBPRIORITY A – PUPIL SUSPENSION RATES	
Goal to Achieve Subpriority	All AEA students will feel safe and connected at school and will remain in good behavioral standing at school.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. AEA will use restorative practices to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions. b. Ongoing PD regarding classroom management and student behavioral and emotional support. c. Ongoing communication with the school community. d. Provide individualized behavior plans for struggling students.
Measurable Outcome	AEA will have a low suspension rate as defined by the CA Accountability Dashboard.

Methods of Measurement	<ul style="list-style-type: none"> a. Suspension Rate b. SARC Report c. California Accountability Model and School Dashboard Reports
SUBPRIORITY B – PUPIL EXPULSION RATES	
Goal to Achieve Subpriority	All AEA students will feel safe and connected at school and will remain in good behavioral standing at school.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. AEA will use restorative practices to help maintain safety and a positive school climate, ensuring accountability while reducing the number of suspensions. b. Ongoing PD regarding classroom management and student behavioral and emotional support. c. Ongoing communication with the school community. d. Provide individualized behavior plans for struggling students.
Measurable Outcome	AEA will have an expulsion rate below the State for all subgroups as represented by the CA Accountability Dashboard.
Methods of Measurement	<ul style="list-style-type: none"> a. Expulsion Rate b. SARC Report c. California Accountability Model and School Dashboard Reports
SUBPRIORITY C – SCHOOL CONNECTEDNESS MEASURES	
Goal to Achieve Subpriority	Annually ensure and provide safe school and positive learning environment for all students.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. Annual review/revise School Safety Plan b. Administer survey to measure school safety and connectedness c. Ongoing communication with the school community.
Measurable Outcome	<ul style="list-style-type: none"> a. 100% of AEA staff will participate in school safety trainings. b. Annual parent survey will demonstrate safe and positive feelings about their connection to the AEA community.
Methods of Measurement	<ul style="list-style-type: none"> a. California Healthy Kids Survey b. Parent Survey c. California Accountability Model and School Dashboard Reports

STATE PRIORITY #7 – COURSE ACCESS

*The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; EC §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:
Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts and career technical education.*

Goal to Achieve Priority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will have access to and will be enrolled in a broad course of study including programs and services to support and accelerate all students.
Actions to Achieve Goal	a. All courses will be open to all students. b. Curriculum offerings include a broad range of courses in Math, Science, English, Social Sciences, World Languages, PE/Health, and Art.
Measurable Outcome	100% of students will be enrolled in a broad course of study as described above, unless as dictated by IEP of specific students.
Methods of Measurement	a. Student enrollment data b. Master schedule c. AEA course list d. Professional development records e. IEPs

STATE PRIORITY #8 – OTHER STUDENT OUTCOMES

Pupil outcomes, if available, in the subject area described above in #7, as applicable.

SUBPRIORITY A - ENGLISH

Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be grade level proficient in ELA.
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Actions to Achieve Goal	<ul style="list-style-type: none"> a. All students will be enrolled in an English course. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in ELA on the California Accountability Model and School Dashboard.
Methods of Measurement	<ul style="list-style-type: none"> a. CAASPP Assessment b. Formative and Summative Assessments c. Pre/Post Reading Assessment d. NWEA MAP Tests
SUBPRIORITY B - MATHEMATICS	
Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be grade level proficient in Math.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. All students will be enrolled in a Math course. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in Math on the California Accountability Model and School Dashboard.
Methods of Measurement	<ul style="list-style-type: none"> a. CAASPP Assessment b. Formative and Summative Assessments c. NWEA MAP tests
SUBPRIORITY C – SOCIAL SCIENCES	
Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be grade level proficient in Social Studies.

Actions to Achieve Goal	<ul style="list-style-type: none"> a. All students will be enrolled in a social studies course. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in social studies on the internal benchmark tests.
Methods of Measurement	<ul style="list-style-type: none"> a. Informal assessments b. Formative and Summative Assessments
SUBPRIORITY D - SCIENCE	
Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be grade level proficient in Science.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. All students will be enrolled in science courses. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will show growth in science studies on the NWEA MAP Tests and internal benchmark tests.
Methods of Measurement	<ul style="list-style-type: none"> a. Informal assessments b. Formative and Summative Assessments c. NWEA MAP tests
SUBPRIORITY E – VISUAL & PERFORMING ARTS	
Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will be exposed to and appreciate VAPA.

Actions to Achieve Goal	<ul style="list-style-type: none"> a. Students will have the opportunity to enroll in VAPA courses. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will participate in VAPA activities throughout the school year.
Methods of Measurement	<ul style="list-style-type: none"> a. Lesson Plans b. Student Portfolios
SUBPRIORITY F – PHYSICAL EDUCATION	
Goal to Achieve Subpriority	All AEA students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, will develop and practice good healthy, physical fitness habits.
Actions to Achieve Goal	<ul style="list-style-type: none"> a. Students will have the opportunity to engage in physical education. b. Ongoing review of curriculum materials and student achievement data. c. Instructional professional development. d. Monitor student progress and effectiveness of instruction
Measurable Outcome	Students in all subgroups, including English learners, Foster youth, Homeless students, students with disabilities, students in racial/ethnic groups, and socially disadvantaged students, exposed to healthy nutrition and exercise habits throughout the school year.
Methods of Measurement	<ul style="list-style-type: none"> a. Lesson Plans b. CA Physical Fitness Tests - FITNESSGRAM

ELEMENT THREE: METHODS OF MEASURING PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is measured. – California Education Code Section 47605(c)(5)(C)

Assessments of Learning

AEA shall meet all state standards and shall conduct all pupil assessments required pursuant to Education Code Sections 60605 and 60851 and any other statewide standards authorized in statute. In alignment with AEA's mission, all students will develop knowledge, skills, and the mindsets necessary to make positive changes in our world.

AEA will use formative, summative, and state mandated assessment measures to accurately gauge student learning in order to ensure that students are making expected and required progress, and to determine next steps in learning. Teachers will use data about their students' progress to ensure their teaching approaches serve all students.

AEA will also monitor student growth throughout the school year and review data to understand individual student needs and to monitor the performance of demographic subgroups. Students' academic performance levels will be gauged against peers across the country using the nationally normed NWEA MAP. Students will take NWEA MAP three times per year (beginning, middle, and end of year) in reading and math. The student scores on MAP will provide a normative measure of their performance against other students as well as a longitudinal measure within each year and across years.

International Assessments

AEA's IB courses will be using both IB curriculum and assessments.

National Assessments

PSAT performance data will also be used to target growth areas.

California State Assessments

AEA will conduct California state pupil assessments in all subject areas given, including the following:

- California Assessment of Student Performance and Progress (CAASPP) tests,
- California Modified Assessments (CMA) or California Alternative Performance Assessment (CAPA) to special education students as indicated in their IEPs
- English Language Proficiency Assessment for California (ELPAC) to measure progress of English learners towards proficiency annually

- FITNESSGRAM as the physical fitness test (PFT), the goal of which is to assist students in establishing lifetime habits of regular physical activity.

AEA Assessments

AEA believes that assessments must support and encourage effective teaching and learning in the classroom. It is through this lens that AEA has developed an assessment policy that serves to reflect our focus and firm commitment to academic success for all students. It is our goal to provide a high quality education that readies our students for advanced study in middle school, high school, college/university. AEA will use both formative and summative assessments to ultimately help guide the learning community to act, evaluate, and reflect upon our own successes toward achieving this goal.

AEA's formative assessments monitor student understanding in a timely manner to allow for adjustments needed in the process of teaching and learning. These assessments are informative for both the teacher and student and help both to determine the next steps needed to understand units of inquiry that will allow for success in the summative tasks. Ultimately, formative assessments are used to help design how learning best occurs.

AEA's summative assessments are used to evaluate a student's learning progress and achievement at the conclusion of a specific period of instruction. Summative assessments occur at the conclusion of a project, unit, course, semester, program, or school year.

At AEA, our assessments aim to consistently:

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

AEA will use curriculum, publisher and school designed tests derived from State standards to measure student skills at the beginning, in the middle and end of every academic year, including the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), which measures literacy and mathematics skills for each student from K-12. AEA will also use commercial pre-tests, unit tests and post-tests, as well as teacher-created pre, post and unit tests.

Use and Reporting of Data

AEA collects and analyzes data on student achievement on a regular basis and provides student achievement data to staff, parents and guardians along with SDUSD in the following manner:

- AEA reviews CAASPP results to identify strengths and weaknesses at AEA as a whole and on the departmental levels. New performance targets will be set for AEA and departmental levels. Reviews and progress toward outcomes using the methods of measurement described herein, both school wide and within reportable subgroups.
- Staff is provided with performance data in a format that is easily interpreted.
- A data plan is developed with an annual timeline for gathering and analyzing various student achievement data.
- Parents/Guardians receive data on student achievement through parent/student/teacher conferences, report cards, and results on CAASPP. Students' classroom grades are available to parents/guardians and students on the grade portal. The School Accountability Report Card ("SARC") is published annually prior to the April deadline.
- AEA will make available a traditional transcript for each student in order to ease transfer of credits to other schools and to better communicate with parents.
- AEA will maintain contemporaneous written records that document student attendance and shall make these records available for audit and inspection.

ELEMENT FOUR: SCHOOL GOVERNANCE STRUCTURE

Governing Law: 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(c)(5)(D)

Legal Status

The governance structure at AEA is organized to meet the educational needs of all students. Each level of governance has been designed to support and advance the mission, vision and purpose of this charter.

Nonprofit Public Benefit Corporation

AEA is a directly funded, independent charter school and is operated by a California nonprofit public benefit corporation, Albert Einstein Academies, pursuant to California law.

AEA operates autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and AEA. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of AEA, or for claims arising from the performance of acts, errors, or omissions by AEA as long as the District has complied with all oversight responsibilities required by law. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of AEA not to exceed one (1) percent of the revenue of AEA. The District may charge up to three (3) percent of the revenue of AEA if the School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), “revenue of the charter school” is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Albert Einstein Academies will follow the Attorney General Opinion, dated December 28, 2018, and SB 126 requirements. AEA shall comply with the Government Code section 1090, the Brown Act and the Public Records Act. As such, AEA’s governing board will file statements of economic interest according to the Political Reform Act; will have governing board policies that ensure that board members will not be financially interested in any decision made by the governing body; and will comply with the California Public Records Act and with the Brown Act.

Attached, as Appendix C, D, and E; please find the Albert Einstein Academies Articles of Incorporation, Bylaws, and Conflict of Interest Code.

Conflict of Interest

Albert Einstein Academies has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, Corporations Code conflicts of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

As noted above, the Conflict of Interest Code is attached in Appendix E.

Board of Trustees

As provided for in the California Corporations Code, Albert Einstein Academies is governed by a Board of Trustees (“Board”), whose members have a fiduciary responsibility for the operation and well-being of AEA. The Board shall be governed in accordance with its corporate bylaws that shall be consistent with the Charter.

The Board, based on governance best practices, will consist of five to seven members, will strive to maintain an odd number of trustees for voting purposes, and will function in accordance with its bylaws and this Charter. This number of trustees allows for sufficient expertise and the population of committees, while also ensuring the size is manageable for making strategic decisions.

The Board of Trustees is fully responsible for the operation and fiscal affairs of Albert Einstein Academies including, but not limited to, the following:

- Hiring and evaluating the Superintendent
- Fundraising, promotion, and implementation of the mission and vision of AEA.
- Overseeing the implementation of the AEA charter.
- Providing notice and conducting meetings in compliance with the Brown Act.
- Creating external or sub-committees as needed, including but not limited to a Finance Committee.
- Ensuring compliance with applicable law such as the Public Records Act and policies such as Conflict of Interest.
- Approving and monitoring the implementation of fiscal, legal, and governmental functions of the organization.

The Board may execute any powers delegated to it by law and shall discharge any duty imposed by law upon it and may delegate to an employee of AEA any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

Board Meetings

All Board meetings are streamed live in English and Spanish and archived for later viewing. The Board currently meets once a month unless otherwise necessary. Staff, parent and community involvement in the governance of AEA is assured by virtue of their participation with the Board. All relevant documents, agendas, minutes, and other information is available on BoardDocs at <https://go.boarddocs.com/ca/aeacs/Board.nsf/Public>.

English Learners Advisory Council

AEA will form an English Learner Advisory Committee (“ELAC”) in conformance with the principles behind Education Code Section 52176. The ELAC will serve as an advisory body to the Board of Directors in the four areas enumerated in Education Code Section 52176(c). AEA will work with parents of both English Learners and English-speaking students in developing and adopting parent involvement strategies and policies. ELAC meetings shall comply with the Brown Act.

ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. – California Education Code Section 47605(c)(5)(E)

AEA will recruit professional, effective and qualified personnel for all administrative, instructional, instructional support, and non-instructional support capacities who believe in the AEA vision and are in touch with the needs of the community. AEA shall be nonsectarian in its employment practices and all other operations. AEA shall not discriminate on the basis of gender, sex, race, ethnicity, national origin, religion, political beliefs, sexual orientation, or disability. All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by AEA. All employees shall be fingerprinted and receive a background clearance in accordance with Education Code Section 44237 prior to commencing employment with AEA.

General Qualifications

AEA will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees. Each certificated AEA employee will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, needs to satisfactorily meet the performance specifications required for the position and must possess the qualifications required to perform the essential functions of the position, as determined by the AEA Board. The number, type, mix and salary levels of employees are outlined in the financial plan, attached. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file. AEA staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the SDUSD community and the student body as possible.

Administration Qualifications – Superintendent and Principal/Vice Principal

AEA shall seek administrators who possess strong leadership skills, the ability to understand and implement the educational vision of AEA, a desire to facilitate communication and effective participation amongst teachers, students, staff, the Board and the community at large.

Superintendent functions include, but are not limited to, financial responsibility, Board relations, fundraising, upholding the mission and vision of AEA, District relations, ensuring District, State and Federal compliance. (See Superintendent job description in appendices)

Principal and Vice Principal functions include, but are not limited to, overseeing and evaluation of instructional staff, professional development, student achievement, student discipline and daily classroom support. (See Principal and Vice Principal job descriptions in appendices)

Teachers and Teacher Credentialing Requirements

AEA will adhere to the Every Student Succeeds Act (ESSA) requirements with respect to teachers and paraprofessional employees. Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

AEA shall seek highly qualified teachers who are committed to education and the AEA mission and vision. Teachers are expected to exhibit critical thinking and communication skills, effective teaching strategies, subject matter expertise, and a willingness to work collaboratively and take responsibility and exercise leadership for AEA as a whole.

ELEMENT SIX: HEALTH AND SAFETY

Governing Law: 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 record summary as described in Section 44237. — California Education Code Section 47605(c)(5)(F)

In order to provide safety for all students and staff, AEA has adopted and implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. AEA has a Comprehensive School Safety Plan, which includes emergency procedures that deal with disasters and criminal acts that may threaten the safety of students and staff. AEA will maintain on hand a readily available crisis response box and renew the Safety Plan annually. The Board of Trustees will annually review its safety plan.

Procedures for Campus Visitors

No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs (Penal Code Section 627).

Procedures for Background Checks

Employees and contractors of AEA are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. AEA administration shall monitor compliance with this policy. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws.

Tuberculosis Risk Assessment and Examination

AEA faculty, staff and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, will be assessed and examined for tuberculosis prior to commencing employment/providing service, and working with students, and at least once every four years thereafter as required by Education Code Section 49406. Records of TB clearance and certifications will be maintained.

Immunizations

All staff and enrolled students are required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

AEA adheres to Education Code Section 49423 regarding administration of medication in school and Education Code section 49414 regarding emergency epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students are screened for vision, hearing and scoliosis. AEA will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by AEA.

Blood Borne Pathogens

AEA shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. The AEA Board of Trustees shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Access to Mental Health Services

AEA shall notify students and parents/guardians no less than twice during the school year on how to initiate access to mental health services on campus or in the community per AB 2022.

Drug Free/Alcohol Free/Smoke Free Environment

AEA will function as a drug, alcohol and smoke and tobacco free workplace.

Family Educational Rights and Privacy Act, FERPA

AEA, its employees and officers, will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

AEA is committed to providing a charter school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color,

gender, gender identity, gender expression, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. AEA has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment (including employee to employee, employee to student, and student to employee misconduct).

Facilities Safety

AEA shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. AEA agrees to test sprinkler systems, fire extinguishers, and fire alarms at its facilities annually to ensure that they are maintained in an operable condition at all times.

Emergency Preparedness

AEA has adopted and adhered to an Emergency Preparedness Plan drafted specifically to the needs of the school facility. This plan includes, but is not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. All staff shall receive training in emergency response, including appropriate “first responder” training or its equivalent. AEA will maintain a calendar of, and conduct emergency response drills for students and staff. The plan shall be kept on file for review. AEA has formed a Safety Committee made up of various staff members for input on emergency planning.

Interscholastic Athletic Program

AEA, should it offer an interscholastic athletic program, will develop and put in place a written emergency action plan and acquire at least one AED for the charter school per California Assembly Bill 2009.

ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

Governing Law: 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 (c)(5)(G)

AEA has an outreach plan that includes, but is not limited to, the following elements or strategies which focus on achieving and maintaining a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the SDUSD:

- Enrollment process that is scheduled to include a timeline that allows for a broad-based application process.
- Hold presentations, information sessions at libraries and community centers (English and Spanish).
- Host information meetings and schedule campus tours (English and Spanish).
- Distribute brochures and application materials at community centers, shopping malls and other places of broad public access in languages represented by prospective student population

AEA conducts an open enrollment period of at least 30 days.

AEA maintains an accurate accounting of ethnic and racial balance of students enrolled in the school. Such data is reviewed by the Administration Team and Board of Trustees at least annually, whereby modifications to the recruitment and outreach efforts described above may be made.

ELEMENT EIGHT: ADMISSIONS

Governing Law: Admission requirements, if applicable. – California Education Code Section 47605(c)(5)(H)

AEA is nonsectarian in its programs, admission policies, employment practices, and all other operations. AEA will admit all students, on a space-available basis, will not charge tuition and will not discriminate against any pupil on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). AEA complies with applicable state laws pertaining to student admission and enrollment including California Education Code Sections 47605(b) and 47605(d).

AEA strives to reflect the ethnic and racial balance of the general population residing within the territorial jurisdiction of SDUSD. There is no District residency requirement for the student or for the student's parent or guardian.

AEA is open to all students including those with special education needs and will support the administration of Special Education services.

Public Random Drawing

Should AEA receive a number of completed applications from potential students exceeding the number of spaces available within the school, the school will conduct a public random drawing/lottery, designed to establish a diverse student population. The following rules and procedures are used, which will be communicated to all interested parties at least 30 days prior to holding the drawing:

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.

1. The lottery will take place within 30 days of closing *each* open enrollment period, which will be at least 60 days long.
2. The lottery will take place on an AEA campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near AEA that is large enough to accommodate all interested parties.
3. The lottery will take place on a weekday at a time when most interested parties who wish to attend may do so.
4. 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.
5. The lottery may be conducted through the use of a software program created for this purpose. In this case the lottery would still be conducted in a public manner as established in 2-4 above.

6. The following preferences will be extended to potential students:
 - Children of employees will receive a guarantee of admission, up to a maximum of 10%.
 - Students enrolled in AEACES (K-5) who have been promoted to the sixth grade will receive a guarantee of admission to AEACMS and students enrolled in AEACMS (6-8) who have been promoted to the ninth grade will receive a guarantee of admission to AEACHS.
 - Siblings of students presently enrolled in AEA will be guaranteed admission, as space is available.
 - Operating multiple school sites within a single LEA, AEA defines enrollment preferences for its language programs as follows:
 - For the AEACES language immersion model in grades k-5, a 25% priority enrollment will be given to fluent German-speaking students as determined by formal German language assessment in grades k-5 during the lottery process. This structure allows fluent German speakers to support language learning among their peers.
 - No priority enrollment will be given for the AEACMS/AEACHS language acquisition model in grades 6-12, where German and Spanish are offered as electives.
 - Siblings of students who have their names drawn during the lottery shall receive a guarantee of admission unless the sibling is to enroll in a grade that has all of its spaces already filled in the drawing. The sibling would then be put on the waiting list for admission to that grade, ahead of all others.
 - Students residing within the attendance boundaries of Sherman Elementary School (for admission to AEACMS).
 - Students residing within the San Diego Unified School District will have priority over students residing outside of the District.
7. The lottery shall draw names from a single pool of ballots.
8. The ballots shall be drawn by a representative of the outside agency or organization confirming the results of the lottery.
9. The drawing shall continue until all names are drawn. 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.
10. Potential students on the waiting list shall provide contact information to be used in the event space becomes available. Students promoted to AEACMS or AEACHS 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.
11. 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

Governing Law: The manner in which annual, independent financial audits 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(c)(5)(I)

An annual independent fiscal audit of the books and records of AEA will be conducted as required under Charter Schools Act, Education Code Sections 47605(c)(5)(I) and 47605(m).

The books and records of AEA will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and be listed by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the SDUSD, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year.

The Superintendent, along with the audit committee, will review any audit exceptions or deficiencies and report to the AEA Board of Trustees with recommendations on how to resolve them. The Board will submit a report to SDUSD describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of SDUSD along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described herein.

The independent fiscal audit of AEA is a public record to be provided to the public upon request.

ELEMENT TEN: SCHOOL EXPULSION/SUSPENSION POLICY

Governing Law: The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii). Education Code Section 47605(c)(5)(J).

As part of the educational mission of AEA, administrators, faculty, and staff are responsible to ensure that AEA is a safe and secure environment. Consequently, administrators, faculty, and staff are tasked with watching out for the health, safety, and emotional welfare of all students.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at AEA. In creating this policy, AEA has reviewed Education Code Section 48900 *et seq.* which describes AEA's list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* AEA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

On rare occasions, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AEA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

AEA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AEA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Superintendent's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AEA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

AEA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AEA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in

excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ii. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - iii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iv. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - v. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AEA.

- vi. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - 1. A message, text, sound, or image.
 - 2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
 - a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether

written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 3. Causing a reasonable student to experience substantial interference with his or her academic performance.

4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AEA.
 5. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - a. A message, text, sound, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

A principal or designee (hereafter principal/designee) may order formal suspension from school. Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AEA employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or AEA personnel.

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AEA officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AEA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled following a hearing before the AEA Expulsion Review Panel to be assigned by the Board as needed.

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.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an AEA Expulsion Review Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of AEA's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AEA to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

The Stipulation Process

A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the grounds for suspension and expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Principal or Superintendent to review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. At that time, if the parent or guardian agrees to a stipulated decision, the student, parent or guardian and the Principal or Superintendent must all initial and agree upon the following:

1. They have been informed of and understand the right to due process with regard to the expulsion recommendation.
2. They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with AEA personnel.
3. They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the Board of Trustees if the stipulated expulsion is approved by the Board of Trustees as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Trustees must still vote to approve a stipulated expulsion agreement.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AEA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AEA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. AEA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AEA must present evidence that the witness' presence is both desired by the witness and will be helpful to AEA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the AEA Expulsion Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or AEA Expulsion Review Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AEA.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

AEA shall maintain records of all student suspensions and expulsions at AEA. Such records shall be made available to the authorizer upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AEA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from AEA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AEA for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or AEA shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon AEA's capacity at the time the student seeks readmission.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

AEA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who AEA or SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum.

Although, in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AEA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If AEA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AEA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that AEA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and AEA agree to a change of placement as part of the modification of the behavioral intervention plan.

If AEA, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then AEA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AEA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AEA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AEA agree otherwise.

5. Special Circumstances

AEA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
 - b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function;
- or

- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated AEA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AEA had knowledge that the student was disabled before the behavior occurred.

AEA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AEA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other AEA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AEA supervisory personnel.

If AEA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If AEA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. AEA shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by AEA pending the results of the evaluation.

AEA shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT ELEVEN: RETIREMENT SYSTEMS

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security. — California Education Code Section 47605(c)(5)(K)

Teachers in AEA participate in the California State Teachers' Retirement System ("CalSTRS").

All eligible classified staff will participate in the federal social security program ("SSI") as well as the California Public Employees' Retirement System ("CalPERS"). In addition all eligible employees have the option of participating in another retirement plan established by an independent or government agency, such as 403(b), flexible spending account ("FSA"), health saving accounts ("HSA").

ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

AEA will be a charter school of choice and no student shall be required to attend. Students who reside within the District who choose not to attend may attend the school within SDUSD according to District policy or at another school district or school within SDUSD through the District's intra and inter-district policies. Parents and guardians of students enrolled in AEA will be informed on admissions forms that the student has no right to admission in a particular school of a local education agency as a consequence of enrollment in AEA, except to the extent that such a right is extended by the local education agency.

ELEMENT THIRTEEN: DISTRICT EMPLOYEE RIGHTS

Governing Law: 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(c)(5)(M)

No public school district employee shall be required to work at AEA. Employees of the District who choose to leave the employment of the District to work at AEA shall have no automatic rights of return to the District after employment at AEA unless specifically granted by the District through a leave of absence or other. AEA employees shall have any right upon leaving the District to work at AEA that the District may specify, any rights of return to employment in a school district after employment in AEA that the school district may specify, and any other rights upon leaving employment to work AEA that the District determines to be reasonable and not in conflict with any law.

All employees of AEA will be considered the exclusive employees of Albert Einstein Academies and not of the District, unless otherwise mutually agreed in writing. Employment by AEA provides no rights of employment at any other entity, including any rights in the case of closure of AEA.

ELEMENT FOURTEEN: DISPUTE RESOLUTION

Governing Law: 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(c)(5)(N)

AEA recognizes that it cannot bind the District to a dispute resolution procedure to which the District does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. AEA is willing to consider changes to the process outline below as suggested by the District.

AEA and SDUSD will be encouraged to attempt to resolve any disputes with the District amicably and reasonably without resorting to formal procedures.

In the event of a dispute between AEA and SDUSD, the following describes the procedure for resolving disputes. Both parties agree to first frame the issue in written format (“dispute statement”) and refer the issue to the Superintendent of SDUSD and the Superintendent of AEA.

In the event that the District’s Board of Trustees believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, AEA requests that such be noted in the written dispute statement, but recognizes that the District is not legally required to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607.

The Superintendent of AEA and the Superintendent of SDUSD, or her respective designee, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent or designee of SDUSD and the Superintendent of AEA and attempt to resolve the dispute within fifteen (15) business days from receipt of the dispute statement.

If this joint meeting fails to resolve the dispute, the District representative and the Superintendent of AEA shall meet to jointly identify a neutral third party mediator to engage the parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the District representative and the Superintendent of AEA. Mediation shall be held within sixty (60) business days of receipt of the dispute statement.

The costs of the mediator shall be split equally between the SDUSD and AEA. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines in this section may be revised upon mutual written agreement.

Internal Disputes

AEA will maintain an environment of open communication where students, staff, and

parents are comfortable to discuss current concerns and problems as they develop with the organization, the administration or the Superintendent and/or his or her designees. In the event the needs of the student, staff, and parents are not met, all internal disputes will be brought to the attention of administration to seek resolution pursuant to Board-adopted policies.

AEA maintains an internal dispute resolution process to be used for all internal disputes related to its operations. AEA also maintains a Uniform Complaint Policy and Procedures (Appendix F), as required by state law. Parents, students, Board members, volunteers, and staff shall be provided with a copy of AEA policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the AEA Superintendent or designee.

ELEMENT FIFTEEN: CLOSURE PROTOCOL

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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 Section 47605(c)(5)(O).

Closure of AEA will be documented by official action of the Board of Trustees. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Trustees will promptly notify parents and students, the District, the San Diego County Office of Education, the SELPA, the retirement systems in which AEA's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of AEA of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close AEA.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, AEA will provide parents, students and the District with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. AEA will ask the District to store original records of the students. All records of AEA shall be transferred to the District upon AEA closure. If the District will not or cannot store the records, AEA shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practicable, AEA will prepare final financial records. AEA will also have an independent audit completed within six months after closure. AEA will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by AEA and will be provided to the District promptly upon its completion. The final audit will include an

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

AEA will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of AEA, all assets, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending AEA, shall be returned to the source of the funds. Any assets acquired from the District or District property will be promptly returned upon AEA closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source 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, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, AEA shall remain solely responsible for all liabilities arising from the operation of AEA.

As AEA is operated by a non-profit public benefit corporation, should AEA, the corporation, dissolve with the closure of AEA, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget in Appendix G AEA will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

MISCELLANEOUS CHARTER PROVISIONS

Governing Law: The governing board of a school district shall require that the petitioner or petitioners provide information regarding the proposed operation and potential effects of the charter school, including, but not limited to, the facilities to be used by the charter school, the manner in which administrative services of the charter school are to be provided, and potential civil liability effects, if any, upon the charter school and upon the school district. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation. If the school is to be operated by, or as, a nonprofit public benefit corporation, the petitioner shall provide the names and relevant qualifications of all persons whom the petitioner nominates to serve on the governing body of the charter school. Education Code Section 47605(h).

Budgets and Financial Reporting

Albert Einstein Academies is a fiscally independent, directly funded charter school. Attached please find, as Appendix G, the following documents:

- Current AEA financials
- A three-year operational budget
- Cash flow and projections

These documents are based upon the best data available to AEA at this time.

In accordance with Education Code Section 47604.33, AEA will provide reports to the District and County Superintendent of Schools as follows, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of AEA's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all AEA's receipts and expenditures for the preceding fiscal year.
6. Any additional financial or other reporting requirements will be agreed upon mutually by AEA and the District annually, on or before July 1.

AEA agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, AEA shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Administrative Services

AEA will procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor. AEA contracts with a reputable back-office provider.

At any time, AEA may discuss the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of a memorandum of understanding between AEA and the District and subject to District availability and willingness to provide such services.

Insurance

AEA shall acquire and finance general liability, workers compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on the recommendations provided by AEA's insurer. The District's Board of Education shall be named as an additional insured on all policies of the School.

Transportation

AEA will not be providing transportation to and from school, except as required by law.

Attendance Accounting

AEA will implement an attendance recording and accounting system, to ensure contemporaneous record keeping, which complies with state law.

Potential Civil Liability Effects and Impact on Authorizer

AEA shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or

omissions by the charter school if the authority has complied with all oversight responsibilities required by law. Further, the charter school shall indemnify the District for the actions or inactions of the charter school under this charter.

AEA's corporate bylaws shall provide for indemnification of the School's Board of Trustees, officers, agents, and employees. AEA will purchase general liability insurance, Board of Directors and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by the recommendation of AEA's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance. The AEA Board of Trustees will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Facilities

AEA is currently located in two separate sites, one for the AEA Charter Elementary School and one for the AEA Charter Middle School. The AEACES site is a District-owned site at 3035 Ash St., San Diego, 92102 that services grades K-5. The AEACMS is a privately financed building located at 458 26th St, San Diego, 92102, that services grades 6-8. AEA is currently in discussions to locate its high school at 446 26th St, San Diego, 92102, to service grades 9-12. AEA was awarded a facilities planning grant through the District's Charter School Facility Committee and approved by the District's Board to begin the process of eventually utilizing this property for AEA's high school. Additionally, AEA leases administrative office space at 845 15th Street, San Diego, CA 92101.

Oversight

Pursuant to California law, the District will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisorial oversight of AEA not to exceed one (1) percent of the revenue of AEA. The District may charge up to three (3) percent of the revenue of AEA if it is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Conclusion

Albert Einstein Academies respectfully submits this Charter for the District's consideration for approval. We wish to continue a fully transparent, mutually beneficial relationship with the District and expect to be held accountable to the terms described herein. We would welcome the

opportunity to discuss and clarify this document and the vision of our organization at your earliest convenience.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albert Einstein Academies Elementary

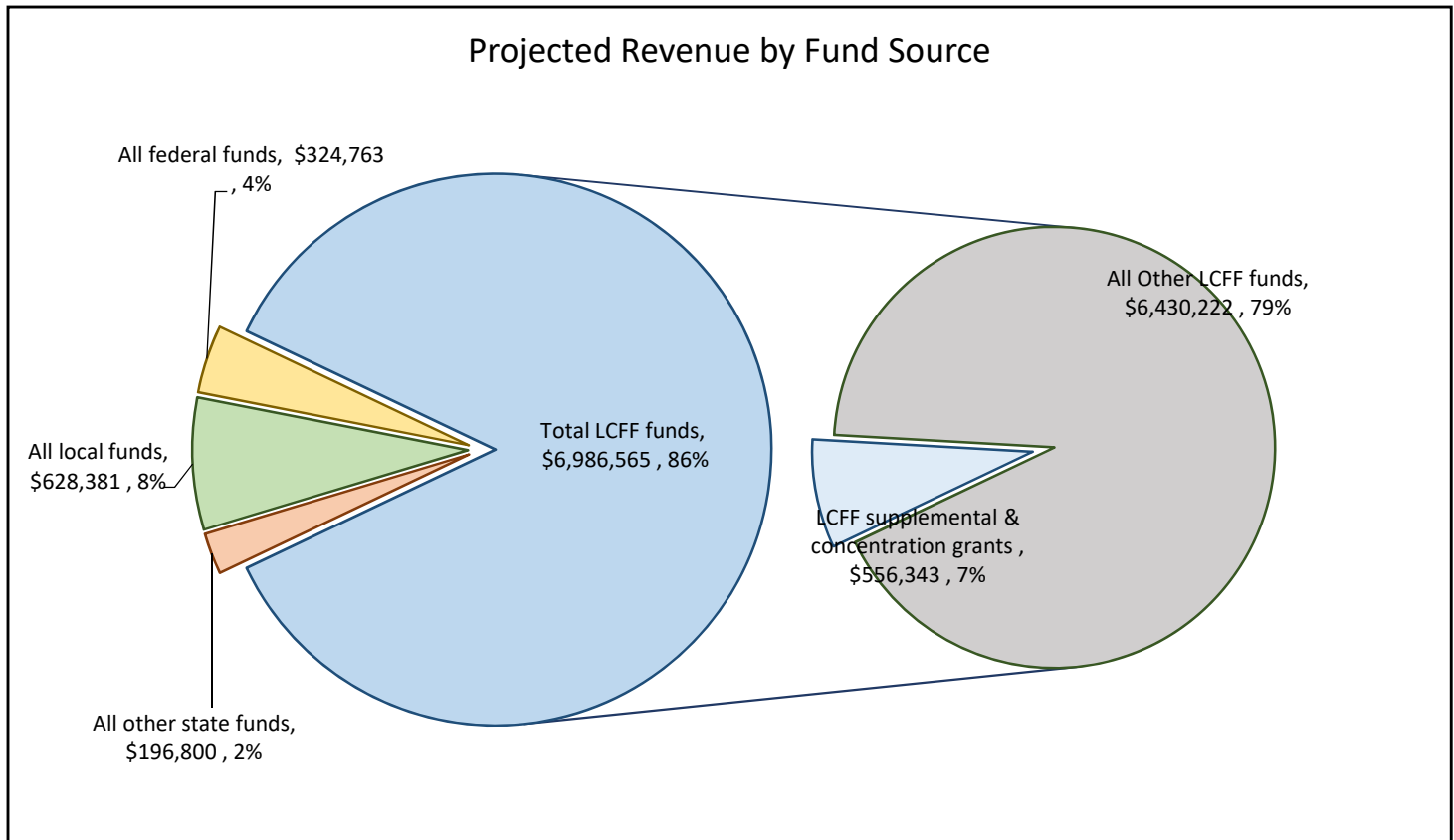
CDS Code: 37 68338 6120935

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Greta Bouterse

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

Budget Overview for the 2019-20 LCAP Year

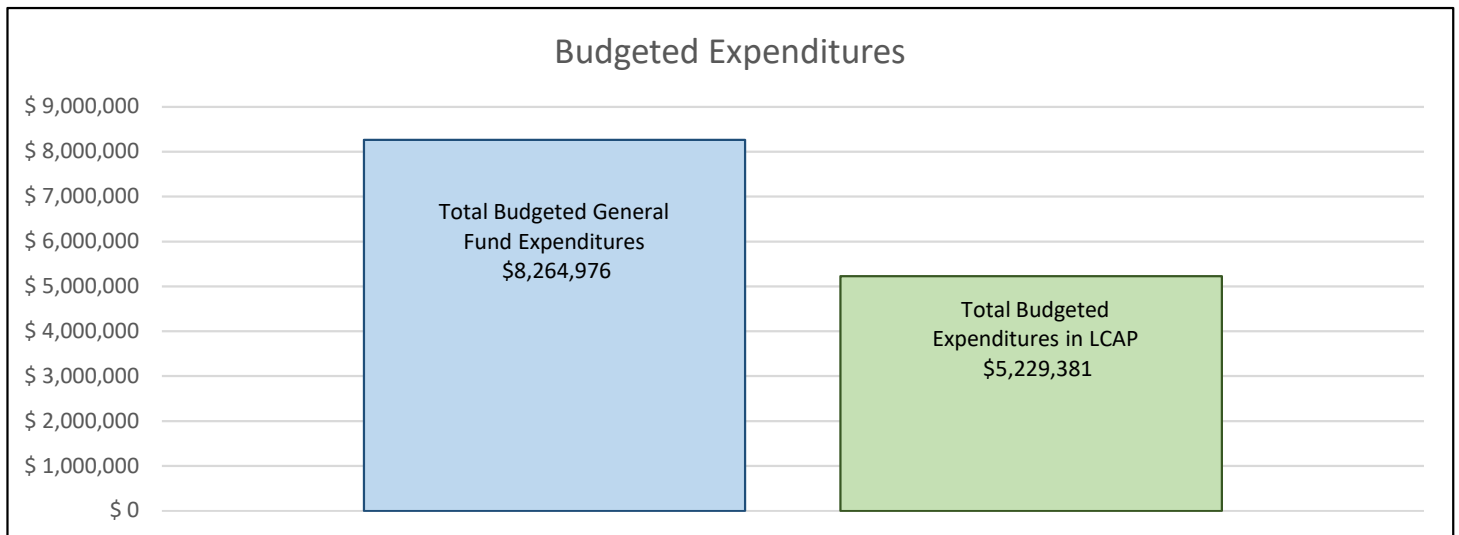


This chart shows the total general purpose revenue Albert Einstein Academies Elementary expects to receive in the coming year from all sources.

The total revenue projected for Albert Einstein Academies Elementary is \$8,136,509.00, of which \$6,986,565.00 is Local Control Funding Formula (LCFF), \$196,800.00 is other state funds, \$628,381.00 is local funds, and \$324,763.00 is federal funds. Of the \$6,986,565.00 in LCFF Funds, \$556,343.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Albert Einstein Academies Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Albert Einstein Academies Elementary plans to spend \$8,264,976.00 for the 2019-20 school year. Of that amount, \$5,229,381.00 is tied to actions/services in the LCAP and \$3,035,595.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

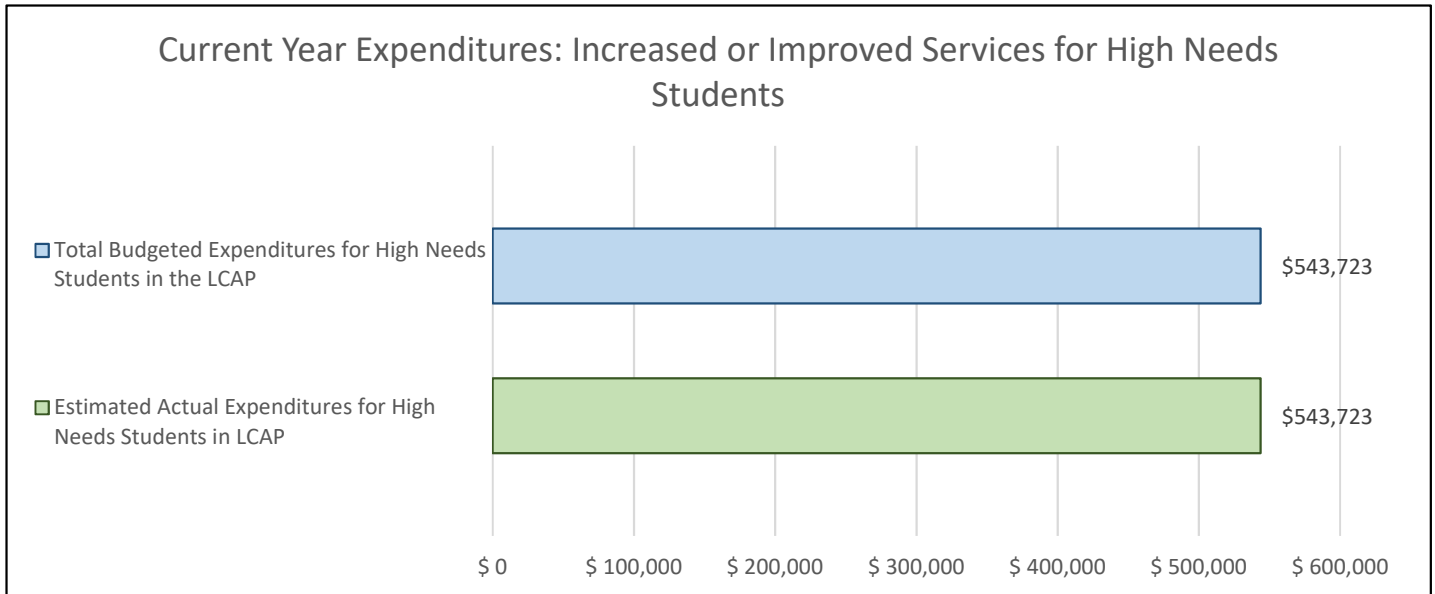
Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to the following costs associated with operating the school program: Auxiliary Staff Members, Staff Benefits, Operational Supplies, General Insurance costs, Legal/Audit Fees, Various non-instructional consultants, Administration Fees

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Albert Einstein Academies Elementary is projecting it will receive \$556,343.00 based on the enrollment of foster youth, English learner, and low-income students. Albert Einstein Academies Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Albert Einstein Academies Elementary plans to spend \$710,685.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Albert Einstein Academies Elementary's LCAP budgeted \$543,723.00 for planned actions to increase or improve services for high needs students. Albert Einstein Academies Elementary estimates that it will actually spend \$543,723.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Albert Einstein Academy Charter Elementary School

Contact Name and Title

Greta Bouterse
Principal

Email and Phone

gbouterse@aeacs.org
619-795-1190

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Albert Einstein Academy Charter Elementary School (AEACES) was established in Fall 2002. It is one of two charter schools under the umbrella of Albert Einstein Academy, a non-profit organization. AEACS is authorized as an International Baccalaureate Primary Years Programme (IBPYP) World School. As a direct-funded charter school, it is its own Local Educational Agency (LEA).

AEACES is an IBPYP, dual-language (German/English), charter school serving 800 students in grades K-5. It is located in the heart of South Park and the surrounding communities of Golden Hill, Logan Heights, Grant Hill, and North Park, and the student population represents a cross-section of these neighborhoods. The community is ethnically, economically, and culturally diverse which enriches the organization's goal of cultivating internationally-minded citizens.

The Mission of AEACES 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 lead and create positive change in the 21st century. Our school provides a rigorous standards-aligned academic curriculum to all our students.

LCAP Highlights

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

The International Baccalaureate Primary Years Program (IBPYP) continues to be the heart of our school. We continue to attract experienced teachers and are able to fund the continuous training it takes to keep a high quality program. We are committed to a PYP education for all our students and ensure teachers have the materials needed for their Units of Inquiry.

AEA continues to support academic achievement for all students in the areas of ELA, Mathematics, and German. Resources are allocated especially to support English Language Learners, Economically Disadvantaged Students, and Students with Disabilities. Some of these include access to our Learning Center, classroom aides/interns, Extended Day learning opportunities, and professional development for SPED staff.

AEACES makes school culture a priority. We offer many opportunities for families to be active participants in their child's education through school events, volunteer possibilities, and Parent Universities. It is essential for our families to feel invested in our mission and vision and that is achieved when students are happy to be at school. We offer our students many opportunities to feel connected to our AEA community. There are many "Spirit Day", assemblies, field trips, and leadership opportunities.

We also offer many enrichment activities such as Art, Music, PE, and Gardening, all of which make AEACES an engaging place to be.

Review of Performance

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

Greatest Progress

The school has made growth in both English Language Arts (ELA) and Mathematics and is placed in the Green Range on the CA Dashboard in both subjects. "All Students", English Language Learners, and Socioeconomically Disadvantaged students had a "Significant Increase" in ELA scores, while Students with Disabilities and Hispanic students showed an "Increase". In Mathematics, "All Students", English Language Learners, Hispanic Students, and Socioeconomically Disadvantaged Students all showed an "Increase" in scores.

The school suspension rate remains very low. Teachers successfully use "Zones of Regulation" to give students the opportunity to understand, reflect, and alter behaviors as necessary. Kindergarteners who qualify, participate in a daily Zones of Regulation Group that allows them to practice the self-regulation skills necessary to maximize learning potential. Teachers also use multiple classroom behavior systems across the grades that acknowledge and reward positive behaviors. The school encourages students to independently address conflicts at the "Solution Station" and has trained over forty 4th and 5th graders through the School Safety Ambassadors program to be student leaders. Both encourage students to act as upstanders and take individual responsibility to recognize and resolve peer conflicts. As an IB World School, all community members explicitly teach to and recognize the IB Learner Profile attributes of "caring" and "principled" which directly impact the school culture. The school employs a School Safety Crew who monitor lunch and recess times. More games and diverse activities have been added to recess to appeal to a greater number of children and this has resulted in fewer behavior issues during these times. Special education aides support our students with special needs who struggle with less structured activities.

The school continues to make professional development a priority. All teachers new to AEACES receive IBPYP Level 1 training in their first year at the organization. The organization sends several veteran teachers annually to IBPYP Level 2 and 3 training as well as offers to send teachers to California Association of World Schools (CAWS) and the Global Conference. In addition, teachers receive training in Math, ELA, Second Language Acquisition, and ELD.

This year again, we offered 12 Parent University Opportunities. All were offered with Spanish translation. We are dedicated to the continuation of this service to our families. In addition, more whole school events including Kindergarten Orientation and 5th Grade Graduation also offer Spanish translation,

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

Greatest Needs

As a German and English dual immersion school, students have about half the amount of English Language Arts (ELA) instruction as a traditional English only school. Our families are aware of this and believe in the importance of bi-literacy for the overall long-term cognitive and academic benefits. Much work has been done to support proficiency in both languages of instruction. Our ELA Scores overall were Green, but Hispanic, English Language Learners, and Socioeconomically Disadvantaged students are still in the "Yellow" range despite the increases in their scores. Students with Disabilities are in the "Orange" range.

During the 2018-2019 school year, teachers reviewed and selected two new Math programs to pilot as the former Math program was being phased out. Overall, the school was placed in the "Green" range, but Hispanic, English Language Learners, and Socioeconomically Disadvantaged students are still in the "Yellow" range despite the increases in their scores and students with Disabilities are in the "Orange" range.

Students with Disabilities is the one subgroup that underperforms "All Students" by 2 or more levels in both ELA and Math.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Students with Disabilities is the one subgroup that underperforms "All Students" by 2 or more levels in both ELA and Math.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Written Curriculum updated to reflect CCSS and NGSS</p> <p>18-19 6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS</p> <p>Baseline 6 units of inquiry taught 5 units of inquiry updated and taught that align with current CCSS and NGSS</p>	<p>6 Units of Inquiry aligned with Common Core State Standards(CCSS) and Next Generation Science Standards (NGSS) have been taught.</p>
<p>Metric/Indicator Standards-based instructional materials available to all students</p> <p>18-19 100% ELA and Math standards-based resources are available</p>	<p>100% ELA, Math, and Science standards- based resources are available.</p>

Expected

6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS) and have been reflected upon. New resources have been added.

Teachers will evaluate the Social Studies Frameworks to ensure Units of Inquiry are still appropriate

Baseline

100% ELA and Math standards-based resources are available

5/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), the

6th unit is still in final development

Metric/Indicator

Action items from

IB 2015 Evaluation visit

18-19

All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP

Baseline

Evaluation visit from

2015 indicates all teachers must be committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills

Actual

All teachers are trained in inquiry-based practices and implement them into the classrooms at a level appropriate with their experience. This year three teachers were sent to Level 1 training. Eleven teachers were sent to Level 2 and 3 training. Sixteen teachers attended local IBPYP training opportunities including the Global Conference, Area Summit, and CAWs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

100% of Teachers are trained in IB practices and principle at Level One	100% of students will receive instruction from a PYP Level 1 trained teacher.	1000, 2000, 3000 LCFF Base \$2886297	1000, 2000, 3000 LCFF Base 2886496
75% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization Principal and IB Coordinator will be trained on the	72% of classroom teachers have been trained in IBPYP principles and practices Level 2 and 3	1000, 2000, 3000 LCFF Supplemental and Concentration \$333261	1000, 2000, 3000 LCFF Supplemental and Concentration 184976
		1000, 2000, 3000 SPED \$319129	1000, 2000, 3000 SPED 299901
		1000, 2000, 3000 Title I \$87584	1000, 2000, 3000 Title I 116837

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100% of ELA and Math Materials are standards-based 100% of Science materials are NGSS aligned	100% of ELA, Math, and Science are standards-based and align to CCSS and NGSS	4000 LCFF Base \$121377	4000-4999: Books And Supplies LCFF Base 32081
			4000-4999: Books And Supplies Lottery 41189

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The school has made every effort to ensure all its students have access to an IBPYP education. All students participate in the program and are taught six Units of Inquiry in each grade in each of the transdisciplinary themes. Curriculum has been reviewed to ensure the scope and sequences and IB Unit planners meet the standards and practices of IBPYP as well as the CCSS. All materials are aligned to the IB Units of Inquiry or CCSS. All credentialed teachers new to AEACES receive Level 1 IBPYP training in their first year, and teachers who have been with the organization for 3 or more years have or are scheduled to have Level 2 or 3 training.

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

IBPYP continues to be at the heart of our identity as a dual-language immersion IB World School. The actions have been very effective in maintaining our IB Authorization and attracting families seeking an IB education. Teachers receive training off-site, but also meet weekly to reflect upon the integration of IBPYP and CCSS.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

A third action item has been added to Goal 1 to ensure teachers and students have the updated resources they need to teach with and about technology. A technology assessment will be done annually and a plan created to ensure interactive panels, laptops, chromebooks, document cameras, and ipads are available for the classrooms and students who access them.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Professional development and resources will be provided for teachers to deliver a standard-based curriculum that incorporates CCSS in English Language Arts and Mathematics, Next Generation Science Standards (NGSS), and German Language instruction to increase overall achievement in our dual-language model.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % Certificated classroom Teachers trained in NGSS and/or CCSS</p> <p>18-19 100% of the current teachers trained in both CCSS and NGSS</p> <p>Baseline 100% of the current teachers in CCSS with varying exposure to NGSS</p>	<p>100% of teachers are teaching to the CCSS and NGSS standards.</p>
<p>Metric/Indicator SBAC data</p> <p>18-19 Maintain all students in Green or Blue</p> <p>Increase points in both ELA and Math</p> <p>Baseline</p>	<p>"All Students" are currently in the Green range on the LCFF Accountability rubric for ELA and Mathematic. Students are 9 points above standard in ELA and 10 points above standard in Math.</p>

Expected	Actual
<p>All students are currently in the orange range on the LCFF accountability rubric for English Language Arts (6 points above level 3). All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).</p>	
<p>Metric/Indicator MAP and benchmark testing</p> <p>18-19 All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.</p> <p>Baseline Goal setting for students to improve their scores</p>	<p>All students are assessed at least 3x per year in ELA and Mathematics through NWEA Map, CRLP, and/or internal benchmark assessments. Students in grades 3-5 create goals based on MAP scores. All students K-5 with an SST for academic concerns have goals set through the SST process. All teachers have SMART goals to target students who are underperforming.</p>
<p>Metric/Indicator German DSD</p> <p>18-19 Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.</p> <p>Baseline Annual participation in the DSD A2 is 95% for immersion students with 80% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.</p>	<p>Annual Participation rate for the A2 DSD was 98% with an 87% passing rate. The annual participate rate in the DSD A1 was 90% of students who regularly receive German as a second language instruction.</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.	All ELA written curriculum has been reviewed to ensure scope and sequence aligns with the IBPYP 6 Units of inquiry.	1000, 3000, 5000 LCFF Base \$60862	Professional Development 5000-5999: Services And Other Operating Expenditures Title II 27779
German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry	German Scope and Sequences has been reviewed to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry	1000, 3000, 5000 LCFF Supplemental and Concentration \$62,569	Kinder German Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 53160
All teachers will implement differentiation strategies	All teachers use differentiation strategies in their classrooms to varying degrees. Some teachers still need encouragement to differentiate daily.		Kinder German Teacher 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11635
Students will be assessed annually 3x per year using internal and MAP benchmarks	All students are assessed at least 3x per year using MAP and internal benchmarks.		German Language Coordinator 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 32412
All teachers receive a classroom budget for materials to support ELA, Math, and German	All teachers received classroom budgets to provide resources in ELA, Math, and German.		German Language Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 7131
German Language Coordinator will oversee German curriculum development	German Language Coordinator oversees the German Curriculum		Professional Development 5000-5999: Services And Other Operating Expenditures LCFF Base 26632
German Music Teacher will support German Language Acquisition through music.	German Music teachers provides German language acquisition through music. 95% position		
German tutoring will be provided within school hours and through extended day to increase access and achievement	German Small group tutoring is provided within the school day for all grades for at risk students. Before school tutoring is offered to first grade students to increase access and achievement.		

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Math Scope and Sequence will be updated annually	Math Scope and Sequence has been reviewed to ensure CCSS are covered.	See Goal 2, Action 1	Math Curriculum 4000-4999: Books And Supplies LCFF Base 35359
Think Math will only be used as supplemental materials and teachers will pilot Ready Math and Go Math	GO Math was piloted at grades K, 2,4 Ready Math was piloted at grades 1,3, 5		See Goal 2, Action 1
Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics	Teachers use 3 Act tasks and inquiry-based approaches to Mathematics. One teacher attended IBPYP math training. Two PD days, and three minimum day Wednesdays were set aside for team collaboration to learn about and plan for new Math Programs		

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Many of our actions and services were implemented with success. German and English curriculum were reviewed, updated, and aligned to support CCSS. All students were assessed at least 3x per year as per our Assessment Policy. GLAD strategies were reviewed and implemented across the languages and small group differentiation was used in both Language Arts and Mathematics with the support of aides and interns. The school completed a Math program pilot of publishers to determine the better fit for our school. The teachers have decided on GO Math as it has a variety of resources and online tools to support students and families. An Inquiry/Constructivist approach to Math continues to be a focus, but still not all are implementing at the same level. One teacher was sent to off-site training and will be sharing back to staff.

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

The school has made growth in both English Language Arts (ELA) and Mathematics and is placed in the Green Range on the CA Dashboard in both subjects. Students are 9 points above standard in ELA and 10 points above standard in Math. "All Students", English Language Learners, and Socioeconomically Disadvantaged students had a "Significant Increase" in ELA scores, while Students with Disabilities and Hispanic students showed an "Increase". In Mathematics, "All Students", English Language Learners, Hispanic Students, and Socioeconomically Disadvantaged Students all showed an "Increase" in scores. In both ELA and Math, White students are in Blue, Hispanic, ELL, and SED students moved into Yellow and Students with Disabilities are in Orange.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

An action item in Goal 2 was modified to incorporate professional development and planning in order for staff to implement the new Math Program effectively.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC 18-19 Move ELL learners up at least 10 points closer to Level 3 in ELA and Math. Move SED students at least 10 points closer to Level 3 in ELA and Math Move SED students at least 10 points closer to Level 3 in ELA and Math	English Language Learners are currently in Yellow for both ELA and Math. 35.8 points below standard in ELA 35.6 points below standard in Math Socioeconomically Disadvantaged Students are currently in Yellow for both ELA and Math. 31.6 points below standard in ELA 29.4 points below standard in Math Students with Disabilities are currently in Orange for both ELA and Math. 75.3 points below standard in ELA 83.1 points below standard in Math

Expected

Actual

Baseline

English Language Learners (ELL) are currently in orange range 35.6 points below level 3 in ELA and in yellow range 21.7 points below level 3 in Math.
Socioeconomically Disadvantaged (SED) students are currently in orange range 35.2 points below level 3 in ELA and orange range 23.9 points below level 3 in Math
Special Education students were not an identified sub group

Metric/Indicator

CAST Data

18-19

TBD

Baseline

No data yet

Metric/Indicator

CELDT/ELPAC reclassification data

18-19

30% students reclassified in grades 3-5 (This goal will need to be revisited as the new ELPAC data is an unknown)

Baseline

18% students reclassified in grades 3-5

Only Pilot Data was provided for the CAST.

No students were reclassified as the school switched from CELDT testing to ELPAC

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teachers will receive training in GLAD strategies and will incorporate into classrooms	English Language Development Coordinators led Professional Development GLAD strategies for all teachers.	1000, 3000 LCFF Supplemental and Concentration \$104140	ELD Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 84230

English Language Development Coordinator will be assigned to lead PD and monitor student growth

Targeted ELD instruction will be provided for Beginners

Targeted ELD instruction was provided for beginners.

ELD Coordinator 3000-3999:
Employee Benefits LCFF
Supplemental and Concentration
19909

Action Increase RTI access and opportunities in ELA and Math for Economically Disadvantaged Students

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Socioeconomically disadvantaged students in need of math support will receive Extended Day Math	Socioeconomically Disadvantaged Students targeted for Extended Day Math in grades 4 and 5.	\$59260 LCFF Supplemental and Concentration \$241956	ELA Specialist, Library Media Teacher, Teacher Summer School Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 119044
English Language Arts intervention for students grade K-5 in Learning Center	ELA Intervention for students K-4 in Learning Center.		
Train teachers and teacher aids in inquiry- based learning	Socioeconomically Disadvantaged Students targeted for before/after schools small group tutoring offered grades K, 1, 2, and 5.	\$59260 SPED \$57534	ELA Specialist, Library Media Teacher, Teacher Summer School Salaries 3000-3999: Employee Benefits LCFF Supplemental and Concentration 31166
School-wide tutoring for low income students Summer School Opportunities	Three week summer school program for targeted students.		School Psychologists 1000-1999: Certificated Personnel Salaries SPED 112437
			School Psychologists 3000-3999: Employee Benefits SPED 24991

Action Improve resources, professional development, and instructional practices to best support Students with Disabilities

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

<p>Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.</p> <p>Increased pull out support to target skill deficits in primary grades.</p> <p>Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation.</p> <p>Annual systems and needs driven analysis of SPED Learning Center department.</p> <p>Collaboration Opportunities Ensure SPED participation in:</p> <ul style="list-style-type: none"> • Team Leader meetings - Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration) 	<p>Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.</p> <p>Increased pull out support to target skill deficits in primary grades.</p> <p>Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation.</p> <p>Annual systems and needs driven analysis of SPED Learning Center department.</p> <p>Collaboration Opportunities Ensure SPED participation in:</p> <ul style="list-style-type: none"> • Team Leader meetings • Whole-school staff development • Sped Staff meetings • Regular check-ins with key stakeholders (teachers, parents, and administration) 	<p>1000, 2000, 3000, 4000, 5000</p> <p>See Goal 1, Action 1, See Goal 3, Action 3</p> <p>SPED \$300344</p>	<p>Special Education Program Expenses 4000-4999: Books And Supplies SPED 15487</p>
			<p>Special Education Program Expenses 5000-5999: Services And Other Operating Expenditures SPED 71335</p>
			<p>Special Education Program Expenses 5000-5999: Services And Other Operating Expenditures LCFF Base 89584</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions and services have been met or partially met. Resources were provided as specified to meet the needs of our ELL and Low-Income students. GLAD strategies and expanded Extended Day opportunities remain in place for our targeted students. This included Extended Day Math and small group tutoring (Math and ELA). The Learning Center has supported students in ELA 4x per week during the school day. All classes have part or full time aides/interns to support differentiation. All aides/interns have not been directly trained in differentiation strategies but are supervised and guided by certificated teachers. Grades K-2 continue to use Zones of Regulation to support socio-emotional readiness and self-regulation. Our SPED department meets weekly to collaborate and all SPED teachers participate in school-wide professional development. A three week summer school program was offered for the first time in August to give targeted students additional learning opportunities with credentialed teachers.

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

Our school showed growth in overall performance in all subgroups in both ELA and Math with exception of our Students with Disabilities in Math. English Language Learners increased 17.3 points in ELA and 6.6 points in Math. They moved from Orange to Yellow in both areas. Socio-economically Disadvantaged Students increased 15.8 points in ELA and 13.2 points in Math and also moved from Orange to Yellow in both areas. Our Students with Disabilities increased 9.8 point in ELA and moved from Red to Orange. They maintained in Math and stayed in Orange. The targeted interventions are proving to be effective, but more work needs to be done in our SPED department to close the achievement gap.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In Goal three new action items included a Summer School Program to support targeted students with a focus on low-income students. In addition, more collaboration time is planned between the Educational Specialists and General Education teachers to better support students with disabilities with test-preparedness.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase resources and services to increase parent involvement across demographics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Overall number of parents participating in one or more volunteer/participation opportunity (chaperone, classroom volunteering, specials volunteering, conferences, IB Showcase)</p> <p>18-19 85%</p> <p>Baseline 50%</p>	<p>58% of families attended Back to School Night 94% of families attended Fall Conferences 86% of families attended Spring Student-led Conferences An average of 3% or 27 families attended any given Parent University</p>
<p>Metric/Indicator Percentage of Parent Universities given in Spanish and English or with Spanish Translation</p> <p>18-19 100% English 100% Spanish</p> <p>Baseline</p>	<p>100% of parent Universities were offered in Spanish or with Spanish translation.</p>

Expected	Actual
100% English 40% Spanish	
Metric/Indicator Percentage of families attending one or more Parent University 18-19 25% of families in attendance to one or more Parent Universities Baseline 15% of families in attendance to one or more Parent Universities	An average of 3% or 27 families attended any given Parent University. 20% of families attended at least one Parent University

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

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

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create, initiate and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign-ups that target parents who have historically not volunteered.	Created, initiated and advertised varied volunteer opportunities through teacher websites, email-blasts, and online google sign-ups that target parents who have historically not volunteered	5000 LCFF Base \$2500	5000-5999: Services And Other Operating Expenditures LCFF Base 2500

Action Develop high interest Parent Universities that families have access to regardless of home language or socio-economic status

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide childcare and translation.	Surveyed, developed, and offered a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provided childcare and translation.	5000 LCFF Base \$1000	5000-5999: Services And Other Operating Expenditures LCFF Base 1000

Food was provided for 50% of the Parent Universities.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

There were a total of 12 Parent Universities all with child care and 50% with food. Parents were surveyed to see what topics would be of interest to them. Significant attention was made to ensure access to Parent University and our communication was available to our Spanish speaking families. Other family opportunities including Back to School, Open House, Parent Teacher conferences, student-led conferences, and the IB Showcase Night were also scheduled to allow for family involvement. Teachers communicate weekly to parents to share academic updates as well as participation opportunities. Bimonthly emails are sent home by administration in three languages (English/German/Spanish) to remind parents of all upcoming events and to provide helpful information. Pastries with the Principals are held monthly.

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

100% of our Parent Universities were offered in English and Spanish. We did see a significant increase when we offered food as well, so we will continue to offer that as long as the budget permits. 58% of families attended Back to School Night, 94% of families attended the fall parent teacher conferences and 86% attended the spring student-led conferences. We believe the childcare and Spanish translation was a great support in giving more families access. In addition, the live streaming of Parent Universities and Board of Trustees meetings increases access as well.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In Goal 4, continuation of live-streaming Parent Universities and Board of Trustees meetings has been added as well as the development of a Parent University survey to provide immediate feedback regarding the quality of each presentation.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Increase Average Daily Attendance (ADA) to over 98%

State and/or Local Priorities addressed by this goal:

State Priorities:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator Average daily attendance 18-19 98% Baseline 97.42%</div>	97.4%
<div>Metric/Indicator Number of SARB Meetings that impact student attendance 18-19 Monthly Family Meetings for students with poor attendance Baseline Scheduled 2x annually</div>	SARB Meetings were scheduled 3x per year for students with poor attendance

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action Create positive school culture.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day.	Create high/interest monthly activities as incentives including free dress day, perfect attendance parties, and crazy hair day.	See Goal 3, Action 2 4000 LCFF Base \$500	4000-4999: Books And Supplies LCFF Base 500
Full time School Psychologist Part time School Psychology Intern	Full time School Psychologist Part time School Psychology Intern Annual Field Trips (at least 3 per year) Annual Assemblies (at least 3 per grade level)		

Action Develop student leadership and action opportunities to increase student engagement.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promote leadership and service opportunities for students such as Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.	Leadership Opportunities were available for students such as Green Ambassadors, Safety Patrol, IB Ambassadors, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP. Cross-grade opportunities were created to promote student connectedness such as Reading Buddies and Youth Trainers.	4000 LCFF Base \$500	4000-4999: Books And Supplies LCFF Base 500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All services and actions were implemented or partially implemented. Highlights continue to be Student Spirit Days, monthly attendance award incentives, and Field Day. Lunch league opportunities are provided for students grades 2-5 throughout the year during lunch recess to provide competitive sports opportunities. All classes participate in several field trips connected to their IB Units of Inquiry. Assemblies are provided for additional exposure to the Arts and to support curriculum. Student leadership opportunities included Safe School Ambassadors to support positive school culture. SARB meetings were not held monthly, but rather every 3 months. A full-time School Psychologist and part time School Psychology Intern are still employed.

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

Our ADA was slightly below our target. P1 was 97.85% and P2 was 97.17% 4th grade had the highest attendance rate and 5th grade had the lowest.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

In Goal 5, cross grade level opportunities have been added within an action item to support a positive school culture.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

The IBPYP Self Study and Evaluation report and SBAC data continue to guide the goals created for the LCAP. Team leaders met in fall to review the IBPYP policies and all staff met in winter to update policies that impact assessment, language, special education and academic honesty. Teachers also meet several times a year to review assessment data from SBAC as well as internal benchmarks and assessments to look for strengths and areas in need of improvement. The principal meets with all teachers individually, with grade level teams, and whole staff to review data and set goals. Goals are updated in spring and finalized with Team Leaders. School Site Council reviewed goals and provided input. Goals were finalized in May of 2019.

Impact on LCAP and Annual Update

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

The greatest impact came from the data analysis done by teachers that allowed us to continue to target growth areas. The data showed that although growth was made, there are still subgroups who are performing below the school-wide average and interventions need to continue to support ELL, Socioeconomically Disadvantaged Students and Students with Disabilities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Written Curriculum updated to reflect CCSS and NGSS	6 units of inquiry taught 5 units of inquiry updated and taught that align with current CCSS and NGSS	6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS	6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS	6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS 6 units of inquiry reflected upon by grade level teams with feedback from IB Coordinator

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Standards-based and IBPYP instructional materials and resources available to all students	100% ELA and Math standards-based resources are available 5/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), the 6th unit is still in final development	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), but units have not been reflected upon to evaluate resources	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS) and have been reflected upon. New resources have been added Teachers will evaluate the Social Studies Frameworks to ensure Units of Inquiry are still appropriate	100% ELA and Math standards-based resources are available 6/6 Units of Inquiry have resources that align with Next Generation Science Standards and Social studies 100% of teachers have classroom budgets to support IB Units of Inquiry
Action items from IB 2015 Evaluation visit	Evaluation visit from 2015 indicates all teachers must be committed to a constructivist, inquiry-based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will be trained in inquiry-based practices and implement in classroom at a level appropriate to their experience in the PYP	All teachers will implement inquiry-based practices in classroom at a level appropriate to their experience in the PYP
All teachers will be trained in the Enhancements to the PYP and changes will be implemented	IB Coordinator and Principal were trained in Spring 2019	N/A	IB Coordinator and Principal were trained in Spring 2019	All staff will be introduced to the 18 enhancements to the PYP and at least 3 changes will be implemented

Planned Actions / Services

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

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

100% of Teachers are trained in IB practices and principle at Level One
62% of teachers are trained in IB practices and principles at Level 2 and 3

2018-19 Actions/Services

100% of Teachers are trained in IB practices and principle at Level One
72% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization
Principal and IB Coordinator will be trained on the Enhancements to the PYP

2019-20 Actions/Services

100% of Teachers are trained in IB practices and principle at Level One
90% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization.
Teachers will be introduced to the Enhancements to the PYP and at least 3 practices will be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20134177	\$2886297	\$3197732
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000
Amount	\$358972	\$333261	\$231528
Source	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000, 2000, 3000	1000, 2000, 3000	1000, 2000, 3000
Amount		\$319129	\$436532
Source		SPED	SPED
Budget Reference		1000, 2000, 3000	1000, 2000, 3000
Amount		\$87584	\$90669
Source		Title I	Title I
Budget Reference		1000, 2000, 3000	1000, 2000, 3000

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

100% of ELA and Math Materials are standards-based
83% of Science materials are NGSS aligned

2018-19 Actions/Services

100% of ELA and Math Materials are standards-based
100% of Science materials are NGSS aligned

2019-20 Actions/Services

100% of ELA and Math Materials are standards-based
100% of Science materials are NGSS aligned

Resources to be provided that support student agency and hands-on learning opportunities

Full-time School Librarian to support literacy and research skills that align with ELA and IBPYP

Part time Library aide to support with German needs in library

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15000	\$121377	\$61908
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000

Amount	\$10000		41128
Source	LCFF Supplemental and Concentration		Lottery
Budget Reference	4000		4000-4999: Books And Supplies

Action Provide 100% of classrooms with updated the technology and software to teach students with and about technology.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

N/A

2018-19 Actions/Services

Complete technology assessment of all existing SMART Boards/Panels, teacher computers, document cameras, and chromebooks to determine school-wide needs

Create plan and budget to prioritize technology needs

2019-20 Actions/Services

Purchase technology based upon plan that includes: classroom panels, updated teacher laptops, updated chromebooks and ipads, and document cameras.

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Professional development and resources will be provided for teachers to deliver a standard-based curriculum that incorporates CCSS in English Language Arts and Mathematics, Next Generation Science Standards (NGSS), and German Language instruction to increase overall achievement in our dual-language model.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Identified Need:

Improve pedagogical research-based strategies and resources to improve student achievement.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Certificated classroom Teachers trained in NGSS and/or CCSS	100% of the current teachers in CCSS with varying exposure to NGSS	100% of the current teachers trained in both CCSS and NGSS	100% of the current teachers trained in both CCSS and NGSS	100% of the current teachers trained in both CCSS and NGSS
SBAC data	All students are currently in the orange range on the LCFF accountability rubric for English Language Arts (6 points above level 3).	All students are currently in the orange range on the LCFF accountability rubric for English Language Arts (6 points above level 3).	All Students are in the Green range in both ELA and Math All students increased 18 points in ELA and 13.9 points in Math	Maintain all students in Green or Blue Increase points in both ELA and Math

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).	All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).		
MAP and benchmark testing	Goal setting for students to improve their scores	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.	All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.
German DSD	Annual participation in the DSD A2 is 95% for immersion students with 80% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	N/A	Annual participation in the DSD A2 is 95% for immersion students with 90% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.	

Planned Actions / Services

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

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

German Scope and Sequence will be reviewed to ensure support ELA Standards and aligns with IBPYP Units of Inquiry

All teachers will be trained in differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

2018-19 Actions/Services

All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry

All teachers will implement differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

2019-20 Actions/Services

All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.

All ELA and German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry

All teachers will implement differentiation strategies

Students will be assessed annually 3x per year using internal and MAP benchmarks

German Materials Budget will supply annual resources for German Program

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement

All teachers receive a classroom budget for materials to support ELA, Math, and German

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement

All teachers receive a classroom budget for materials to support ELA, Math, and German

German Language Coordinator will oversee German curriculum development

German Music Teacher will support German Language Acquisition through music.

German tutoring will be provided within school hours and through extended day to increase access and achievement

Online ELA and resources will be provided to support CCSS

Online German resources will be provided to support German Language Development

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100477	\$60862	\$55308
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	Teachers Salaries (1000), Benefits (3000), Materials (4000), Professional Development conferences (5000)	1000, 3000, 5000	5000-5999: Services And Other Operating Expenditures

Amount		\$62,569	\$18342
Source		LCFF Supplemental and Concentration	Title IV
Budget Reference		1000, 3000, 5000	5000-5999: Services And Other Operating Expenditures
Amount			25826
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries
Amount			5682
Source			LCFF Supplemental and Concentration
Budget Reference			3000-3999: Employee Benefits
Amount			30000
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Math Scope and Sequence updated Think Math curriculum has been evaluated

Teachers evaluated state approved Math curriculum

Teacher training on 3 Act Tasks

2018-19 Actions/Services

Math Scope and Sequence will be updated annually

Think Math will only be used as supplemental materials

Teachers will pilot Ready Math and Go Math

Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics

2019-20 Actions/Services

Math Scope and Sequence will be updated annually

All teachers will be trained on Go Math program

Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics

Teachers will continue to be trained in Math and the PYP

Online Math resources will be provided to support the CCSS

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10000		
Source	LCFF Base		
Budget Reference	Materials (4000), Professional Development (5000)	See Goal 2, Action 1	See Goal 2, Action 1

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC	English Language Learners (ELL) are currently in orange range 35.6 points below level 3 in ELA and in yellow range 21.7 points below level 3 in Math.	ELL are currently in orange range 53.2 points below Level 3 in ELA and 42.3 points below Level 3 in Math. SED students are currently in orange range 47.4 points below Level 3 in ELA and 42.6	English Language Learners are currently in Yellow for both ELA and Math. 35.8 points below standard in ELA 35.6 points below standard in Math	ELL to increase at least 9 points closer to standard in both ELA and Math Socioeconomically Disadvantaged Students to increase at least 10

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Socioeconomically Disadvantaged (SED) students are currently in orange range 35.2 points below level 3 in ELA and orange range 23.9 points below level 3 in Math Special Education students were not an identified sub group	points below Level 3 in Math. SPED students are currently in red range in ELA 84.7 points below Level 3 and in orange range in Math 84.3 points below Level 3 in Math	Socioeconomically Disadvantaged Students are currently in Yellow for both ELA and Math. 31.6 points below standard in ELA 29.4 points below standard in Math Students with Disabilities are currently in Orange for both ELA and Math. 75.3 points below standard in ELA 83.1 points below standard in Math	points closer to standard in ELA and Math Students with Disabilities to increase at least 9 points closer to standard in both ELA and Math
CAST Data	No data yet	Pilot data to arrive summer 2018	TBD	TBD
CELDT/ELPAC reclassification data	18% students reclassified in grades 3-5	No students were reclassified due to change from CELDT to ELPAC		

Planned Actions / Services

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

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: AEACES

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Teachers will receive training in GLAD strategies and will incorporate into classrooms

English Language Development Coordinator will be assigned to lead PD and monitor student growth

Targeted ELD instruction will be provided for Beginners

2018-19 Actions/Services

Teachers will receive training in GLAD strategies and will incorporate into classrooms

English Language Development Coordinator will be assigned to lead PD and monitor student growth

Targeted ELD instruction will be provided for Beginners

2019-20 Actions/Services

Teachers will implement GLAD strategies and will incorporate into classrooms

English Language Development Coordinator will monitor student growth

Targeted ELD instruction will be provided for Beginners

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$21000	\$104140	\$101057
Source	LCFF Base	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000, 2000, 3000, 5000	1000, 3000	1000, 3000

Amount	\$62000		
Source	LCFF Supplemental and Concentration		
Budget Reference	1000, 2000, 3000, 5000		

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

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: AEACES

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Socioeconomically disadvantaged students in need of math support will receive Extended Day Math

English Language Arts intervention for students grade K-5 in Learning Center

Train teachers and teacher aids in inquiry-based learning

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Socioeconomically disadvantaged students in need of math support will receive Extended Day Math

English Language Arts intervention for students grade K-5 in Learning Center

School-wide tutoring for low income students

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Socioeconomically disadvantaged students in need of math support will receive Extended Day Math

English Language Arts intervention for students grade K-5 in Learning Center

School-wide tutoring for low income students

School-wide tutoring for low income students

Summer School Opportunities targeted for low performing students with low income students receiving priority

Summer School Opportunities targeted for low performing students with low income students receiving priority

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35000	\$241956	\$346592
Source	LCFF Base	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000, 2000, 3000, 5000	\$59260	1000, 2000, 3000
Amount	\$50000	\$57534	\$68477
Source	LCFF Supplemental and Concentration	SPED	SPED
Budget Reference	1000, 2000, 3000, 5000	\$59260	2000, 3000

Action Improve resources, professional development, and instructional practices to best support Students with Disabilities.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

Schoolwide

[Add Scope of Services selection here]

Specific Schools: AEACES

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.

Increased pull out support to target skill deficits in primary grades.

Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation.

Annual systems and needs driven analysis of SPED Learning Center department.

Collaboration Opportunities Ensure SPED participation in:

- Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration)

2018-19 Actions/Services

Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.

Increased pull out support to target skill deficits in primary grades.

Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation.

Annual systems and needs driven analysis of SPED Learning Center department.

Collaboration Opportunities Ensure SPED participation in:

- Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration)

2019-20 Actions/Services

Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.

Increased pull out support to target skill deficits in primary grades.

Early Intervention: K-1 implementation of Zones of Regulation to support socio-emotional readiness and self-regulation.

Annual systems and needs driven analysis of SPED Learning Center department.

Ensure SPED participation in:

- Team Leader meetings -Whole-school staff development -Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration)

Increased opportunity for collaboration between General Education Teachers and

		<p>Education Specialists at monthly meetings.</p> <p>Direct instruction for Students with Disabilities on testing accommodations</p> <p>Targeted support to reduce testing anxiety and increase student buy around State standardized assessments.</p> <p>Individualized student goal setting</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$300344	
Source		SPED	
Budget Reference	NA	<p>1000, 2000, 3000, 4000, 5000</p> <p>See Goal 1, Action 1, See Goal 3, Action 3</p>	<p>1000, 2000, 3000, 4000, 5000</p> <p>See Goal 1, Action 1, See Goal 3, Action 3</p>

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

Increase resources and services to increase parent involvement across demographics

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall number of parents participating in one or more volunteer/participation opportunity (chaperone, classroom volunteering, specials volunteering, conferences, IB Showcase)	50%	60%	94%	95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of Parent Universities given in Spanish and English or with Spanish Translation	100% English 40% Spanish	100% English 100% Spanish	100% English 100% Spanish 50% Live Streamed	100% English 100% Spanish 70% Live Streamed
Percentage of families attending one or more parent university	15% of families in attendance to one or more Parent Universities	19% of families in attendance to one or more Parent Universities	20% of families in attendance to one or more Parent Universities	25% of families in attendance to one or more Parent Universities

Planned Actions / Services

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

Action Develop outreach to engage all parents in volunteer opportunities.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Create, initiate and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign-ups that target parents who have historically not volunteered.

Create, initiate and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign-ups that target parents who have historically not volunteered.

50% of Board of Trustees Meetings live streamed

Create, initiate and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign-ups that target parents who have historically not volunteered.

Employ Social Worker to increase parent participation through outreach in both English and Spanish

100% of Board of Trustees Meetings live streamed

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$2500	\$2500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	5000	5000

Action Develop high interest Parent Universities that families have access to regardless of mother tongue or socio-economic status.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

Create online survey system to gather parent feedback on Parent University sessions

2019-20 Actions/Services

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

Survey at least 50% of all Parent University sessions for parent feedback to create baseline for satisfaction levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2500	\$1000	\$1000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	2000, 4000	5000	5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 5

Increase Average Daily Attendance (ADA) to 97.5%

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	97.42%	97.42%	97.42%	97.5%
Number of SARB Meetings that impact student attendance	Scheduled 2x annually	Every other month meetings for students with poor attendance.	Monthly Family Meetings for students with poor attendance	Monthly Family Meetings for students with poor attendance

Planned Actions / Services

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

Action Create high interest activities as incentives for attendance.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Grade Spans: All grades

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day.

Full time School Psychologist
Part time School Psychology Intern

2018-19 Actions/Services

Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day.

Full time School Psychologist
Part time School Psychology Intern

Annual Field Trips (at least 3 per year)

Annual Assemblies (at least 3 per grade level)

2019-20 Actions/Services

Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day.

Full time School Psychologist
Part time School Psychology Intern

Annual Field Trips (at least 3 per year)

Annual Assemblies (at least 3 per grade level)

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000 See Goal 3, Action 2	4000 See Goal 3, Action 2

Action Develop student leadership and action opportunities to increase student engagement and attendance.

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) All	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) Specific Grade Spans: All grades
---	---

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) [Add Students to be Served selection here]	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) [Add Scope of Services selection here]	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) [Add Location(s) selection here]
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 Unchanged Action	Select from New, Modified, or Unchanged for 2018-19 Modified Action	Select from New, Modified, or Unchanged for 2019-20 Modified Action
2017-18 Actions/Services Promote opportunities for Student Ambassadors, Safety Patrol, Lunch	2018-19 Actions/Services Promote leadership and service opportunities for students such as Student	2019-20 Actions/Services Promote leadership and service opportunities for students such as Student

League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.	Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP. Create cross-grade level opportunities (Reading Buddies and Youth Trainers)	Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP. Create cross-grade level opportunities (Reading Buddies and Youth Trainers)
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000

Action Maintain a clean and safe school campus.

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Full time day time custodian

Employ Safety Crew and Safety Crew supervisor to monitor lunches and recesses

Contract evening cleaning crew

Purchase all product necessary to maintain a clean and safe school campus

Train all teachers in A.L.I.C.E protocols

Conduct monthly safety drills

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			206066
Source			LCFF Base
Budget Reference			2000, 3000
Amount			27287
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies
Amount			106000
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$556343

Percentage to Increase or Improve Services

8.65%

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

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

Goal 3 specifically targets our English Language Learners and Economically Disadvantaged students. Funds are going to provide small group instruction and extended instructional minutes delivered by highly qualified certificated teachers to improve academic achievement in the following ways:

- * The school has trained teachers on GLAD strategies that target English Language Learners.
- * The school provides a 3 week summer program that targets Economically Disadvantaged students and at risk students.
- * Economically disadvantaged students have the opportunity for extended day support through our Extended Day Math and small group tutoring.
- * German tutoring is provided for students in need of extra support.
- * Instructional Aides and German interns support small group targeted instruction.

Increased parent involvement will be targeted strategically to families of unduplicated students through improved multilingual outreach and simultaneous interpretation at all Parent Universities and general parent meetings as well as translation of all important written communication to parents. In addition, child care will be provided for all Parent Universities as will meals for the students.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$547514

Percentage to Increase or Improve Services

8.79%

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

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

Goal 3 specifically targets our English Language Learners and Economically Disadvantaged students. Funds are going to provide small group instruction and extended instructional minutes delivered by highly qualified certificated teachers to improve academic achievement in the following ways:

- * The school has trained teachers in and implements Guided Language Acquisition Development (GLAD) strategies to increase the access to content and improve the performance of our ELL students.
- * Students receive extended day learning opportunities in both languages of instruction.(German and English)
- * Economically disadvantaged students have the opportunity for extended day support through our Extended Day Math and small group tutoring.
- * Small Group English Language Arts Intervention is provided for at-risk students grades K-5 in the Learning Center during the school day.
- * Instructional Aides and German interns support small group targeted instruction.
- * Teachers use differentiation strategies to meet the needs of diverse learners.

In addition, increased parent involvement will be targeted strategically to families of unduplicated students through improved multilingual outreach and simultaneous interpretation at all Parent Universities and general parent meetings as well as translation of all important written communication to parents.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$

Percentage to Increase or Improve Services

%

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

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

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	4,579,553.00	4,328,271.00	20,801,126.00	4,579,553.00	5,054,634.00	30,435,313.00
LCFF Base	3,073,036.00	3,074,652.00	20,320,154.00	3,073,036.00	3,688,801.00	27,081,991.00
LCFF Supplemental and Concentration	741,926.00	543,663.00	480,972.00	741,926.00	710,685.00	1,933,583.00
Lottery	0.00	41,189.00	0.00	0.00	41,128.00	41,128.00
SPED	677,007.00	524,151.00	0.00	677,007.00	505,009.00	1,182,016.00
Title I	87,584.00	116,837.00	0.00	87,584.00	90,669.00	178,253.00
Title II	0.00	27,779.00	0.00	0.00	0.00	0.00
Title IV	0.00	0.00	0.00	0.00	18,342.00	18,342.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	4,579,553.00	4,328,271.00	20,801,126.00	4,579,553.00	5,054,634.00	30,435,313.00
	4,330,245.00	0.00	20,774,126.00	4,330,245.00	4,332,061.00	29,436,432.00
1000, 2000, 3000	0.00	3,488,210.00	0.00	0.00	346,592.00	346,592.00
1000, 3000, 5000	123,431.00	0.00	0.00	123,431.00	0.00	123,431.00
1000-1999: Certificated Personnel Salaries	0.00	368,871.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	0.00	32,412.00	0.00	0.00	25,826.00	25,826.00
3000-3999: Employee Benefits	0.00	94,832.00	0.00	0.00	5,682.00	5,682.00
4000	122,377.00	0.00	27,000.00	122,377.00	62,908.00	212,285.00
4000-4999: Books And Supplies	0.00	125,116.00	0.00	0.00	98,415.00	98,415.00
5000	3,500.00	0.00	0.00	3,500.00	3,500.00	7,000.00
5000-5999: Services And Other Operating Expenditures	0.00	218,830.00	0.00	0.00	179,650.00	179,650.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	4,579,553.00	4,328,271.00	20,801,126.00	4,579,553.00	5,054,634.00	30,435,313.00
	LCFF Base	2,886,297.00	0.00	20,303,154.00	2,886,297.00	3,403,798.00	26,593,249.00
	LCFF Supplemental and Concentration	679,357.00	0.00	470,972.00	679,357.00	332,585.00	1,482,914.00
	SPED	677,007.00	0.00	0.00	677,007.00	505,009.00	1,182,016.00
	Title I	87,584.00	0.00	0.00	87,584.00	90,669.00	178,253.00
1000, 2000, 3000	LCFF Base	0.00	2,886,496.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	LCFF Supplemental and Concentration	0.00	184,976.00	0.00	0.00	346,592.00	346,592.00
1000, 2000, 3000	SPED	0.00	299,901.00	0.00	0.00	0.00	0.00
1000, 2000, 3000	Title I	0.00	116,837.00	0.00	0.00	0.00	0.00
1000, 3000, 5000	LCFF Base	60,862.00	0.00	0.00	60,862.00	0.00	60,862.00
1000, 3000, 5000	LCFF Supplemental and Concentration	62,569.00	0.00	0.00	62,569.00	0.00	62,569.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	256,434.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	SPED	0.00	112,437.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	32,412.00	0.00	0.00	25,826.00	25,826.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	69,841.00	0.00	0.00	5,682.00	5,682.00
3000-3999: Employee Benefits	SPED	0.00	24,991.00	0.00	0.00	0.00	0.00
4000	LCFF Base	122,377.00	0.00	17,000.00	122,377.00	62,908.00	202,285.00
4000	LCFF Supplemental and Concentration	0.00	0.00	10,000.00	0.00	0.00	10,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	68,440.00	0.00	0.00	57,287.00	57,287.00
4000-4999: Books And Supplies	Lottery	0.00	41,189.00	0.00	0.00	41,128.00	41,128.00
4000-4999: Books And Supplies	SPED	0.00	15,487.00	0.00	0.00	0.00	0.00
5000	LCFF Base	3,500.00	0.00	0.00	3,500.00	3,500.00	7,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	119,716.00	0.00	0.00	161,308.00	161,308.00
5000-5999: Services And Other Operating Expenditures	SPED	0.00	71,335.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	27,779.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	18,342.00	18,342.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	3,747,648.00	3,561,480.00	20,518,149.00	3,747,648.00	4,059,497.00	28,325,294.00
Goal 2	123,431.00	194,108.00	110,477.00	123,431.00	135,158.00	369,066.00
Goal 3	703,974.00	568,183.00	168,000.00	703,974.00	516,126.00	1,388,100.00
Goal 4	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
Goal 5	1,000.00	1,000.00	1,000.00	1,000.00	340,353.00	342,353.00

* Totals based on expenditure amounts in goal and annual update sections.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Albert Einstein Academies Middle School

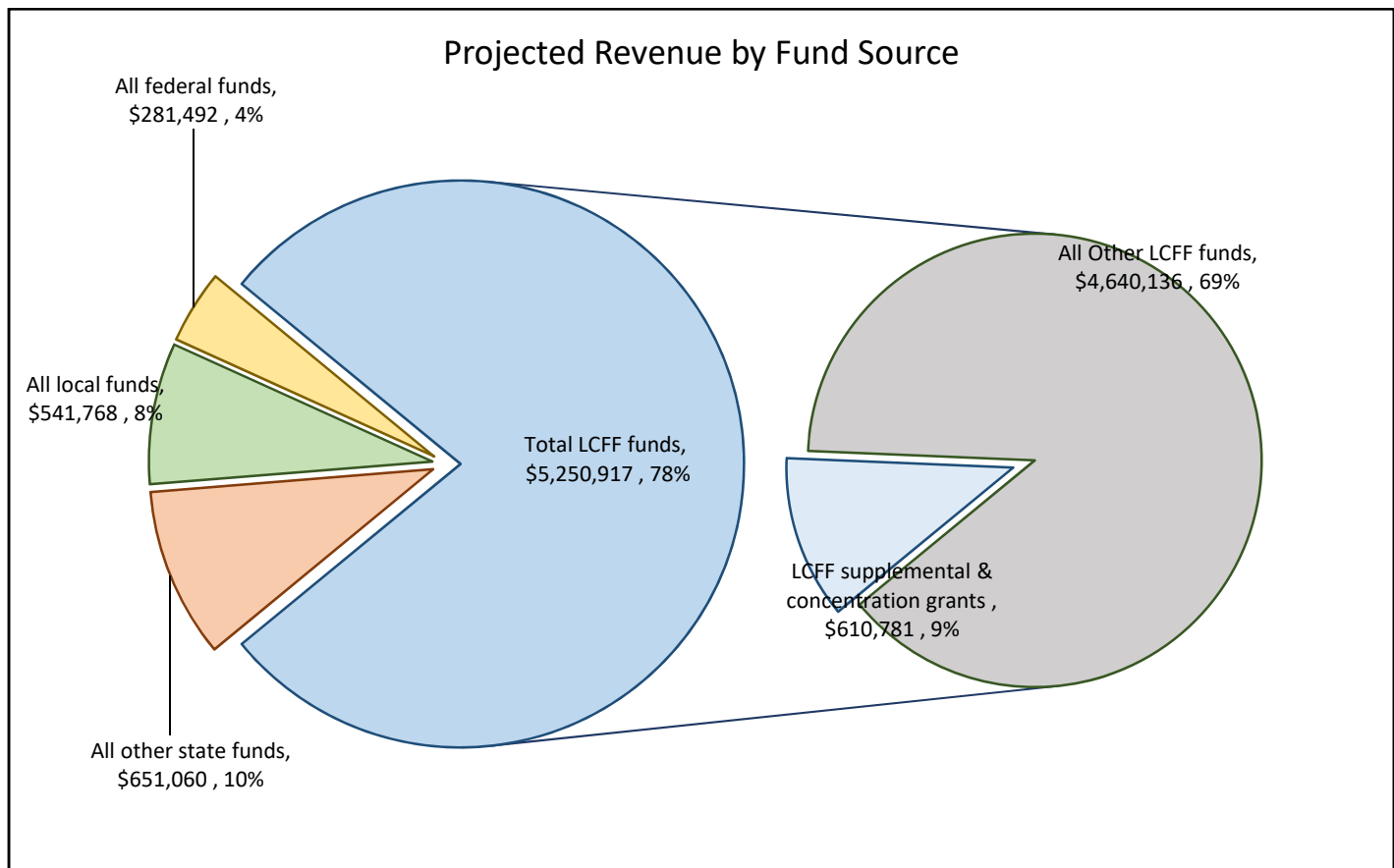
CDS Code: 37 68338 0111898

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Andy Trakas

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

Budget Overview for the 2019-20 LCAP Year

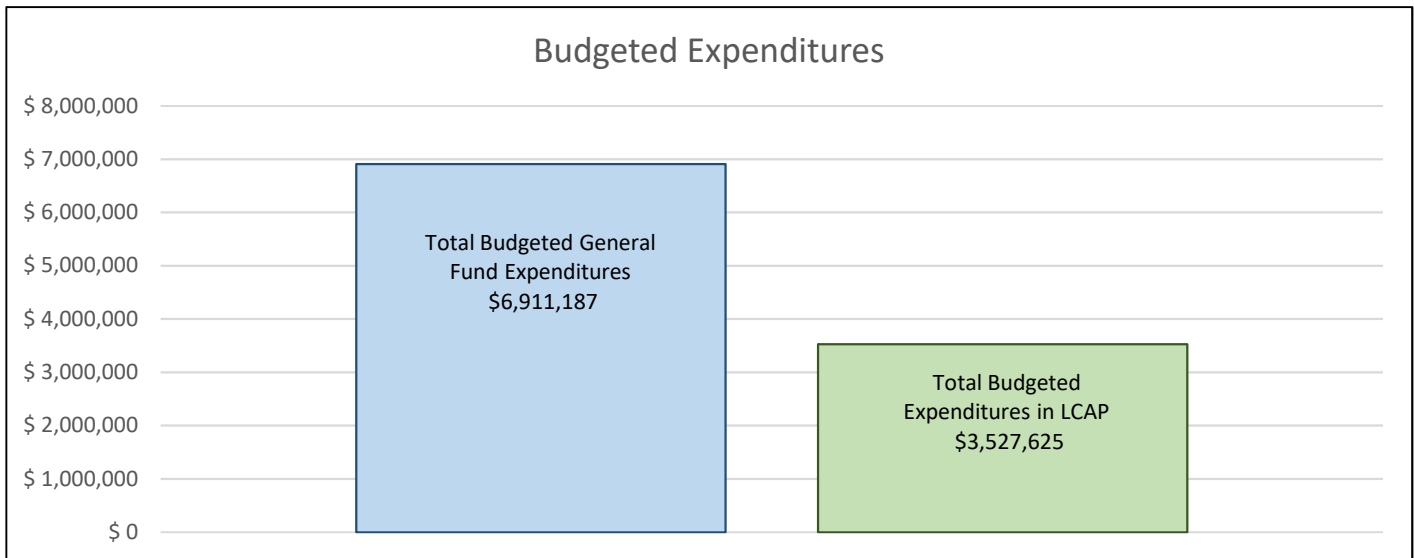


This chart shows the total general purpose revenue Albert Einstein Academies Middle School expects to receive in the coming year from all sources.

The total revenue projected for Albert Einstein Academies Middle School is \$6,725,237.00, of which \$5,250,917.00 is Local Control Funding Formula (LCFF), \$651,060.00 is other state funds, \$541,768.00 is local funds, and \$281,492.00 is federal funds. Of the \$5,250,917.00 in LCFF Funds, \$610,781.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Albert Einstein Academies Middle School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Albert Einstein Academies Middle School plans to spend \$6,911,187.00 for the 2019-20 school year. Of that amount, \$3,527,625.00 is tied to actions/services in the LCAP and \$3,383,562.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

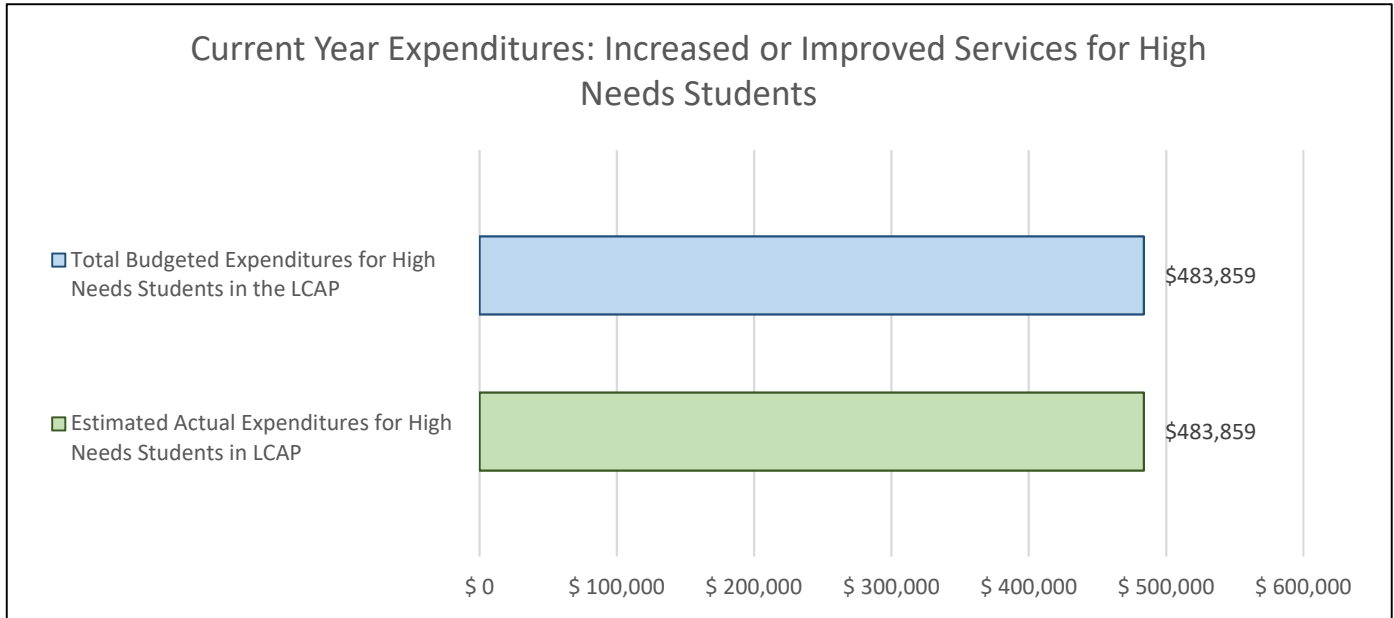
Included in General Fund Budget Expenditures but not included in the LCAP include, but are not limited to the following costs associated with operating the school program: Auxiliary Staff Members, Staff Benefits, Operational Supplies, General Insurance costs, Legal/Audit Fees, Various non-instructional consultants, Administration Fees, Facility and Maintenance Costs.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Albert Einstein Academies Middle School is projecting it will receive \$610,781.00 based on the enrollment of foster youth, English learner, and low-income students. Albert Einstein Academies Middle School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Albert Einstein Academies Middle School plans to spend \$650,067.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Albert Einstein Academies Middle School's LCAP budgeted \$483,859.00 for planned actions to increase or improve services for high needs students. Albert Einstein Academies Middle School estimates that it will actually spend \$483,859.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Albert Einstein Academies

Contact Name and Title

Andreas Trakas
MS Principal

Email and Phone

atrakas@aeacs.org,
atrakas@aeacs.org,

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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

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

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

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

LCAP Highlights

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

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

- Provide Professional Development for teachers on intervention strategies, IB grading and Instructional Practice for 21st Century Learner.
- Implement targeted professional development and strategies to increase achievement for all students with a special focus on EL, SPED, and SED students
- Provide academic and psycho-social intervention/support for struggling students to create a positive learning-centered culture
- Expand parent opportunities and workshops to support their child's academic progress to cultivate a culture of learning.
- Develop a systematic support system to address school culture and classroom management strategies
- Strategically manage data to align resources to maximize the impact on student learning.

More data will be collected in the Fall of 2020.

Review of Performance

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

Greatest Progress

Students with disabilities showed growth in ELA and Math as indicated by SBAC scores.

We attribute these gains to:

- School-wide professional development plan focused on relationship, relevance, and rigor
- Grade Level and content collaboration with standardized approaches and agendas.
- Focus on student conferences to identify individual needs and foster-targeted instruction.
- Strategic classroom support for projects and activities done in class.
- Ensuring that all students have access to nutritional snacks and meals.
- Providing access to social clubs and intervention programs (during lunch and after school) to increase student engagement and connectedness to school.
- Focus on supporting special education students within the classroom through Instructional Assistant and General Education Tier 1 intervention approaches

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

Greatest Needs

The greatest area of need focus on English language learner progress, socioeconomically disadvantaged students, as well as students with disabilities. Even though we did show areas of growth for some of these subgroups, we will work towards closing the achievement gap when compared to other student populations. Our goal is to refine our professional development plan to place significant emphasis on teacher practice and utilization of all available resources. The development of a "point" person to monitor ELL student assessment and progress, hiring an additional educational specialist to lower caseload ratios for special education teachers. Continued growth in community outreach and parental supports through messaging and utilizing all available resources within the school and community.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Specific to ELA and "All Student" designation "ALL Students" performed at a "High" level which is categorized by a "green" color band indicator while English Learners and Socioeconomically Disadvantaged students were categorized in a "low level" performance band with an orange color band indicator as well as "Students with Disabilities" who were categorized as "very low" with an orange color band performance indicator. A focus on professional development for all staff, increased staffing, and strategic supports through assessment and compliance monitoring are some of the steps we are taking to close the achievement gaps for ELL and SPED populations.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Classroom observations

18-19

99% of the teachers provide a rigorous IB curriculum based on state standards.

Baseline

97% of the teachers provide a rigorous IB curriculum based on state standards.

Metric/Indicator

Instructional materials available to students

18-19

100 % of the students have access to instructional materials for all classes

Baseline

Instructional materials available to students

Metric/Indicator

Actual

Formal classroom observations throughout the 2018-2019 school year provided evidence that I.B. was effectively implemented through scope and sequence (developed pacing guides and common assessment), I.B. Unit Planner submissions, I.B. unit planner evaluation forms and collaborative planning session and informal observation with the I.B. Coordinator.

Technology is 1:1, we continue to support and fund through purchasing of text, reading materials, technological applications and programs and software

Pending Fall 2019

Expected

Action items from IB evaluation visit

18-19

Alignment of summative assessments and approaches to learning skills in subject areas but across grade levels based on standards and IB practices

Baseline

Evaluation visit from 2014 indicated teachers need to align curriculum vertically and focus on assessment of curriculum

Actual

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue training and deepen teachers' understanding and implementation of IB practices and principles.	Ongoing-We will continue to make a commitment to training staff in I.B. practices and principles as 30% are new to the school and to I.B.	1000, 3000, 5000 LCFF Base \$1,986,699	1000, 3000, 5000 LCFF Base 2082303
		1000, 3000, 5000 Title II \$14,851	5000-5999: Services And Other Operating Expenditures LCFF Base 44149
			5000-5999: Services And Other Operating Expenditures Title II 25346

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
100 % of the students have access to instructional materials for all classes	100% of students will continue to have equitable accessibility to all instructional materials and resources for all classes and also for new programs	4000 LCFF Base \$26,161	4000-4999: Books And Supplies LCFF Base 40062
		4000 SPED \$3000	4000-4999: Books And Supplies Lottery 30721
		4000 Other \$27936	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

As we had 1/3 turnover in staff last year we continued our commitment to I.B. and spent over \$30,000 in the training of new staff and veteran staff who had no formal I.B. training. Currently, 100% of all of our teachers have had formal I.B. training. We continue to invest and support in equitable accessibility to all instructional materials for all stakeholders as can be seen investments in technology, translation for all events such as Parent Universities, and all school messaging.

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

Feedback from a joint I.B.-WASC accreditation visit in the spring of 2019 highlighted the strength of the overall I.B. culture of the school and praised the school for their investment and application of the I.B. curriculum and philosophies school-wide

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Professional development for teachers on implementation strategies for CCSS math, ELA and NGSS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

CELDT reclassification data

18-19

designated E.L.L support staff and 100% of all teachers

Baseline

All teaching staff

Metric/Indicator

100% Teachers trained in NGSS and/or
Common Core

18-19

100% of the current teachers

Baseline

100% of the current teachers

Metric/Indicator

SBAC data

Actual

24% of our students who were eligible were reclassified in 2018

All of our veteran science teachers have completed formal NGSS training and common core professional development, 100% of our new teachers are either on schedule to receive training in NGSS(Next Generation Science Standards)

ELL and SPED are in the orange performance band range

Expected

18-19

Decrease percentage of ELL and SPED students in yellow range by 5%

Baseline

ELL students and SPED are in the yellow range

Metric/Indicator

MAP and benchmark testing

18-19

Goal setting for students to improve their scores

Baseline

Goal setting for students to improve their scores

Actual

ELL-Overall academic performance of the 105 identified English Language Learners identified Level1 beginning stage growth was measured at 6.7%, Level 2 Somewhat developed 19%, Level 3 moderately developed 37.1%, and Level 4 well developed 37.1% but still remained at "orange band range" Low based on the state level rubric.
SPED- Overall academic performance - of the 67 Special Education students identified SPED grew by 6.2 points based on the state level rubric very low

Map and benchmark testing has been taking place on regular intervals with results available to students and their parents through the Manage Bac system A goal setting system is ongoing for both MAP testing as well as CAASPP/benchmark testing

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Planned Actions/Services

ELL students are currently in the orange performance band range on the LCFF accountability rubric. Our goal is to show growth on the state dashboard and move these students into a higher performance band as teachers refine, develop and balance instructional new strategies (targeted instruction, SIOP and SDAIE) to address learning gaps and improve student achievement.

Actual Actions/Services

On-Going - Additional P.D. in literacy strategies and a focus of differentiation was highlighted by the WASC- I.B. visiting in the Spring of 2019. The development of a Director or point person to monitor ELL student progress and growth has been addressed beginning in the 2019-2020 school year.

Budgeted Expenditures

2000,3000 LCFF Supplemental and Concentration \$132002

2000,3000 Title I \$95555

Estimated Actual Expenditures

1000, 3000, 5000 Title I 119631

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to move our ELL and SPED students from orange performance band to green performance band, we will ensure that students receive instruction that is highly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum database (ManageBac).	Ongoing- Curriculum planning and vertical alignment in subjects took place throughout the year in daily, weekly, as well as professional development days. With an increase of incoming ELL and SPED students, additional focus on Trauma-informed P.D. and best practices in psycho-social approaches and understand SPED students in addressing student behaviors and wellbeing. Teacher psycho-social professional development throughout the 2018-2019 school year.	1000, 2000, 3000, 4000, 5000 SPED \$417730	1000, 2000, 3000, 4000, 5000 SPED 441830
		1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration \$45,469	1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 49233

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

A strategic approach has been implemented in terms of establishing clear channels of communication with all stakeholders with the goal of providing systematic and intentional supports for ELL and SPED students through targeted professional development, collegial planning time, SST meetings with teachers, parents, counselors, and psychologist, and additional dedicated time for parent teacher conferences throughout the year. Our goal is to show growth and move our ELL and SPED populations into a higher band of performance based on the states 5x5 dashboard rubric.

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

We showed some growth for our Special Education and ELL populations in Math and ELA but must continue with targeted professional development and continued communication and support from all stakeholders in closing the achievement gap with other student populations

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<div>Metric/Indicator SBAC data</div> <div>18-19 Green for all students, reduction of 5% of SPED and ELL students in orange</div> <div>Baseline Green for all students, orange for SPED and ELL</div>	<div>We achieved our goals for "green" performance band for all students in ELA, and also showed growth in SPED, but fell into the "yellow" medium performance band category for Math for "all" students.</div>
<div>Metric/Indicator CAST data</div> <div>18-19 Move 5% of the students to higher bands</div> <div>Baseline No data yet</div>	<div>Data pending No available CAST data for 2017-2018</div>
<div>Metric/Indicator</div>	

Expected	Actual
<p>End-of-unit assessments</p> <p>18-19 Reduce the number of students scoring in the lower bands by 10%</p> <p>Baseline 75% of SPED score in the 1-2 and 55% of ELL students in the 3-4 band.</p>	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Routinely provide targeted instruction	Provided ongoing targeted instruction as well as an investment in trauma informed p.d. throughout they year in effort to apply best practices for all of our students	See Goal 2, Action 2 1000, 2000, 3000 LCFF Supplemental and Concentration \$268782	1000, 2000, 3000 LCFF Supplemental and Concentration 362407

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement RTI strategies into every classroom and in specifically designed classes.	"Response to Intervention" took place throughout the year with more specific training and P.D. to completed in 2019-2020 school year	2000, 3000 LCFF Supplemental and Concentration \$25672 2000, 3000 LCFF Base \$153	2000, 3000 LCFF Supplemental and Concentration 72219 2000, 3000 LCFF Base 48330

Action

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Through highly effective targeted instruction and appropriate instructional strategies and support, students with disabilities will meet at least two or more annual IEP goals.	Routine meetings with all SPED staff to insure that compliance is taking place.	See Goal 2, Action 2	See Goal 2 Action 2

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Professional development focused on instructional strategies from the 2017-2018 school year had a marginal impact in terms of SBAC-CAASPP scores.

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

SPED students grew but we were still identified in a low band, we need to provide additional supports in closing the achievement gap for SPED as well as ELL students

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Increase resources and services to increase parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Sign in Sheets: Number of parents participating in field trips, classroom parent, chaperone at other events: dances, science night, open house)</p> <p>18-19 30%</p> <p>Baseline 16%</p>	<p>Based on sign in sheets we had a 40% increase in overall parent involvement the largest in in the school history. In addition, the number of Spanish Speaking parents increased significantly</p>
<p>Metric/Indicator Membership Rosters: Number of parents in councils and committees</p> <p>18-19 60 unique families</p> <p>Baseline 15 unique families</p>	<p>Memberships rosters in "FOA" friends of AEA PTO remained stable while our parents involvement in committees such as WASC and I.B. membership grew significantly based on the developed of these representative committees and met the baseline goal of 15 families.</p>

Expected

Metric/Indicator

Sign in sheet: Parent universities

18-19

60 unique families

Baseline

15 unique families

Actual

As "Parent University" presentations grew by 20% in the 2018-2019 so did parent involvement far surpassing the 15 family baseline and 60 "unique family" goal. Through translation services for all events, Spanish speaking parent representation grew to the largest numbers in Parent University history.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Planned Actions/Services

Develop and advertise more varied volunteer opportunities through flyers, blackboard, Manage-Bac and e-mail blasts.

Actual Actions/Services

Ongoing-Flyers, Manage-Bac, Emails and Text blast, as well as the incorporation of social media platforms such as "WhatsApp" "Twitter" "Instagram" and "YouTube Live"

Budgeted Expenditures

4000 LCFF Base \$3000

Estimated Actual Expenditures

4000-4999: Books And Supplies
LCFF Base 3000

Action

Planned Actions/Services

Maintain the number of parents involved in councils and committees.

Actual Actions/Services

Increase in parent councils and committees

Budgeted Expenditures

4000 LCFF Base \$1000

Estimated Actual Expenditures

4000-4999: Books And Supplies
LCFF Base 1000

Action

Planned Actions/Services

Offer a variety of parent universities (in Spanish and English) to allow parents to be

Actual Actions/Services

Significant increase in Parent University involvement all which are now offered in English and Spanish

Budgeted Expenditures

4000, 5000 LCFF Base \$2500

Estimated Actual Expenditures

4000, 5000 LCFF Base 2500

engaged with the academic and cultural dynamics at AEAMS.

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In the spirit of offering targeted intervention in meeting the identified goal, we hired a Social Worker/Community Advocate to bridge the gap from school to home with an emphasis on providing additional support for our Spanish speaking families. Leveraging technological resources, we were able to utilize social media platforms "WhatsApp", "Twitter" "Instagram" and "YouTube Live", emails, ManageBac, text blast, and "Robo-Calls" along with more traditional approaches as providing informational fliers in English and Spanish at drop-offs and pickups increased parent involvement significantly in 2018-2019. In addition, Parent University offerings grew 20% providing dinners and child care for our families in the evenings and also a commitment to Spanish translation for all messaging and for all events supported our collective growth.

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

The increase in our parental numbers, opportunities for involvement helped our efforts and growth in this highlighted area of growth for our school community

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

Increase daily attendance to over 98%

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Average daily attendance	Average daily attendance has averaged at 97% at P2 reporting
Metric/Indicator Sign in sheets: Student participation in a student council 18-19 10 students Baseline 0	Student council was developed in 2018-2019 meetings are ongoing
Metric/Indicator Sign in sheets: Student participation in committees, events and after school clubs. 18-19 80% Baseline 50%	Student participation took place in the following, WASC-I.B. accreditation visit, multiple community service events, and 64 students participate daily in the new "Afterstein" pm program, and over 100 students are involved daily on average in after-school programs such after school tutoring clubs, music, and athletics all which are new for the 2018-2019 school year. Cumulatively, throughout the year over 80% of our students have taken part in either a committee, 285 took part in a community service event, music program, athletics program, evening event, or any of our available after school sessions, clubs, and or meetings.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
If necessary, continue to decrease suspension rate by offering community-building workshops.	Community building workshops are ongoing but the suspension rate for the 2018-2019 school year will reflect a rise in suspensions compared to 2017-2018 data	4000 LCFF Base \$1000	4000-4999: Books And Supplies LCFF Base 1000

Action

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide the opportunity for students to voice their opinion in a student newspaper, yearbook or after-school clubs.	yearbooks and after-school clubs have been implemented and are ongoing for the 2018-2019 school year.	4000 LCFF Base \$500	4000-4999: Books And Supplies LCFF Base 500

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

In the hopes of promoting student connectivity and meeting the goal of 98% average daily attendance, many new programs were developed for AEA. A free after-school tutoring program called "Afterstein" was developed for all students which offered academic intervention, athletics, and art. We also developed for the first time in AEA history an organized sports program after school, at this time we have had over 220 of our students participate. We also developed a music program free for all students where we help all of our students have access to a musical instrument of our their choice free of charge at this date over 200 of our students have participated in some form of music whether in their typical day or in an after-school music club program. We also offer tutoring clubs in math, science, foreign language, and art. Community service opportunities have been part of the AEA culture as well as the I.B. inspired Community Service project as more than 285 of our students have taken part of some type of community service inspired

project. During the 2018 school year, our 600 students took part in a student-organized silent walkout protesting school violence and exercising their student voice. Ongoing for 2018-2019 is the establishment of an Einstein Principal's student council beginning with the 8th grade. Fundamental in achieving our goal of 98% ADA is supporting our families at home, the hiring of Social Worker/Community advocate was a strategic move in bridging the gap from school to home and providing support for students and their families in increasing ADA and school connectivity. P2 attendance reflected 97.0% ADA

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

The development of a comprehensive system to expose, support, and connect all our students in a multi-tiered approach of school offerings and supports has been admirable and effective. The development of avenues of student voice has been effective as the numbers of student has increased and ADA continues to be at 97%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Goal has been adjusted to 97.5% for 2019-2020

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

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

Impact on LCAP and Annual Update

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

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Classroom observations	97% of the teachers provide a rigorous IB curriculum based on state standards.	98% of the teachers provide a rigorous IB curriculum based on state standards.	99% of the teachers provide a rigorous IB curriculum based on state standards.	100% of the teachers provide a rigorous IB curriculum based on state standards.
Instructional materials available to students	Instructional materials available to students	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes	100 % of the students have access to instructional materials for all classes
Action items from IB evaluation visit	Evaluation visit from 2014 indicated teachers need to align curriculum	Alignment of formative assessments leading to summative assessments	Alignment of summative assessments and approaches to learning	Begin work on Action Items from IB evaluation visit in Spring 2019

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	vertically and focus on assessment of curriculum	based on standards and IB practices	skills in subject areas but across grade levels based on standards and IB practices	

Planned Actions / Services

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Teachers are being trained in IB practices and principles.

2018-19 Actions/Services

Continue training and deepen teachers' understanding and implementation of IB practices and principles.

2019-20 Actions/Services

Address action items determined by the IB evaluation visit

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,345,909	\$1,986,699	\$2,232,652
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	1000,3000	1000, 3000, 5000	1000, 3000, 5000
Amount	\$339,410	\$14,851	\$18,478
Source	LCFF Supplemental and Concentration	Title II	Title II
Budget Reference	1000,3000	1000, 3000, 5000	5000-5999: Services And Other Operating Expenditures
Amount			35,208
Source			LCFF Base
Budget Reference			5000-5999: Services And Other Operating Expenditures

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

100 % of the students have access to instructional materials for all classes

2018-19 Actions/Services

100 % of the students have access to instructional materials for all classes

2019-20 Actions/Services

100 % of the students have access to instructional materials for all classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15000	\$26,161	43928
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000-4999: Books And Supplies
Amount	\$10000	\$3000	30846
Source	LCFF Supplemental and Concentration	SPED	Lottery
Budget Reference	4000	4000	4000-4999: Books And Supplies
Amount		\$27936	
Source		Other	
Budget Reference		4000	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 2

Improve achievement for special education, ELL's, and socially economically disadvantaged students

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP achievement scores	ELL and Sped students are in the orange range	ELL(Low) students and SPED(very Low) are in the orange	ELL(Low) and SPED(very low) students are in the orange range	Show growth for SPED and ELL students
MAP and benchmark testing	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores	Goal setting for students to improve their scores

Planned Actions / Services

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Specific Student Groups: ELL, SED, SPED

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers introduce instructional strategies (targeted instruction, SIOP and SDAIE) to address

Select from New, Modified, or Unchanged for 2018-19

New Action

2018-19 Actions/Services

ELL students are currently in the orange range on the LCFF accountability rubric. Our goal is to move 5% of these students into the green band as teachers refine, develop and balance instructional new strategies (targeted instruction, SIOP and

Select from New, Modified, or Unchanged for 2019-20

New Action

2019-20 Actions/Services

ELL students are currently in the orange performance band range on the LCFF accountability rubric. Our goal is to move these students into the green performance band by teachers gaining expertise in implementing instructional strategies

learning gaps and improve student achievement.

SDAIE) to address learning gaps and improve student achievement.

(targeted instruction) to address learning gaps and improve student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$132002	119631
Source	Title I	LCFF Supplemental and Concentration	Title I
Budget Reference	1000,3000	2000,3000	2000,3000
Amount		\$95555	
Source		Title I	
Budget Reference		2000,3000	

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is increasingly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

In order to move our ELL and SPED students from orange to green, we will ensure that students receive instruction that is highly aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).

Select from New, Modified, or Unchanged for 2019-20

New Action

2019-20 Actions/Services

In order to move our ELL, SPED, and SED students from orange to green, we will ensure that students receive instruction that is fully aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70000	\$417730	388834
Source	Title I	SPED	SPED
Budget Reference	1000, 2000, 3000	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000
Amount	\$20000	\$45,469	87346
Source	SPED	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	1000, 2000, 3000	1000, 2000, 3000, 4000, 5000	1000, 2000, 3000, 4000, 5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Increase Average Daily Attendance (ADA) to over 97.5%

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Average daily attendance	97%	97%	98%	97.5%
Number of SARB Meetings that impact student attendance	Scheduled 2x annually	Held 2x annually	Monthly Family Meetings for students with poor attendance	SARB Meetings were scheduled 3x per year for students with poor attendance

Planned Actions / Services

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
Students with Disabilities
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide
[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Initiate targeted instruction

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

development of multiple after school programs-Hiring of a Social Worker

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

continued intervention program development - growth in staffing

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30000	\$268782	519041
Source	SPED	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000, 3000	See Goal 2, Action 2 1000, 2000, 3000	1000, 2000, 3000
Amount	\$30000		
Source	LCFF Supplemental and Concentration		
Budget Reference	2000, 3000		

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide intervention meetings such as SARB meeting twice annually

Provide intervention meetings with students who have poor attendance. SARB meetings took place 3x a year and a school social worker was hired

Continue intervention support meetings such as SARB 3x a year with the support of school social worker and attendance clerk. Develop a school wide dashboard with a keen focus on attendance and truancy (Educlimber)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$18000	\$25672	43460
Source	LCFF Base	LCFF Supplemental and Concentration	LCFF Supplemental and Concentration
Budget Reference	2000, 4000	2000, 3000	2000, 3000
Amount	\$12000	\$153	
Source	LCFF Supplemental and Concentration	LCFF Base	
Budget Reference	2000, 4000	2000, 3000	

Action

All
[Add Students to be Served selection here]

All Schools
[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Schoolwide
[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

Unchanged Action

Unchanged Action

Unchanged Action

		Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day. Full-time School Psychologist Full-time school social worker Incorporation of a schoolwide dashboard (educlimber) to identify attendance and truancy issues
--	--	---

Budgeted Expenditures

Amount	\$90,000		
Source	SPED		
Budget Reference	1000, 2000, 3000	See Goal 2, Action 2	See Goal 2, Action 2

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

Increase resources and services to increase parent involvement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in Sheets: Number of parents participating in field trips, classroom parent, chaperone at other events: dances, science night, open house) Meeting standards as measures by the State Dashboard	16%	20%	30%	50%
Membership Rosters:	15 unique families	30 unique families	60 unique families	100 unique families

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of parents in councils and committees				
Sign in sheet: Parent universities	15 unique families	30 unique families	60 unique families	100 unique families

Planned Actions / Services

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action
Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Initiate and advertise volunteer opportunities through flyers, blackboard, Manage-Bac and e mail blasts.

Develop and advertise more varied volunteer opportunities through flyers, blackboard, Manage-Bac and e-mail blasts.

Parents develop and advertise volunteer opportunities they see at the school through flyers, blackboard, ManageBac and e-mail blasts.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$50,000	3000
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	5000-5999: Services And Other Operating Expenditures

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Schoolwide

Limited to Unduplicated Student Group(s)

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Initiate and advertise council and committee needs through flyers, blackboard, Manage-Bac and e-mail blasts.	Maintain the number of parents involved in councils and committees.	Parents identify a need for a council or committee and advertise for membership after leadership approval through flyers, blackboard, Manage-Bac and e-mail blasts.

Budgeted Expenditures

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

2018-19 Actions/Services

Offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

2019-20 Actions/Services

Parents offer parent universities (in Spanish and English) that target a specific group or topic to allow parents to be engaged with the academic and cultural dynamics at AEAMS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000	\$2500	\$2500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000, 5000	4000, 5000

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 5

To insure that we support the highest degree of quality in our physical environment and establish procedures to increase discipline in the classroom promoting positive and productive school and classroom culture

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

To increase positional resources, professional development opportunities, increase student voice and involvement, and to develop a systematic school-wide uniform discipline policy based

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lower behavioral incidents-Green or Blue Performance band for Suspensions				decrease in suspension rates - 2.0 or lower as reflected by the Dashboard
Sign in sheets: Student participation in a student council	0	5 students	10 students	15 students

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
PD opportunities for teachers to address classroom management strategies			1-2 PD sessions	2-4 PD sessions

Planned Actions / Services

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

New Action

2017-18 Actions/Services

Advertise the opportunity to form a student-council which actively plans movie nights, dances and spirit week as well as other student centered events.

2018-19 Actions/Services

Provide the opportunity for students to voice their opinion in a student newspaper, yearbook or after-school clubs.

2019-20 Actions/Services

Provide professional development for teachers to address effective classroom management strategies. Development of a school-wide uniform discipline policy and

provide funding to staff position that can offer supports in culture building and classroom management.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500	\$500	\$500
Source	LCFF Base	LCFF Base	LCFF Base
Budget Reference	4000	4000	4000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$610781

Percentage to Increase or Improve Services

13.16%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$471,925

Percentage to Increase or Improve Services

10.5%

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

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

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

Services for unduplicated pupils will be improved over those for the general student population in the following qualitative ways by at least the percentage identified above:

- * Academic intervention with unduplicated students will take place during our Wednesday intervention periods as well as daily after school. Additionally, strategic differentiation in all classrooms will focus continuously on serving the needs of unduplicated pupils. The focus will be on targeting assistance to raising achievement for unduplicated students in ELA and Math with interventions specifically based on a range of student achievement data as collected in the Illuminate data dashboard.
- * Increased parent involvement will be targeted strategically to families of unduplicated students through improved multilingual outreach and simultaneous interpretation at all Parent University and general parent meetings as well as translation of all important written communications to parents.
- * Strategic management of data to align resources will focus primarily on the needs of unduplicated students. For example, various sources of student achievement, behavior and other data will be pulled from Managebac (our IB Student Information System), PowerSchool, classroom assessments, behavior logs, etc. and aggregated in a user-friendly dashboard through Illuminate which AEACMS has purchased and will implement to begin the 2018-19 school year. The goal of the Illuminate implementation will be to gather actionable student data at the grade level, classroom level and individual level to inform academic, social-emotional and parent involvement interventions for unduplicated pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$	%

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

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

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Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

(b) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

(d) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(e) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,052,010.00	3,324,231.00	2,054,819.00	3,099,010.00	3,527,424.00	8,681,253.00
LCFF Base	2,021,013.00	2,222,844.00	1,383,409.00	2,068,013.00	2,319,788.00	5,771,210.00
LCFF Supplemental and Concentration	471,925.00	483,859.00	391,410.00	471,925.00	649,847.00	1,513,182.00
Lottery	0.00	30,721.00	0.00	0.00	30,846.00	30,846.00
Other	27,936.00	0.00	0.00	27,936.00	0.00	27,936.00
SPED	420,730.00	441,830.00	140,000.00	420,730.00	388,834.00	949,564.00
Title I	95,555.00	119,631.00	140,000.00	95,555.00	119,631.00	355,186.00
Title II	14,851.00	25,346.00	0.00	14,851.00	18,478.00	33,329.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	3,052,010.00	3,324,231.00	2,054,819.00	3,099,010.00	3,527,424.00	8,681,253.00
	987,863.00	733,743.00	2,025,319.00	987,863.00	641,771.00	3,654,953.00
1000, 2000, 3000	0.00	362,407.00	0.00	0.00	519,041.00	519,041.00
1000, 3000, 5000	2,001,550.00	2,082,303.00	0.00	2,001,550.00	2,232,652.00	4,234,202.00
4000	62,597.00	0.00	29,500.00	109,597.00	2,500.00	141,597.00
4000-4999: Books And Supplies	0.00	76,283.00	0.00	0.00	74,774.00	74,774.00
5000-5999: Services And Other Operating Expenditures	0.00	69,495.00	0.00	0.00	56,686.00	56,686.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,052,010.00	3,324,231.00	2,054,819.00	3,099,010.00	3,527,424.00	8,681,253.00
	LCFF Base	2,653.00	50,830.00	1,363,909.00	2,653.00	2,500.00	1,369,062.00
	LCFF Supplemental and Concentration	471,925.00	121,452.00	381,410.00	471,925.00	130,806.00	984,141.00
	SPED	417,730.00	441,830.00	140,000.00	417,730.00	388,834.00	946,564.00
	Title I	95,555.00	119,631.00	140,000.00	95,555.00	119,631.00	355,186.00
1000, 2000, 3000	LCFF Supplemental and Concentration	0.00	362,407.00	0.00	0.00	519,041.00	519,041.00
1000, 3000, 5000	LCFF Base	1,986,699.00	2,082,303.00	0.00	1,986,699.00	2,232,652.00	4,219,351.00
1000, 3000, 5000	Title II	14,851.00	0.00	0.00	14,851.00	0.00	14,851.00
4000	LCFF Base	31,661.00	0.00	19,500.00	78,661.00	2,500.00	100,661.00
4000	LCFF Supplemental and Concentration	0.00	0.00	10,000.00	0.00	0.00	10,000.00
4000	Other	27,936.00	0.00	0.00	27,936.00	0.00	27,936.00
4000	SPED	3,000.00	0.00	0.00	3,000.00	0.00	3,000.00
4000-4999: Books And Supplies	LCFF Base	0.00	45,562.00	0.00	0.00	43,928.00	43,928.00
4000-4999: Books And Supplies	Lottery	0.00	30,721.00	0.00	0.00	30,846.00	30,846.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	44,149.00	0.00	0.00	38,208.00	38,208.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	25,346.00	0.00	0.00	18,478.00	18,478.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	2,058,647.00	2,222,581.00	1,710,319.00	2,058,647.00	2,361,112.00	6,130,078.00
Goal 2	690,756.00	610,694.00	160,000.00	690,756.00	595,811.00	1,446,567.00
Goal 3	294,607.00	482,956.00	180,000.00	294,607.00	562,501.00	1,037,108.00
Goal 4	6,500.00	6,500.00	3,000.00	53,500.00	6,500.00	63,000.00
Goal 5	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	4,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ALBERT EINSTEIN ACADEMY CHARTER ELEMENTARY SCHOOL	GRETA BOUTERSE PRINCIPAL	gbouterse@aeacs.org 619-795-1190

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a result of the COVID-19 pandemic, Albert Einstein Academy Charter Elementary School adjusted program offerings to a full distance learning module on March 16, 2020. Program offerings emphasized on core subject areas such as Math, History, English, Science with continuation of our International Baccalaureate PYP dual immersion program. In addition to the core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design. The following major impacts on students and families, as a result of the COVID-19 school closure, have been identified and supported by the LEA: academic support for distance learning, access to technology, access to internet service, food insecurities, social-emotional support, translation support and services.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning March, 2020 multiple surveys have been released to engage stakeholder feedback. Survey topics included: Student Technology and Internet Needs, Staff Input on Distance Learning and Budget, COVID-19 Relief Survey (addressing needs for student supplies, food, etc), Distance Learning Family Survey and ESY/Summer School Survey. All surveys were released via email, text, and social media in English and Spanish. In addition to surveys, virtual public Board of Trustees meetings were held with public comment sections monthly and administration held virtual information meetings via Zoom and YouTube. Livestream "Evenings with the Administration" were held on multiple occasions with AEA families. Staff feedback was also gathered through weekly team leader virtual meetings and ongoing virtual meetings with staff who worked our ESY and Summer School Programs.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders have the option for remote participation in all virtual meetings with pre-submitted and live questions. In addition, input can be provided via email, text/call AEA Community Hotline, and public comment at Board Meetings via Zoom chat. Spanish translation is provided.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder feedback included: Consistent schedules for students weekly, small group "live" learning , daily check-ins with teachers, a robust learning platform, regular teacher office hours for students and parents, consistent virtual classroom formats across grade levels, about 4 hours of instruction daily, a combination of synchronous/asynchronous and online/offline learning opportunities, flexibility and differentiation for German instruction, inclusion of specials (art, music, PE, library, outdoor education), special consideration made for in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

When creating the AEA plan, all aspects of stakeholder input was considered and include: the expected daily engagement hours, the options for synchronous/asynchronous learning, the schedules and duration of live interaction, instruction and office hours, the selection of Canvas as a school-wide distance learning platform, the inclusion of specials daily, and the creation of four phases of our re-opening plan which prioritizes in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

AEA staff will implement in-person learning in Phase 2, 3, and 4 of our Teaching in Learning Plan. Wherever possible this in-person, classroom-based teaching and learning will take place outdoors and/or in the most ventilated area(s) on campus such as existing outdoor classrooms and bungalow classrooms with greater ventilation. Student cohorts will be created to limit interactions between and among students and staff. Universal Design for Learning Framework will be integrated into teaching and learning to provide equal access for all students, as well as provide student support services and interventions. Priority will be give for in-person learning to Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth in phase 2 and 3 of

the AEA teaching and learning plan. Special attention will also be give to kindergarteners and new to AEA students who are not familiar with our school and school culture.

A hybrid four week in-person/distance learning Summer School program was offered to students to support learning loss until it was mandated to go distance only due to the County being on the watchlist.

In accordance with State and local guidelines, six feet of distance will be maintained by staff, students and visitors to the greatest extent practicable. Protocols, markings, and space utilization strategies will be implemented to make social distancing as clear and convenient as possible in an effort to maintain safe and efficient work and learning environments. The school will remind the learning community of the importance of maintaining social distancing measures regardless of the reopening phase and will discourage students or staff from gathering at any location.

AEA will supply students and staff with required protective equipment including but not limited to: masks, gloves, face shields, thermometers, no-touch trash cans, hand sanitizer, and cleaning products.

All persons entering AEA facilities must be screened for symptoms each time they enter. AEA staff will receive the proper training and equipment necessary to perform this responsibility in accordance with guidelines.

AEA Custodial staff will be trained in the practices recommended by the State and local authorities to reduce the spread of COVID-19. When choosing cleaning products, AEA will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Hybrid Summer School: 4 week program offered grades 3-5 with credentialed teachers to mitigate learning loss during COVID-19 shut down		
School Cleaning Crew brought in to Clean Buildings and comply with state guidelines		
Purchase of Personal Protective Equipment and health monitoring equipment for staff and students to comply with guidelines which include masks, shields, gloves, thermometers, and plexiglass.		

Description	Total Funds	Contributing
Purchase of appropriate cleaning supplies to meet State guidelines.		

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Albert Einstein Academies Distance Learning Plan was established on April 10, 2020. The plan's vision is that through distance learning, all students will have access to academic rigor and social-emotional support within the IB program along with developing safe and successful protocols for online learning. In order to continue delivering high-quality distance learning opportunities, this plan outlines the following in detail: providing both synchronous and asynchronous learning opportunities, focus on active learning and inquiry, promote learning of the whole child/student, clearly communicate learning objectives, provide equal access to each student, include offline as well as online activities, work as a group, have regular office hours for students and parents to check in, offer translation services, stay flexible with pacing and monitor the well-being of all learners. In addition to core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students will be provided laptops and high speed internet access as needed, free of charge. AEA will also provide ongoing tech support to maintain these devices.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

School-wide curriculum will be delivered through the educational technology platform "Canvas". Daily live interaction with a credentialed teacher and other students is required through video or telephone. Combined morning and/or afternoon check-ins and daily whole group and/or small group live instruction will be utilized. Synchronous and Asynchronous learning opportunities will be provided to allow flexibility. Attendance will be taken daily through live instructional meetings and through Canvas engagement and participation. Teachers, front office

staff, and School Psychologists will monitor daily and weekly attendance and engagement. Students will be assessed and/or graded throughout the year as developmentally appropriate. Canvas supports ability to track student engagement, completed assignments, and assessment data. NWEA Map testing will be conducted for grades 2-5. Students will be assessed and graded each semester based on Common Core standards and the IB criteria. Report cards will be provided twice per year.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff has received remote training and resources via webinars and zoom for implementing the Canvas educational program. Training for other online learning tools has been ongoing (Flipgrid, Loom, edupuzzle, etc). Ongoing resources and support are available to staff from in-house technology department.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Certificated teaching staff will collaborate with other members of team to design distance learning experiences for all students. Each teacher will work collaboratively with their grade level teams to create a Canvas Classroom for each class in which content will be delivered daily through asynchronous and scheduled synchronous teaching and learning opportunities. Teachers will create and monitor systems for student accountability and provide timely feedback to support all students in their learning. Teams will identify students requiring additional supports and provide such services as mentioned below in the next section. Teachers and staff will collaboratively plan live office hours for students for the purposes of academic intervention and social-emotional support. Parent office hours may be provided when appropriate depending on the age of students and the specific academic needs. Support staff and office staff will be trained to monitor and assess attendance and health management related to new COVID-19 State and local guidelines. Cleaning staff will trained in the proper cleaning practices as required by the State and local authorities.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Albert Einstein Academy Charter Elementary School continues to provide support to our most at-risk students. English Language Learners are supported through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. Special Education students continue to receive all services as determined in their IEPs to the extent possible during distance learning and will provide compensatory services on a case by case basis as determined by the IEP team upon our return to in-person learning. Reading specialists meet virtually with small groups to provide intervention support. All students, specifically Homeless and Foster Youth and low-

income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Purchase of Canvas software to further supporting improvements in curriculum, student engagement, participation, and assessment. All teaching staff and instructional aides will spend the 5 days of Professional Development prior to students return to distance learning on August 24th, on leaning and implementing Canvas.		Yes
Access to Devices and Connectivity: Purchase of additional school wide chrome books, internet service, and hotspots for students and staff.		
Translation and interpretation services for all public meetings and informational messages.		
Provide school-wide and grade level online programs to support Distance learning including: Think Central, Reading A to Z, Mystery Science, IXL, Spelling City, and the Digital Content Portal.		
Powerschool Student Information System to track attendance.		

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: Basic Phonics Skills Test (BPST), sight word tests, ongoing reading assessments through RAZ kids and ITL, Antolin (German), German benchmarks, Go Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 2-5. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, support from aides and tutors, personalized office hours, support from Reading Specialists, and in-person instruction when allowable and preferred by family. Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Albert Einstein Academy Charter Elementary School continues to provide support to all students with special attention to our most at-risk students and those that were least connected in the distance learning model. English Language Learners are supported through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. Special Education students continue to receive all services as determined in their IEPs to the extent possible during distance learning and will provide compensatory services on a case by case basis as determined by the IEP team upon our return to in-person learning. Reading specialists meet virtually with small groups to provide intervention support. Classroom instructional aides and tutors provide differentiated support for students at each grade level. All students, specifically Homeless and Foster Youth and low-income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness of learning will be measured as mentioned above. All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: Basic Phonics Skills Test (BPST), sight word tests, ongoing reading

assessments through RAZ kids and ITL, Antolin (German), German benchmarks, Go Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 2-5. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, support from aides and tutors, personalized office hours, support from Reading Specialists, and in-person instruction when allowable and preferred by family. Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

In addition, parents will be surveyed regularly to provide feedback on the effectiveness of the program for their student.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Maintain Reading Specialists, aides, and German support teachers to provide small group, differentiated instruction.		
Purchase NWEA and Illuminate (EduCLIMBER) to support assessment and assessment tracking.		
Maintain full-time School Psychologist, and part time School Psychologist Intern and Social Worker to support family and student needs.		

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All staff has been provided professional development on Responsive Classroom and; therefore, provide socio-emotional learning opportunities through daily instruction and interaction. Students have the opportunity to connect with their teacher and other students on a daily basis. Staff explicitly create time for personal connections with students, express interest in personal lives, ask about basic needs,

encourage participation, respond to parent concerns, and share mental health resources. Additional social-emotional support may be provided through our staff Counselor, Social Worker, and School Psychologist. SST meetings may be held to discuss concerns and establish any addition interventions needed.

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Teachers are required to report attendance and engagement concerns to designated support staff who will implement the steps for re-engagement. Office staff will monitor attendance and engagement on a daily and weekly basis. Disengagement is defined as absences from learning for three or more days in one week. Steps to re-engage include emails, phone calls, and home visits. All students intervention strategies will be monitored and documented through Powerschool, eduCLIMBER, and internal shared document. These engagement steps are all provided in English and Spanish to our families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Pre-packaged, nutritionally compliant breakfast and lunch are provided daily, from 12pm to 2pm, five times per week for all Albert Einstein Academy Charter Elementary School students through the NSLP (National School Lunch Program). Daily meal distribution is supported by AEA staff and is limited to one staff member per shift to maintain social distancing protocols. Staff members are required to wear masks and gloves at all times.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.24%	535,247

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ALBERT EINSTEIN ACADEMY CHARTER MIDDLE SCHOOL	ANDREAS TRAKAS PRINCIPAL	atrakas@aeacs.org (619) 780-0400

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

As a result of the COVID-19 pandemic, Albert Einstein Academy Charter Middle School adjusted program offerings to a full distance learning module on March 16, 2020. Program offerings emphasized on core subject areas such as Math, History, English, Science with continuation of our International Baccalaureate MYP program. In addition to the core subject areas, lessons are also included for Physical education, Music, Library, and Art & Design. The following major impacts on students and families, as a result of the COVID-19 school closure, have been identified and supported by the LEA: academic support for distance learning, access to technology, access to internet service, food insecurities, social-emotional support, translation support and services.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning March, 2020 multiple surveys have been released to engage stakeholder feedback. Survey topics included: Student Technology and Internet Needs, Staff Input on Distance Learning and Budget, COVID-19 Relief Survey (addressing needs for student supplies, food, etc), Distance Learning Family Survey and ESY/Summer School Survey. All surveys were released via email, text, and social media in English and Spanish. In addition to surveys, virtual public Board of Trustees meetings were held with public comment sections monthly and administration held virtual information meetings via Zoom and YouTube. Livestream "Evenings with the Administration" were held on multiple occasions with AEA families. Staff feedback was also gathered through weekly team leader virtual meetings and ongoing virtual meetings with staff who worked our ESY and Summer School Programs.

[A description of the options provided for remote participation in public meetings and public hearings.]

Stakeholders have the option for remote participation in all virtual meetings with pre-submitted and live questions. In addition, input can be provided via email, text/call AEA Community Hotline, and public comment at Board Meetings via Zoom chat. Spanish translation is provided.

[A summary of the feedback provided by specific stakeholder groups.]

Stakeholder feedback included: Consistent schedules for students weekly, small group "live" learning , daily check-ins with teachers, a robust learning platform, regular teacher office hours for students and parents, consistent virtual classroom formats across grade levels, about 4 hours of instruction daily, a combination of synchronous/asynchronous and online/offline learning opportunities, flexibility and differentiation for German instruction, inclusion of specials (art, music, PE, library, outdoor education), special consideration made for in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

When creating the AEA plan, all aspects of stakeholder input was considered and include: the expected daily engagement hours, the options for synchronous/asynchronous learning, the schedules and duration of live interaction, instruction and office hours, the selection of Canvas as a school-wide distance learning platform, the inclusion of specials daily, and the creation of four phases of our re-opening plan which prioritizes in-person learning for Special Education, English Language Learners, Socio-Economically Disadvantaged students and Homeless and Foster Youth.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

AEA staff will implement Universal Design for Learning Framework into teaching and learning to provide equal access for all students, as well as provide student support services and interventions. Small group live virtual learning opportunities will be available for students at risk of learning loss. A hybrid four week in-person/distance learning Summer School program was offered to students to support learning loss. Priority will be give for in-person learning to Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth in phase 2 of the AEA teaching and learning plan. Outdoor learning spaces will be maximized to accommodate our most at-risk learners. Assessment and related services will be made available on-site for Special Education students who request such services. A hybrid in-person/distance learning program will be made available to all students who would like to participate in phase 3 of our re-opening plan when it is deemed safe by the State and county to do so.

In accordance with State and local guidelines, six feet of distance will be maintained by staff, students and visitors to the greatest extent practicable. Protocols, markings, and space utilization strategies will be implemented to make social distancing as clear and convenient as possible in an effort to maintain safe and efficient work and learning environments. The school will remind the learning community of the importance of maintaining social distancing measures regardless of the reopening phase and will discourage students or staff from gathering at any location.

AEA will supply students and staff with required protective equipment including but not limited to: masks, gloves, face shields, thermometers, no-touch trash cans, hand sanitizer, and cleaning products.

All persons entering AEA facilities must be screened for symptoms each time they enter. AEA staff will receive the proper training and equipment necessary to perform this responsibility in accordance with guidelines.

AEA Custodial staff will be trained in the practices recommended by the State and local authorities to reduce the spread of COVID-19. When choosing cleaning products, AEA will use those approved for use against COVID-19 on the Environmental Protection Agency (EPA)-approved list “N” and follow product instructions.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Wherever possible this in-person, classroom-based teaching and learning will take place outdoors and/or in the most ventilated area(s) on campus such as outdoor classrooms and classrooms with greater ventilation. Student cohorts will be created to limit interactions between and among students and staff. This phase will begin when a) public health authorities indicate that it is safe for small groups of individuals to be on campus with appropriate social-distancing and hygiene measures in place and b) AEA staff have established appropriate structures, schedules and procedures to safely accommodate students. Action allows for students with potential and/or significant learning loss and also students who are at a greater risk of experiencing learning loss such as Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth to be back on campus in a classroom-like setting earlier.		Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

The Albert Einstein Academies Distance Learning Plan was established on April 10, 2020. The plan's vision is that through distance learning, all students will have access to academic rigor and social-emotional support within the IB program along with developing safe and successful protocols for online learning. In order to continue delivering high-quality distance learning opportunities, this plan outlines the following in detail: providing both synchronous and asynchronous learning opportunities, focus on active learning and inquiry, promote learning of the whole child/student, clearly communicate learning objectives, provide equal access to each student, include offline as well as online activities, work as a group, have regular office hours for students and parents to check in, offer translation services, stay flexible with pacing and monitor the well-being of all learners. In addition to core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

All students will be provided laptops and high speed internet access as needed, free of charge. AEA will also provide ongoing tech support to maintain these devices.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

School-wide curriculum will be delivered through the educational technology platform "Canvas". Daily live interaction with a credentialed teacher and other students is required through video or telephone. Combined morning and/or afternoon check-ins and daily whole group and/or small group live instruction will be utilized. Synchronous and Asynchronous learning opportunities will be provided to allow flexibility. Attendance will be taken daily through live instructional meetings through Canvas engagement and participation. Students will be assessed and/or graded throughout the year as developmentally appropriate. Canvas supports ability to track student time and communicate assessment data. NWEA Map testing will be conducted for grades 6-8. Students will be assessed and graded each semester based on Common Core standards and the IB criteria. Report cards will be provided twice per year.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Staff has received remote training and resources via webinars and zoom for implementing the Canvas educational program. Training for other online learning tools has been ongoing (Flipgrid, Loom, edupuzzle, etc). Ongoing resources and support are available to staff from in-house technology department.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Certificated teaching staff will collaborate with other members of team to design distance learning experiences for all students. Each teacher will work collaboratively with their grade level teams to create a Canvas Classroom for each class in which content will be delivered daily through asynchronous and scheduled synchronous teaching and learning opportunities. Teachers will create and monitor systems for student accountability and provide timely feedback to support all students in their learning. Teams will identify students requiring additional supports and provide such services as mentioned below in the next section. Teachers and staff will collaboratively plan live office hours for students for the purposes of academic intervention and social-emotional support. Parent office hours may be provided when appropriate depending on the age of students and the specific academic needs. Support staff and office staff will be trained to monitor and assess attendance and health management related to new COVID-19 State and local guidelines. Cleaning staff will trained in the proper cleaning practices as required by the State and local authorities.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Albert Einstein Academy Charter Middle School continues to provide support to our English Learners through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACMS has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. All students, specifically Homeless and Foster Youth and low-income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our staff Psychologist, staffPsychologist intern, staff Counselor and staff Social Worker have provided support for students and families throughout distance learning.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
1) Continuity of Instruction (Action): Continue with the AEA Distance Learning Plan with added resources of translation services, additional staff to support one on one and small group check ins on student social-emotional support. 2) Access to Devices and Connectivity (Action): Purchase of additional school wide chromebooks and hotspots for students. 3) Pupil Participation and Progress (Action): Purchase of Canvas software further supporting improvements in student engagement, participation and assessment. Distance Learning Professional Development (Action): Canvas software training for all teaching staff and instructional aides. 4) Supports for Pupils with Unique Needs (Action): Office hours for students and parents, home visits when needed, on-staff Psychologist, Psychologist intern, Social Worker and Counselor for added support throughout distance learning.		Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: ongoing reading assessments through Easy CBM, Antolin (German), German benchmarks, CPM Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 6-8. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, individual and small intervention support from Instructional Aides and tutors, personalized office hours, and in-person instruction when allowable and preferred by family. Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

Albert Einstein Academy Charter Middle School continues to provide support to our English learners through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. Reading Specialists provide small group live learning opportunities. In addition, AEACMS has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English learners and families. All students, specifically Foster youth and low-income, are supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. All families are provided all the learning materials necessary for successful participation in our program. Pick up times for materials will be scheduled when preferred by family. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Effectiveness of learning will be measured as mentioned above. All students will be assessed and/or graded throughout the year as developmentally appropriate. This includes, but is not limited to: ongoing reading assessments through Easy CBM, Antolin (German), German benchmarks, CPM Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 6-8. In addition, Canvas supports ability to track student time and communicate assessment data. Students will be assessed and graded each semester based on Common Core standards and the IB criteria and report cards will be provided twice per year. Students who are not making expected academic gains will receive support via small group virtual learning, support from Instructional Aides and tutors, personalized office hours, and in-person instruction when allowable and preferred by family. Student Success Team (SST) meetings will be held live or virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs. In addition, parents will be surveyed regularly to provide feedback on the effectiveness of the program for their student.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Pupil Learning Loss Strategies (Action): Added support of Instructional Aides, translation services, bilingual staff during distance learning for students and their families. All students, specifically Foster youth and low-income, will be supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed.		Yes

Description	Total Funds	Contributing

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

All staff has been provided professional development and training in MTSS (Multi Tiered Systems of Support) and; therefore, provide socio-emotional learning opportunities through daily instruction and interaction. Students have the opportunity to connect with their teacher and other students on a daily basis. Staff explicitly create time for personal connections with students, express interest in personal lives, ask about basic needs, encourage participation, respond to parent concerns, and share mental health resources. Additional social-emotional support may be provided through our staff Counselor, Social Worker, and School Psychologist. SST meetings may be held to discuss concerns and establish any addition interventions needed.

Pupil Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Teachers are required to report attendance and engagement concerns to designated support staff who will implement the steps for re-engagement. Disengagement is defined as absences from learning for three or more days. Steps that will be taken include emails, phone calls, and home visits. These engagement steps are all provided in English and Spanish to our families.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Pre-packaged, nutritionally compliant breakfast and lunch are provided daily, from 12pm to 2pm, five times per week for all Albert Einstein Academy Charter Middle School students through the NSLP (National School Lunch Program). Daily meal distribution is supported by AEA staff and is limited to one staff member per shift to maintain social distancing protocols. Staff members are required to wear masks and gloves at all times.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.41%	\$527,102

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Albert Einstein Academy Charter Elementary / 37-68338-6120935	Greta Bouterse, Principal	gbouterse@aeacs.org (619) 795-1190	9/3/2002

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a result of the COVID-19 pandemic, Albert Einstein Academy Charter Elementary School adjusted program offerings to a full distance learning module on March 16, 2020. Program offerings emphasized on core subject areas such as Math, History, English, Science with continuation of our International Baccalaureate PYP dual immersion program. In addition to the core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design. The following major impacts on students and families, as a result of the COVID-19 school closure, have been identified and supported by the LEA: access to technology, access to internet service, food insecurities, social-emotional support, translation support and services.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During COVID-19 school closure Albert Einstein Academy Charter Elementary School continues to provide support to our English learners through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This includes utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English learners and families. All students, specifically Foster youth and low-income, are supported with personal connection via home visits when needed, weekly phone calls, emails, Google classroom, virtual classroom and regular office hours for students and parents. In addition, all students receive a school issued Chromebook, headphones, charging device and financial Internet assistance/support when needed. Our School Psychologist, School Psychologist intern, and Social Worker have provided support for students and families throughout distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Albert Einstein Academies Digital Learning Plan was established on April 10, 2020. This plan is set in place for limited or longer periods of time depending on unpredictable world events as well as evolving student needs. The plan's vision is that through distance learning, all students will have access to academic rigor and social-emotional support within the IB program along with developing safe and successful protocols for online learning. In order to continue delivering high-quality distance learning opportunities, this plan outlines the following in detail: providing both synchronous and asynchronous learning opportunities, focus on active learning and inquiry, promote learning of the whole child/student, clearly communicate learning objectives, provide equal access to each student, include offline activities (such as reading and playing educational games), work as a group, have regular office hours for students and parents to check in, offer translation services, stay flexible with pacing and monitor the well-being of all learners. In addition to core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Community meal service began on March 16, 2020. Pre-packaged, nutritionally compliant breakfast and lunch are provided daily, from 10am to 12pm, five times per week for ages 2-18 years old in the community through the NSLP (National School Lunch Program). Daily meal distribution is supported by AEA staff and is limited to one staff member per shift to maintain social distancing protocols. Staff members are required to wear masks and gloves at all times.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

At this time Albert Einstein Academy Charter Elementary School does not offer on-site / campus supervision of students during school hours. Should distance learning continue into the 2020-21 school year then the LEA will look at options for supervision/daycare for students during school hours. Currently, during online distance learning all employees must adhere to Mandated Reporter and also CIPA (Children's Internet Protection Act) protocols.

Informe Escrito de Operaciones para COVID-19 para el Academia Primaria Semiautónoma Albert Einstein

Nombre de la Agencia Educativa Local (LEA, por sus siglas en inglés)	Nombre y Cargo del Contacto	Correo Electrónico y Teléfono	Fecha de Adopción
Academia Primaria Semiautónoma Albert Einstein	Greta Bouterse Directora	gbouterse@aeacs.org 619-795-1190	3/9/2020

Descripciones proporcionadas deben incluir suficiente detalle pero aun ser suficientemente abreviadas como para promover un mayor entendimiento de los cambios que tu LEA ha implementado. Los LEA son firmemente alentados para proporcionar descripciones que no superan 300 palabras.

Proporcione un resumen general explicando los cambios a los programas ofrecidos que el LEA ha implementado en respuesta a los cierres escolares para abordar la emergencia con COVID-19 y los impactos principales que han tenido los cierres en los alumnos y las familias.

Como resultado de la pandemia COVID-19, la Escuela Primaria Semiautónoma Academia Albert Einstein ajustó los programas ofrecidos en el plantel a un módulo completo de educación a distancia el 16 de marzo de 2020. Los programas ofrecidos enfatizaron materias básicas tales como Matemáticas, Historia, Ciencia y Lenguaje con continuación de nuestro programa Bachillerato Internacional MYP. Además de las materias básicas, lecciones también se incluyen para Educación Física, Música, Biblioteca y Arte/Diseño. Los siguientes impactos significativos sobre los alumnos y las familias, como resultado del cierre escolar debido a COVID-19, han sido identificados y apoyados por la Agencia Educativa Local (LEA, por sus siglas en inglés): acceso a tecnología, acceso a servicio de Internet, inseguridad alimenticia, apoyo social-emocional, apoyo y servicio de traducción.

Proporcione una descripción sobre como el LEA está cumpliendo las necesidades de sus Estudiantes del Inglés, jóvenes de crianza temporal y alumnos de escasos recursos.

Durante el cierre escolar debido a COVID-19, la Escuela Primaria Semiautónoma Academia Albert Einstein continúa proporcionando apoyo a nuestros estudiantes del inglés mediante oportunidades de aprendizaje sincrónico y asincrónico. Los maestros proporcionan aprendizaje sincrónico en grupo entero y grupo chico para enfocarse en habilidades específicas de desarrollo lingüístico. Además, los maestros continúan utilizando estrategias de Diseño Orientado de Adquisición Lingüística (GLAD, por sus siglas en inglés) al impartir contenido. Esto incluye apoyo visual, estructuras de oración, escalonamiento y accediendo a previo conocimiento. Los maestros han proporcionado los alumnos con opciones de texto a voz y voz a texto para apoyar educación a distancia. Además, la Escuela Primaria Semiautónoma Academia Albert Einstein (AEACES, por sus siglas en inglés) ha utilizado servicios de traducción y personal bilingüe durante educación a distancia para hacer el contenido y los directivos accesibles a los estudiantes del inglés y sus familias. Todos los alumnos, específicamente los jóvenes de crianza temporal y alumnos de escasos recursos, son apoyados con conexión personal mediante visitas al hogar cuando eran necesarias, llamadas telefónicas semanales, correos electrónicos, Google Classroom, salón virtual y horario regular de oficina para los alumnos y padres. Además, todos los alumno reciben un Chromebook proporcionado por la escuela, audífonos, aparato para cargar y apoyo/ayuda financiera para Internet cuando era necesario. Nuestro Psicólogo Escolar, Psicólogo Escolar practicante y Trabajador Social han proporcionado apoyo para los alumnos y las familias mediante educación a distancia.

Proporcione una descripción sobre los pasos que se han tomado por el LEA para continuar ofreciendo oportunidades de educación a distancia de alta calidad.

El Plan de Aprendizaje Digital de las Academias Albert Einstein fue establecido el 10 de abril de 2020. Este plan está en pie para plazos limitados o ampliados de tiempo dependiendo de eventos mundiales impredecibles, así como las necesidades estudiantiles elaboradas. La visión del plan es que mediante educación a distancia, todos los alumnos tendrán acceso al rigor académico y apoyo social-emocional dentro del programa Bachillerato Internacional (IB, por sus siglas en inglés) junto con desarrollando protocolos seguros y exitosos para aprendizaje en línea. A fin de continuar impartiendo oportunidades de educación a distancia de alta calidad, este plan detalla lo siguiente en detalle: proporcionando tanto oportunidades sincrónicas como asincrónicas de aprendizaje, enfoque en aprendizaje activo e investigación, promover aprendizaje del alumno/niño entero, claramente comunicar objetivos de aprendizaje, proporcionar acceso equitativo a cada alumno, incluir actividades desconectadas (tales como lectura y jugando juegos educativos), trabajara como grupo, tener horario regular de oficina para que los alumnos y padres puedan comunicarse, ofrecer servicios de traducción, mantener flexibilidad con ritmo y supervisar el bienestar de todos los estudiantes. Además de las materias básicas, lecciones también incluyen Educación Física, Música, Biblioteca, Educación al Aire Libre y Arte/Diseño.

Proporcione una descripción de los pasos que se han tomado por el LEA para proporcionar alimentos escolares al mantener prácticas de distancia social.

Servicio alimenticio comunitario comenzó el 16 de marzo de 2020. Desayuno y almuerzo pre empaquetado y nutritivamente adecuado es proporcionado a diario de las 10am hasta el mediodía, cinco veces por semana para los niños de 2 a 18 años de edad en la comunidad mediante el Programa Nacional de Almuerzo Escolar (NSLP, por sus siglas en inglés). Distribución diaria de alimentos es apoyado por el personal de la Academias Albert Einstein (AEA, por sus siglas en inglés) y se limita a un miembro del personal por turno para mantener protocolos de distancia social. Los miembros del personal son requeridos utilizar cubrebocas y guantes en todo momento.

Proporcione una descripción de los pasos que se han tomado por el LEA para programar la supervisión de alumnos durante el horario escolar regular.

En este momento la Escuela Primaria Semiautónoma Academia Albert Einstein no ofrece supervisión estudiantil en el sitio/plantel durante el horario escolar. Si continúa educación a distancia en el ciclo escolar 2020-21 entonces el LEA investigará opciones para supervisión/cuidado infantil para los alumnos durante el horario escolar. Actualmente, durante educación a distancia en línea todos los empleados deben adherirse a los protocolos de Denunciante Obligatorio y también de la Ley de Protección Infantil en el Internet (CIPA, por sus siglas en inglés).

COVID-19 Operations Written Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
Albert Einstein Academy Charter Middle / 37-68338-0111898	Andy Trakas, Principal	atrakas@aeacs.org (619) 780-0400	9/5/2006

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

As a result of the COVID-19 pandemic, Albert Einstein Academy Charter Middle School adjusted on campus program offerings to a full distance learning module on March 16, 2020. Program offerings emphasized on core subject areas such as Math, History, English, Science and Language with continuation of our International Baccalaureate MYP program. In addition to the core subject areas, lessons are also included for Physical Education, Music, Library and Art & Design. AEACMS teaching staff had began training on Google Classroom and Zoom Classroom in January 2020. The following major impacts on students and families, as a result of the COVID-19 school closure, have been identified and supported by the LEA: access to technology, access to internet service, food insecurities, social-emotional support, translation support and services.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

During COVID-19 school closure, Albert Einstein Academy Charter Middle school continues to provide support to our English learners through synchronous and asynchronous learning opportunities. Teachers provide whole group and small group synchronous learning to target specific language development skills. In addition, teachers continue to utilize strategies when delivering content such as utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers have provided students with text to speech and speech to text options to support distance learning. In addition, AEACMS has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English learners and families. All students, specifically Foster youth and low-income, are supported with personal connection via home visits when needed, weekly phone calls, emails, Google classroom, virtual classroom and regular office hours for students and parents. In addition, all students receive a school issued Chromebook, headphones, charging device and financial internet assistance/support when needed. Our School Psychologist, Social Worker, Counselor and Dean of Students have provided support for students and families throughout distance learning.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

The Albert Einstein Academies Digital Learning Plan was established on April 10, 2020. This plan is set in place for limited or longer periods of time depending on unpredictable world events as well as evolving student needs. The plan's vision is that through distance learning, all students will have access to academic rigor and social-emotional support within the IB program along with developing safe and successful protocols for online learning. In order to continue delivering high-quality distance learning opportunities, this plan outlines the following in detail: providing both synchronous and asynchronous learning opportunities, focus on active learning and inquiry, promote learning of the whole child/student, clearly communicate learning objectives, provide equal access to each student, include offline activities (such as reading and playing educational games), work as a group, have regular office hours for students and parents to check in, offer translation services, stay flexible with pacing and monitor the well-being of all learners. In addition to core subject areas, lessons are also included for Physical education, Music, Library, Outdoor Education and Art & Design.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

Community meal service began on March 16, 2020. Pre-packaged, nutritionally compliant breakfast and lunch are provided daily, from 10am to 12pm, five times per week for ages 2-18 years old in the community through the NSLP (National School Lunch Program). Daily meal distribution is supported by AEA staff and is limited to one staff member per shift to maintain social distancing protocols. Staff members are required to wear masks and gloves at all times.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

At this time Albert Einstein Academy Charter Middle School does not offer on-site / campus supervision of students during school hours. Should distance learning continue into the 2020-21 school year then the LEA will look at options for supervision/daycare for students during school hours. Currently, during online distance learning all employees must adhere to Mandated Reporter and also CIPA (Children's Internet Protection Act) protocols.

Informe Escrito de Operaciones para COVID-19 para el Academias Albert Einstein

Nombre de la Agencia Educativa Local (LEA, por sus siglas en inglés)	Nombre y Cargo del Contacto	Correo Electrónico y Teléfono	Fecha de Adopción
Academias Albert Einstein	Andreas Trakas Director de Secundaria	atrakas@aeacs.org, atrakas@aeacs.org,	

Descripciones proporcionadas deben incluir suficiente detalle pero aun ser suficientemente abreviadas como para promover un mayor entendimiento de los cambios que tu LEA ha implementado. Los LEA son firmemente alentados para proporcionar descripciones que no superan 300 palabras.

Proporcione un resumen general explicando los cambios a los programas ofrecidos que el LEA ha implementado en respuesta a los cierres escolares para abordar la emergencia con COVID-19 y los impactos principales que han tenido los cierres en los alumnos y las familias.

Como resultado de la pandemia COVID-19, la Escuela Secundaria Semiautónoma Academia Albert Einstein ajustó los programas ofrecidos en el plantel a un módulo completo de educación a distancia el 16 de marzo de 2020. Los programas ofrecidos enfatizaron materias básicas tales como Matemáticas, Historia, Ciencia y Lenguaje con continuación de nuestro programa Bachillerato Internacional MYP. Además de las materias básicas, lecciones también se incluyen para Educación Física, Música, Biblioteca y Arte/Diseño. El personal docente de la Escuela Secundaria Semiautónoma Academia Albert Einstein (AEACMS, por sus siglas en inglés) había comenzado capacitación sobre Google Classroom y Zoom Classroom en enero de 2020. Los siguientes impactos significativos sobre los alumnos y las familias, como resultado del cierre escolar debido a COVID-19, han sido identificados y apoyados por la Agencia Educativa Local (LEA, por sus siglas en inglés): acceso a tecnología, acceso a servicio de Internet, inseguridad alimenticia, apoyo social-emocional, apoyo y servicio de traducción.

Proporcione una descripción sobre como el LEA está cumpliendo las necesidades de sus Estudiantes del Inglés, jóvenes de crianza temporal y alumnos de escasos recursos.

Durante el cierre escolar debido a COVID-19, la Escuela Secundaria Semiautónoma Academia Albert Einstein continúa proporcionando apoyo a nuestros estudiantes del inglés mediante oportunidades de aprendizaje sincrónico y asincrónico. Los maestros proporcionan aprendizaje sincrónico en grupo entero y grupo chico para enfocarse en habilidades específicas de desarrollo lingüístico. Además, los maestros continúan utilizando estrategias al impartir contenido tal como usando apoyo visual, estructuras de oración, escalonamiento y accediendo a previo conocimiento. Los maestros han proporcionado los alumnos con opciones de texto a voz y voz a texto para apoyar educación a distancia. Además, AEACMS ha utilizado servicios de traducción y personal bilingüe durante educación a distancia para hacer el contenido y los directivos accesibles a los estudiantes del inglés y sus familias. Todos los alumnos, específicamente los jóvenes de crianza temporal y alumnos de escasos recursos, son apoyados con conexión personal mediante visitas al hogar cuando eran necesarias, llamadas telefónicas semanales, correos electrónicos, Google Classroom, salón virtual y horario regular de oficina para los alumnos y padres. Además, todos los alumno reciben un Chromebook proporcionado por la escuela, audífonos, aparato para cargar y apoyo/ayuda financiera para Internet cuando era necesario. Nuestro Psicólogo Escolar, Trabajador Social, Orientador y Decano de Alumnos han proporcionado apoyo para los alumnos y las familias mediante educación a distancia.

Proporcione una descripción sobre los pasos que se han tomado por el LEA para continuar ofreciendo oportunidades de educación a distancia de alta calidad.

El Plan de Aprendizaje Digital de las Academias Albert Einstein fue establecido el 10 de abril de 2020. Este plan está en pie para plazos limitados o ampliados de tiempo dependiendo de eventos mundiales impredecibles, así como las necesidades estudiantiles elaboradas. La visión del plan es que mediante educación a distancia, todos los alumnos tendrán acceso al rigor académico y apoyo social-emocional dentro del programa Bachillerato Internacional (IB, por sus siglas en inglés) junto con desarrollando protocolos seguros y exitosos para aprendizaje en línea. A fin de continuar impartiendo oportunidades de educación a distancia de alta calidad, este plan detalla lo siguiente en detalle: proporcionando tanto oportunidades sincrónicas como asincrónicas de aprendizaje, enfoque en aprendizaje activo e investigación, promover aprendizaje del alumno/niño entero, claramente comunicar objetivos de aprendizaje, proporcionar acceso equitativo a cada alumno, incluir actividades desconectadas (tales como lectura y jugando juegos educativos), trabajara como grupo, tener horario regular de oficina para que los alumnos y padres puedan comunicarse, ofrecer servicios de traducción, mantener flexibilidad con ritmo y supervisar el bienestar de todos los estudiantes. Además de las materias básicas, lecciones también incluyen Educación Física, Música, Biblioteca, Educación al Aire Libre y Arte/Diseño.

Proporcione una descripción de los pasos que se han tomado por el LEA para proporcionar alimentos escolares al mantener prácticas de distancia social.

Servicio alimenticio comunitario comenzó el 16 de marzo de 2020. Desayuno y almuerzo pre empaquetado y nutritivamente adecuado es proporcionado a diario de las 10am hasta el mediodía, cinco veces por semana para los niños de 2 a 18 años de edad en la comunidad mediante el Programa Nacional de Almuerzo Escolar (NSLP, por sus siglas en inglés). Distribución diaria de alimentos es apoyado por el personal de la Academias Albert Einstein (AEA, por sus siglas en inglés) y se limita a un miembro del personal por turno para mantener protocolos de distancia social. Los miembros del personal son requeridos utilizar cubrebocas y guantes en todo momento.

Proporcione una descripción de los pasos que se han tomado por el LEA para programar la supervisión de alumnos durante el horario escolar regular.

En este momento la Escuela Secundaria Semiautónoma Academia Albert Einstein no ofrece supervisión estudiantil en el sitio/plantel durante el horario escolar. Si continúa educación a distancia en el ciclo escolar 2020-21 entonces el LEA investigará opciones para supervisión/cuidado infantil para los alumnos durante el horario escolar. Actualmente, durante educación a distancia en línea todos los empleados deben adherirse a los protocolos de Denunciante Obligatorio y también de la Ley de Protección Infantil en el Internet (CIPA, por sus siglas en inglés).



Einstein Academy

3035 Ash Street • San Diego, CA 92102-1718 • 619-795-1190 • Grades K-5

Greta Bouterse, Principal

gbouterse@aeacs.org

www.aeaces.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Albert Einstein Academy Charter Elementary School

3035 Ash Street
San Diego, CA 92102-1718
619-795-1190
www.aeacs.org

District Governing Board

William Melton
President

Maria Ortega
Vice President

Christopher Beesley
Treasurer

Kristin Rebien
Secretary

Christiana Gauger
Trustee

Richard Vernon Moore
Trustee

Eric Mitchell
Trustee

District Administration

Dr. David Sciarretta
Superintendent

Greta Bouterse
Principal

Andreas Trakas
Principal

School Description

From its humble beginnings with 27 students in the basement of a church, Albert Einstein Academy Charter Elementary School (AEACES) has evolved into an innovative, academically accomplished, well-managed charter school in the heart of the San Diego Unified School District. The demographics of the student population have become more diverse over our 18 years, reflecting the school's international focus. There are currently over 800 students enrolled in grades K–5. AEACES, the first authorized International Baccalaureate (IB) Primary Years Program school in San Diego County, offers an international education through dual-language immersion in German and English. Starting in grade 3, we offer an additional educational model in which German is taught as a second language rather than through dual-language immersion.

AEACES's mission is to educate children to thrive and contribute as active thinkers in the world. AEACES 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 twenty-first century.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	138
Grade 2	138
Grade 3	135
Grade 4	131
Grade 5	121
Total Enrollment	801

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	1.2
Hispanic or Latino	40.2
White	45.3
Two or More Races	7.1
Socioeconomically Disadvantaged	34
English Learners	23.2
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Einstein Academy	17-18	18-19	19-20
With Full Credential	44	44	44
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Albert Einstein	17-18	18-19	19-20
With Full Credential	♦	♦	73
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at Einstein Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	1	0	1
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

AEACES is an IBPYP school with 6 Units of Inquiry taught in each grade level. Although we do have some textbooks, much of our curriculum is taught through literature, trade books, digital portal resources, online programs and resources, and sources other than textbooks. It is the belief that providing students with a variety of materials and published media allows for the development of a well-rounded student who is able to become an inquirer able to research independently.

Textbooks and Instructional Materials

Year and month in which data were collected: January 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	SIPPS (Systematic Instruction in Phonological Awareness, Phonic, and Sight Words) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Ready Math (Curriculum Associates) and GO Math (Houghton Mifflin Harcourt) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science, Materials to support the IBPYP Curriculum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill, Materials to support the IBPYP Curriculum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	Variety of German Instructional Materials

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

The facility ranks in "fair" to "good" repair status for all major systems. Facilities main systems (HVAC, Electrical, Plumbing, Flooring and Painting) are maintained by San Diego Unified School District. Safety and maintenance operations are regularly checked and we emphasize cleanliness and the effective working order of all systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Ongoing maintenance of HVAC due to age of system
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Some leaking in heavy rains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	56	55	55	50	50
Math	55	59	45	46	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	388	100.00	56.44
Male	213	213	100.00	52.11
Female	175	175	100.00	61.71
Black or African American	14	14	100.00	50.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	150	150	100.00	33.33
White	182	182	100.00	73.08
Two or More Races	34	34	100.00	73.53
Socioeconomically Disadvantaged	134	134	100.00	33.58
English Learners	99	99	100.00	29.29
Students with Disabilities	54	54	100.00	24.07

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.2	25.4	41.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	388	388	100.00	59.28
Male	213	213	100.00	61.03
Female	175	175	100.00	57.14
Black or African American	14	14	100.00	35.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	150	150	100.00	39.33
White	182	182	100.00	75.27
Two or More Races	34	34	100.00	73.53
Socioeconomically Disadvantaged	134	134	100.00	38.81
English Learners	99	99	100.00	32.32
Students with Disabilities	54	54	100.00	16.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

AEACES encourages parents and community members to participate in a myriad of activities throughout the year, with the ultimate goal of increasing student achievement. Family members are invited to participate as classroom volunteers, serve on various planning and fundraising committees, supervise field trips, organize and implement special community events, participate in Parent Universities, and help support with a variety of other organizational needs. Detailed information concerning volunteering and other opportunities for participation will be provided to the parents throughout the year through our school website, teacher websites, Friends of AEA weekly e-mails, and bi-monthly email communication from the administration. If you would like to get involved, please contact the school office at (619) 795-1190.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Campus safety is our top priority. Principals, teachers, support staff, parents and the community work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our schools have individualized safety plans that are reviewed and updated regularly. School staff members participate in monthly emergency preparedness fire, earthquake, evacuation and lockdown drills along with response training. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying. Mandated child abuse reporting procedures are strictly followed by AEACES staff.

AEACES maintains a safe and secure campus environment through qualified teacher and staff supervision of students before, during, and after school hours. All campus visitors must log in at the main office via a computerized monitoring system as they enter and exit. This system screens names as well as the visitors photo identification against the National Sex Offender Registry.

AEACES requires all students to wear school uniforms. We believe these uniforms create a collective commitment to appropriate behavior and academic achievement, as well as increase student safety on our campus. A positive school climate is reinforced through observance of ten International Baccalaureate Learner Profile traits, which emphasize intellectual curiosity and active citizenship. These traits are incorporated into public art installations throughout the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.5	3.6
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	1.7

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	23		12		23		12		23		12	
1	23		12		23		12		23		12	
2	23		12		23		12		23		12	
3	25		7		27		9		27		9	
4	25		7		24		7		26		9	
5	24		7		25		7		24		7	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

AEACES is committed to ongoing professional development. All teachers are offered both on-site and off-site opportunities to positively impact teaching and learning. All teachers are trained as International Baccalaureate Primary Years Program (IBPYP) teachers, and extensive training is done to ensure all are able to successfully implement the California Common Core State Standards and Next Generation Science Standards. In addition, because AEACES is a 50/50 German-English immersion school, teachers are trained in strategies and best practices to promote and support second language acquisition within the dual language immersion model.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (ES)	\$125,328	\$125,830
Average Principal Salary (MS)	\$128,724	\$131,167
Average Principal Salary (HS)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9067.12	1,308.89	7758.23	64885.27
District	N/A	N/A	7758.23	\$80,624.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-21.6
School Site/ State	3.3	-23.8

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded



Academia Einstein

3035 Ash Street • San Diego, CA 92102-1718 • 619-795-1190 • K-5 Grado

Greta Bouterse, Director/a

gbouterse@aeacs.org

www.aeaces.org

Informe de Responsabilidad Escolar de 2018-19 Publicado Durante el Ciclo Escolar 2019-20



Academia Primaria Semiautónoma Albert Einstein

3035 Ash Street
San Diego, CA 92102-1718
619-795-1190
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William Melton
Presidente

Maria Ortega
Vicepresidente

Christopher Beesley
Tesorero

Kristin Rebien
Secretario

Christiana Gauger
**Miembro del Consejo
Administrativo**

Richard Vernon Moore
**Miembro del Consejo
Administrativo**

Eric Mitchell
**Miembro del Consejo
Administrativo**

Administración Distrital

Dr. David Sciarretta
Superintendente

Greta Bouterse
Director

Andreas Trakas
Director

Descripción Escolar

Desde sus humildes orígenes con 27 alumnos en el sótano de una iglesia, la Academia Primaria Semiautónoma Albert Einstein (AEACES, por sus siglas en inglés) ha evolucionado en una escuela semiautónoma innovadora, académicamente exitosa y bien gestionada en el corazón del Distrito Escolar Unificado de San Diego. Las demográficas de la población estudiantil se han convertido en muy diversas durante nuestros 18 años, reflejando el enfoque internacional de la escuela. Hay 800 alumnos matriculados en los años K-5to. AEACES, la primera escuela autorizada de Programa de Años Primarios de Bachillerato Internacional (IB, por sus siglas en inglés) del Condado de San Diego, ofrece una educación internacional a través de inmersión de idioma dual en alemán e inglés. Comenzando en el nivel de año 3, ofrecemos un modelo educativo adicional en el que el alemán es enseñado como un segundo idioma en lugar de inmersión de idioma dual.

La misión de AEACES es educar a los niños para que triunfen y contribuyan como pensadores activos en el mundo. AEACES cría, cultiva e inspira pensadores plurilingües y críticos que están bien redondeados, responsables, ciudadanos globales preparados de forma única para triunfar, liderar y crear cambios positivos en el siglo XXI.

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Inscripción Estudiantil por Nivel de Año para 2018-19

Nivel de Año	Cantidad de Alumnos
Kínder	138
1° Grado	138
2° Grado	138
3° Grado	135
4° Grado	131
5° Grado	121
Inscripción Total	801

Inscripción Estudiantil por Grupo para 2018-19

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	2.9
Nativos americanos o nativos de Alaska	0.1
Asiático	2.7
Filipino	1.2
Hispano o Latino	40.2
Nativo de Hawái o Isleño del Pacífico	
White	45.3
Dos o más orígenes étnicos	7.1
De escasos recursos económicos	34
Estudiantes del inglés	23.2
Alumnos con discapacidades	9.2
Jóvenes de crianza temporal	
Indigentes	

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Acreditaciones Docentes para Academia Einstein	17-18	18-19	19-20
Con certificación total	44	44	44
Sin certificación total	1	0	0
Enseñando fuera de su materia de competencia	0	0	1

Acreditaciones Docentes para Academia Primaria Semiautónoma Albert Einstein	17-18	18-19	19-20
Con certificación total	♦	♦	73
Sin certificación total	♦	♦	1
Enseñando fuera de su materia de competencia	♦	♦	4

Asignaciones incorrectas de maestros y puestos vacantes en Academia Einstein

Indicador	17-18	18-19	19-20
Maestros de Estudiantes del Inglés	0	0	2
Total de asignaciones incorrectas de maestros*	1	0	1
Puestos docentes vacantes	0	0	0

* Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

* Asignaciones incorrectas de maestros incluye la cantidad de asignaciones incorrectas de maestros de estudiantes del inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2019-20)

AEACES es una escuela IBPYP con 6 unidades de investigación en cada nivel de año. Aunque tenemos algunos libros de texto, mucho de nuestro currículo es enseñado a través de literatura, libros comerciales, recursos digitales, programas y recursos online, y otras fuentes distintas a libros de texto. Creemos que proporcionar a los alumnos una variedad de materiales y medios publicados permiten el desarrollo de un alumno redondeado que es capaz de convertirse en un investigador capaz de investigar independientemente.

Libros de texto y materiales instructivos

Año y mes en los cuales se recopilaron los datos: Enero de 2019

Área del Currículo Básico	Libros de Texto y Otros Materiales Instructivos/Año de Adopción
Lectura/Artes Lingüísticas	SIPPS (Enseñanza Sistemática en la Concienciación Fonológica, Fonética y Palabras de Visión Porcentaje de alumnos a quienes no se les asignaron su propio libro de texto: 0
Matemáticas	Ready Math (Curriculum Associates) and GO Math (Houghton Mifflin Harcourt) Porcentaje de alumnos a quienes no se les asignaron su propio libro de texto: 0
Ciencias	Harcourt Science, Materiales para apoyar el Currículo IBPYP Porcentaje de alumnos a quienes no se les asignaron su propio libro de texto: 0
Historia-Ciencias Sociales	McGraw Hill, Materiales para apoyar el Currículo IBPYP Porcentaje de alumnos a quienes no se les asignaron su propio libro de texto: 0
Idioma Extranjero	Variedad de Materiales de Enseñanza de alemán

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

La instalación está en "justo" a "bueno" estado de mantenimiento para todos los sistemas mayores. Los sistemas principales de las instalaciones (HVAC, Electricidad, Fontanería, Suelo, y Pintura) son mantenidos por el Distrito Escolar Unificado de San Diego. Las operaciones de seguridad y mantenimiento son comprobadas regularmente y enfatizamos la limpieza y la orden de trabajo eficaz en todos los sistemas.

Estatus de Buen Reparó de Instalación Escolar (Año Más Reciente)

Año y mes del informe FIT más reciente: 1/2019

Sistema Inspeccionado	Estatus de Reparó	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Aceptable	Mantenimiento continuo de HVAC debido a la antigüedad del sistema
Interior: Superficies Interiores	Bueno	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Aceptable	Algunas filtraciones en fuertes lluvias
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	Bueno	
Clasificación General	Bueno	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a octavo y onceavo grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 17-18	Escuela 18-19	Distrito 17-18	Distrito 18-19	Estado 17-18	Estado 18-19
ELA	56	56	55	55	50	50
Matemá	55	59	45	46	38	39

Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos 5°, 8° y 10° grado

Porcentaje de Alumnos con Desempeño a Nivel Competente o

Avanzado

Materia	Escuela 17-18	Escuela 18-19	Distrito 17-18	Distrito 18-19	Estado 17-18	Estado 18-19
Ciencia	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.

Nota: Esto es un marcador de posición para la Prueba de Ciencia de California (CAST, por sus siglas en inglés) que fue administrada durante el ciclo escolar 2018-19. Sin embargo, estos datos no están disponibles para inclusión en la publicación del SARC de 2018-19 con fecha de 1 de febrero de 2020. Estos datos serán incluidos en la publicación del SARC de 2019-20 con fecha de 1 de febrero de 2021.

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física

Porcentaje de Alumnos Cumpliendo Normas de Condición Física para 2018-19

Nivel de Año	4 de 6	5 de 6	6 de 6
5	17.2	25.4	41.0

Nota: Puntuaciones no son calculadas y aparecen rayas dobles (--) en la tabla cuando la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil para el Ciclo Escolar 2018-19
Disgregado por Grupos Estudiantiles, Tercer a octavo y onceavo grado

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	388	388	100.00	56.44
Masculinos	213	213	100.00	52.11
Femeninas	175	175	100.00	61.71
Afroamericanos	14	14	100.00	50.00
Nativo Americano o Nativo de Alaska				
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	150	150	100.00	33.33
Nativo de Hawái o Isleño del Pacífico				
Blanco	182	182	100.00	73.08
Dos o más orígenes étnicos	34	34	100.00	73.53
De escasos recursos económicos	134	134	100.00	33.58
Estudiantes del inglés	99	99	100.00	29.29
Alumnos con discapacidades	54	54	100.00	24.07
Alumnos recibiendo servicios de educación migrante				
Jóvenes de crianza temporal				
Indigentes				

Nota: Resultados de ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Nota: Rayas dobles (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de rendimiento. Los porcentajes del nivel de rendimiento son calculados usando alumnos con puntuaciones.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en <http://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Acceso al Internet

Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil para el Ciclo Escolar 2018-19
Disgregado por Grupos Estudiantiles, Tercer a octavo y onceavo grado

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	388	388	100.00	59.28
Masculinos	213	213	100.00	61.03
Femeninas	175	175	100.00	57.14
Afroamericanos	14	14	100.00	35.71
Nativo Americano o Nativo de Alaska				
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	150	150	100.00	39.33
Nativo de Hawái o Isleño del Pacífico				
Blanco	182	182	100.00	75.27
Dos o más orígenes étnicos	34	34	100.00	73.53
De escasos recursos económicos	134	134	100.00	38.81
Estudiantes del inglés	99	99	100.00	32.32
Alumnos con discapacidades	54	54	100.00	16.67
Alumnos recibiendo servicios de educación migrante				
Jóvenes de crianza temporal				
Indigentes				

Nota: Resultados de Matemáticas del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Nota: Rayas dobles (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de rendimiento. Los porcentajes del nivel de rendimiento son calculados usando alumnos con puntuaciones.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar

Oportunidades para Participación de los Padres (Ciclo Escolar 2019-20)

AEACES motiva a los padres y a los miembros de la comunidad a participar en una miríada de actividades durante el año, con la meta última de incrementar el rendimiento estudiantil. Los miembros de la familia son invitados a participar como voluntarios del salón, servir en varios comités de planificación y recaudación de fondos, supervisar las excursiones, organizar e implementar eventos comunitarios especiales, participar en las Universidades de Padres, y ayudar a apoyar con una variedad de otras necesidades organizativas. Información detallada sobre el voluntariado y otras oportunidades de participación serán provistas a los padres durante el ciclo escolar a través de nuestra página web, páginas web de maestros, e-mails semanales de amigos de AEA y comunicación quincenal por correo electrónico desde la administración.

Si le gustaría participar, por favor contacte la oficina escolar en el (619) 795-1190.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Plan de Seguridad Escolar

La seguridad del plantel es nuestra máxima prioridad. Los directores, maestros, personal de apoyo, padres y la comunidad trabajan juntos para prevenir, preparar, y responder a situaciones de emergencia. Para asegurar la seguridad y la protección, nuestras escuelas tienen planes de seguridad individualizados que son revisados y actualizados regularmente. El personal escolar participa mensualmente en la preparación ante emergencias de simulacros de incendio, terremoto, evaluación y encierro, junto con capacitación de respuesta ante la emergencia. Las políticas y procedimientos están en marcha para tratar la entrada y salida segura de los alumnos; problemas disciplinarios serios; discriminación, acoso y hostigamiento. Los procedimientos obligatorios de denuncia de abuso infantil se siguen estrictamente por parte del personal de AEACES.

AEACES mantiene un ambiente escolar seguro y protegido a través de maestros y personal calificados que supervisan a los alumnos antes, durante y después de las horas escolares. Todos los visitantes del plantel deben registrarse en la oficina principal a través de un sistema de monitoreo cuando entran y salen. Este sistema escanea nombres, la foto de identificación del visitante y chequea los datos con el Registro Nacional de Delincentes Sexuales.

AEACES requiere que todos los alumnos vestan uniformes escolares. Creemos que estos uniformes crean un compromiso colectivo hacia el comportamiento apropiado y rendimiento académico, así como incrementan la seguridad estudiantil en el plantel. Un clima escolar positivo es reforzado a través de la observación de diez rasgos de Perfil del Estudiante de Bachillerato Internacional, que enfatiza la curiosidad intelectual y la ciudadanía activa. Estos rasgos son incorporados en instalaciones públicas de arte en la escuela.

Suspensiones y Expulsiones para la Escuela	2016-17	2017-18	2018-19
Tasa de Suspensiones	0.0	0.1	0.0
Tasa de Expulsiones	0.0	0.0	0.0

Suspensiones y Expulsiones para el Distrito	2016-17	2017-18	2018-19
Tasa de Suspensiones	3.3	3.5	3.6
Tasa de Expulsiones	0.0	0.1	0.1

Suspensiones y Expulsiones para el Estado	2016-17	2017-18	2018-19
Tasa de Suspensiones	3.6	3.5	3.5
Tasa de Expulsiones	0.1	0.1	0.1

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2018-19)

Cargo	Tasa
Orientadores Académicos*	.0

* Un equivalente de tiempo completo (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2018-19)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	1.0
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	3.0
Otro	1.7

* Un equivalente de tiempo completo (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Primaria)

Nivel de Año	2016-17 Tamaño Promedio de Clase	2016-17 # de Clases* Tamaño 1-20	2016-17 # de Clases* Tamaño 21-32	2016-17 # de Clases* Tamaño 33+	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio de Clase	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+
Kínder	23		12		23		12		23		12	
1°	23		12		23		12		23		12	
2°	23		12		23		12		23		12	
3°	25		7		27		9		27		9	
4°	25		7		24		7		26		9	
5°	24		7		25		7		24		7	
6°												
Otro**												

*Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase).

**Categoría "Otro" es para clases con varios niveles de año.

Formación Profesional proporcionada a los Maestros

Medida	2017-18	2018-19	2019-20
Cantidad de días escolares dedicados a Formación del Personal y Continuo Mejoramiento	7	7	7

AEACES está comprometida a la formación profesional continua. Se les ofrece a todos los maestros oportunidades dentro y fuera del sitio que impacte de forma positiva la enseñanza y el aprendizaje. Todos los maestros son formados como maestros del Programa de Años Primarios de Bachillerato Internacional (IBPYP, por sus siglas en inglés); y se hace formación extensa para asegurar que todos sean capaces de implementar exitosamente las Normas Básicas Comunes Estatales y Normas de Ciencia de Próxima Generación. Además, ya que AEACES es una escuela de inmersión 50/50 alemán-inglés, los maestros son entrenados en las estrategias y mejores prácticas para promover y apoyar la adquisición del segundo idioma dentro del modelo de inmersión de idioma dual.

Sueldos Administrativos y Docentes para el Año Fiscal 2017-18

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$46,124	\$48,612
Sueldo de Maestro en el Nivel Intermedio	\$70,086	\$74,676
Sueldo de Maestro en el Nivel Superior	\$95,262	\$99,791
Sueldo Promedio de Director (primaria)	\$125,328	\$125,830
Sueldo Promedio de Director (secundaria)	\$128,724	\$131,167
Sueldo Promedio de Director (preparatoria)	\$138,823	\$144,822
Sueldo del Superintendente	\$259,600	\$275,796

Porcentaje de Presupuesto Distrital	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldos de Maestros	35%	34%
Sueldos Administrativos	4%	5%

* Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en www.cde.ca.gov/ds/fd/cs/.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar para Año Fiscal 2017-18

Nivel	Total	Limitado	Ilimitado	Sueldo Promedio Docente
Sitio Escolar	9067.12	1,308.89	7758.23	64885.27
Distrito	N/A	N/A	7758.23	\$80,624.00
Estado	N/A	N/A	\$7,506.64	\$82,403.00

Diferencia Porcentual	Ilimitado	Sueldo Promedio Docente
Sitio Escolar/Distrito	0.0	-21.6
Sitio Escolar/Estado	3.3	-23.8

Nota: Celdas con valor de "N/A" no requieren datos.

El Departamento de Educación de California proporcionó dirección a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos estudiantiles a nivel escolar que serán reportado en los informes del 2018-19.



Albert Einstein Academy Charter Middle

458 26th St. • San Diego, CA 92102-1718 • (619) 780-0400 • Grades 6-8

Andreas Trakas, Principal

atrakas@aeacs.org

www.aeacms.org

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Albert Einstein Academies

458 26th St.

San Diego, CA 92102-1718

(619) 780-0400

www.aeacs.org

District Governing Board

William Melton

President

Maria Ortega

Vice President

Christopher Beesely

Treasurer

Kristin Rebien

Secretary

Christiana Gauger

Trustee

Richard Vernon Moore

Trustee

Eric Mitchell

Trustee

District Administration

Dr. David Sciarretta

Superintendent

Andreas Trakas

Principal

Greta Bouterse

Principal

School Description

The mission of the Albert Einstein Academy Charter Middle School (AEACMS) is “to teach our children today to advance our shared humanity tomorrow.” As an authorized International Baccalaureate (IB) World School, we are part of a prestigious international community of highly effective schools. Our instructional program addresses the needs of the whole child, with equal emphasis placed in eight curricular areas. On our state-of-the-art new campus, art, foreign language, and physical education are accorded as much emphasis as math, science, and English language arts. We offer a wide range of extracurricular enrichment programs as well as academic intervention and support.

We now serve 600 diverse students in grades 6–8, with approximately 50 percent of our students being Hispanic, 30 percent White, 15 percent African American, and 5 percent other ethnicities. Our students come from the immediate South Park/Grant Hill neighborhood as well as from throughout San Diego County. Our teachers are all highly qualified and are committed and tireless in their work to ensure that all students achieve academically and thrive socially and emotionally.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	198
Grade 7	201
Grade 8	201
Total Enrollment	600

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	4.5
American Indian or Alaska Native	0.5
Asian	0.7
Filipino	0.3
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	0.2
White	24.8
Two or More Races	5.7
Socioeconomically Disadvantaged	55.2
English Learners	21.2
Students with Disabilities	10.3
Homeless	0.3

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Albert Einstein	17-18	18-19	19-20
With Full Credential	33	32	29
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	0	2	3

Teacher Credentials for Albert Einstein	17-18	18-19	19-20
With Full Credential	♦	♦	73
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at Albert Einstein Academy Charter Middle

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	3	4
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Albert Einstein Middle school is an accredited IB MYP school. As such, the inquiry-based and internationally minded curriculum cannot be accommodated by state-adopted textbooks alone and thus our main form of instructional material is the IB unit planner, which incorporates all state standards in addition to the IB requirements. The unit planner incorporates texts, assignments, resources and lesson objectives for each of the eight subject areas. It is our primary source of instructional material for each student. The unit planner is available online and accessible to every student. In addition, some subjects have electronic version of state-adopted textbooks available as supplementary material for each student.

Textbooks and Instructional Materials

Year and month in which data were collected: 1/2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Tenant improvement of this four story, 42,000 square foot educational facility was completed in August 2014. A five year full facility inspection report was also conducted in December of 2018. The facility ranks in "good" to "excellent" status for all major systems. Weekly, monthly, quarterly and annual inspections are completed on HVAC, Elevators, ADA Lift, Plumbing, Electrical systems and Cafe. Safety and maintenance operations are regularly checked and we emphasize cleanliness and the effective working order of all systems.

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: December, 2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	52	55	55	50	50
Math	44	44	45	46	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	17.0	20.5	38.0

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	600	592	98.67	52.28
Male	323	318	98.45	47.63
Female	277	274	98.92	57.66
Black or African American	27	26	96.30	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	381	377	98.95	41.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	144	97.96	77.78
Two or More Races	33	33	100.00	78.79
Socioeconomically Disadvantaged	339	334	98.53	38.74
English Learners	250	247	98.80	30.89
Students with Disabilities	80	80	100.00	12.66
Homeless	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	600	592	98.67	43.75
Male	323	318	98.45	43.08
Female	277	274	98.92	44.53
Black or African American	27	26	96.30	30.77
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	381	377	98.95	32.63
Native Hawaiian or Pacific Islander	--	--	--	--
White	147	144	97.96	72.22
Two or More Races	33	33	100.00	57.58
Socioeconomically Disadvantaged	339	334	98.53	28.14
English Learners	250	247	98.80	26.32
Students with Disabilities	80	80	100.00	3.75
Homeless	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, in classrooms, at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events.

We are committed to communicating with and engaging parents as partners in the educational process. We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment. If you want to get involved, please contact the school office at (619) 780-0400.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Campus safety is our top priority. Superintendent, principals, teachers, support staff, parents and the community work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our schools have individualized safety plans that are reviewed and updated regularly. School staff members participate in regular emergency-preparedness fire, earthquake and lockdown drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

AEACMS maintains a safe and secure campus environment through qualified teacher and staff supervision of students before, during, and after school hours. All campus visitors must log in at the main office via a computerized monitoring system as they enter and exit. This system screens names, as well as the visitors photo identification, against the National Sex Offender Registry.

AEACMS requires all students to wear school uniforms. We believe these uniforms create a collective commitment to appropriate behavior and academic achievement, as well as increase student safety on our campus. A positive school climate is reinforced through observance of ten International Baccalaureate Learner Profile traits, which emphasize intellectual curiosity and active citizenship. These traits are incorporated into public art installations throughout the school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.8	3.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.5	3.6
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	31	1	2	10	30	2	1	11	29	2	2	10
Mathematics	29	2	6	6	31	1	5	8	29	2	6	6
Science	34			12	33		3	9	33		1	11
Social Science	34			12	34		3	9	33		1	11

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

As an International Baccalaureate World School, Albert Einstein Academy Charter Middle School is committed to continuous growth and improvement in professional practice. All teachers participate in ongoing IB training sessions with the goal of meeting the needs of all students in a well-rounded, supportive, and academically rigorous environment. In addition, teachers participate in schoolwide and content-specific ongoing professional development in accordance with annual and long-term goals.

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (ES)	\$125,328	\$125,830
Average Principal Salary (MS)	\$128,724	\$131,167
Average Principal Salary (HS)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	10258.66	2277.26	7981.39	62,815.34
District	N/A	N/A	7981.39	\$80,624.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-24.8
School Site/ State	6.1	-27.0

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded



Academia Secundaria Semiautónoma Albert Einstein

458 26th St. • San Diego, CA 92102-1718 • (619) 780-0400 • 6-8 Grado

Andreas Trakas, Director/a

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Informe de Responsabilidad Escolar de 2018-19 Publicado Durante el Ciclo Escolar 2019-20



Academias Albert Einstein

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San Diego, CA 92102-1718

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Presidente

Maria Ortega

Vicepresidente

Christopher Beesely

Tesorero

Kristin Rebien

Secretario

Christiana Gauger

Miembro del Consejo

Administrativo

Richard Vernon Moore

Miembro del Consejo

Administrativo

Eric Mitchell

Miembro del Consejo

Administrativo

Administración Distrital

Dr. David Sciarretta

Superintendente

Andreas Trakas

Director

Greta Bouterse

Director

Descripción Escolar

La misión de la Academia Secundaria Semiautónoma Albert Einstein (AEACMS, or sus siglas en inglés) es "enseñar a nuestros niños hoy a avanzar nuestra humanidad compartida mañana". Como Escuela Mundial de Bachillerato Internacional (IB, por sus siglas en inglés), somos parte de una comunidad internacional prestigiosa de escuelas altamente efectivas. Nuestro programa de enseñanza trata las necesidades de todo el niño, con igual énfasis en ocho áreas curriculares. Nuestro novedoso plantel, arte, idioma extranjero, y educación física tienen el mismo énfasis que las matemáticas, ciencias, y artes lingüísticas del inglés. Ofrecemos un amplio rango de programas de enriquecimiento extracurricular así como intervención académica y apoyo.

Ahora servimos a 600 alumnos diversos en los años 6to-8vo, con aproximadamente el 50 por ciento de nuestros alumnos hispanos, el 30 por ciento blancos, el 15 por ciento afroamericanos, y el 5 por ciento de otras etnias. Nuestros alumnos vienen del barrio South Park/Grant Hill así como de todo el Condado de San Diego. Nuestros maestros están todos altamente cualificados y están comprometidos y dedicados a su trabajo para asegurar que todos los alumnos rinden académicamente y prosperan social y emocionalmente.

Sobre el SARC

La ley estatal requiere que cada escuela en el estado de California publique un informe de responsabilidad escolar (SARC, por sus siglas en inglés), para el 1 de febrero de cada año. El SARC contiene información sobre la condición y desempeño de cada escuela pública en California. Bajo la fórmula de financiamiento bajo control local (LCFF, por sus siglas en inglés) todas las agencias educativas locales (LEA, por sus siglas en inglés) son requeridas preparar un plan de responsabilidad bajo control local (LCAP, por sus siglas en inglés), que describe como intentan cumplir las metas anuales específicas a la escuela para todos los alumnos, con actividades específicas para abordar prioridades estatales y locales. Además, datos reportados en un LCAP debe ser consistente con los datos reportados en el SARC.

- Para mayores informes sobre los requisitos del SARC, favor de consultar la página web del SARC del Departamento de Educación de California (CDE, por sus siglas en inglés), en <https://www.cde.ca.gov/ta/ac/sa/>.
- Para más información sobre el LCFF o LCAP, consulte el sitio web LCFF de CDE en <https://www.cde.ca.gov/fg/aa/lc/>.
- Si los padres y el público general desean recibir información adicional sobre la escuela, pueden comunicarse con el director o la oficina del distrito.

Inscripción Estudiantil por Nivel de Año para 2018-19

Nivel de Año	Cantidad de Alumnos
6° Grado	198
7° Grado	201
8° Grado	201
Inscripción Total	600

Inscripción Estudiantil por Grupo para 2018-19

Grupo Estudiantil	Porcentaje de Inscripción Total
Afroamericano	4.5
Nativos americanos o nativos de Alaska	0.5
Asiático	0.7
Filipino	0.3
Hispano o Latino	63
Nativo de Hawái o Isleño del Pacífico	0.2
White	24.8
Dos o más orígenes étnicos	5.7
De escasos recursos económicos	55.2
Estudiantes del inglés	21.2
Alumnos con discapacidades	10.3
Jóvenes de crianza temporal	
Indigentes	0.3

A. Condiciones de Aprendizaje

Prioridad Estatal: Básico

El SARC proporciona la siguiente información relevante a la prioridad estatal básica (Prioridad 1):

- Nivel al cual los maestros están correctamente asignados y totalmente acreditados en la materia y para los alumnos que están educando;
- Alumnos tienen acceso a los materiales instructivos estandarizados; y
- Instalaciones escolares se mantienen en buen estado de reparo

Acreditaciones Docentes para Academia Secundaria Semiautónoma Albert Einstein	17-18	18-19	19-20
Con certificación total	33	32	29
Sin certificación total	0	1	1
Enseñando fuera de su materia de competencia	0	2	3

Acreditaciones Docentes para Academias Albert Einstein	17-18	18-19	19-20
Con certificación total	♦	♦	73
Sin certificación total	♦	♦	1
Enseñando fuera de su materia de competencia	♦	♦	4

Asignaciones incorrectas de maestros y puestos vacantes en Academia Secundaria Semiautónoma Albert Einstein

Indicador	17-18	18-19	19-20
Maestros de Estudiantes del Inglés	0	0	1
Total de asignaciones incorrectas de maestros*	0	3	4
Puestos docentes vacantes	0	0	0

* Nota: "Asignaciones incorrectas" se refiere a la cantidad de puestos que cuentan con maestros sin la autorización legal para enseñar ese nivel de año, materia, grupos estudiantiles, etc.

* Asignaciones incorrectas de maestros incluye la cantidad de asignaciones incorrectas de maestros de estudiantes del inglés.

Calidad, Vigencia y Disponibilidad de Libros de Texto y Artículos Instructivos (Ciclo Escolar 2019-20)

La Escuela Secundaria Albert Einstein es una escuela acreditada MYP IB. Como tal, el currículo basado en los estudios y mentalidad internacional no puede ser acomodado solo por los libros de texto adoptados por el estado y por ello nuestro principal forma de material de enseñanza es el planificador de unidades IB, que incorpora todas las normas estatales además de los requisitos IB. El planificador de unidades incorpora textos, asignaciones, recursos y objetivos de lección para cada una de las ocho áreas de contenido. Es nuestra principal fuente de material de enseñanza para cada alumno. El planificador de unidades está disponible online y está accesible a cada alumno. Además, algunas materias tienen una versión electrónica de los libros de texto adoptados por el estado disponibles como material adicional para cada alumno.

Libros de texto y materiales instructivos

Año y mes en los cuales se recopilaron los datos: 1/2019

Condición de las Instalaciones Escolares y Mejoras Planificadas (año más reciente)

La mejora del alquiler de esta instalación educativa de cuatro pisos y 42,000 pies cuadrados fue completada en agosto del 2014. En diciembre de 2018 también se realizó un informe completo de inspección de instalaciones de cinco años. La instalación está calificada en "bueno" a "excelente" estado de reparación para todos los sistemas mayores. Se completan inspecciones semanales, mensuales, y anuales en HVAC, Elevadores, ADA Lift, Fontanería, sistemas eléctricos y Café. Las operaciones de seguridad y mantenimiento son comprobadas regularmente y enfatizamos la limpieza y la orden de trabajo eficaz en todos los sistemas.

Estatus de Buen Reparación de Instalación Escolar (Año Más Reciente)

Año y mes del informe FIT más reciente: Diciembre de 2018

Sistema Inspeccionado	Estatus de Reparación	Reparación Necesaria y Acción Tomada o Planeada
Sistemas: Fugas de gas, Calefacción, Ventilación y Aire Acondicionado (HVAC)/Sistemas Mecánicos, Alcantarillado	Bueno	
Interior: Superficies Interiores	Bueno	
Limpieza: Limpieza General, Invasión de Insectos/Plagas	Bueno	
Eléctrico: Sistemas Eléctricos	Bueno	
Baños/Bebederos: Baños, Lavamanos/Bebederos	Bueno	
Seguridad: Seguridad Contra Incendios, Materiales Peligrosos	Bueno	
Estructuras: Daños Estructurales, Techos	Bueno	
Exterior: Patio de Recreo/Plantel Escolar, Ventanas/Puertas/Portones/Cercos	Bueno	
Clasificación General	Ejemplar	

B. Resultados Estudiantiles

Prioridad Estatal: Rendimiento Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de rendimiento estudiantil (prioridad 4):

- **Evaluaciones a nivel estatal** (p. ej., Evaluación de Rendimiento Estudiantil y Progreso de California [CAASPP, por sus siglas en inglés], que incluye las Evaluaciones Sumativas *Smarter Balanced* para alumnos en población de educación general y las Evaluaciones Alternativas de California [CAA, por sus siglas en inglés] para artes lingüísticas del inglés [ELA, por sus siglas en inglés]/lectoescritura y matemáticas administradas en tercero a octavo y onceavo año. Solo alumnos elegibles pueden participar en la administración de las CAA. Material CAA cumple con las normas de rendimiento alternativo, las cuales están vinculadas con las Normas Básicas Comunes Estatales [CCSS, por sus siglas en inglés] para alumnos con discapacidades cognitivas significativas); y
- El porcentaje de alumnos que han exitosamente completado cursos que satisfacen los requisitos para admisión a la Universidad de California y la Universidad Estatal de California, o secuencias de educación de carrera técnica o programas de estudio.

Resultados CAASPP sobre Artes Lingüísticas del Inglés/Lectoescritura (ELA) y Matemáticas para Todos los Alumnos

Tercer a octavo y onceavo grado

Porcentaje de Alumnos Cumpliendo o Superando las Normas Estatales

Materia	Escuela 17-18	Escuela 18-19	Distrito 17-18	Distrito 18-19	Estado 17-18	Estado 18-19
ELA	56	52	55	55	50	50
Matemá	44	44	45	46	38	39

Nota: Porcentajes no son calculados cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: Resultados ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Resultados del Examen CAASPP en Ciencia para Todos los Alumnos 5°, 8° y 10° grado

Porcentaje de Alumnos con Desempeño a Nivel Competente o

Avanzado

Materia	Escuela 17-18	Escuela 18-19	Distrito 17-18	Distrito 18-19	Estado 17-18	Estado 18-19
Ciencia	N/A	N/A	N/A	N/A	N/A	N/A

Nota: Celdas con valor de "N/A" no requieren datos.

Nota: Esto es un marcador de posición para la Prueba de Ciencia de California (CAST, por sus siglas en inglés) que fue administrada durante el ciclo escolar 2018-19. Sin embargo, estos datos no están disponibles para inclusión en la publicación del SARC de 2018-19 con fecha de 1 de febrero de 2020. Estos datos serán incluidos en la publicación del SARC de 2019-20 con fecha de 1 de febrero de 2021.

Prioridad Estatal: Otro Resultado Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Otros Resultados Estudiantiles (Prioridad 8):

- Resultados estudiantiles en las materia de educación física

Porcentaje de Alumnos Cumpliendo Normas de Condición Física para 2018-19

Nivel de Año	4 de 6	5 de 6	6 de 6
7	17.0	20.5	38.0

Nota: Puntuaciones no son calculadas y aparecen rayas dobles (--) en la tabla cuando la cantidad de alumnos realizando pruebas es 10 o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Resultados de Examen CAASPP en Artes Lingüísticas del Inglés (ELA) por Grupo Estudiantil para el Ciclo Escolar 2018-19
Disgregado por Grupos Estudiantiles, Tercer a octavo y onceavo grado

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	600	592	98.67	52.28
Masculinos	323	318	98.45	47.63
Femeninas	277	274	98.92	57.66
Afroamericanos	27	26	96.30	30.77
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	381	377	98.95	41.49
Nativo de Hawái o Isleño del Pacífico	--	--	--	--
Blanco	147	144	97.96	77.78
Dos o más orígenes étnicos	33	33	100.00	78.79
De escasos recursos económicos	339	334	98.53	38.74
Estudiantes del inglés	250	247	98.80	30.89
Alumnos con discapacidades	80	80	100.00	12.66
Alumnos recibiendo servicios de educación migrante				
Jóvenes de crianza temporal				
Indigentes	--	--	--	--

Nota: Resultados de ELA del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Nota: Rayas dobles (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiado chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de rendimiento. Los porcentajes del nivel de rendimiento son calculados usando alumnos con puntuaciones.

DataQuest

DataQuest es una herramienta en línea ubicada en el sitio web DataQuest de CDE en <http://dq.cde.ca.gov/dataquest/> que cuenta con información adicional sobre esta escuela y comparaciones de la escuela con el distrito, el condado, y el estado. Específicamente, DataQuest es un sistema dinámico que proporciona informes para contabilidad (p. ej., datos de pruebas, matriculación, egresados de escuela preparatoria, abandono escolar, matriculación en cursos, dotación, y datos relacionados a Estudiantes del Inglés).

Acceso al Internet

Acceso al internet está disponible en bibliotecas públicas y otras ubicaciones que son accesibles al público (p. ej., la Biblioteca Estatal de California). Acceso al internet en las bibliotecas y ubicaciones públicas es generalmente proporcionado en orden de llegada. Otras restricciones pueden incluir horario de servicio, el periodo de tiempo que un terminal puede ser utilizado (dependiendo en disponibilidad), los tipos de programas informáticos disponibles en una terminal, y la habilidad de imprimir documentos.

Resultados de Examen CAASPP en Matemáticas por Grupo Estudiantil para el Ciclo Escolar 2018-19
Disgregado por Grupos Estudiantiles, Tercer a octavo y onceavo grado

Grupo Estudiantil	Inscripción Total	Cantidad Realizando Prueba	Porcentaje Realizando Prueba	Porcentaje Cumpliendo o Superando
Todos los alumnos	600	592	98.67	43.75
Masculinos	323	318	98.45	43.08
Femeninas	277	274	98.92	44.53
Afroamericanos	27	26	96.30	30.77
Nativo Americano o Nativo de Alaska	--	--	--	--
Asiático	--	--	--	--
Filipino	--	--	--	--
Hispano o Latino	381	377	98.95	32.63
Nativo de Hawái o Isleño del Pacífico	--	--	--	--
Blanco	147	144	97.96	72.22
Dos o más orígenes étnicos	33	33	100.00	57.58
De escasos recursos económicos	339	334	98.53	28.14
Estudiantes del inglés	250	247	98.80	26.32
Alumnos con discapacidades	80	80	100.00	3.75
Alumnos recibiendo servicios de educación migrante				
Jóvenes de crianza temporal				
Indigentes	--	--	--	--

Nota: Resultados de Matemáticas del examen incluyen la Evaluación Sumativa *Smarter Balanced* y el CAA. El "Porcentaje Cumplido o Superado" es calculado al tomar la cantidad total de alumnos que cumplieron o superaron la norma en la Evaluación Sumativa *Smarter Balanced* más la cantidad total de alumnos que cumplieron la norma (es decir, logró Nivel 3 - Alterno) en el CAA dividido por la cantidad total de alumnos que participaron en ambas evaluaciones.

Nota: Rayas dobles (--) aparecen en la tabla cuando la cantidad de alumnos es diez o menos, ya sea porque la cantidad de alumnos en esta categoría es demasiada chica para exactitud estadística o para proteger privacidad estudiantil.

Nota: La cantidad de alumnos realizando pruebas incluye alumnos que no recibieron una puntuación; sin embargo, la cantidad de alumnos no es la cantidad que fue utilizada para calcular los porcentajes de nivel de rendimiento. Los porcentajes del nivel de rendimiento son calculados usando alumnos con puntuaciones.

C. Inclusión

Prioridad Estatal: Participación de los Padres

El SARC proporciona la siguiente información relevante a la prioridad estatal de Participación de los Padres (prioridad 3):

- Esfuerzos que el distrito escolar realiza para buscar la aportación de los padres en toma de decisiones para el distrito y cada sitio escolar

Oportunidades para Participación de los Padres (Ciclo Escolar 2019-20)

Los padres y otros familiares son motivados y bienvenidos a estar involucrados en la educación formal de sus hijos. Los informes educativos demuestran que el apoyo en casa es crítico para el éxito académico de un niño. Hay muchas oportunidades de estar involucrados en el sitio escolar de su hijo, incluyendo: comités de gobierno, eventos especiales, eventos de recaudación de fondos, organizaciones de padres, en los salones, y en el nivel distrital participando en consejos de grupo, consejos/comités asesores del distrito, Universidad de Padres, y eventos especiales.

Estamos comprometidos a comunicarnos y motivar a los padres como compañeros en el proceso educativo. Motivamos a los padres a apoyar a sus hijos en casa haciendo claras sus expectativas sobre la escuela y creando un ambiente de trabajo y aprendizaje positivo. Si quiere estar involucrado, por favor comuníquese con la dirección de la escuela al (619) 780-0400.

Prioridad Estatal: Inclusión Estudiantil

El SARC proporciona la siguiente información relevante a la prioridad estatal de Entorno Escolar (Prioridad 6):

- Tasas de suspensión estudiantil;
- Tasas de expulsión estudiantil; y
- Otras medidas locales sobre el sentido de seguridad.

Plan de Seguridad Escolar

La seguridad del plantel es nuestra máxima prioridad. el superintendente, los directores, maestros, personal de apoyo, padres y la comunidad trabajan juntos para prevenir, preparar, y responder a situaciones de emergencia. Para asegurar la seguridad y la protección, nuestras escuelas tienen planes de seguridad individualizados que son revisados y actualizados regularmente. El personal escolar participa en preparaciones de emergencia regulares de simulacros de incendio, terremoto y formación de respuesta. Se presentan regularmente programas de prevención de abuso de sustancias a los alumnos. Las políticas y procedimientos están en marcha para tratar la entrada y salida segura de los alumnos; problemas disciplinarios serios; discriminación, abuso y acoso; procedimientos de denuncia de abuso infantil; y códigos de vestimenta escolares.

AEACMS mantiene un ambiente de campus seguro y protegido a través de maestros y personal calificados que supervisan a los alumnos antes, durante y después de las horas escolares. Todos los visitantes del plantel deben registrarse en la oficina principal por medio de un sistema de monitoreo computarizado, al entrar y al salir. Este sistema escanea nombres, la foto de identificación del visitante y chequea los datos con el Registro Nacional de Delinquentes Sexuales.

AEACMS requiere que todos los alumnos vistan uniformes escolares. Creemos que estos uniformes crean un compromiso colectivo hacia el comportamiento apropiado y rendimiento académico, así como incrementan la seguridad estudiantil en el plantel. Un clima escolar positivo es reforzado a través de la observación de diez rasgos de Perfil del Estudiante de Bachillerato Internacional, que enfatiza la curiosidad intelectual y la ciudadanía activa. Estos rasgos son incorporados en instalaciones públicas de arte en la escuela.

Suspensiones y Expulsiones para la Escuela	2016-17	2017-18	2018-19
Tasa de Suspensiones	1.5	0.8	3.5
Tasa de Expulsiones	0.0	0.0	0.0

Suspensiones y Expulsiones para el Distrito	2016-17	2017-18	2018-19
Tasa de Suspensiones	3.3	3.5	3.6
Tasa de Expulsiones	0.0	0.1	0.1

Suspensiones y Expulsiones para el Estado	2016-17	2017-18	2018-19
Tasa de Suspensiones	3.6	3.5	3.5
Tasa de Expulsiones	0.1	0.1	0.1

D. Otra información del SARC

La información en esta sección es requerida estar en el SARC pero no es incluida en las prioridades estatales para LCFF.

Tasa de Orientadores Académicos por Alumno (Ciclo Escolar 2018-19)

Cargo	Tasa
Orientadores Académicos*	.0

* Un equivalente de tiempo completo (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Personal de Servicios de Apoyo Estudiantil (Ciclo Escolar 2018-19)

Cargo	Cantidad de FTE * Asignados a la Escuela
Orientador (Académico, Social/Conductual o Desarrollo Vocacional)	
Maestro/a de Medios Bibliotecarios (Bibliotecario)	.1
Personal de Servicios Bibliotecarios (Auxiliar Docente)	
Psicólogo/a	1.0
Trabajador/a Social	
Enfermera/o	
Especialista en Problemas de Audición/Lenguaje/Habla	
Especialista de Recursos (no docente)	3.0
Otro	

* Un equivalente de tiempo completo (FTE, por sus siglas en inglés) equivale a un miembro del personal de tiempo completo, un FTE también puede representar a dos miembros del personal, donde cada uno trabaja el 50 por ciento de tiempo completo.

Promedio del Tamaño de Clase y Distribución del Tamaño de Clase (Secundaria)

Materia	2016-17 Tamaño Promedio de Clase	2016-17 # de Clases* Tamaño 1-20	2016-17 # de Clases* Tamaño 21-32	2016-17 # de Clases* Tamaño 33+	2017-18 Tamaño Promedio de Clase	2017-18 # de Clases* Tamaño 1-20	2017-18 # de Clases* Tamaño 21-32	2017-18 # de Clases* Tamaño 33+	2018-19 Tamaño Promedio de Clase	2018-19 # de Clases* Tamaño 1-20	2018-19 # de Clases* Tamaño 21-32	2018-19 # de Clases* Tamaño 33+
Inglés	31	1	2	10	30	2	1	11	29	2	2	10
Matemáticas	29	2	6	6	31	1	5	8	29	2	6	6
Ciencia	34			12	33		3	9	33		1	11
Ciencia Social	34			12	34		3	9	33		1	11

* Cantidad de salones indica cuántas clases cuentan para cada categoría de tamaño (un rango de cantidad total de alumnos por clase). Al nivel de escuela secundaria, esta información es reportada por materia en lugar de nivel de año.

Formación Profesional proporcionada a los Maestros

Medida	2017-18	2018-19	2019-20
Cantidad de días escolares dedicados a Formación del Personal y Continuo Mejoramiento	7	7	7

Como una Escuela Mundial de Bachillerato Internacional, la Academia Secundaria Semiautónoma Albert Einstein está comprometida al continuo crecimiento y la mejora en la práctica profesional. Todos los maestros participan en sesiones de formación IB continuas con el objetivo de cumplir las necesidades de todos los alumnos en un ambiente redondeado, atento, y académicamente riguroso. Además, los maestros participan en formación profesional continua a nivel escolar y de contenido específico de acuerdo con las metas anuales a largo plazo.

Sueldos Administrativos y Docentes para el Año Fiscal 2017-18

Categoría	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldo de Maestro Principiante	\$46,124	\$48,612
Sueldo de Maestro en el Nivel Intermedio	\$70,086	\$74,676
Sueldo de Maestro en el Nivel Superior	\$95,262	\$99,791
Sueldo Promedio de Director (primaria)	\$125,328	\$125,830
Sueldo Promedio de Director (secundaria)	\$128,724	\$131,167
Sueldo Promedio de Director (preparatoria)	\$138,823	\$144,822
Sueldo del Superintendente	\$259,600	\$275,796

Porcentaje de Presupuesto Distrital	Cantidad Distrital	Promedio Estatal Para Distritos en la Misma Categoría
Sueldos de Maestros	35%	34%
Sueldos Administrativos	4%	5%

* Puede encontrar mayores informes sobre los sueldos, vea la página web del CDE bajo Beneficios y Salarios Certificados en www.cde.ca.gov/ds/fd/cs/.

Gastos por Alumno y Sueldos de los Maestros por Sitio Escolar para Año Fiscal 2017-18

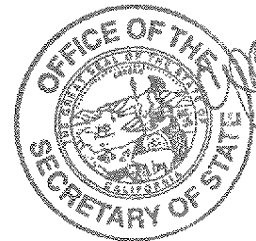
Nivel	Total	Limitado	Ilimitado	Sueldo Promedio Docente
Sitio Escolar	10258.66	2277.26	7981.39	62,815.34
Distrito	N/A	N/A	7981.39	\$80,624.00
Estado	N/A	N/A	\$7,506.64	\$82,403.00

Diferencia Porcentual	Ilimitado	Sueldo Promedio Docente
Sitio Escolar/Distrito	0.0	-24.8
Sitio Escolar/Estado	6.1	-27.0

Nota: Celdas con valor de "N/A" no requieren datos.

El Departamento de Educación de California proporcionó dirección a los LEA el 1 de agosto de 2018, relacionado a como calcular gastos estudiantiles a nivel escolar que serán reportado en los informes del 2018-19.

2592539



State of California
Secretary of State

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

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



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

NOV 28 2005

BRUCE McPHERSON
Secretary of State

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
Mary K. Norvell, Incorporator

BYLAWS
OF
ALBERT EINSTEIN ACADEMIES

Revised May, 2016

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**BYLAWS
OF
ALBERT EINSTEIN ACADEMIES**

**I.
Purposes**

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

**II.
Offices**

1. Principal Office.

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

2. Other Offices.

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

**III.
Membership**

1. No Members.

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

2. Associates.

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

IV.
Board of Trustees

1. Powers.

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

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

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;
- v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;
- vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;
- vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

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

2. Number and Qualifications of Trustees.

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

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

3. Appointment and Term of Office.

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

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

4. Trustee Approval of Certain Corporate Actions.

The Board must approve the following actions:

i. the annual budget of the corporation;

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

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

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

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

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

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

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

ix. the approval of any borrowing of money.

5. Resignation and Removal.

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

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

6. Vacancies.

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

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

7. Place of Meeting.

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

8. Annual Meeting.

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

9. Regular Meetings.

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

10. Special Meetings.

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

11. Notice of Special Meetings.

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

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

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

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

12. Quorum.

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

13. Consent to Meetings.

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

14. Telephonic and Electronic Video Meetings.

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

15. Adjournment.

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

16. Rights of Inspection.

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

17. Board Committees.

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

- a. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- b. The fixing of compensation of the trustees for serving on the Board or on any committee;
- c. The amendment or repeal of bylaws or the adoption of new bylaws;
- d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;
- e. The appointment of other committees having the authority of the Board;
- f. The expenditure of corporate funds to support a nominee for trustee after there are more people nominated for trustee than can be elected; or
- g. The approval of any self-dealing transaction as such transactions are defined in California Corporations Code, Section 5233(a), except as permitted under Section 24 of this Article.

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

18. Other Committees.

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

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

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

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

19. Fees and Compensation.

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

20. Nonliability of trustees.

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

21. Interested Persons.

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

22. Standard of Care.

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

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

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

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

23. Self-Dealing Transactions.

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

a. A self-dealing transaction does not include:

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

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

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

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

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

ii. The following facts are established:

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

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

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

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

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

iii. The following facts are established:

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

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

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

24. Interested Trustee's Vote.

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

25. Persons Liable and Extent of Liability.

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

26. Contracts or Transactions With Mutual Trustees.

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

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

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

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

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

27. Corporate Loans and Advances.

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

28. Annual Report.

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

29. Annual Statement of Certain Transactions and Indemnifications.

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

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

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

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

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

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

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

30. Property Rights.

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

31. General Public Agency Prohibitions Governing Certain Transactions.

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

V.
Officers

1. Officers.

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

2. Appointment of Officers.

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

3. Subordinate Officers.

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

4. President.

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

5. Vice President.

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

6. Secretary.

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

7. Treasurer.

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

8. Executive Director.

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

9. Removal and Resignation.

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

10. Vacancies.

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

VI.
Indemnification

1. Definitions.

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

2. Indemnification in Actions by Third Parties.

This corporation may indemnify any person who was or is a party or is threatened to be made a party to any proceeding (other than an action by or in the right of this corporation to procure a judgment in its favor, an action 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.

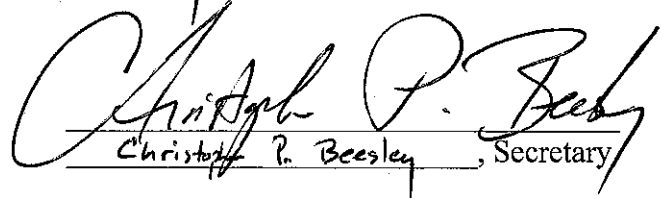
2. Amendments.

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 May 10, 2016.

Date: May 10, 2016


Christopher P. Beesley, Secretary

**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.

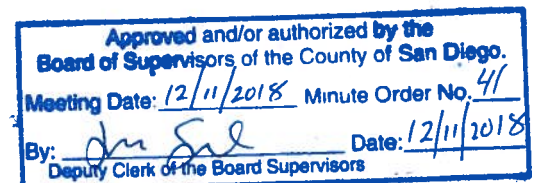
3. Filing of Statements of Economic Interests

Pursuant to Section 4 of the model code set forth in 2 Cal. Code of Regs. § 18730(b), designated individuals set forth in the Appendix shall file their statements of economic interests (Form 700) with Albert Einstein Academies, which will make the statements available for public inspection and reproduction. Upon receipt of the statements of for the members of the Board of Trustees and the Superintendent, Albert Einstein Academies 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.

APPROVED AND ADOPTED by the Board of Trustees of Albert Einstein Academies on the (9th) of (October), 2018.



William Melton
President, Albert Einstein Academies



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

Preamble

Any person designated in Section I of this Appendix who is unsure of any right or obligation arising under this Code may request a formal opinion or letter of advice from the FPPC or an opinion from Albert Einstein Academies' General Counsel. (Gov. Code § 83114; 2 Cal. Code of Regs. § 18730(b)(11).) A person who acts in good faith in reliance on an opinion issued to him or her by the FPPC shall not be subject to criminal or civil penalties for so acting, provided that all material facts are stated in the opinion request. (Gov. Code § 83114(a).)

Opinions rendered by General Counsel do not provide any statutory defense to an alleged violation of conflict of interest statutes or regulations. The prosecuting agency may, but is not required to, consider a requesting party's reliance on General Counsel's opinion as evidence of good faith. In addition, Albert Einstein Academies may consider whether such reliance should constitute a mitigating factor to any disciplinary action that Albert Einstein Academies may bring against the requesting party under Gov. Code § 91003.5.

I.

Designated Individuals

<u>Designated Individuals</u>	<u>Categories Disclosed</u>
Members of the Albert Einstein Academies Board of Trustees	All
Superintendent, Albert Einstein Academies	All

II.

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
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 4. Less-Inclusive Reportable Investments

A designated employee in this category shall disclose only investments as defined in Gov. Code § 82034 in any business entity, which within the last two years has contracted with or in the future foreseeably may contract with Albert Einstein Academies to provide personnel, services, supplies, material, machinery or equipment:

(a) to Albert Einstein Academies, of the type utilized by Albert Einstein Academies which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with Albert Einstein Academies within the last two years or which in the future foreseeably may contract with Albert Einstein Academies to provide services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 5. Less-Inclusive Reportable Income

A designated employee in this category shall disclose only that reportable income as defined in Gov. Code § 82030 which is derived from a source which within the last two years has contracted with Albert Einstein Academies or in the future foreseeably may contract with Albert Einstein Academies to provide personnel, services, supplies, materials, machinery or equipment:

(a) to Albert Einstein Academies, of the type utilized by Albert Einstein Academies which is located in or doing business in San Diego County, and associated with the job assignment or position of the designated employee; or

(b) to any entity which has contracted with the Albert Einstein Academies within the last two years or which in the future foreseeably may contract with Albert Einstein Academies to provide personnel, services, supplies, materials, machinery or equipment associated with the job assignment or position of the designated employee.

Category 6. Business Positions

A designated employee in this category shall disclose by completing Form 700, Schedule "C." A designated employee shall list:

(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.



AEA Community Board Approved Policies

C1: Comprehensive Complaint Policy

A. 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.

Signature of Complainant

Date: _____

Print Name

To be completed by School:

Received by: _____

Date: _____



B. 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

1. Verbal conduct such as epithets, derogatory jokes or comments or slurs;
2. Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
3. Retaliation for reporting or threatening to report harassment
4. 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:

1. Physical assaults of a sexual nature, such as:
 - a. Rape, sexual battery, molestation or attempts to commit these assaults and
 - b. Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
2. Unwanted sexual advances, propositions or other sexual comments, such as:
 - a. Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
 - b. 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.
 - c. 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.
3. Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - a. 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.
 - b. Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - c. 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: _____



C. 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"/> Career/Technical Education | <input type="checkbox"/> Migrant and Indian Education | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Categorical Programs | <input type="checkbox"/> Nutrition Services |
| <input type="checkbox"/> Adult Education Consolidated | | |

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

- | | | |
|--|---|-----------------------------------|
| <input type="checkbox"/> Age | <input type="checkbox"/> Ancestry | <input type="checkbox"/> Color |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Ethnic Group Identification | <input type="checkbox"/> Gender |
| <input type="checkbox"/> National Origin | <input type="checkbox"/> Race | <input type="checkbox"/> Religion |
| <input type="checkbox"/> Sex (Actual or Perceived) | <input type="checkbox"/> Sexual Orientation (Actual or Perceived) | |
| <input type="checkbox"/> Based on association with a person or group with one or more of these actual or perceived characteristics | | |

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



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

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

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

BOARD APPROVED POLICY

Approved and Adopted: December 13, 2011

Revised:



AEA Junta de Comunidades políticas aprobadas

C1:Política de reclamaciónintegrales

A. Quejascontra el personal de

“Política contra el acoso ilegal”las quejas específicas de acoso ilegal son atendidas bajo de la Escuela de

las quejas internas

(quejas por los empleados contra los empleados)

Esta sección de la política es para su uso cuando un empleado de Charter School presenta una queja o inquietud sobre un compañero de trabajo.

Si es razonablemente posible, las quejas internas deben resolverse en el nivel más bajo posible, incluidos los intentos de discutir / resolver inquietudes con el supervisor inmediato. Sin embargo, en caso de que no se logre una resolución informal o no sea apropiada, el Director o la persona designada seguirán los siguientes pasos:

1. El reclamante llevará el asunto a la atención del Director lo antes posible después de los intentos de resolver el problema. la queja con el supervisor inmediato ha fallado o si no es apropiado; y



2. El demandante reducirá su queja a escrito, indicando todos los hechos conocidos y relevantes. El director o la persona designada investigarán los hechos y brindarán una solución o explicación;
3. Si la queja es sobre el Director, el demandante puede presentar su queja en un escrito firmado al Presidente de la Junta de Fideicomisarios de la Escuela, quien luego consultará con la Junta y podrá realizar una investigación de los hechos o autorizar a un tercero. Parte investigador en nombre de la Junta. El Presidente o el investigador informará sus hallazgos a la Junta para su revisión y acción, si es necesario.

Esta política no puede garantizar que todos los problemas se resolverán a satisfacción del empleado. Sin embargo, la Escuela valora la capacidad de cada empleado para expresar inquietudes y la necesidad de resolución sin temor a consecuencias adversas para el empleo.

Política de quejas contra empleados

(quejas de terceros contra empleados)

Esta sección de la política es para uso cuando un no empleado presenta una queja o inquietud sobre un empleado de Charter School.

Si las quejas no pueden resolverse de manera informal, los reclamantes pueden presentar una queja por escrito a la oficina del Director o del Presidente de la Junta (si la queja se refiere al Director) tan pronto como sea posible después de los eventos que dan lugar a las preocupaciones relacionadas con el trabajo del empleado. La queja por escrito debe establecer en detalle la base fáctica de la queja del empleado.

Al procesar la queja, el Director (o persona designada) deberá cumplir con el siguiente proceso:



1. El Director o persona designada hará todo lo posible para hablar con las partes identificadas en la queja y para determinar los hechos relacionados con la queja.
2. En el caso de que el Director (o persona designada) encuentre que una queja contra un empleado es válida, el Director (o persona designada) puede tomar las medidas disciplinarias apropiadas contra el empleado. Según corresponda, el Director (o persona designada) también puede simplemente aconsejar / reprender a los empleados en cuanto a su conducta sin iniciar medidas disciplinarias formales.
3. La decisión del director (o persona designada) relacionada con la queja será definitiva a menos que se apele a la Junta de Fideicomisarios de la Escuela Charter. La decisión de la Junta de Fideicomisarios será definitiva.

Requisitos generales

1. Confidencialidad: Se notificará a todos los reclamantes que la información obtenida de los reclamantes y posteriormente recopilada se mantendrá de la manera más confidencial posible, pero en algunas circunstancias no se puede garantizar la confidencialidad absoluta.
2. Sin represalias: Se informará a todos los reclamantes que estarán protegidos contra las represalias como resultado de la presentación de cualquier queja o participación en cualquier proceso de quejas.



3. Resolución: La Junta (si la queja es sobre el Director) o el Director o la persona designada investigarán las quejas de manera apropiada según las circunstancias y de acuerdo con los procedimientos aplicables y, si es necesario, tomarán las medidas correctivas adecuadas para garantizar la resolución efectiva de cualquier queja.



Formulario de Quejas

Su nombre: _____ Fecha: _____

Fecha del incidente (s) Supuesta:

Nombre de la persona (s) que usted tiene una queja en contra:

una lista de todos los testigos que estaban presentes:

¿Dónde ocurrió el incidente (s)?

Por favor, describa los eventos o la conducta que son la base de su queja proporcionando tantos detalles fácticos como sea posible (es decir, declaraciones específicas; si hubo alguno, contacto físico; cualquier declaración verbal; qué hizo para evitar la situación, etc.) (Adjunte páginas adicionales, si es necesario):

Autorizo a Albert Einstein Academies a divulgar la información que he proporcionado cuando sea necesario para continuar su investigación. Por la presente certifico que la información que he proporcionado en esta queja es verdadera, correcta y completa a mi leal saber y entender. Además, entiendo que proporcionar información falsa en este sentido podría resultar en una acción disciplinaria hasta e incluyendo la terminación.

Fecha: _____

Firma del demandante



Nombre en letra de imprenta

Para completar por la escuela:

Recibido por: _____

Fecha: _____

B. Política contra el ACOSO ILEGAL

Albert Einstein Academies (la "Escuela") se compromete a proporcionar un ambiente laboral y educativo gratuito, de hostigamiento ilegal. La política de la escuela prohíbe el acoso sexual y el acoso por embarazo, parto o afecciones médicas relacionadas, raza, religión, credo, color, sexo, origen nacional o ascendencia, discapacidad física o mental, afección médica, estado civil, edad, orientación sexual o Cualquier otra base protegida por la ley federal, estatal, local, ordenanza o regulación. La Escuela no tolerará ni tolerará el acoso de ningún tipo por parte de ningún empleado, contratista independiente u otra persona con la que la Escuela haga negocios. Esta política se aplica a todas las acciones y relaciones de los empleados, independientemente de la posición o el género. La Escuela investigará de manera rápida y exhaustiva cualquier queja de acoso y tomará las medidas correctivas adecuadas, si se justifica.

Prohibición de acoso ilegal

1. Conducta verbal como epítetos, bromas o comentarios despectivos o calumnias;
2. Conducta física que incluye asalto, contacto no deseado, bloqueo intencional del movimiento normal o interferencia con el trabajo por motivos de sexo, raza o cualquier otra base protegida;
3. Represalias por denunciar o amenazar con denunciar acoso
4. deferente Trato preferencial obasado en cualquiera de las clases protegidas mencionadas anteriormente.



Prohibido el acoso sexual ilegal

De acuerdo con la política existente, está prohibida la discriminación por motivos de género en las instituciones educativas. Todas las personas, sin importar el género, gozan de igualdad de derechos y oportunidades, y están libres de discriminación ilegal en los programas educativos o actividades realizadas por la Escuela.

La Escuela se compromete a proporcionar un lugar de trabajo libre de acoso sexual y considera que dicho acoso es un delito grave, que puede resultar en una acción disciplinaria, hasta e incluyendo el despido, del empleado infractor.

El acoso sexual consiste en avances sexuales, solicitud de favores sexuales y otras conductas verbales o físicas de naturaleza sexual cuando: (1) la sumisión de la conducta se realiza explícita o implícitamente como un término o condición del empleo de un individuo; (2) una decisión de empleo se basa en la aceptación o el rechazo de un individuo de esa conducta; (3) esa conducta interfiere con el desempeño laboral de un individuo o crea un ambiente de trabajo intimidante, hostil u ofensivo.

También es ilegal tomar represalias de cualquier manera contra un empleado que haya expresado una preocupación de buena fe sobre el acoso sexual contra él o ella contra otra persona.

Todos los supervisores del personal recibirán capacitación sobre acoso sexual dentro de los seis (6) meses a partir de que asuman un puesto de supervisión y recibirán capacitación adicional una vez cada dos (2) años a partir de entonces. Todo el personal recibirá capacitación sobre acoso sexual y / o instrucción relacionada con el acoso sexual en el lugar de trabajo como lo exige la ley.



Cada empleado tiene la responsabilidad de mantener un lugar de trabajo libre de cualquier forma de acoso sexual. En consecuencia, si cualquier persona, en particular aquellos con responsabilidades de supervisión, se entera de cualquier conducta que pueda constituir acoso sexual u otra conducta prohibida, se deben tomar medidas inmediatas para abordar dicha conducta. Se espera que los empleados y estudiantes actúen de manera positiva y profesional y contribuyan a un ambiente escolar productivo que esté libre de acoso o actividad perturbadora. Se alienta a cualquier empleado que crea que ha sido acosado o ha presenciado el acoso a informar de inmediato tal acoso a su supervisor o al Director. Consulte el Anexo B para obtener el “Formulario de queja por acoso”.

El acoso sexual puede incluir, entre otros, los siguientes:

1. agresiones físicas de naturaleza sexual, como:
 - a. violación, agresión sexual, abuso sexual o intentos de cometer estas agresiones y
 - b. conducta física intencional que es de naturaleza sexual, como tocar, pellizcar, acariciar, agarrar, rozar el cuerpo de otra persona o tocar el cuerpo de otra persona.
2. Avances, proposiciones u otros comentarios sexuales no deseados, tales como:
 - a. Gestos, avisos, comentarios, bromas o comentarios orientados sexualmente sobre la sexualidad o experiencia sexual de una persona.
 - b. Tratamiento preferencial o promesas de trato preferencial a un empleado por someterse a una conducta sexual, incluida la solicitud o el intento de solicitar a cualquier empleado que participe en actividades sexuales para obtener una compensación o recompensa o un tratamiento deferente por rechazar una conducta sexual.



- c. Someter o amenazar con someter a un empleado a una atención o conducta sexual no deseada o dificultar intencionalmente el desempeño del trabajo del empleado debido al sexo del empleado.
- 3. Exhibiciones o publicaciones sexuales o discriminatorias en cualquier lugar del lugar de trabajo por parte de los empleados, tales como:
 - a. Exhibición de imágenes, caricaturas, carteles, calendarios, graffiti, objeciones, materiales promocionales, materiales de lectura u otros materiales que sean sexualmente sugestivos, sexualmente degradantes o pornográficos o que se traigan a trabajar o poseer cualquier material para leer, mostrar o ver en el trabajo.
 - b. Leer en público o de otra manera dar a conocer en el entorno de trabajo materiales que sean de alguna manera reveladores sexuales, sexualmente sugestivos, sexualmente degradantes o pornográficos; y
 - c. Mostrar letreros u otros materiales que pretenden segregar a un empleado por sexo en un área del lugar de trabajo (que no sean baños o cuartos similares).

Las ilustraciones de hostigamiento y acoso sexual que se mencionan arriba no deben interpretarse como una lista exhaustiva de actos prohibidos conforme a esta política.

Los denunciantes y los testigos en virtud de estas políticas estarán protegidos contra el hostigamiento y no se tomarán represalias en ningún aspecto de su empleo debido a su participación, presentación de una queja o denuncia de acoso sexual.

La escuela investigará las quejas con prontitud y proporcionará un informe escrito de la investigación y la decisión tan pronto como sea posible. La investigación se manejará de la manera más confidencial posible, de manera consistente con una investigación completa, justa y adecuada.



Los empleados también pueden dirigir sus quejas al Departamento de Vivienda y Empleo Justo de California ("DFEH"), que tiene la autoridad para llevar a cabo una investigación de los hechos. La fecha límite para presentar quejas ante el DFEH es de un año a partir de la fecha de la supuesta conducta ilegal. Si el DFEH cree que una queja es válida y los esfuerzos de resolución fracasan, el DFEH puede solicitar una audiencia administrativa ante la Comisión de Vivienda y Empleo Justos de California ("FEHC") o presentar una demanda en el tribunal. Tanto el FEHC como los tribunales tienen autoridad para otorgar alivio monetario y no monetario en casos meritorios. Los empleados pueden comunicarse con la oficina de DFEH más cercana o con el FEHC consultando los listados del Gobierno del Estado en el directorio telefónico local.

Si bien en la mayoría de las situaciones una relación personal es un asunto privado, estas relaciones no son apropiadas en un entorno profesional, particularmente cuando una de las partes tiene responsabilidades de administración o supervisión.



ALBERT EINSTEIN
ACADEMIES

Queja de acoso Forma

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.

tu nombre: _____ Fecha: _____

Fecha del incidente (s) Supuesta: _____

_____ p

resentes:: _____ Nombre de la

persona (s) que usted cree que usted o alguien más acosado

Lista de los testigos que estaban _____

¿Dónde está el incidente (s) ¿ocurrir?



Por favor, describa los eventos o la conducta que son la base de su queja proporcionando tantos detalles fácticos como sea posible (es decir, declaraciones específicas; en caso de que haya algún contacto físico, alguna declaración verbal; qué hizo para evitar la situación, etc.) (adjuntar páginas adicionales, si es necesario):

Reconozco que he leído y que entiendo las declaraciones anteriores. Por la presente autorizo a la Escuela a divulgar la información que he proporcionado cuando lo considere necesario para continuar su investigación.

Por la presente certifico que la información que he proporcionado en esta queja es verdadera, correcta y completa a mi leal saber y entender.

Firma del Demandante

Fecha: _____

Imprimir Nombre

Recibido por: _____ Fecha: _____





C. Política Uniforme de Quejas y Procedimientos

Ámbito

Albert Einstein Academies (el “Charter School”) política es cumplir con las leyes y reglamentos federales y estatales aplicables. La Escuela Charter es la agencia local principal responsable del cumplimiento de las leyes y regulaciones federales y estatales que rigen los programas educativos. De conformidad con esta política, las personas responsables de realizar investigaciones deben conocer las leyes y los programas que tienen asignados para investigar. Este procedimiento de queja se adopta para proporcionar un sistema uniforme de procesamiento de quejas para los siguientes tipos de quejas:

1. Quejas de discriminación contra cualquier grupo protegido, incluyendo real o percibido, incluida la discriminación por edad, sexo, orientación sexual, género, identificación de grupo étnico, raza, ascendencia, origen nacional, religión, color, o discapacidad mental o física, o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas en cualquier programa o actividad de Charter School; y
2. Quejas de violaciones a las leyes y regulaciones estatales o federales que rigen los siguientes programas, entre los que se incluyen: educación especial, Título II, Sección 504 de la Ley de Rehabilitación, ayuda categórica consolidada, No Child Left Behind, educación para migrantes, carrera técnica y técnica Programas de capacitación educativa, programas de cuidado y desarrollo infantil, programa de nutrición infantil.

La Escuela Charter reconoce y respeta los derechos de privacidad de cada individuo. Las quejas de discriminación se investigarán de una manera que proteja [en la medida de lo posible razonablemente] la confidencialidad de las partes y la integridad del proceso. Si bien Charter School no puede garantizar el anonimato del demandante, esto incluye mantener la confidencialidad de la identidad del demandante, según corresponda y excepto en la medida necesaria para llevar a cabo la investigación o los procedimientos, según lo determine el Director o su designado en un caso por caso. caso base



La Escuela Charter prohíbe cualquier forma de represalia contra cualquier demandante en el proceso de quejas, incluyendo pero no limitado a la presentación de una queja por parte de un demandante o el reporte de casos de discriminación. Dicha participación no afectará de ninguna manera el estado, las calificaciones o las asignaciones de trabajo del demandante.

Oficiales de Cumplimiento

La Junta de Fideicomisarios designa a los siguientes oficiales de cumplimiento para recibir e investigar las quejas y garantizar el cumplimiento de la ley de Autónoma:

la Escuela
Director de la Escuela Primaria Director de

la Escuela Intermedia

3035 Ash St.

San Diego, CA 92102-1718

619-795- 1190

El director o la persona designada se asegurarán de que los empleados designados para investigar las quejas tengan conocimiento de las leyes y los programas de los que son responsables. Los empleados designados pueden tener acceso a asesoría legal según lo determine el director o su designado.

Notificaciones

El Director o la persona designada deberán proporcionar anualmente una notificación por escrito de los procedimientos uniformes de quejas de la Escuela Autónoma a los estudiantes, empleados, padres / tutores, funcionarios o representantes privados apropiados de la Junta de Fiduciarios y otras partes interesadas.

El Director o la persona designada deberán hacer copias disponibles de los procedimientos uniformes de quejas de la Escuela Charter de forma gratuita.



El aviso deberá:

1. Identificar a la persona (s), posición (es) o unidad (es) responsable (s) de recibir quejas.
2. Avisar al demandante de cualquier remedio de la ley civil que pueda estar disponible para él / ella bajo las leyes estatales o federales de discriminación, si corresponde.
3. Avisar al demandante sobre el proceso de apelación conforme a la Sección 262.3 del Código de Educación, incluido el derecho del demandante a presentar la queja directamente ante el Departamento de Educación de California ("CDE") o buscar recursos ante tribunales civiles u otras agencias públicas.
4. Incluya afirmaciones de que:
 - a. La Escuela Charter es la principal responsable del cumplimiento de las leyes y regulaciones estatales y federales;
 - b. La revisión de la queja se completará dentro de los 60 días calendario a partir de la fecha de recepción de la queja, a menos que el demandante acepte por escrito una extensión del plazo;
 - c. Una queja por discriminación ilegal debe presentarse a más tardar seis meses después de la fecha en que se produce la supuesta discriminación, o seis meses después de la fecha en que el demandante obtiene conocimiento de los hechos de la supuesta discriminación;
 - d. El demandante tiene derecho a apelar la decisión de Charter School ante el CDE presentando una apelación por escrito dentro de los 15 días de haber recibido la decisión de Charter School; y
 - e. La apelación al CDE debe incluir una copia de la queja presentada ante Charter School y una copia de la decisión de Charter School.

Procedimientos

Los siguientes procedimientos se utilizarán para abordar todas las quejas que alegan que la Escuela Charter ha violado las leyes o regulaciones federales o estatales que rigen los programas educativos. Los oficiales de cumplimiento mantendrán un registro de cada queja y las acciones subsiguientes relacionadas.



Se notificará a todas las partes involucradas en las denuncias cuando se presente una queja, cuando se programe una reunión o audiencia de una queja y cuando se tome una decisión o decisión.

- Paso 1: Presentación de la queja

Cualquier individuo, agencia pública u organización puede presentar una queja por escrito sobre el supuesto incumplimiento por parte de Charter School.

Una queja que alegue discriminación ilegal se iniciará a más tardar seis meses después de la fecha en que ocurrió la supuesta discriminación, o seis meses después de la fecha en que el demandante obtuvo conocimiento de los hechos de la supuesta discriminación. Una queja puede ser presentada por una persona que alega que él / ella sufrió personalmente una discriminación ilegal o por una persona que cree que una persona o una clase específica de personas ha sido objeto de discriminación ilegal.

La queja se presentará al oficial de cumplimiento, quien mantendrá un registro de las quejas recibidas, proporcionando a cada uno un número de código y un sello de fecha.

Si un demandante no puede presentar una queja por escrito debido a condiciones tales como una discapacidad o analfabetismo, el personal de Charter School lo ayudará a presentar la queja.

- Paso 2: Mediación

Dentro de los tres días posteriores a la recepción de la queja, el funcionario de cumplimiento puede discutir informalmente con el demandante la posibilidad de utilizar la mediación. Si el demandante está de acuerdo con la mediación, el oficial de cumplimiento deberá hacer los arreglos para este proceso.



Antes de iniciar la mediación de una queja por discriminación, el funcionario de cumplimiento debe asegurarse de que todas las partes acuerdan que el mediador sea parte de la información confidencial relacionada.

Si el proceso de mediación no resuelve el problema dentro de los parámetros de la ley, el oficial de cumplimiento procederá con su investigación de la queja.

El uso de la mediación no extenderá los plazos de la Escuela Charter para investigar y resolver la queja, a menos que el demandante esté de acuerdo por escrito con tal extensión de tiempo.

- Paso 3: Investigación de la queja

Se recomienda al oficial de cumplimiento que celebre una reunión de investigación dentro de los cinco días de haber recibido la queja o un intento fallido de mediar la queja. Esta reunión brindará una oportunidad para que el demandante y / o su representante repitan la queja oralmente.

El demandante y / o su representante deberán tener la oportunidad de presentar la queja y la evidencia o información que lleve a la evidencia para respaldar las alegaciones de la queja.

La negativa de un demandante a proporcionar al investigador de Charter School documentos u otras pruebas relacionadas con las denuncias en la queja, o su falta o negativa a cooperar en la investigación o su participación en cualquier otra obstrucción de la investigación, puede resultar en: la desestimación de la queja debido a la falta de evidencia para apoyar la acusación.

La negativa de la Escuela Charter a proporcionar al investigador acceso a registros y / u otra información relacionada con la denuncia en la queja, o su falta o negativa a cooperar en la investigación o su participación en cualquier otra obstrucción de la investigación, puede resultar en un Descubrir, en base a la evidencia recolectada, que ha ocurrido una violación y puede resultar en la imposición de un remedio a favor del demandante.



- Paso 4: Respuesta

OPCIÓN 1:

A menos que se extienda por acuerdo escrito con el reclamante, el oficial de cumplimiento preparará y enviará al reclamante un informe escrito de la investigación y decisión de la Escuela Autónoma, como se describe en el Paso # 5 a continuación, dentro de los 60 días posteriores a la Recibo de la queja por parte de Charter School.

OPCIÓN 2:

dentro de los 30 días posteriores a la recepción de la queja, el funcionario de cumplimiento preparará y enviará al reclamante un informe escrito de la investigación y decisión de la Escuela Autónoma, como se describe en el Paso # 5 a continuación. Si el demandante no está satisfecho con la decisión del oficial de cumplimiento, él / ella puede, dentro de cinco días, presentar su queja por escrito ante la Junta.

La Junta puede considerar el asunto en su próxima reunión regular de la Junta o en una reunión especial de la Junta convocada para cumplir con el límite de tiempo de 60 días dentro del cual se debe responder la queja. La Junta puede decidir no escuchar la queja, en cuyo caso la decisión del oficial de cumplimiento será definitiva.

Si la Junta escucha la queja, el funcionario de cumplimiento enviará la decisión de la Junta al demandante dentro de los 60 días posteriores a la recepción inicial de la queja por parte de la Escuela Charter o dentro del período de tiempo que se haya especificado en un acuerdo por escrito con el demandante.

- Paso 5: Decisión final por escrito



La Charter School se hará por escrito y se enviará al reclamante. La decisión de Charter School se redactará en inglés y en el idioma del demandante cuando sea posible o según lo exija la ley.

La decisión incluirá:

1. Los hallazgos del hecho basados en la evidencia reunida.
2. La (s) conclusión (es) de ley.
3. Disposición de la queja.
4. Justificación de tal disposición.
5. Las acciones correctivas, si las hay están justificadas.
6. Aviso sobre el derecho del demandante a apelar la decisión de Charter School dentro de los quince (15) días al CDE y los procedimientos a seguir para iniciar dicha apelación.
7. Para las quejas de discriminación derivadas de la ley estatal, observe que el demandante debe esperar hasta que hayan transcurrido 60 días desde la presentación de una apelación ante el CDE antes de buscar recursos de la ley civil.
8. Para las quejas de discriminación que surjan de acuerdo con la ley federal, dicha queja se puede presentar en cualquier momento al Departamento de Educación de los EE. UU., Oficina de Derechos Civiles.

Si un empleado es disciplinado como resultado de la queja, la decisión simplemente deberá indicar que se tomó una acción efectiva y que el empleado fue informado de las expectativas de la Escuela Charter. El informe no proporcionará más información sobre la naturaleza de la acción disciplinaria.

Apelaciones ante el Departamento de Educación de California

Si no está satisfecho con la decisión de Charter School, el demandante puede apelar por escrito al CDE dentro de los quince (15) días de haber recibido la decisión de Charter School. Al apelar ante el CDE, el demandante debe especificar las bases para la apelación de la decisión y si los hechos son incorrectos y / o



si la ley se ha aplicado incorrectamente. La apelación deberá estar acompañada por una copia de la queja presentada localmente y una copia de la decisión de la Escuela Charter.

Tras la notificación por parte del CDE de que el demandante ha apelado la decisión de Charter School, el director o su designado enviarán los siguientes documentos al CDE:

1. Una copia de la queja original.
2. Una copia de la decisión.
3. Un resumen de la naturaleza y el alcance de la investigación realizada por Charter School, si no está cubierto por la decisión.
4. Una copia del archivo de la investigación, que incluye, entre otros, todas las notas, entrevistas y documentos presentados por todas las partes y recopilados por el investigador.
5. Un informe de cualquier acción tomada para resolver la queja.
6. Una copia de los procedimientos de quejas de la Escuela Charter.
7. Otra información relevante solicitada por el CDE.

El CDE puede intervenir directamente en la queja sin esperar la acción de Charter School cuando existe una de las condiciones enumeradas en el Título 5 del Código de Regulaciones de California, Sección 4650, incluidos los casos en los que Charter School no ha tomado medidas dentro de los 60 días posteriores a la fecha en que se presentó la queja ante la Escuela Charter.

Remedios de Derecho Civil

Un demandante puede buscar remedios disponibles de ley civil fuera de los procedimientos de quejas de Charter School. Los demandantes pueden solicitar asistencia de centros de mediación o abogados de interés público / privado. Los remedios de derecho civil que pueden ser impuestos por un tribunal incluyen, entre otros, interdictos y órdenes de restricción. Sin embargo, para las quejas de discriminación derivadas de la ley estatal, un demandante debe esperar hasta que hayan transcurrido 60 días desde la presentación de una apelación ante el CDE antes de buscar recursos de la ley civil. La moratoria no se



aplica a la medida cautelar y solo se aplica si la Escuela Charter ha informado de manera adecuada y puntual al reclamante de su derecho a presentar una queja de acuerdo con 5 CCR 4622.



Formulario de Procedimiento de Queja Uniforme

Apellido : _____ Nombre / MI: _____

Nombre del estudiante (si corresponde): _____ Grado: _____ Fecha de

nacimiento: _____ Dirección / Apt. #:

_____ Ciudad:

_____ Estado: _____ Código postal:

_____ Teléfono residencial: _____ Teléfono celular: _____

Teléfono laboral: _____ Escuela / Oficina de presunta infracción:

Para acusaciones de no cumplimiento, por favor verifique el programa o actividad referida a su queja, en su caso:

☐ / Educación técnica Profesional ☐ de migrantes y la India Educación ☐ Educación Especial

☐ niño Programas de Desarrollo ☐ categóricas Programas ☐ Servicios de Nutrición

☐ ☐ parte superior del formulario

_____ para adultos consolidado Educación

para la alegación (s) de ilegal la discriminación / acoso, compruebe la base de la ilegal discriminación / acoso describe en su queja, en su caso:

☐ Edad ☐ linaje ☐ color

☐ Discapacidad (mental o física) ☐ Grupo étnico identificación ☐ de Género

☐ NacionalOrigen ☐ Raza ☐ Religión

☐ Sexo (real o percibido) ☐ Orientación sexual (real o percibido)

☐ Basado en la asociación con una persona o grupo con una o más de estas características reales o percibidas.

1. Proporcione datos sobre la queja. Proporcione detalles como los nombres de los involucrados, las fechas, si los testigos estuvieron presentes, etc., que puedan ser útiles para el investigador de la queja.



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?

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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

BOARD APPROVED POLICY

Approved and Adopted: December 13, 2011

Revised:

Albert Einstein Academies
Multi-Year Budget Summary

	2021-22	2022-23	2023-24	2024-25	2025-26
Total Enrollment	1,415	1,415	1,415	1,615	1,815
ADA	1,379.63	1,379.63	1,379.63	1,569.63	1,759.63
% Free and Reduced	37%	37%	37%	37%	37%
% English Language Learners	22%	22%	22%	22%	22%
% Unduplicated Low Income, EL, Fost	46%	46%	46%	46%	46%
INCOME					
8011-8098 · Local Control Funding	12,365,602	12,314,793	12,283,318	14,627,513	17,081,068
8100-8299 · Federal Revenue	463,450	564,700	564,700	579,051	658,868
8300-8599 · Other State Revenue	958,129	971,616	971,616	1,011,044	1,059,019
8600-8799 · Other Local Revenue	936,717	936,717	936,717	1,063,870	1,191,023
Grants/Fundraising	166,000	166,000	186,000	186,000	186,000
TOTAL INCOME	14,889,899	14,953,826	14,942,351	17,467,479	20,175,978
EXPENSE					
1000 · Certificated Salaries	6,318,808	6,321,237	6,541,443	7,705,863	8,699,270
2000 · Classified Salaries	1,819,151	1,691,987	1,672,911	1,879,099	2,085,459
3000 · Employee Benefits	2,824,361	3,017,805	3,128,358	3,681,385	4,220,579
4000 · Supplies	470,972	489,787	509,373	763,556	742,278
5000 · Operating Services	3,149,127	3,200,404	3,250,541	3,765,346	3,988,307
6000 · Capital Outlay	73,086	72,191	69,508	66,466	76,326
7000 · Other Outgo	-	-	-	-	-
TOTAL EXPENSE	14,655,504	14,793,412	15,172,134	17,861,715	19,812,219
NET INCOME	234,395	160,414	(229,783)	(394,236)	363,759
Ending Cash Balance	4,276,136	5,227,167	5,068,817	3,959,838	3,743,392

Albert Einstein Academies
Multi-Year Budget Detail

	2021-22	2022-23	2023-24	2024-25	2025-26
Enrollment	1,415	1,415	1,415	1,615	1,815
ADA	1,379.63	1,379.63	1,379.63	1,569.63	1,759.63
ADA %	97.5%	97.5%	97.5%	97.2%	96.9%
UPP	50.0%	47.8%	46.4%	46.4%	46.4%
Income					
8011-8098 • Local Control Funding Formula Sources					
8011 Local Control Funding Formula	2,835,820	2,785,010	2,753,535	3,785,302	4,926,428
8012 Education Protection Account	291,745	291,745	291,745	331,924	372,102
8096 In Lieu of Property Taxes	9,238,038	9,238,038	9,238,038	10,510,287	11,782,537
Total 8011-8098 • Local Control Fundin	12,365,602	12,314,793	12,283,318	14,627,513	17,081,068
8100-8299 • Federal Revenue					
8181 Special Education - Federal (IDEA)	75,625	176,875	176,875	176,875	201,875
8221 Child Nutrition - Federal	101,533	101,533	101,533	115,884	130,235
8291 Title I	230,868	230,868	230,868	230,868	263,499
8292 Title II	36,551	36,551	36,551	36,551	41,717
8295 Title IV, SSAE	18,874	18,874	18,874	18,874	21,541
8299 All Other Federal Revenue	-	-	-	-	-
Total 8100-8299 • Other Federal Incom	463,450	564,700	564,700	579,051	658,868
8300-8599 • Other State Revenue					
8520 Child Nutrition - State	7,336	7,336	7,336	8,373	9,410
8550 Mandate Block Grant	9,777	23,264	23,264	23,845	32,973
8561 State Lottery - Non Prop 20	206,944	206,944	206,944	235,444	263,944
8562 State Lottery - Prop 20	67,602	67,602	67,602	76,912	86,222
8560 Lottery Revenue	274,545	274,545	274,545	312,355	350,165
8591 SB740	634,124	634,124	634,124	634,124	634,124
8592 State Mental Health	32,346	32,346	32,346	32,346	32,346
8599 State Revenue - Other	-	-	-	-	-
Total 8300-8599 • Other State Income	958,129	971,616	971,616	1,011,044	1,059,019
8600-8799 • Other Local Revenue					
8634 Food Service Sales	59,451	59,451	59,451	67,854	76,257
8660 Interest & Dividend Income	15,000	15,000	15,000	15,000	15,000
8692 Grants	91,485	91,485	111,485	111,485	111,485
8695 Contributions & Events	44,515	44,515	44,515	44,515	44,515
8696 Other Fundraising	30,000	30,000	30,000	30,000	30,000
8699 All Other Local Revenue	-	-	-	-	-
8792 Transfers of Apportionments - Spec	862,266	862,266	862,266	981,016	1,099,766
Total 8600-8799 • Other Income-Local	1,102,717	1,102,717	1,122,717	1,249,870	1,377,023
TOTAL INCOME	14,889,899	14,953,826	14,942,351	17,467,479	20,175,978
Expense					
1000 • Certificated Salaries					
1110 Teachers' Salaries	4,831,338	4,833,767	4,954,699	5,694,610	6,533,479

Albert Einstein Academies
Multi-Year Budget Detail

	2021-22	2022-23	2023-24	2024-25	2025-26
1170 Teachers' Salaries - Substitute	173,441	173,441	178,644	191,503	204,748
1175 Teachers' Salaries - Stipend/Extra Du	90,789	90,789	93,513	96,319	99,208
1211 Certificated Pupil Support - Librarian	154,671	154,671	159,150	163,765	168,678
1213 Certificated Pupil Support - Guidance	109,199	109,199	112,474	177,253	182,570
1215 Certificated Pupil Support - Psycholo	222,653	222,653	229,333	316,213	325,699
1299 Certificated Pupil Support - Other	148,394	148,394	152,846	237,431	244,554
1300 Certificated Supervisors' & Administ	534,587	534,587	605,571	772,034	881,895
1900 Other Certificated Salaries	53,736	53,736	55,213	56,736	58,438
Total 1000 • Certificated Salaries	6,318,808	6,321,237	6,541,443	7,705,863	8,699,270
2000 • Classified Salaries					
2111 Instructional Aide & Other Salaries	753,948	753,948	776,566	865,863	957,839
2200 Classified Support Salaries	140,833	100,538	103,554	106,661	109,860
2400 Classified Office Staff Salaries	555,041	508,427	523,680	629,390	648,272
2900 Other Classified Salaries	369,329	329,075	269,112	277,185	369,488
Total 2000 • Classified Salaries	1,819,151	1,691,987	1,672,911	1,879,099	2,085,459
3000 • Employee Benefits					
3111 STRS - State Teachers Retirement Sy	1,012,273	1,144,144	1,184,001	1,394,761	1,574,568
3212 PERS - Public Employee Retirement S	415,494	431,457	438,303	492,324	546,390
3311 OASDI - Social Security	112,787	104,903	103,721	116,504	129,298
3331 MED - Medicare	118,000	116,192	119,108	138,982	156,379
3401 H&W - Health & Welfare	1,063,305	1,116,471	1,172,294	1,404,889	1,657,812
3501 SUI - State Unemployment Insurance	4,069	4,007	4,107	4,792	5,392
3601 Workers' Compensation Insurance	91,472	93,673	99,865	121,189	141,813
3902 Other Benefits	6,959	6,959	6,959	7,943	8,926
Total 3000 • Employee Benefits	2,824,361	3,017,805	3,128,358	3,681,385	4,220,579
4000 • Supplies					
4111 Core Curricula Materials	39,299	40,478	41,693	72,943	75,132
4211 Books & Other Reference Materials	23,879	25,196	26,551	37,948	42,386
4311 Student Materials	64,968	66,917	68,924	90,992	103,122
4351 Office Supplies	35,462	36,526	37,622	48,751	50,213
4371 Custodial Supplies	38,636	39,795	40,989	57,219	63,486
4391 Food (Non Nutrition Program)	1,000	1,030	1,061	1,843	1,898
4392 Uniforms	14,614	15,052	15,504	18,469	19,448
4393 PE & Sports Equipment	1,597	1,597	1,597	1,822	2,048
4399 All Other Supplies	13,326	13,726	14,138	18,562	19,119
4390 Other Supplies	30,537	31,405	32,299	40,696	42,513
4411 Non Capitalized Equipment	31,514	32,459	33,433	141,936	43,194
4711 Nutrition Program Food & Supplies	206,677	217,011	227,862	273,072	322,233
Total 4000 • Supplies	470,972	489,787	509,373	763,556	742,278
5000 • Operating Services					
5211 Travel & Conferences	20,300	20,909	21,536	29,682	30,573

Albert Einstein Academies
Multi-Year Budget Detail

	2021-22	2022-23	2023-24	2024-25	2025-26
5311 Dues & Memberships	51,236	52,774	54,357	65,987	67,967
5451 General Insurance	86,274	88,863	91,528	129,274	133,153
5511 Utilities	258,336	266,087	274,069	357,291	368,010
5531 Housekeeping Services	70,600	72,718	74,900	97,147	100,061
5599 Other Facility Operations & Utilities	38,611	39,769	40,963	52,191	53,757
5611 School Rent - Private Facility	1,281,792	1,281,792	1,281,792	1,281,792	1,281,792
5619 Other Facility Rentals	17,921	18,459	19,013	22,029	25,210
5621 Equipment Lease	45,596	46,964	48,373	59,824	61,619
5631 Vendor Repairs	31,280	32,218	33,185	37,180	38,296
5812 Field Trips & Pupil Transportation	150,478	157,092	163,905	204,974	248,298
5821 Legal	27,152	27,967	28,806	33,170	34,165
5823 Audit	14,933	15,381	15,842	18,624	21,558
5831 Advertisement & Recruitment	1,210	1,246	1,284	1,622	1,671
5841 Contracted Substitute Teachers	19,162	19,737	20,329	24,939	25,687
5842 Special Education Services	205,577	211,745	218,097	274,640	282,879
5849 Other Student Instructional Services	25,594	26,512	27,458	40,634	44,272
5852 Professional Development	10,000	10,000	10,000	10,000	10,000
5854 Nursing & Medical (Non-IEP)	1,571	1,618	1,666	1,959	2,268
5859 All Other Consultants & Services	321,830	331,485	341,429	411,197	459,092
5861 Non Instructional Software	95,019	97,869	100,806	128,830	132,695
5865 Fundraising Cost	8,467	8,931	9,409	11,892	14,510
5871 District Oversight Fees	266,679	265,583	264,905	332,643	403,597
5872 Special Education Fees (SELPA)	28,137	31,174	31,174	34,737	39,592
5899 All Other Expenses	8,854	9,120	9,393	11,043	12,782
5911 Office Phone	30,959	31,887	32,844	38,829	39,994
5913 Mobile Phone	13,572	13,980	14,399	20,831	21,456
5921 Internet	5,960	6,139	6,323	13,013	13,403
5931 Postage & Shipping	7,273	7,491	7,716	11,447	11,791
5999 Other Communications	4,752	4,895	5,042	7,925	8,162
Total 5000 • Operating Services	3,149,127	3,200,404	3,250,541	3,765,346	3,988,307
6000 • Capital Outlay					
6901 Depreciation Expense	73,086	72,191	69,508	66,466	76,326
Total 6000 • Capital Outlay	73,086	72,191	69,508	66,466	76,326
TOTAL EXPENSE	14,655,504	14,793,412	15,172,134	17,861,715	19,812,219
NET INCOME	234,395	160,414	(229,783)	(394,236)	363,759
Beginning Cash Balance	4,673,608	4,276,136	5,227,167	5,068,817	3,959,838
Cash Flow from Operating Activities					
Net Income	234,395	160,414	(229,783)	(394,236)	363,759
Change in Accounts Receivable					
Prior Year Accounts Receivable	2,574,418	3,252,778	2,507,782	2,479,083	3,153,544

Albert Einstein Academies

Multi-Year Budget Detail

	2021-22	2022-23	2023-24	2024-25	2025-26
Current Year Accounts Receivable	(3,252,778)	(2,507,782)	(2,479,083)	(3,153,544)	(3,753,420)
Change in Due from	-	-	-	-	-
Change in Accounts Payable	(2,477)	(2,354)	(2,236)	(2,124)	(2,018)
Change in Due to	1,970	2,182	2,182	2,432	2,771
Change in Prepaid Expenditures	(6,095)	(6,399)	(6,719)	(7,055)	(7,408)
Depreciation Expense	73,086	72,191	69,508	66,466	76,326
Cash Flow from Investing Activities					
Capital Expenditures	(20,000)	(20,000)	(20,000)	(100,000)	(50,000)
Ending Cash Balance	4,276,136	5,227,167	5,068,817	3,959,838	3,743,392

Albert Einstein Academies
Balance Sheet

Balance Sheet

Assets

	6/30/2022	6/30/2023	6/30/2024	6/30/2025	6/30/2026
Cash	4,275,423	5,227,167	5,068,817	3,959,838	3,743,392
Accounts Receivable	3,256,544	2,511,547	2,482,849	3,157,310	3,757,186
Due From Others	35,762	35,762	35,762	35,762	35,762
Prepays	127,990	134,389	141,109	148,164	155,572
Net Fixed Assets	576,914	524,722	475,214	508,748	482,422
Total Assets	8,272,633	8,433,588	8,203,751	7,809,822	8,174,335

Liabilities

Accounts Payable	47,071	44,717	42,481	40,357	38,339
Payroll Liabilities	215,329	216,041	216,041	216,041	216,041
Due to Others	173,596	175,778	177,960	180,392	183,163
Current Loans	-	-	-	-	-
Deferred Revenue	304,512	304,512	304,512	304,512	304,512
Long Term Debt	-	-	-	-	-
Total Liabilities	740,508	741,048	740,995	741,302	742,056

Equity

Beginning Fund Balance	7,297,730	7,532,125	7,692,539	7,462,756	7,068,520
Net Income/(Loss)	234,395	160,414	(229,783)	(394,236)	363,759
Total Equity	7,532,125	7,692,539	7,462,756	7,068,520	7,432,279
Total Liabilities & Equity	8,272,633	8,433,587	8,203,750	7,809,822	8,174,335

Albert Einstein Academies
2021-22 Cash Flow Forecast

														FORECAST
	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Accrual	Jul-21 - Jun-22
Income														
Total 8011-8098 · Local Control Funding Fo	59,590	292,536	646,091	910,218	417,857	490,793	738,128	461,042	2,483,740	1,246,433	1,164,371	1,237,307	2,217,498	12,365,602
Total 8100-8299 · Other Federal Income	-	-	-	-	-	10,153	81,726	10,153	10,153	81,726	10,153	10,153	249,231	463,450
Total 8300-8599 · Other State Income	-	-	-	-	-	734	386,432	734	734	227,901	734	734	340,128	958,129
Total 8600-8799 · Other Income-Local	18,119	18,119	54,681	55,364	54,681	56,048	55,706	95,675	61,161	61,502	63,211	62,527	445,921	1,102,717
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	77,709	310,655	700,772	965,582	472,538	557,728	1,261,993	567,604	2,555,787	1,617,563	1,238,469	1,310,721	3,252,778	14,889,899
Expense														
Total 1000 · Certificated Salaries	44,549	570,387	570,387	570,387	570,387	570,387	570,387	570,387	570,387	570,387	570,387	570,387	-	6,318,808
Total 2000 · Classified Salaries	11,736	11,736	166,064	185,355	166,064	204,646	195,001	185,355	146,773	156,419	204,646	185,355	-	1,819,151
Total 3000 · Employee Benefits	122,866	199,748	246,879	252,771	246,879	258,662	255,717	252,771	240,988	243,934	251,040	252,107	-	2,824,361
Total 4000 · Supplies	49,029	49,029	49,029	32,028	34,403	32,028	36,779	35,591	34,403	29,652	30,840	36,779	21,380	470,972
Total 5000 · Operating Services	274,462	261,771	263,459	262,333	262,333	262,333	262,333	262,333	264,022	262,052	254,863	254,863	1,970	3,149,127
Total 6000 · Capital Outlay	6,038	6,038	5,801	6,134	6,134	6,134	6,134	6,134	6,134	6,134	6,134	6,134	-	73,086
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	508,680	1,098,708	1,301,620	1,309,009	1,286,202	1,334,191	1,326,351	1,312,572	1,262,708	1,268,578	1,317,910	1,305,625	23,350	14,655,504
NET INCOME	(430,971)	(788,053)	(600,848)	(343,427)	(813,664)	(776,463)	(64,358)	(744,968)	1,293,080	348,984	(79,441)	5,096	3,229,428	234,395
Beginning Cash Balance	4,673,608	5,510,971	5,170,045	5,003,704	4,944,224	4,284,507	3,582,524	3,524,300	2,785,466	4,084,681	4,439,799	4,366,492	4,275,423	4,673,608
Cash Flow from Operating Activities														
Net Income	(430,971)	(788,053)	(600,848)	(343,427)	(813,664)	(776,463)	(64,358)	(744,968)	1,293,080	348,984	(79,441)	5,096	3,229,428	234,395
Change in Accounts Receivable														
Prior Year Accounts Receivable	1,189,939	441,090	428,706	297,812	147,813	68,346	-	-	-	-	-	-		2,573,706
Current Year Accounts Receivable													(3,252,778)	(3,252,778)
Change in Due from														-
Change in Accounts Payable	(49,548)											25,690	21,380	(2,477)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	1,970	1,970
Change in Prepaid Expenditures	121,895											(127,990)		(6,095)
Depreciation Expense	6,038	6,038	5,801	6,134	6,134	6,134	6,134	6,134	6,134	6,134	6,134	6,134		73,086
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(20,000)	-	-	-	-	-	-	-	-	-	(20,000)
Ending Cash Balance	5,510,971	5,170,045	5,003,704	4,944,224	4,284,507	3,582,524	3,524,300	2,785,466	4,084,681	4,439,799	4,366,492	4,275,423	4,275,423	4,275,423

Albert Einstein Academies

2022-23 Cash Flow Forecast

	Jul-22	Aug-22	Sep-22	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Accrual	FORECAST Jul-22 - Jun-23
Income														
Total 8011-8098 · Local Control Funding Formula	139,251	693,533	1,432,152	989,694	989,694	1,062,630	989,694	876,901	1,441,457	721,858	721,858	719,599	1,536,473	12,314,793
Total 8100-8299 · Other Federal Income	-	-	-	-	-	10,153	81,726	10,153	10,153	81,726	10,153	10,153	350,481	564,700
Total 8300-8599 · Other State Income	-	-	-	-	-	734	386,432	734	734	227,901	734	734	353,614	971,616
Total 8600-8799 · Other Income-Local	43,113	43,113	99,671	100,354	99,671	101,037	100,696	65,432	44,665	45,006	46,715	46,031	267,213	1,102,717
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	182,364	736,646	1,531,822	1,090,048	1,089,365	1,174,555	1,558,548	953,220	1,497,008	1,076,492	779,460	776,517	2,507,782	14,953,826
Expense														
Total 1000 · Certificated Salaries	44,549	570,608	570,608	570,608	570,608	570,608	570,608	570,608	570,608	570,608	570,608	570,608	-	6,321,237
Total 2000 · Classified Salaries	8,378	8,378	154,718	173,011	154,718	191,303	182,157	173,011	136,426	145,572	191,303	173,011	-	1,691,987
Total 3000 · Employee Benefits	127,971	215,466	264,051	270,124	264,051	276,197	273,161	270,124	257,978	261,014	268,391	269,277	-	3,017,805
Total 4000 · Supplies	50,696	50,696	50,696	33,365	35,859	33,365	38,354	37,106	35,859	30,870	32,118	38,354	22,449	489,787
Total 5000 · Operating Services	278,913	265,973	267,843	266,596	266,596	266,596	266,596	266,596	268,467	266,285	258,879	258,879	2,182	3,200,404
Total 6000 · Capital Outlay	6,134	6,134	6,134	6,324	6,324	6,324	6,324	6,324	5,542	5,542	5,542	5,542	-	72,191
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	516,641	1,117,256	1,314,051	1,320,028	1,298,157	1,344,394	1,337,200	1,323,770	1,274,880	1,279,892	1,326,842	1,315,671	24,632	14,793,412
NET INCOME	(334,277)	(380,609)	217,771	(229,980)	(208,792)	(169,839)	221,349	(370,549)	222,128	(203,400)	(547,382)	(539,154)	2,483,150	160,414
Beginning Cash Balance	4,276,136	5,809,767	5,748,585	6,351,632	6,469,241	6,454,892	6,362,950	6,749,153	6,384,927	6,612,598	6,414,740	5,872,900	5,227,167	4,276,136
Cash Flow from Operating Activities														
Net Income	(334,277)	(380,609)	217,771	(229,980)	(208,792)	(169,839)	221,349	(370,549)	222,128	(203,400)	(547,382)	(539,154)	2,483,150	160,414
Change in Accounts Receivable														
Prior Year Accounts Receivable	1,780,855	313,293	379,141	361,266	188,119	71,573	158,531	-	-	-	-	-	-	3,252,778
Current Year Accounts Receivable													(2,507,782)	(2,507,782)
Change in Due from														-
Change in Accounts Payable	(47,071)											22,268	22,449	(2,354)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	2,182	2,182
Change in Prepaid Expenditures	127,990											(134,389)		(6,399)
Depreciation Expense	6,134	6,134	6,134	6,324	6,324	6,324	6,324	6,324	5,542	5,542	5,542	5,542		72,191
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(20,000)	-	-	-	-	-	-	-	-	-	(20,000)
Ending Cash Balance	5,809,767	5,748,585	6,351,632	6,469,241	6,454,892	6,362,950	6,749,153	6,384,927	6,612,598	6,414,740	5,872,900	5,227,167	5,227,167	5,227,167

Albert Einstein Academies

2023-24 Cash Flow Forecast

	Jul-23	Aug-23	Sep-23	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Accrual	FORECAST Jul-23 - Jun-24
Income														
Total 8011-8098 · Local Control Funding Formula	137,677	691,959	1,429,319	986,861	986,861	1,059,797	1,013,118	872,455	1,439,032	719,433	719,433	719,599	1,507,775	12,283,318
Total 8100-8299 · Other Federal Income	-	-	-	-	-	10,153	81,726	10,153	10,153	81,726	10,153	10,153	350,481	564,700
Total 8300-8599 · Other State Income	-	-	-	-	-	734	386,432	734	734	227,901	734	734	353,614	971,616
Total 8600-8799 · Other Income-Local	43,113	43,113	101,671	102,354	101,671	103,037	102,696	67,432	46,665	47,006	48,715	48,031	267,213	1,122,717
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	180,790	735,072	1,530,990	1,089,215	1,088,532	1,173,722	1,583,972	950,774	1,496,583	1,076,066	779,034	778,517	2,479,083	14,942,351
Expense														
Total 1000 · Certificated Salaries	50,464	590,089	590,089	590,089	590,089	590,089	590,089	590,089	590,089	590,089	590,089	590,089	-	6,541,443
Total 2000 · Classified Salaries	8,629	8,629	152,938	170,977	152,938	189,015	179,996	170,977	134,900	143,919	189,015	170,977	-	1,672,911
Total 3000 · Employee Benefits	135,474	224,596	273,517	279,632	273,517	285,747	282,689	279,632	267,402	270,459	277,425	278,269	-	3,128,358
Total 4000 · Supplies	52,413	52,413	52,413	34,761	37,380	34,761	39,999	38,690	37,380	32,142	33,451	39,999	23,572	509,373
Total 5000 · Operating Services	283,535	270,151	272,021	270,774	270,774	270,774	270,774	270,774	272,645	270,463	262,835	262,835	2,182	3,250,541
Total 6000 · Capital Outlay	5,542	5,542	5,542	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	-	69,508
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	536,058	1,151,421	1,346,521	1,352,109	1,330,574	1,376,262	1,369,424	1,356,037	1,308,291	1,312,947	1,358,692	1,348,045	25,754	15,172,134
NET INCOME	(355,268)	(416,349)	184,469	(262,893)	(242,042)	(202,541)	214,549	(405,263)	188,292	(236,881)	(579,657)	(569,528)	2,453,329	(229,783)
Beginning Cash Balance	5,227,167	6,133,915	5,982,447	6,585,408	6,602,214	6,510,811	6,385,719	6,764,675	6,365,287	6,559,455	6,328,450	5,754,668	5,068,817	5,227,167
Cash Flow from Operating Activities														
Net Income	(355,268)	(416,349)	184,469	(262,893)	(242,042)	(202,541)	214,549	(405,263)	188,292	(236,881)	(579,657)	(569,528)	2,453,329	(229,783)
Change in Accounts Receivable														
Prior Year Accounts Receivable	1,166,802	259,338	412,950	293,824	144,764	71,573	158,531	-	-	-	-	-	-	2,507,782
Current Year Accounts Receivable													(2,479,083)	(2,479,083)
Change in Due from														-
Change in Accounts Payable	(44,717)											18,910	23,572	(2,236)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	2,182	2,182
Change in Prepaid Expenditures	134,389											(141,109)		(6,719)
Depreciation Expense	5,542	5,542	5,542	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876	5,876		69,508
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(20,000)	-	-	-	-	-	-	-	-	-	(20,000)
Ending Cash Balance	6,133,915	5,982,447	6,585,408	6,602,214	6,510,811	6,385,719	6,764,675	6,365,287	6,559,455	6,328,450	5,754,668	5,068,817	5,068,817	5,068,817

Albert Einstein Academies														FORECAST
2024-25 Cash Flow Forecast														
	Jul-24	Aug-24	Sep-24	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Accrual	Jul-24 - Jun-25
Income														
Total 8011-8098 · Local Control Funding Formula	166,355	720,637	1,490,984	998,303	1,038,482	1,121,463	1,312,592	928,404	1,903,677	961,992	961,992	941,685	2,080,945	14,627,513
Total 8100-8299 · Other Federal Income	-	-	-	-	-	11,588	83,161	11,588	11,588	83,161	11,588	11,588	354,786	579,051
Total 8300-8599 · Other State Income	-	-	-	-	-	837	395,988	837	837	237,457	837	837	373,412	1,011,044
Total 8600-8799 · Other Income-Local	43,113	43,113	102,443	103,223	102,443	104,003	103,613	81,364	54,466	54,856	56,806	56,026	344,400	1,249,870
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	209,468	763,750	1,593,428	1,101,527	1,140,925	1,237,892	1,895,355	1,022,194	1,970,569	1,337,467	1,031,224	1,010,136	3,153,544	17,467,479
Expense														
Total 1000 · Certificated Salaries	64,336	694,684	694,684	694,684	694,684	694,684	694,684	694,684	694,684	694,684	694,684	694,684	-	7,705,863
Total 2000 · Classified Salaries	8,888	8,888	171,871	192,244	171,871	212,617	202,430	192,244	151,498	161,685	212,617	192,244	-	1,879,099
Total 3000 · Employee Benefits	162,994	266,344	321,596	328,502	321,596	335,408	331,955	328,502	314,689	318,142	325,309	326,346	-	3,681,385
Total 4000 · Supplies	108,721	108,721	108,721	43,368	46,507	43,368	49,645	48,076	46,507	40,229	41,799	49,645	28,249	763,556
Total 5000 · Operating Services	332,430	312,968	315,053	313,663	313,663	313,663	313,663	313,663	315,747	313,316	302,543	302,543	2,432	3,765,346
Total 6000 · Capital Outlay	4,574	4,574	4,574	5,861	5,861	5,861	5,861	5,861	5,861	5,861	5,861	5,861	-	66,466
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	681,944	1,396,180	1,616,498	1,578,322	1,554,181	1,605,601	1,598,239	1,583,030	1,528,986	1,533,917	1,582,812	1,571,323	30,680	17,861,715
NET INCOME	(472,475)	(632,430)	(23,071)	(476,795)	(413,256)	(367,709)	297,116	(560,836)	441,582	(196,450)	(551,589)	(561,186)	3,122,864	(394,236)
Beginning Cash Balance	5,068,817	5,858,260	5,484,084	5,872,878	5,590,108	5,323,838	5,033,562	5,495,070	4,940,095	5,387,538	5,196,948	4,651,219	3,959,838	5,068,817
Cash Flow from Operating Activities														
Net Income	(472,475)	(632,430)	(23,071)	(476,795)	(413,256)	(367,709)	297,116	(560,836)	441,582	(196,450)	(551,589)	(561,186)	3,122,864	(394,236)
Change in Accounts Receivable														
Prior Year Accounts Receivable	1,158,718	253,680	407,291	288,165	141,126	71,573	158,531	-	-	-	-	-	-	2,479,083
Current Year Accounts Receivable													(3,153,544)	(3,153,544)
Change in Due from														
Change in Accounts Payable	(42,481)											12,109	28,249	(2,124)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	2,432	2,432
Change in Prepaid Expenditures	141,109											(148,164)		(7,055)
Depreciation Expense	4,574	4,574	4,574	5,861	5,861	5,861	5,861	5,861	5,861	5,861	5,861	5,861		66,466
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(100,000)	-	-	-	-	-	-	-	-	-	(100,000)
Ending Cash Balance	5,858,260	5,484,084	5,872,878	5,590,108	5,323,838	5,033,562	5,495,070	4,940,095	5,387,538	5,196,948	4,651,219	3,959,838	3,959,838	3,959,838

Albert Einstein Academies														FORECAST
2025-26 Cash Flow Forecast														
	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Accrual	Jul-25 - Jun-26
Income														
Total 8011-8098 · Local Control Funding Fo	219,724	850,341	1,749,764	1,196,148	1,236,327	1,329,352	1,550,994	1,086,670	2,122,647	1,081,860	1,081,860	1,040,787	2,534,593	17,081,068
Total 8100-8299 · Other Federal Income	-	-	-	-	-	13,024	94,713	13,024	13,024	94,713	13,024	13,024	404,324	658,868
Total 8300-8599 · Other State Income	-	-	-	-	-	941	405,545	941	941	247,013	941	941	401,756	1,059,019
Total 8600-8799 · Other Income-Local	49,051	49,051	113,904	114,780	113,904	115,657	115,218	88,111	58,348	58,786	60,978	26,489	412,747	1,377,023
Total Prior Year Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INCOME	268,775	899,392	1,863,667	1,310,928	1,350,230	1,458,973	2,166,470	1,188,746	2,194,960	1,482,373	1,156,802	1,081,241	3,753,420	20,175,978
Expense														
Total 1000 · Certificated Salaries	73,491	784,162	784,162	784,162	784,162	784,162	784,162	784,162	784,162	784,162	784,162	784,162	-	8,699,270
Total 2000 · Classified Salaries	9,155	9,155	190,819	213,527	190,819	236,235	224,881	213,527	168,111	179,465	236,235	213,527	-	2,085,459
Total 3000 · Employee Benefits	191,112	306,768	368,352	376,050	368,352	383,748	379,899	376,050	360,654	364,503	371,930	373,159	-	4,220,579
Total 4000 · Supplies	79,961	79,961	79,961	49,648	53,352	49,648	57,056	55,204	53,352	45,945	47,797	57,056	33,334	742,278
Total 5000 · Operating Services	351,252	331,435	333,811	332,227	332,227	332,227	332,227	332,227	334,602	331,831	320,735	320,735	2,771	3,988,307
Total 6000 · Capital Outlay	5,861	5,861	5,861	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	-	76,326
Total 7000 · Other Outgo	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSE	710,832	1,517,342	1,762,966	1,762,142	1,735,440	1,792,548	1,784,752	1,767,698	1,707,409	1,712,433	1,767,386	1,755,166	36,106	19,812,219
NET INCOME	(442,057)	(617,950)	100,702	(451,214)	(385,209)	(333,574)	381,717	(578,951)	487,551	(230,060)	(610,584)	(673,925)	3,717,314	363,759
Beginning Cash Balance	3,959,838	5,136,668	4,866,808	5,468,628	5,357,988	5,175,993	4,920,518	5,467,294	4,894,870	5,388,948	5,165,415	4,561,358	3,743,392	3,959,838
Cash Flow from Operating Activities														
Net Income	(442,057)	(617,950)	100,702	(451,214)	(385,209)	(333,574)	381,717	(578,951)	487,551	(230,060)	(610,584)	(673,925)	3,717,314	363,759
Change in Accounts Receivable														
Prior Year Accounts Receivable	1,505,220	342,229	495,258	384,046	196,687	71,573	158,531	-	-	-	-	-	-	3,153,544
Current Year Accounts Receivable													(3,753,420)	(3,753,420)
Change in Due from														-
Change in Accounts Payable	(40,357)											5,005	33,334	(2,018)
Change in Due to	-	-	-	-	-	-	-	-	-	-	-	-	2,771	2,771
Change in Prepaid Expenditures	148,164											(155,572)		(7,408)
Depreciation Expense	5,861	5,861	5,861	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527		76,326
Cash Flow from Investing Activities														
Capital Expenditures	-	-	-	(50,000)	-	-	-	-	-	-	-	-	-	(50,000)
Ending Cash Balance	5,136,668	4,866,808	5,468,628	5,357,988	5,175,993	4,920,518	5,467,294	4,894,870	5,388,948	5,165,415	4,561,358	3,743,392	3,743,392	3,743,392

Albert Einstein Academies
Assignment Contract for Master Agreement
Short Term Contract for Independent Study, K-8

Pupil _____ DOB _____ Grade _____

Teacher(s) _____

Contract Dates: from _____ through _____ Total days _____

(Contract period that are 5 or more days must be approved by administration. Contract period may not represent more than 10 school days unless approved by administration.)

Due date: This assignment is due to the front office in person on the first day the student is scheduled to return to school, or by mail within 5 school days of the final contract date above, or no credit will be given.

Methods of Evaluation:

- **Attendance Credit:** each subject below will be determined by the supervising teacher according to the percentage of assigned work completed and objectives met by the due date.
- **Academic Credit** (grade, points, comments, etc.): each subject below will be determined by the supervising teacher according to the quality of assigned work submitted. This section to be completed before contract days by the supervising teacher (the certified employee who is responsible for assigning, supervising, and evaluating student work). The amount of work assigned may not be less than the amount of work on a minimum day.

Subject	Assignment/Objective/Resources Description of what pupil is expected to read, write, complete, etc.	Academic Credit/Evaluation

Supervising Teacher Signature: _____ Date: _____
(To be signed prior to pupil's departure)

TEACHER: Please complete Academic Credit/Evaluation sections AFTER student returns and work assignments are evaluated. Completed contract must include at least one student work sample and submitted within 5 days of student's return. Samples may be originals or copies and need student name, date, subject, and marks of evaluation.

Assignments in the subjects described above were: *(check one)*

____ completed and submitted by due date earning full attendance credit

____ not submitted by the due date earning no attendance credit

____ partially completed and submitted by due date earning _____ days of attendance credit.

Supervising Teacher Signature: _____ Date: _____

____ I have attached one or more samples with this assignment contract and returned both to the office.

Albert Einstein Academies
Master Agreement
Short Term Contract for Independent Study, K-8

Pupil _____ DOB _____ Grade _____

Contract Dates: from _____ through _____ Total days _____

(Contract period that are 5 or more days must be approved by administration. Contract period may not represent more than 10 school days unless approved by administration.)

Conditions of the Short Term Contract:

Short Term Contract for Independent Study is for the pupil enrolled in an AEA elementary or middle school who enrolls in independent study to accommodate extended illness or other situations requiring the pupil to be away from school. Travel and family trips do not qualify for contracts and should be scheduled around the AEA school calendar.

Independent study is available to pupils in grades K-8 except that no pupil with exceptional needs may participate unless the Individualized Educational Plan (IEP) specifically provides for participation.

Assignments turned in late shall be considered "missed assignments". No attendance credit may be given for missed assignments.

Method utilized to evaluate the pupil's work shall be the responsibility of the teacher or principal's designee. The objective will be to assess work for completion of assignments and pupil's achievement. Oral and written tests may be administered when necessary to assess the pupil's achievement of the goals and objectives of the contract. The teacher evaluates the completed work, assigns attendance credit, and academic credit.

Pupil and Parent/Guardian understand that Independent study is an OPTIONAL EDUCATIONAL ALTERNATIVE to classroom instruction consistent with the school's course of study and agree to participate voluntarily in the program and agree to accept to participate voluntarily in the program and agree to accept all teacher assignments given on assignments contract(s). NO PUPIL MAY BE REQUIRED TO PARTICIPATE. In the case of a pupil referred or assigned to any school, class or program, independent study instruction may be provided only if pupil is offered the alternative of classroom instruction.

Assignments completed and submitted by due date will earn full academic and attendance credit. To receive full credit, all work in all subjects must be completed. The manner, time, frequency and place for submitting work is specified on assignment contract.

All parties agree that failure to complete this contract may result in the lowering of a grade and will require evaluation of whether or not pupil may participate in a future Independent Study Contract.

Upon completion of signatures below and the attached Assignment Contract for Master Agreement, the absence code "G" must be immediately posted to the student's attendance record for each day of the contract. The "G" code must be changed to the code "C" immediately upon receipt of the teacher's evaluation and assignment of attendance credit. NO ADA IS EARNED UNTIL THE "G" CODE IS CHANGED TO "C". Master Agreement, Assignment Contract, and work sample must be retained at the school site for three years for audit purposes.

ALL OF THE FOLLOWING SIGNATURES ARE REQUIRED BEFORE PUPIL LEAVES.

Parent/Guardian _____ Date _____

Pupil _____ Date _____

Principal/Designee (Certified) _____ Date _____

The language and signatures contained in this contract are required to meet the California Education Code section 51747 and Title 5 section 11702. For more information about Short Term Independent Study, please refer to the Student Attendance Policies.



Educational Board Approved Policies

A2: Suspension and Expulsion Policy

As part of the educational mission of Albert Einstein Academies (hereafter AEA), AEA administrators, faculty, and staff are responsible to ensure that AEA is a safe and secure environment. Consequently, administrators, faculty, and staff are tasked with watching out for the health, safety, and emotional welfare of all students.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the AEA. In creating this policy, the AEA has reviewed Education Code Section 48900 *et seq.* which describes the non-AEA's list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The AEA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AEA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

AEA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AEA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Superintendent's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.



A student identified as an individual with disabilities or for whom AEA has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures.

AEA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom AEA has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise



furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational



environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - i. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - ii. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - iii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iv. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - v. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AEA.
- 1. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

- b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee’s concurrence.



3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AEA.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written



permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

A principal or designee (hereafter principal/designee) may order formal suspension from school. Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AEA employee who referred the student to the Superintendent or designee.

The conference may be omitted if the Superintendent or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or AEA personnel.

If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.



At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AEA officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AEA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled following a hearing before the AEA Expulsion Review Panel to be assigned by the Board as needed.

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.



E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an AEA Expulsion Review Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of AEA's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AEA to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. The Stipulation Process

A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the grounds for suspension and expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Principal or Superintendent to review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. At that time, if the parent or guardian agrees to a stipulated decision, the student, parent or guardian and the Principal or Superintendent must all initial and agree upon the following:



1. They have been informed of and understand the right to due process with regard to the expulsion recommendation.
2. They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with AEA personnel.
3. They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the Board of Trustees if the stipulated expulsion is approved by the Board of Trustees as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Trustees must still vote to approve a stipulated expulsion agreement.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AEA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AEA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult



support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. AEA must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, AEA must present evidence that the witness' presence is both desired by the witness and will be helpful to AEA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way.

Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the AEA Expulsion Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing.

While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or AEA Expulsion Review Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a



sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AEA.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

AEA shall maintain records of all student suspensions and expulsions at AEA. Such records shall be made available to the authorizer upon request.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. AEA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from AEA shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The



rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to AEA for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or AEA shall be in the sole discretion of the Board following a meeting with the Superintendent or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon AEA's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

AEA shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who AEA or SELPA would be deemed to have knowledge that the student had a disability.

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum.

Although, in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, AEA, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504



Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If AEA, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If AEA, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that AEA had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and AEA agree to a change of placement as part of the modification of the behavioral intervention plan.

If AEA, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then AEA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AEA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the



Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AEA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AEA agree otherwise.

5. Special Circumstances

AEA personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated AEA's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if AEA had knowledge that the student was disabled before the behavior occurred.



AEA shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to AEA supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other AEA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AEA supervisory personnel.

If AEA knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If AEA had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The AEA shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the AEA pending the results of the evaluation.

AEA shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

BOARD APPROVED POLICY

Approved and Adopted: July 9, 2013

Revised: May 10, 2016

Revised: December 12, 2018



Board of Trustees

William Melton, President

Maria Ortega, Vice-President

Christopher Beesley, Treasurer

Kristin Rebien, Secretary

Christiana Gauger, Member

Vernon Moore, Member

Eric Mitchell, Member

ALBERT EINSTEIN ACADEMIES BOARD RESOLUTION #20-03

WHEREAS, Albert Einstein Academies currently holds two separate charters with the San Diego Unified School District; and

WHEREAS, Albert Einstein Academies desires to merge its current charters for the benefit of the organization, the schools and the school community; and

WHEREAS, Albert Einstein Academies desires to expand its unified charter to include grades 9-12.

NOW, THEREFORE BE IT RESOLVED, that the Albert Einstein Academies Governing Board authorizes the submission of a Charter Revision of the Albert Einstein Academies Charter Middle School ("AEACMS") charter to the San Diego Unified School District.

The Revision will include:

1. The merger of the Albert Einstein Academies Charter Elementary School's charter into the AEACMS charter;
2. The expansion of the AEACMS charter to serve all students Grades K-12; and
3. A name change from Albert Einstein Academies Charter Middle School to a name determined by the Board at a time determined

BE IT FURTHER RESOLVED, that after the Charter Revision is approved in all of its forms, the Board authorizes the voluntary surrender of the AEACES charter.

PASSED AND ADOPTED by the Board of Trustees of Albert Einstein Academies, San Diego, California at a public meeting thereof duly called and held this 14th day of July 2020.

AYES: 7 (via teleconference: Melton, Ortega, Beesley, Rebien, Moore, Gauger, Mitchell)

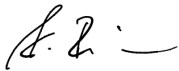
NAYS: 0

ABSENT: 0

ABSTAIN: 0

The undersigned hereby certifies that he/she is the duly elected and qualified Secretary and the custodian of the books and records of Albert Einstein Academies, a public benefit non-profit corporation duly formed pursuant to the laws of the state of California, and that the foregoing is a true record of a resolution duly adopted at a meeting of the Board of Trustees, and that said meeting was held in accordance with state law and the Bylaws of Albert Einstein Academies on the 14th day of July, 2020, and that said resolution is now in full force and effect without modification or rescission.

IN WITNESS WHEREOF, I have executed my name as Secretary of Albert Einstein Academies on the date of the Board of Trustees' meeting stated above.



Secretary

2020-21 AEA Board of Trustees

Board Member	Title	AEA email	Term	Term dates
Christopher Beesley	Treasurer	cbeesley@aeacs.org	3 Years	9/01/19 - 9/01/22
Christiana Gauger	Member	cgauger@aeacs.org	3 Years	11/12/19 - 11/12/22
William Melton	Member	bmelton@aeacs.org	3 Years	9/01/19 - 9/01/22
Eric Mitchell	Member	emitchell@aeacs.org	3 Years	11/12/19 - 11/12/22
Richard Vernon Moore	Member	rvmoore@aeacs.org	3 Years	11/12/19 - 11/12/22
Maria Ortega	President	mortega@aeacs.org	3 Years	9/01/19 - 9/01/22
Kristin Rebien	Secretary	krebien@aeacs.org	3 Years	6/1/20 - 5/31/23

* Vice President position currently vacant

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 13 2010**

ALBERT EINSTEIN ACADEMIES
C/O MARK K NORVELL
PROCOPIO CORY HARGREAVES & SAVITCH
530 B STREET, 21ST FLOOR
SAN DIEGO, CA 92101-0000

Employer Identification Number:
87-0759939
DLN:
17053355018006
Contact Person:
ANDREA SPECK ID# 95044
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
November 28, 2005
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

ALBERT EINSTEIN ACADEMIES

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert Choi". The signature is fluid and cursive, with the first name "Robert" and last name "Choi" clearly distinguishable.

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC



State of California Secretary of State

N

Statement of Information

(Domestic Nonprofit, Credit Union and General 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 [Note: The person designated as the corporation's agent MUST have agreed to act in that capacity prior to the designation.]

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

Common Interest Developments

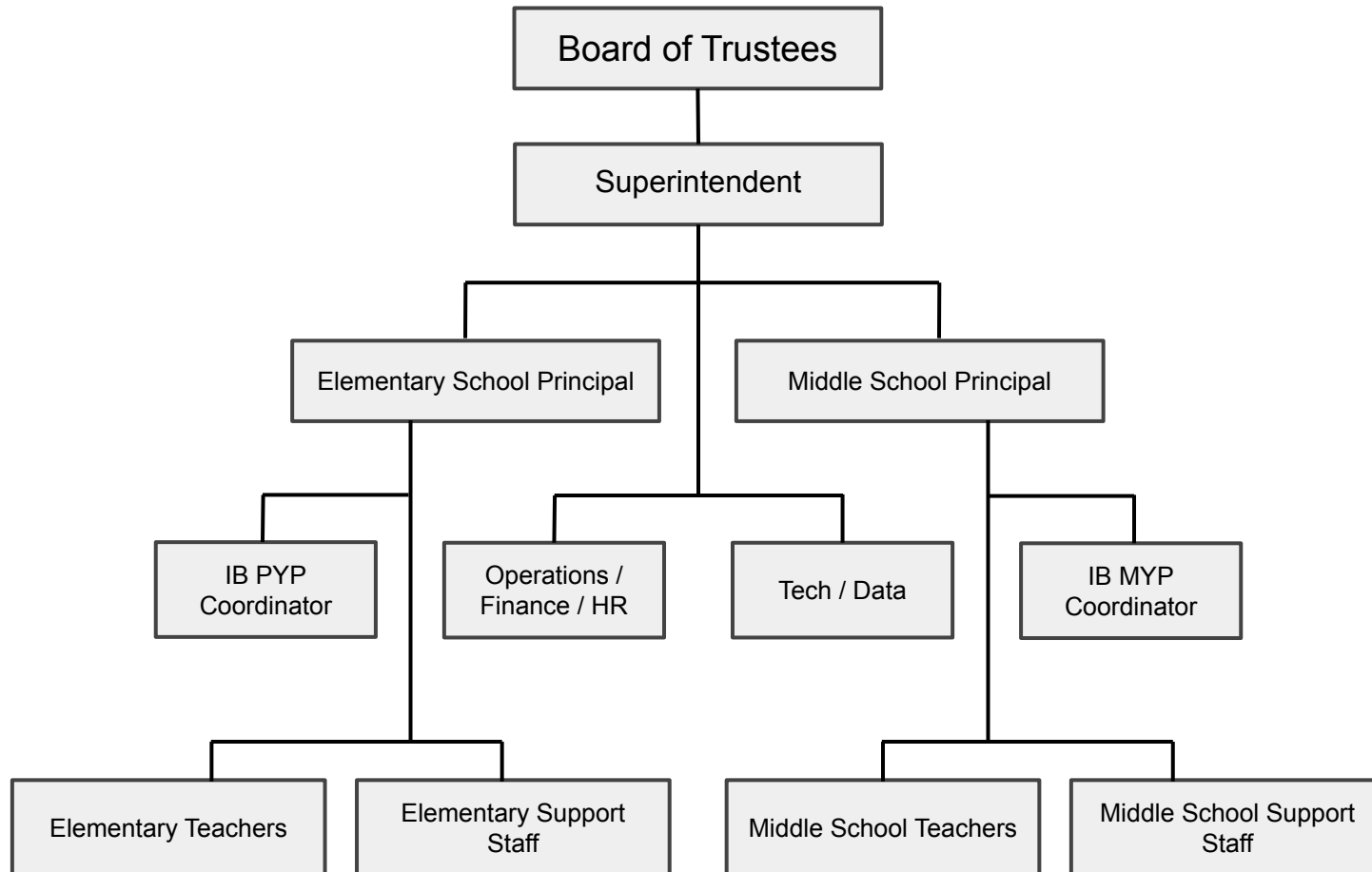
10. ☐ Check here if the corporation is an association formed to manage a common interest development under the Davis-Stirling Common Interest Development Act, (California Civil Code section 4000, et seq.) or under the Commercial and Industrial Common Interest Development Act, (California Civil Code section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



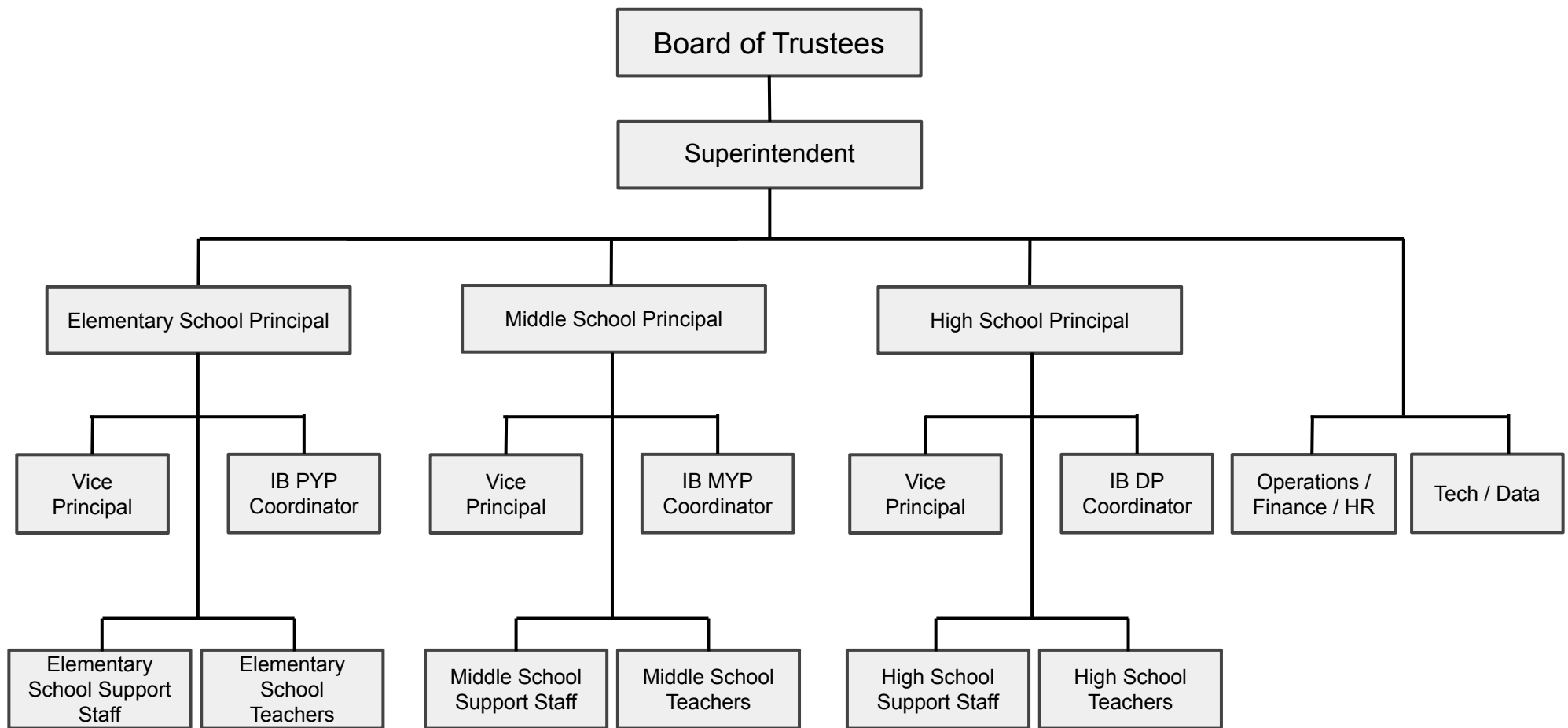
Albert Einstein Academies Organizational Chart 2020-21





Albert Einstein Academies Organizational Chart 2024-25

(proposed)





Superintendent Job Description 2019

LEADERSHIP PROFILE:

The Superintendent must be visionary, innovative, and a result-oriented individual with a demonstrated ability to manage a culturally diverse organization with stakeholders from all walks of life. The Superintendent must be digitally literate; a digital age person who is globally aware and has a passion to engage, empower, prepare and educate all children for the 21st century and global economy as well as anticipate technological progress and its use in the classroom.

The leader of the charter school organization is expected to provide innovative and forward-thinking solutions that include improving student achievement, reducing the dropout rate, and recruiting and retaining quality employees. The Superintendent must be a politically astute problem solver with exceptional communication skills (preferably in more than one language) and fiscal oversight experience.

The Superintendent must possess strong interpersonal skills that enable collaboration and consensus building in securing the necessary political and financial support for the short-and long-term goals of the organization. The Superintendent must be highly visible and skilled to advocate for K-12 education, at both statewide and national levels, and in the local community. The Superintendent must be able to translate a record of successful experience in managing a large organization to building an effective administrative team for fiscal matters and human resources. The administrative team is expected to place service to students as the primary focus, to encourage parent involvement, to set and achieve goals that have a broad base of support and to be accountable for those outcomes.

The Superintendent must also have an understanding of the development, implementation, and evaluation of curriculum and National Standards, including the impact of the Elementary and Secondary Education Act (ESEA) and other state and federal legislation relevant to public education in general and charter schools in particular.

BASIC FUNCTION:

Serve as chief executive officer of the charter school organization and work directly with the Board of Trustees; provide leadership and direction for the planning, implementation, and management of the educational and operational programs of the charter school organization.

REPRESENTATIVE DUTIES: (An incumbent may perform any combination of the essential functions shown below. This position description is not intended to be an exhaustive list of all duties, knowledge, or abilities associated with this classification, but is intended to accurately reflect the principle job elements.)

(E= indicates essential functions of the position)

Serve as chief executive officer of the charter school organization. *E*

Focus organizational priorities on improving academic achievement for all students to high standards of excellence; identify and implement standards for student achievement and ways of measuring the progress of schools and students; foster increased parent involvement in student learning and achievement; ensure effective use and equitable allocation and accountability for money and other resources. *E*

Provide leadership and direction in the development and administration of the charter school organization budget as the fiscal plan for the implementation of organizational goals and objectives in accordance with the current Board policies and commitments. *E*

Establish priority goals and objectives for the organization through cooperative efforts with the community, Board of Trustees, and staff, and provide continuous evaluation of progress towards achievement of goals and objectives. *E*

Provide leadership and direction for the planning, implementation, and management of the educational and operational programs of the charter school organization. *E*

Make recommendations to the Board of Trustees on matters of policy; develop administrative regulations to implement statutory requirements and policies of the board; execute the policies of the board. *E*

Organize the Charter school in conformity with appropriate board policies and administrative regulations, and direct administrative staff in such a way as to best serve the organization and its students. *E*

Conduct long and short-range studies and project future needs of the charter school organization. *E*

Direct the development of agendas for meetings of the board; attend board meetings; make recommendations to the board, and support the deliberations of the board. *E*

Promote a program of effective advocacy with legislative bodies, consistent with the charter school organization's goals and priorities. *E*

Represent the charter school organization locally, nationally and internationally and communicate with other administrators, personnel, students, parents, other educational entities, public agencies, community organizations, the media and the public; resolve issues and conflicts, and exchange information; provide oversight for an effective public relations and marketing program. *E*

Promote effective communication and build strategic partnerships among diverse groups to achieve a common vision to meet the organization's goals; maintain a public presence and contact with the media. *E*

Direct the preparation and maintenance of a variety of narrative and statistical reports and records, special studies, research projects, investigations, and correspondence related to assigned activities and personnel; provide background and information materials for meetings of the Board of Trustees. *E*

Perform other duties as may be specified by law and as directed by the Board of Trustees. *E*

EDUCATION AND EXPERIENCE:

Experience which demonstrates the knowledge, skills and abilities to lead a complex educational organization in a diverse urban setting with an innovative approach that looks beyond San Diego with an international perspective. A master's degree in educational leadership, business management or related field is required, with a terminal degree (PhD, Ed. D. J.D. preferred). A credential that meets the legal requirements pursuant to the California Education Code is desirable.

SKILLS, KNOWLEDGE AND ABILITIES:

SKILLS:

Must possess 21st century business skills and practices.

Must understand Board Governance Policies and Organizational Expectations.

Must have an international perspective in alignment with the Learner Profile of the International Baccalaureate program

Must be visionary and a forward thinker to provide innovative solutions.

Must understand the legislative process at all levels.
Must have fiscal management experience.
Must be a highly skilled communicator to advocate on behalf of the charter school organization.
Must maintain cooperative relationships with all stakeholders, including parent organizations, the business community, non-profits.
Must have a clear understanding of diverse groups, including students, parents, and community.

KNOWLEDGE OF:

Techniques and strategies for managing a complex and diverse organization.
Curriculum and school instructional programs including the integration of educational technology with a focus on the International Baccalaureate program.
Current state and federal issues in education including national standards.
Principles and techniques of budget preparation and control.
Principles and practices of administration, supervision, and training.
Applicable state and federal laws, codes, regulations, policies, and procedures.
Oral and written communication skills; Spanish fluency desirable.

ABILITY TO:

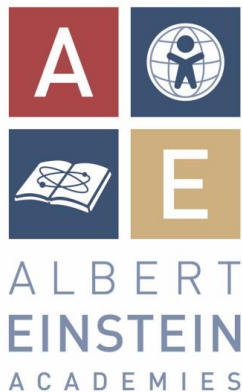
Provide leadership and direction in the administrative and instructional functions of the organization.
Provide vision and innovation in planning for the future needs of the organization's facilities and programs.
Maintain current knowledge of applicable provisions of federal, state, and district laws, rules, and regulations.
Communicate effectively with stakeholders both individually and as a group.
Provide an effective student-centered, balanced program of academics, arts, culture, health and well being, community and social empowerment and physical education.
Promote and maintain high level communication with key administrative and other staff on policy matters necessary for effective decision making.
Provide leadership, direction, and supervision of key administrative and other staff.
Plan and organize programs.
Analyze problems, make decisions, and be responsible for those decisions.
Communicate effectively both orally (in person and electronically) and in writing.
Establish collaborative relationships and communicate with all groups in a multicultural community.
Maintain relationship with all stakeholders including parent organizations, the business community, and non-profits.
Interpret, apply and explain rules, regulations, policies and procedures.
Meet schedules and time lines.
Supervise and evaluate the performance of assigned staff.

WORKING CONDITIONS:

ENVIRONMENT: Indoor, office setting.

PHYSICAL ABILITIES:

Dexterity of hands and fingers to operate a computer keyboard; sitting or standing for extended periods of time; hearing and speaking to exchange information and make presentations; seeing to read and write reports; lifting light objects.



JOB DESCRIPTION: PRINCIPAL (AEACES and AEACMS)

Purpose:

Academic responsibilities of the principal include overseeing all curriculum development and implementation, teacher professional development and evaluation, and program development and management. Other duties include coordinating use and safety of facilities, supporting and evaluating select classified staff, timely reporting to parents, full compliance with state and federal regulatory requirements, responsibility for human resource management, full compliance and collaboration with SDUSD charter office and other staff as needed.

The principal reports directly to the AEA Executive Director.

Essential Functions:

Community Leadership:

- Articulates the school's mission to the community, articulates and redefines a common vision for school improvement, and solicits support in accomplishing the mission.
- Represents the school in public relations events, joint activities, etc.

Instructional Management

- Follows the overarching curriculum direction established by AEA Board policy.
- Reviews proposed curriculum changes and enhancements with the Executive Director at the completion of each school year.
- Supervises, promotes, and evaluates the school's curriculum program, teaching processes, and extracurricular programs.
- Aids teachers in implementing effective instructional practices, monitors academic achievement of students on a regular basis, and observes teachers to insure goals are consistent with school, district and state guidelines.

- Utilizes academic assessment results to analyze program effectiveness and identify areas needing improvement.

Staff Leadership:

- Supervises all teaching and non-teaching staff except where indicated otherwise by Executive Director.
- Interviews, selects, orients, and promotes staff with approval from the Executive Director.
- Fosters collegiality and team building among staff members by encouraging their active involvement in the decision-making process.
- Directs planning activities and implements programs to ensure attainment of school's mission.
- Defines expectations for staff performance with regard to instructional strategies, classroom management, and interaction with the community.
- Observes employee performance, records observations, and evaluates and counsels staff members regarding their individual and group performance.
- Works with staff to plan and develop professional growth activities.
- Promotes and models the effective and innovative use of technology to improve communication, increase staff efficiency, and raise student achievement.

Student Leadership:

- Fosters the success of all students by facilitating the development and communication of a shared vision of learning that reflects excellence.
- Maintains visibility in the school environment
- Observes and responds to all situations, solving problems quickly and fairly before they become critical.
- Conducts conferences about student and school issues with parents, students, and teachers/staff.
- Participates in special events held to recognize student excellence and achievement.
- Attends, supervises, and assists with school sponsored activities and functions.

Administrative Leadership:

- Develops and sets annual school performance objectives with approval by Executive Director.
- Identifies, analyzes, and applies researched findings to promote school improvement.
- With approval by the Executive Director develops school budgets based on documented programs, estimated enrollments, personnel and other needs.
- Keeps programs within budget limits, maintains fiscal control, and accurately reports fiscal information.
- Maintains compliance with state, district, and federal law, regulations, reporting, and testing.
- Maintains compliance and oversight of the school's special education program and personnel.

- Interprets and enforces school, district, and state policies and administrative regulations.
- Communicates regularly with the Executive Director about the needs, successes recommendations, and general operation of the school.

Other

- Other duties as assigned by the Executive Director.

MINIMUM QUALIFICATIONS:

- Masters degree in education or school administration, or related degree.
- Excellent communicator (written, spoken) able to articulate the vision and strategic mission of the school and work collaboratively with teachers, parents, and staff to continuously improve instructional excellence.
- Demonstrated dynamic, positive leadership qualities and personal characteristics necessary to build trust and effective working relationships with faculty, parents, students.
- Minimum of five years' school leadership experience.
- California Administrative Services Credential. Must be able to maintain certification as required by state law.
- Broad knowledge of principles and practices of school administration, curriculum development, educational theories and current educational trends in curriculum or instruction.

DESIRED QUALIFICATIONS:

- Unwavering commitment to ethical leadership that places student needs above all else.
- School leadership experience in a socio-economically, ethnically and linguistically diverse setting.
- Knowledge of charter school law, finance, special education and curriculum (including International Baccalaureate Program).
- Demonstrated ability to design, implement, and maintain innovative, creative, and exemplary school programs that attract, challenge, and retain students.
- International perspective (multilingual a plus)

Essential Physical Requirements:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Ability to work at a desk, conference table or in meetings of various configurations
- Ability to stand and circulate for extended periods of time
- Ability to walk moderate distances, achieve full range of motion in back, shoulders, wrists, knees with no pain, sit in classroom chairs, and kneel or sit on floor for extended periods of time throughout the course of the day
- Ability to lift and move and carry objects of up to 25 pounds
- Ability to see for purposes of reading, correspondence, documents and printed matter and observing students

- Ability to hear and understand speech at normal levels
- Ability to communicate so others will be able to clearly understand normal conversation

**About the Vice Principal (VP) Position:**

The Vice Principal position facilitates a culture of constant learning for students and instructional staff in a safe school environment. In partnership with the Principal, the VP will maintain and further develop systems and protocols to ensure that academic achievement and school culture consistently reflects the Mission, Vision, and Core Values of Albert Einstein Academies. This position reports directly to the Principal and serves as her/his designee in her/his absence.

Key Responsibilities include, but are not limited to:

- Overseeing and creating master schedule and student attendance.
- Collaborating with the Principal on and overseeing accreditation accountability.
- Collaborating with the Principal to create a comprehensive and evolving professional development program for teachers that places IB at its center
- Collaborating with the Principal to manage school-wide academic programming, including course development, academic goal setting, and test scheduling
- Overseeing standardized testing efforts school wide (in collaboration with applicable staff)
- Collaborating with the Principal in developing, monitoring, and improving systems to ensure a safe, secure, uplifting, and inspiring campus including the creation and implementation of an authentic school safety and crisis response plan.
- Support the principal with the hiring process of new staff members
- Serving on a variety of committees as needed
- Other duties as assigned by Principal

Qualifications:

- Bachelor's degree required, Master's degree preferred
- At least 4 years of teaching experience, and a strong record of helping underserved students achieve academic success
- Ability to be decisive yet calm, principled yet adaptable

- Significant experience with curriculum development and instructional methodology
- Demonstrated ability to coordinate and monitor projects with multiple stakeholders
- Past experience leading adults in a school environment
- Ability to respond to conflict with a problem-solving attitude
- Flexibility and willingness to actively participate in school community including, but not limited to: teaching electives and tutoring students, chaperoning overnight school trips, working with parents and families, attending after-hours meetings, etc.
- High level of experience using computer technology including applications to analyze student achievement data
- Outstanding organizational skills and high attention to detail; outstanding written and oral communication skills
- Proactive problem solver who demonstrates initiative and teamwork
- Strong work ethic coupled with an enthusiastic and passionate approach to one's work
- Commitment to the belief that all students can learn and to the mission of educational equity

Essential physical requirements necessary to perform this job:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

- Ability to work at a desk, conference table or in meetings of various configurations.
- Ability to stand and circulate for extended periods of time.
- Ability to sit on the ground on carpet for extended period of time.
- Ability to lift and move and carry objects of up to 25 pounds.
- Ability to see for purposes of reading correspondence, documents and printed matter and observing students.
- Ability to hear and understand speech at normal levels.
- Ability to communicate so others will be able to clearly understand normal conversation.

CHARTER REVISION FORM

Charter School Name	
Representative's Name	(Please print)
Representative's Title	
Effective Date of Revision	
Charter Board Action Date	
Is documentation of the charter board's approval attached?	<input type="checkbox"/> Yes <input type="checkbox"/> No (Documentation may include the agenda, minutes, or MOU.)
Which of the following categories describes the charter revision?	<input type="checkbox"/> Changes in facility, including the addition, establishment, replacement, and/or closure of an administrative space, resource center, meeting space, or other satellite facility <input type="checkbox"/> Changes in legal status, governance, or bylaws <input type="checkbox"/> Changes in grade levels <input type="checkbox"/> Changes in admissions or enrollment preferences or procedures <input type="checkbox"/> Changes in special education status or procedures <input type="checkbox"/> Changes to instruction that would result in more of the program being designated as non-classroom based <input type="checkbox"/> Other (for example, name of school)
Please provide a detailed description of the charter revision below:	

By signing this document, I certify that I am authorized to submit this information on behalf of the above-named charter school and that the information is a true and accurate description of the revision to the school's charter.



Signature

Date

For District Use Only

____ Date of BOE Approval

Board of Trustees Meeting (Tuesday, December 12, 2023)

Generated by Kristin Rebien on Tuesday, December 12, 2023

Present: Gauger, Hayes, Ortega, Rebien, Singleton; Absent: Beesley, Moore

A. Opening Items

1. Call to Order - 4:37 pm
 2. Public Comment on Non-Agenda Items
- None

B. Consent Agenda

1. Meeting Minutes from November 14 and November 17, 2023
- Approval on consent.

C. Action Agenda**1. Nonpublic School (NPS) Student Placement**

Grace Ridgeway presents the contract for a non-public school placement of an AEA student. All Nonpublic School Master Contracts must be reviewed by the Board and the fiduciary requirements of the contract must be approved. NPS placement and contract were reviewed by the Finance Committee on December 7, 2023.

Gauger moves to approve the non-public school student placement as presented. Hayes seconds.

Vote: 5 ayes, 0 nays (unanimous)

2. Material Revision to AEACS Charter

This is the second read of the proposed amendments to the AEACS charter, specifically related to lottery preferences. Proposed modifications are necessary following the consolidation of AEA's elementary and middle school into a single LEA and arose from the 2022-23 annual oversight process facilitated by AEA's authorizer, San Diego Unified School District.

Gauger moves to approve the material revision to AEACS Charter. Rebien seconds.

Vote: 5 ayes, 0 nays (unanimous)

3. 2023-24 First Interim Report

Larry Tamayo of ExED provides the 2023-24 First Interim Report to the Board for approval. The Finance Committee reviewed the 2023-24 First Interim Report on December 7, 2023.

Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report is due December 15 for the period ending October 31. The second interim report is due March 17 for the period ending January 31.

The report is free of any issues.

Gauger moves to approve the 2023-2024 First Interim Report as presented. Rebien seconds. Vote: 5 ayes, 0 nays (unanimous)

4. 2022-23 Draft Financial Audit

Larry Tamayo from ExED presents the 2022-23 draft financial audit prepared by the accounting firm Wilkinson, Hadley, King and Co, LLP. Charter schools are required by law to transmit a copy of their annual, independent financial audit report for the preceding fiscal year to specified entities by December 15 of each year. The Finance Committee reviewed the draft financial audit report on December 7.

The report has no findings—no material weaknesses and no deficiencies.

Dr. Sciaretta recognizes the countless staff hours by Larry Tamayo and his team and Cathy Montes and staff at AEA that made this report possible.

Hayes moves to approve 2022-23 Draft Financial Audit as presented. Singleton seconds.

Vote: 5 ayes, 0 nays (unanimous)

D. Informational Items

CM
H O
BAA
R

1. Presentation: Financial Report

Larry Tamayo of ExED presents October financial. All indicators look positive. Enrollment and average daily attendance (ADA) were consistently high during the first part of the school year. California cut less funding from art and music education grants than initially projected and will provide additional mental health funding. Projected positive variance by the end of the year is about \$80,000.

Unfortunately, the outlook for the state budget is not great. Tax revenues are down and a substantial deficit is likely. The governor will announce next year's budget draft in January.

2. Friends of AEA / PTO Report to the Board of Trustees

Friends of AEA President Christine Roche presents an update on the PTA's activities. All students received surprise gifts for Nikolaustag on Dec. 6. HundredX Causes fundraiser: families can submit online reviews of companies and AEA will receive funding. Friends funded new equipment for the ES Library among other things. The staff grant program distributed \$12,500 for school-related projects this fall. Lanternfest and Wintermarket both drew many families.

Upcoming events include skate at Skateworld in Linda Vista, stock-the-lounge in January, astronomy party at the MS with the SD Astronomy Association in February.

The next open meeting will be held via Zoom on January 30 at 6:30 pm.

3. Presentation: School Site Council Report to the Board of Trustees

SSC Member Matt Kill presents an update on the SSC activities. SSC has added a teacher member, revised bylaws, formed sub-committees, held sub-committee meetings, and started a speaker series.

4. Monthly Leadership Report to the Board of Trustees

Superintendent Dr. Sciarretta highlights the success of the student store in the middle school. It provides incentives for student behavior and is run by students. The full report is attached to the meeting agenda in Boarddocs.

5. AEACES Site Modernization Update

Work continues on many aspects of the new construction. AEA is working on setting up an official ribbon-cutting ceremony with SDUSD district representatives to honor their successful partnership.

6. AEACHS Project Update

Superintendent Dr. Sciarretta presents an update on the high school project. Designs have been submitted to the state architect in Sacramento. Meetings have taken place to discuss materials. The high school working group will shift some aspects of its scope to staff as the opening date gets closer. The beginning of demo has been delayed to next summer due to supply chain delays and cost increases.

7. Informational: Biannual Uniform Complaint Policy (UCP) Filings

Operations Manager Cathy Montes presents 2023-24 Uniform Complaint Policy (UCP) filings to the Board. Biannual updates are recommended by AEA's charter authorizer, San Diego Unified School District.

The Uniform Complaint Policy (UCP) procedure was adopted to provide a uniform system of complaint processing. Complaint forms are located on the AEA website at: <https://www.aeacs.org/comprehensive-complaint-policy>. Currently, complaint forms may be completed digitally but then must be printed and submitted in person or via email. AEA is in the process of digitizing this process so that forms may be completed and also submitted online.

Total complaints for semester 1 were 5 (2 internal and 3 external) in the general category and 1 under uniform complaints. All complaints were addressed within 5 days and resolved within 60 days.

8. Recognition: Cecilia Cuevas and Johana Flores

On November 17, two AEA staff members jumped into action when a first-grade student went into distress from choking.

Cecilia Cuevas and Johana Flores immediately started performing the Heimlich maneuver on the student and dislodged a piece of pizza. Cecilia and Johana said they did not hesitate to use the Heimlich maneuver and credited the recent in-person CPR/First Aid/FAST (First Aid Severe Trauma) training for all staff.

Our deepest gratitude, appreciation, and recognition goes to our two "Heimlich Heroes", Cecilia Cuevas and Johana Flores!

E. Adjournment – 5:31 pm