

CHARTER SCHOOL PETITION

OF THE

ALBERT EINSTEIN ACADEMY FOR LETTERS, ARTS, AND SCIENCES -
AGUA DULCE PARTNERSHIP

ORIGINAL SUBMISSION: SEPTEMBER 2013

TO THE
ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT
32248 CROWN VALLEY ROAD
ACTON, CA 9350

MATERIAL REVISION SUBMITTED: JUNE 22, 2017

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**CHARTER OF THE ALBERT EINSTEIN ACADEMY FOR LETTERS, ARTS AND SCIENCES – AGUA
DULCE PARTNERSHIP, A CALIFORNIA PUBLIC CHARTER SCHOOL**

INTRODUCTION TO THIS PETITION

This proposal is intended to request a material revision for a charter school called the Albert Einstein Academy for Letters, Arts and Sciences – Agua Dulce Partnership (Einstein Academy, AEA-ADP or the charter school), operated as one of the schools that fall under the umbrella of AEALAS, Inc., a California nonprofit public benefit corporation for educational and charitable purposes. The charter school will provide a voluntary public school educational choice for parents with students in grades K-12 who choose to have their children educated in an alternative learning environment. Einstein Academy will provide a seat based program serving students in grades K-8 with an Independent Study-option providing a learning center for students in grades 9-12. All independent study offerings will be in compliance with Education Code Section 51745, *et seq.* and Education Code Section 47605.1, including, but not limited to a Board policy on independent study, master agreements, and geographic restrictions for resource centers.

Students of the Albert Einstein Academy for Letters, Arts and Sciences may opt for certain Independent Study options for no more than 79% of their class time. There are three categories of options in this regard:

- Accelerated Learner Model--For those students who learn at a greatly accelerated pace in certain subjects area, they make take those classes independently, at their own pace, under the direction of an Einstein faculty member.
- Flip Model--For those students who, due to a psycho-social or physical limitation and are unable to be in the classroom for the full day or perform better through limited home study, they make take certain classes independently, at their own pace, under the direction of an Einstein faculty member. This model will be discussed in detail below.
- World Language Model--For those students who wish to take a World/World language offered at a different Einstein campus but not their home campus, they may pursue that language independently, under the direction of the appropriate Einstein faculty member.

Albert Einstein Academy for Letters Arts & Sciences is a nonprofit, Public Benefit Corporation that operates K-12 Schools including a co-educational charter school located in the Acton-Agua Dulce Unified School District. It will provide an exceptional academic and extracurricular program for grades K-12 for approximately 300 students in an alternative educational experience that emphasizes student-teacher collaborative learning. The school seeks to prepare all students for success in subsequent academic environments and to develop world language proficiency. The school will continue to actively recruit a diverse population of students that represent the ethnic and social diversity of the community where the school is located. The school opened in the fall of the 2013 school year.

The charter school will provide quality instruction, student support and assessments to ensure that students make appropriate progress toward achievement of the charter's school-wide

outcomes, based primarily on California content standards, as in effect at the time (currently California's Common Core State Standards in English/Language Arts and Mathematics and California content Standards in History/Social Science and Science). Einstein Academy's objective is to provide a vehicle for an education that challenges each student to perform at or above his or her level of ability and offers a strong world language component and a rich global and multicultural focus. Like any public school, Einstein Academy will serve students who will need supports and modifications to achieve success. This petition describes differentiation of instruction to meet the diverse needs of students across the content areas. Einstein Academy is serious in its commitment to support all learners to access the core curriculum and to progress quickly.

As for the world language component, Einstein Academy embraces the first guiding principle listed in the Educator's Toolbox: Introducing the World Language Content Standards for California Public Schools, 2009, which states "The study of languages and cultures is for all students." Mandarin, specifically named in this publication, is among 21 world languages currently taught in California. The school proposes to open with Mandarin language instruction in Year 1 and then add one to two additional language(s) as the school grows, according to the desires of families and to the instructional and fiscal viability of the changes and subject to approval by the District of any needed material revision to the charter petition.

AEA-ADP embraces Legislative intent for exacting the Charter Schools Act stated in Education Code §47601(a-g):

47601. It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

We note Einstein Academies commitment to expanding learning experiences for pupil identified as academically low achieving, encourage the use of different and innovative teaching methods and to provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

This petition follows the format and content guidelines of the State Board of Education's Model Charter School Application. SBE approved the Model Charter School Application in November 2003. The format clusters the content of the required petition elements by topic, for example, sections related to academic assessment and accountability are clustered together and sections related to personnel are clustered together.

Legal Affirmations

Einstein Academy and its governing board shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of any characteristic, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, 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 a person or group with one or more of the above actual or perceived characteristics.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school's capacity. EC47605(d)(2)(B)
- Not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

The Einstein Academy accepts and understands its obligations to comply with all laws establishing minimum age for public school attendance.

FOUNDING TEAM

The Einstein Academy's petitioners have demonstrated their likeliness to succeed with a strong track record of success, most importantly with top tier performance by the existing Einstein Academy secondary school. The school received an Academic Performance Index (API) score of 908 in its first year operation. At the conclusion of their visit by Western Association of Schools and Colleges (WASC), one of the team members described the school's achievement as "phenomenal," for a school in its first year. The school received a three-year accreditation term following that visit. Most charter schools take several years to establish the educational program and supporting operations needed to achieve the kind of academic milestones demonstrated by Einstein Academy-Hart. The elementary school will extend this educational achievement into the early grade levels. With outstanding personnel, from existing campuses, involved, there is every reason to believe this new school will demonstrate the same level of success.

Board Members

The following people are the current board members of AEALAS, Inc., the nonprofit corporation that will serve as governing board for The Albert Einstein Academy of Letters, Arts and Sciences:

- **Joel Hopkins, President**
Joel Hopkins is a graduate of California Polytechnic University with a Bachelor of Science degree in Business Administration. As a twenty-two year television studio executive, Vice President of Finance, he oversees approximately 300 employees and controls a two billion-dollar budget. Prior to his current position, Joel worked as an Auditor in the banking and entertainment industries.
- **Eric Reiter, Secretary**
Eric is a highly experienced Nonprofit Executive Director with an extensive background, totaling more than 20 years of Administration, Program Management, and Business Management.
- **Tracy Costan, Director**
Tracy is an educator, community activist and experienced project manager. She has a background in public relations, marketing and web-development. Mrs. Costan is an active member of the Acton and Agua Dulce community.
- **James Engel, Director**
James and his team specialize in managing multi-family, special use and commercial properties located west of the Mississippi River through a network of offices in Texas, Oklahoma, and California.
- **Dawn Hakim, Director** Dawn is a senior leader with over 15 years of broad based experience in management, legal, team building and human resources. She has expertise in employee relations, performance management, staff retention, onboarding, technology, daily operating strategy and staff training and development.

Advisory Board Members

The original charter was written under the direction of highly-qualified educators. They are listed below.

- **Laurence Strauss**, Principal (Retired) William S. Hart High School District , has been an educator, Administrator and consultant for over 50 years in Southern California.
- **Robert Tilles**, Chair, Social Studies Department, William S. Hart Union High School District, is a former faculty member of Fenton Avenue Charter School. He is also a leading educator in Santa Clarita community with an extensive background in social studies.
- **Alyssa Peretz**, former faculty member of Mayfield Senior School in Pasadena, is also a special education expert.

Les Halberg, Vice President Development, Alfred E. Mann Foundation for Biomedical Engineering has previously served as Director of R & D, Advanced Bionics Corp and Director of Engineering, Boston Scientific Corp.

Management Team

The management team is comprised of experienced educators who have been involved with the Einstein Academy and have provided input and contributed to the petition development process in numerous ways. Einstein Academy anticipates that these individuals will continue to provide support to all schools in the AEALAS organization.

Maggie Ford, Chief Executive Officer at AEALAS, Inc. Prior to her current role, Maggie was the Chief Operating Officer at Accel Schools and the COO/Chief Academic Officer of White Hat Management where she provided academic direction to 32 schools with over 8,000 students in three states. She also served as the company's grants and federal programs coordinator. Maggie has raised over fifteen million dollars in the course of her career, funding innovative projects, which continue to provide students the 21st century education they deserve. As a life-long advocate for education choice. Maggie's unique expertise in educational leadership, professional development, management and training provides unparalleled support to the staff, students, parents and communities that she works with. She has presented to national audiences on topics related to the education of underserved populations and school choice. In 2014, Maggie was selected to serve on Scholastic's National Charter School Advisory Board and served as the Chair of White Hat Management's Academic Steering Committee.

- **Dr. Michael McDonnell**, Principal, Einstein Academy, Santa Clarita, has been an educational leader for the past twenty-seven years. Having received his Baccalaureate Degree and Doctoral degrees from UCLA, Dr. McDonnell served in the capacity of Science Instructor, Vice-Principal, and, ultimately, Headmaster of Montclair College Preparatory School prior to joining the AEALAS organization in 2009 as the assistant principal of the organization's first school.
- **Michael Fishler**, Einstein Academy assistant principal, was formerly the Magnet Coordinator for Pacoima Middle School where he was responsible for the operations of two distinct magnet programs (Performing Arts and Math/Media). Previously, he was a History and Social Studies teacher for 15 years at Pacoima Middle School. He holds a Master's Degree in School Administration.
- **Janna Largent**, Einstein Academy, Santa Clarita, Dean of Faculty, College Counseling, Special Education Services, Student Testing, has been an educator and administrator for over 15 years. She holds a multi-subject credential and a Master's Degree in curriculum and instruction, teaches mathematics, and serves as the student government advisor.

Consultants

Einstein Academy has contracted with the Charter Schools Development Center (CSDC) to assist with the charter petition and financial plan. Founded in 1992, CSDC is the nation's oldest non-profit resource center to charter schools. CSDC provides expert technical assistance

informed by close involvement with law, regulation, and practice related to all aspects of charter schools operations, and oversight. CSDC's charter school development staff members have over 20 years of experience working in and advising schools. Susanne Coie has expertise in curriculum, instruction and assessment as well as charter school finance and operations, and Eric Premack has expertise in all areas of charter school operations and governance, with special expertise in finance, law, and policy.

I. EDUCATIONAL PHILOSOPHY AND PROGRAM

“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.” Education Code Section 47605(b)(5)(A)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605(b)(5)(A)(ii).

MISSION

The Einstein Academy seeks to prepare elementary students for 21st century careers and lives, as members of a democratic society. Einstein Academy offers an interdisciplinary educational experience with world language study. In addition, the Academy’s curriculum provides students with tools to develop their intellectual, artistic, physical, technological, and social competencies, allowing them to graduate with a deep understanding of the relationships among disciplines, and the ability to continuously develop their intellectual integrity and curiosity through a lifelong love of learning.

VISION

- **College Preparatory Focus:** The foremost goal of Albert Einstein Academy is to prepare students for success in postsecondary education.
- **Interdisciplinary curriculum:** An interdisciplinary curriculum aligned with the current California content standards will enable Academy graduates to enter secondary education with a breadth of knowledge across disciplines.
- **World language:** The Academy will prepare students as global citizens by developing competency in a world language.
- **Global View/Cultural Awareness:** Students of the Academy will use themes in social studies and literature to explore and develop their understanding of the world. Students will demonstrate a high level of understanding of other cultures and peoples.
- **Leadership:** Fostering an awareness of the importance of public participation, all Academy students will have the opportunity to participate in student leadership within and beyond the school community.

- **Life-long learners:** Through a supportive and stimulating school environment, Academy students will become increasingly independent learners; students will be encouraged to become deeply and personally involved in their work, to feel not only accountable, but engaged.

STUDENT POPULATION

The Acton and Agua Dulce community enjoys increasing ethnic, cultural, and linguistic diversity. The Academy looks forward to the opportunity to serve a diverse student population so that all students have the benefit of a multicultural experience. Einstein Academy will conduct a vigorous outreach program aimed at recruiting a student body that is representative of the racial and ethnic composition of the general population residing in the District and/or the similar diversity of where our learning centers are located.

Overall, Acton-Agua Dulce Unified School District students are high achieving, though the District serves students with a wide range of academic needs and performance levels. The table below, from the school SARC, shows achievement among subgroups of students. The following table shows scoring at proficiency or above on the California Assessment of Student Performance and Progress (“CAASPP”). Einstein Academy expects to serve a similar population and to continually improve its ability to help all students succeed.

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

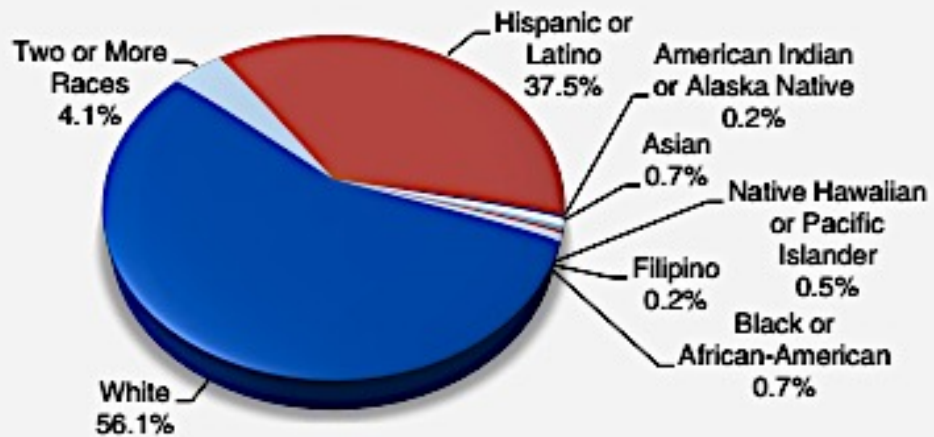
The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Meadowlark School		AADUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	41%	47%	44%	45%	44%	48%
Mathematics	37%	38%	32%	29%	33%	36%

Anticipating the need for targeted outreach during the admissions process, outreach for the school will emphasize recruitment of Latino students, including English Learners, and, to a lesser extent, Asian students, to be responsive to the legal requirement, and seek to attract an enrollment reflective of the general population residing within the territorial boundaries of the authorizing agency. The charts below compare the demographics of Meadowlark Elementary and AEA-ADP.

Demographics

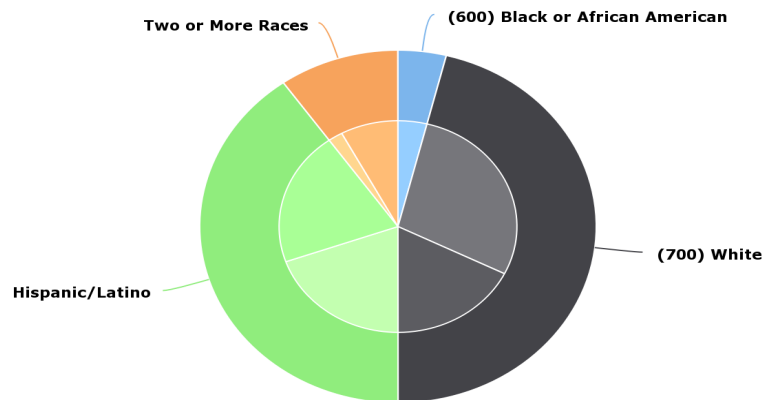
2015-16 School Year



Meadowlark Elementary Student Population (above), AEA-Agua Dulce Partnership below

Current Student Population: ADP Campus

White	54%
Hispanic/Latino	31%
Black/African American	4.0%
Other	1.0%
Two or More	10%



Einstein Academy expects to serve ELL students, students with disabilities, academically low-achieving students, and students with a variety of other challenges. English Learners typically begin school with a substantial deficit in English vocabulary; this gap can actually widen as students progress through school unless skills in speaking, listening, reading and writing in English are aggressively developed to close the gap. The description of the educational program will explain how Einstein Academy's instructional materials and strategies will be used to meet the learning needs of English Learners, students with disabilities, and academically low-achieving students. The language arts and math programs have differentiation instruction for these groups built into the programs' design. Approaches in science and social studies emphasize active, not passive, learning strategies that enhance meaning for students. Hands-on, meaning-

centered learning is especially valuable for English Learners, academically low-achieving students, and many students with disabilities.

Einstein Academy has a strong commitment to helping all students succeed, which includes providing non-academic supports to help students overcome or cope with personal challenges. Accordingly, AEA-ADP serves some students who face challenges that may adversely affect their ability to succeed academically and to thrive all around. These challenges might include homelessness, family separation, physical and emotional abuse, unemployment, and/or substance abuse. School staff will provide a nurturing, positive environment that supports students to thrive. The use of the PATHS program will further establish pro-social norms among students and staff. To help ensure that students' emotional needs are met, the school will seek to connect families with support agencies and will equip staff to support students experiencing personal difficulties. In short, the Einstein Academy intends to serve students in all social and economic groups from the Acton-Agua Dulce

Einstein Academy will attract those students seeking an alternative instructional model, including world language instruction in all grades K-12. Einstein Academy's instructional model differs from surrounding schools in its strong emphasis on instruction with meaning and interest to the learner. Based on experience at Einstein Academy's existing secondary charter school, the majority of families will be attracted to Einstein Academy for pedagogical or a variety of other reasons. Many do not name world language among their reasons for choosing Einstein Academy; rather, they are attracted to the instructional philosophy. That said, early language learning will benefit students' cognitive development, overall language-learning ability, personal and professional assets, and multicultural awareness. Furthermore, for all children, world language learning is desirable because of its correlation to higher academic achievement and to a greater intention of learning additional non-native languages. In short, the charter school will improve learning for students not only through a strong core academic program but also by offering intensive world language instruction and instructional approaches not otherwise available to them.

THE ACADEMY'S EXPECTED ENROLLMENT AND GROWTH To accommodate the demand expressed by local parents, the Einstein Academy anticipates opening the 2017-18 school year with approximately 301 students, increasing to 326 by the end of the charter period. Should the school be more successful than anticipated the school will limit access to the resource center to 100 students through scheduling. The school will cap K-8 enrollment at two classes per grade level at a ratio of 28:1. If enrollment exceeds these caps a public lottery for open seats will be conducted. The school recognizes that the brick and mortar program is the priority for the board and community, should the enrollment at the brick and mortar program grow to the point that the classrooms are needed for those students, the school will seek out alternative space in the AADUSD boundaries. The school anticipates a student-teacher ratio of 28:1 in core classrooms.

	Year 1	Year 2
Kindergarten	22	50
1 st Grade	28	22
2 nd Grade	27	28

3 rd Grade	22	27
4 th Grade	10	22
5 th Grade	18	10
6 th Grade	18	18
7 th Grade	28	18
8 th Grade	28	28
9 th Grade	25	28
10 th Grade	25	25
11 th Grade	25	25
12 th Grade	25	25
Total Students	301	326

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

As noted by Thomas L. Friedman in his book, lectures and numerous New York Times articles, the world is becoming increasingly “flat.” That is to say, as a result of the Internet and increasing internationalization, the world is becoming more and more interconnected. What happens in far distant lands directly affects the health, happiness, economic-well-being and safety of Americans even if they never leave our shores. To enable students to be successful in the modern world, Einstein Academy views the following academic skills and qualities as important for an educated person:

- Proficient skills and content knowledge in English, mathematics, social studies, science and the arts
- Critical thinking skills
- In-depth cross-cultural understanding
- Intermediate fluency in at least one language in addition to the native language
- Proficient technology skills
- The ability to practice sound physical, social and emotional habits needed for physical and emotional well-being.

Einstein Academy’s educational program will enable pupils to employ the above skills as self-motivated, competent, lifelong learners.

GOALS FOR ENABLING STUDENTS AS SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS

The goals and objectives of Einstein Academy are the following:

- GOAL:** *To prepare all students for success in secondary education, college and career*
- **Objective:** Provide educational programming of exceptionally high quality, at a level adequate to meeting the above goals for every student served by Einstein Academy. Truly excellent instruction does not just help the most advantaged, well-prepared students to achieve; it successfully personalizes learning to meet the needs of all students.

- **Objective:** Use an interdisciplinary curriculum aligned with the current California content standards will enable Academy graduates to enter secondary and, ultimately, post-secondary education with strong fundamental skills as well as a sense of personal purpose and meaning. Objective: Promote supportive adult-student relationships that promote academic growth
- **Objective:** Through engaging, meaningful, real world learning, enable students to become increasingly independent learners; to become deeply and personally involved in their work; to feel not only accountable, but also engaged.

GOAL: *To Provide students with global and cultural awareness information literacy*

- **Objective:** Develop student competency in a world language
- **Objective:** Develop in students a high level of understanding of other cultures and peoples, by using themes in social studies and literature to explore and develop their understanding of the world
- **Objective:** Develop skills with which to use information effectively. Information literacy refers to the ability to recognize when information is needed and how to locate, evaluate, and put it to proper use.

GOAL: *To foster an awareness of the importance of public participation*

- **Objective:** Participate in student governance through regular meetings of the entire school community
- **Objective:** Extend students' leadership opportunities through community service learning

GOAL: *To increase opportunities for teachers to develop as highly skilled educators.*

- **Objective:** Establish a high-functioning professional learning community continually improving instruction to raise student achievement
- **Objective:** Articulate effective instructional method so that both Einstein Academy teachers and teachers from other schools can readily learn and further refine the school's approaches

Consistent with the California Charter Schools Act, these combined goals enable all students to become SELF-MOTIVATED, COMPETENT AND LIFELONG LEARNERS. STRONG ACADEMIC PREPARATION AIMED AT CAREER AND COLLEGE READINESS GIVES STUDENTS A FOUNDATION TO CONTINUE LEARNING OVER A LIFETIME. EINSTEIN ACADEMY'S PROGRAM WILL INSTILL MOTIVATION BY EMPHASIZING "LEARNING BY DOING," COOPERATIVE LEARNING AND MEANINGFUL ACTIVITIES THAT ENGAGE STUDENT INTEREST. EINSTEIN ACADEMY'S PROGRAM WILL ALSO INSTILL COMPETENCE BY EMPHASIZING PROBLEM SOLVING AND CRITICAL THINKING, CONCEPTUAL UNDERSTANDING THAT CAN BE APPLIED TO REAL WORLD SITUATIONS, ACADEMIC AND SOCIAL SKILLS STUDENTS NEED TO THRIVE IN FUTURE CAREERS, AND METACOGNITION, OR, THE ABILITY TO MONITOR ONE'S OWN LEARNING.

HOW LEARNING BEST OCCURS

The Einstein Academy's design reflects as a set of beliefs about how learning best occurs. The educational design and philosophy are consistent with the school's vision, mission, and target population and are grounded in research on best practices in education. Learning occurs best when the following conditions exist:

- Intellectually and emotionally supportive relationships with adults in the school promote academic growth. Recent research by the Economic and Social Research Council (ESRC) found that effective teachers stimulate pupils' imaginations, challenge their views, encourage them to do great things, and motivate them through tailored teaching practices to ensure that every pupil feels a sense of achievement and valued as part of the class community (ESRC, 2009). A recent review of educational research found that children make the biggest strides when they are able to cement secure, consistent relationships with responsive adults. For classroom teachers, being responsive means being able to adapt the curriculum to address their students' needs and interests (Wilson, 2009).
- By making connections across disciplines, integrated curriculum helps students see real world relevance and strengthens content area learning. An interdisciplinary, or integrated, curriculum also reinforces brain-based learning, because the brain can better make connections when material is presented in an integrated way, rather than as isolated bits of information (McBrien, 1997). Further, "The Logic of Interdisciplinary Studies," an exhaustive 1997 research report, found broad consensus among dozens of researchers as to what the report called the "positive educational outcomes" for students in an integrated studies program:
 - Increased understanding, retention, and application of general concepts.
 - Better overall comprehension of global interdependency, along with the development of multiple perspectives and points of view, as well as values.
 - Increased ability to make decisions, think critically and creatively, and synthesize knowledge beyond the disciplines.
 - Enhanced ability to identify, assess, and transfer significant information needed for solving novel problems.
 - Promotion of cooperative learning and a better attitude toward oneself as a learner and as a meaningful member of a community.
 - Increased motivation.
- Students have opportunities to explore interests and deepen content understanding and skills through application, often in authentic (real world) contexts. Authentic learning situations increase the brain's ability to make connections and retain new information (McBrien, 1997). Research on "authentic instruction"—instruction that is highly engaging and interactive, and which connects to students' real lives—showed that these methods increased student scores on high stakes standardized tests. In two recent studies of Chicago public school students, the researchers found that when teachers offered less didactic and more interactive experiences, scores on the Iowa Test of Basic Skills rose significantly among a large cross section of students. (Newmann 2001; Smith, Lee, and Newmann 2001). Students who feel that academic work is meaningful are more likely to put greater effort into their work and are more likely to persist when challenged (Clark & Estes, 2002). In a study of more than 2,000

students in 23 restructured schools, Newmann, Marks, and Gamoran (1995) found much higher levels of achievement on complex performance tasks for students who experienced what these researchers termed “authentic pedagogy”—instruction focused on active learning in real-world contexts calling for higher-order thinking, consideration of alternatives, extended writing, and an audience for student work.

- Students work at a level of cognitive challenge just beyond their present level of mastery. In his Zone of Proximal Development theory, educational theorist Lev Vygotsky (1978) argues that optimal learning occurs in the “distance between the actual development level as determined by independent problem solving and the level of potential development determined through problem solving under adult guidance or in collaboration with more capable peers.” This zone bridges the gap between what students can achieve with guidance or collaboration, otherwise known as scaffolding and what they can achieve alone. It is within this zone that cognitive change occurs. Vygotsky’s theory is widely accepted; the challenge is in personalizing each student’s experience sufficient to provide an appropriate level of challenge.

The following sections elaborate on how each of these beliefs about how learning best occurs will translate into aspects of the Academy’s plans for curriculum and instruction.

A TYPICAL SCHOOL DAY

The following vignette will convey the flavor of school life at Einstein Academy:

At the start of the day, a visitor to the school follows 3rd grade students into their classroom. The teacher opens class with announcements, calendar, student jobs and other daily procedures, and then reminds students of the social-emotional skills they will focus on that day. Language arts instruction then begins with the teacher reviewing key vocabulary words and then reading aloud from the whole class novel, *Secret Place*, by Eve Bunting, a novel about a child’s magical experience with nature in the city. This book connects with this year’s looped grade level content in writing, science, social studies and math. The reading is followed by discussion using questions that tap a range of learner skills. The teacher ensures that all students participate, calling on the students performing at higher skill levels to answer just the most challenging higher order questions. Those students model responses for students who have answered rudimentary and intermediate level questions. Next, as part of the civic development component of the theme, the teacher reminds students that soon they will begin writing a letter to city officials to tell these officials how often they, the students, get to be in nature and what kind of “green spaces” they would like to have in their neighborhoods. Following this activity, the teacher then begins the day’s mini-lesson in reading. The teacher explicitly demonstrates the thinking process of a strong reader, showing a transparency of sample text and marking the passage to indicate the reader’s thought process. The teacher provides instructions for the day’s partner work and splits the class up into groups. The teacher then meets with the first reading group in a book club setting, while the second group works on a partner activity to practice the skill level demonstrated in the mini-lesson. Partners work in quiet voices but seem enthusiastic about books they have chosen to read at their just-right reading levels. A bilingual aide provides specialized support to English Language Learners performing at a low level of skill for part of

the class and then meets with individuals or small groups of students to work on needs identified by the teacher's skills checklist. The groups rotate before noting their homework assignment and leaving for recess.

At recess, a visitor sees supervisors prompting students to work out a problem using a strategy taught in the school's social-emotional development curriculum. Many students are physically active, releasing their energy and recharging their concentration for the next class.

After recess, math instruction appears relatively traditional, but close inspection shows that students have spent time developing a deep understanding of the concepts at hand. The teacher begins with direct instruction, followed by guided practice. Some students are working on foundational problems, while others who have mastered those problems are working on challenging problems that extend the same concept with greater complexity. The Visitor notices students using a problem-solving technique the teacher has demonstrated. Students practice problems similar to those from the homework assignment so they can be sure to know how to complete the work at home. Students then break for lunch and recreation.

Later, back in class, the visitor observes students engaged in the study of world language in a fun and exciting environment.

In science class, the teacher briefly reviews with students the concepts they previously read, stopping to reinforce key vocabulary related to the specific content and to the discipline of science. Then, the teacher reviews with students the scientific investigation process they have already learned and discuss how they will use that process in the day's investigation into the development of plants. The teacher then breaks students into groups. Students already know where to find their supplies and how to work collaboratively because they have been practicing cooperative learning protocols for several years. Once the investigation is completed and the area cleaned, the students jot brief notes to use the next day in their lab write-ups (students are not yet writing full lab reports, but their write-ups contain the basic elements of one). Before dismissing, the science teacher reminds students of how the science investigation connects to the cross-curricular theme of humanity, asking students to think about where else they can connect with nature in their lives.

Students then return to the language arts teacher for social studies. The teacher opens the class by recalling the whole class book and asking higher order questions about how the text informs their social studies project. Groups work on projects at different phases, locating the specific locations and geographic features in their neighborhood. To connect with the theme, this project includes mapping trees and other green spaces where people can experience nature, especially parks. Some students are using primary sources, books or controlled Internet sites to complete their research. Others are using art techniques they learned as part of this project to represent trees and buildings. The teacher circulates the classroom with a project rubric in hand, questioning students about how their work so far compares to the rubric. Students needing extra support are working on simpler tasks or with a partner or a classroom volunteer. The period closes with the teacher having students document the day's progress and post it on a hanging wall chart that shows specific progress checkpoints for the project and prompting students to record their individual project assignments for the next day. The teacher announces that a visitor from the

city planning department will be coming soon to talk to the class about how green spaces get created in cities, and how they can help in that process. The teacher also reminds the students to check their after-school schedules before leaving.

That same day, a different visitor arrives on campus in the morning and is escorted to the resource center classrooms to meet a student who is enrolled in the independent study program who will be shadowed for the day. Like most students at the school, he attends school once or twice a week, yet has more individual attention from his teachers than he did in a traditional classroom based high school program. He joins the small group of students who are meeting with their English teacher to analyze the character of Atticus Finch in Harper Lee's *To Kill a Mockingbird*, which evolves into a discussion about morality and reason.

Afterwards, the student and visitor walk to the classroom next door where a math teacher is already working one-on-one with individual students. While this occurs, other students review the practice problems that were assigned after the online lesson about quadratic equations. Once satisfied that a student understands the material, the teacher moves to another student and determines that she is well ahead of schedule and not currently in need of additional help. All other students are working either at desks with pencil or paper, on laptops listening to lectures, at the marker board helping other students, or completing more practice problems. The teacher uses this time to log into each student's account to determine which students are furthest behind in the curriculum, or who are struggling with concepts, so that he can provide any necessary support.

After math, the student and visitor walk to the science laboratory, passing the orchard and student cultivated learning garden along the way. Once at their destination they observe the advanced chemistry students, who have mastered the prescribed material ahead of schedule, are meeting with an instructor before they begin work on their chromatography experiment. Other chemistry students are working at a steady pace, but are not yet ready for the experiment. They will visit the lab next week. Finally, a few chemistry students in need of extra support are reviewing the material online before meeting with their instructor who will reassess their understanding of the foundational concepts necessary to move on to the next unit.

Following science, student and visitor visit another class room in which the AP United States History instructor, who has coordinated with the speech and debate teacher, is preparing 11th grade students for their roles in the upcoming presidential debates. Afterwards, students received an instructor led lecture on the Lincoln-Douglass debates and the expansion of slavery in the new territories, which was followed by a student lead Socratic seminar before the lunch bell rang.

The student explained that, typically, this is the one and only day needed to meet the attendance requirement and says that some students will return for a second day of additional support or instruction while others simply opt to show up in the morning, turn in their work, and leave without any additional instruction or support. All of the high school students arrive after the younger elementary students daily and usually leave before lunch. Those students who are involved with student government, clubs, peer tutoring, or special projects may attend on Fridays a day when there are no scheduled support classes meeting. A student may also attend school on Fridays for scheduled meetings with other students or teachers, to perform community service, receive college counseling, participate in special events, work on *Senior Honors Projects*, or to

utilize the computer lab and other resources available on campus that supplement the online delivery of curriculum.

The independent study model is extremely flexible and allows students to control the time, place, location, and pace of their education with regular guidance and feedback from faculty and staff.

Transitional Kindergarten

Einstein Academy may implement transitional kindergarten (TK) as required by law. A transitional kindergarten is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum, which is age and developmentally appropriate. Even though students will not be required to complete the two-year sequence, if there is a demand for the program and the school has the capacity Einstein Academy will provide a recommendation, so parents can choose what they believe is the best option for their child.

Although the intent of the law is to provide separate and unique experiences for transitional kindergarten and kindergarten students, the CDE advises that districts have flexibility to determine how best to meet the curricular needs of each child and so may combine TK and Kindergarten classrooms. Einstein Academy's enrollment scheme does not align with offering an entire TK class; so, like school districts with low enrollment in a geographic area, the Academy anticipates clustering TK students together in one Kindergarten class that provides differentiated instruction. As described aforementioned in the petition, to facilitate instructional differentiation, AEA-ADP will cluster students by ability level and needs. This plan will be the same for TK and Kindergarten.

The requirement for annual instructional minutes is the same for TK and K: 36,000. Einstein Academy will establish criteria to determine selection requirements for possible enrollment of kindergarten-eligible children in transitional kindergarten. The curriculum for transitional kindergarten will be developed to flow with the kindergarten program; however, modifications will be made in consultation with the following guiding documents: [California's Preschool Learning Foundations](#), [California Preschool Curriculum Frameworks](#), [California Academic Content Standards](#), and the [Common Core State Standards for English Language Arts and Mathematics](#).

II. CURRICULUM AND INSTRUCTION

No matter which delivery model, site-based program, or independent study, the Einstein Academy will emphasize multicultural understanding, world language acquisition, and academic rigor that ensure that our students are college and career ready. The school will also deepen students' commitment to their community through service learning and the participation in student government K-12. To accomplish these goals, and to help students meet the California Common Core and Next Generation Science standards, Einstein Academy will use an integrated blended curriculum, global and multicultural themes, real world learning, community service and leadership opportunities, world language instruction. Instruction will take advantage of Einstein's small school size to create supportive adult-student relationships that promote academic growth. Einstein Academy's school design incorporates a number of research-based approaches that will enable students to achieve objectives specified in the charter and master

academic content standards in core curriculum areas. School-wide strategies will forge powerful and purposeful relationships to support Einstein's standards-based educational milieu. From the first kindergarten-screening meeting between teacher and child to the transition into each grade, our entire school community is involved in anticipating every student's needs and in formulating a plan to address the needs of every student in the school. The methods referenced below will be implemented in a developmentally appropriate manner that supports the learning objectives of the grade level and aligns with students' needs and abilities. Some are highly skilled methods; the professional development sections of this charter demonstrate the school's emphasis on teachers' instructional skill. Data analysis in staff development will assist teachers with effectively assessing student academic progress and provide ways and means to continually improve the quality of the core curriculum to meet the needs of every student. As a result of collaboration during staff development, teachers will know what needs to be taught, and develop ways to teach and improve the quality of our school-wide program.

Integrated curriculum

In today's information-based economy, individuals who are fluent in several disciplines and comfortable moving among them prosper. Nearly all real-world work touches on multiple disciplines – that is the nature of the real world. Real world knowledge is not neatly divided into artificially constructed academic disciplines. Rather, most topics can be understood more deeply when viewed through multiple disciplinary lenses. For example, understanding of a series of events in history can be deepened through the reading of a related work of historical fiction or studying the geology of the region and how it has shaped people's lives. At Einstein Academy, teachers will coordinate curriculum planning to identify areas of overlap, where California content standards in two or more content areas complement each other when taught simultaneously. In language arts, they will read literature that supports topics in social studies and/or science. These science topics will be timed and developed to promote deeper understanding of a place or time being addressed in the social studies classroom. Integrated curriculum will also involve project-based learning, as the two approaches are highly compatible. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. Integrated study is an effective vehicle for building those skills, and helping students develop nuanced understanding and a more complex understanding of interrelationships. The master schedule is designed to meet the needs of all students. The University of California A-G curriculum and focus on the California content standards and the Common Core standards provides a rigorous and well-rounded education.

Global and Multicultural Themes

Global and multicultural themes are often a springboard for organizing interdisciplinary curriculum to broaden students' views of the world and provide a meaningful lens for learning. Einstein Academy values comparative cultural studies as an important organizing theme in history/social science. Global and multicultural themes are important not only for developing global awareness and cross-cultural skills, but also for creating a supportive school environment grounded in respectful awareness of all students' beliefs and backgrounds.

Real World Learning

Einstein Academy seeks to make education relevant to students by showing real world connections to students' academic studies. Teachers will make students aware of real world connections as an ongoing practice, that is, how California content standards and other essential understandings are important to students lived experience. Global and multicultural themes will be one way to make real world connections. Instructional activities that call for students to apply their learning in some sort of authentic context also provide a sense of relevance, as well as developing skills that students are likely to use in the real world. Sometimes, these instructional activities include projects, in which students probe a topic in greater depth over a longer span of time and thus produce a tangible, meaningful product as part of the learning process. Leadership opportunities within the school as well as community engagement outside the school will further extend students' connections to real world issues as they develop their skills and awareness.

Community Service and Leadership Opportunities

The Einstein Academy seeks to cultivate students' commitment to public participation through opportunities to work for positive change both within and without the school. Within the school, a dynamic student government will encourage students to get involved with issues or activities they care about. Student government activities will include weekly meetings that are part of the ongoing life of the school. Students will also be exposed to issues in the surrounding communities and to investigate what they can do to be part of community improvement efforts. Community awareness and service learning activities will thus become an integral part of academic instruction.

Backwards Design

The Principal will lead the teachers through a backwards design process for implementing the school's educational program. The principal will guide the instructional team through the Understanding By Design model, informed by What Works in Schools. The Principal will monitor instructional units to ensure high quality. Much of the curriculum is skills centered, with project-based learning arising primarily from STEAM topics. Backwards design will be used for planning, monitoring, and revising instruction throughout the school year.

The Academy's instructional design will approach curriculum planning using standards-based backwards design, a key part of Grant Wiggins' and Jay Tighe's acclaimed Understanding by Design model. First, teachers identify rigorous, relevant, and attainable overarching learning outcomes – going beyond simple facts and skills to include larger concepts, principles or processes. (What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?) Next, the teachers determine acceptable evidence of learning for those outcomes; that is, the means of authentic assessment. (How will we know if students have achieved the desired results and have met the standards? What will we accept as evidence of student understanding and proficiency?) Finally, the teachers plan meaningful learning experiences and instruction. This includes definition of knowledge (know-that), skills, and procedures (know-how) that students ought to master, definition of materials, and definition of learning/teaching activities (scenarios). Through this planning

process, teachers will develop a curriculum map based on California State Common Core and Next Generation standards as well as other outcomes specific to the Einstein Academy Model.

Utilizing Robert Marzano's High Reliability Schools Framework, our comprehensive process for implementing standards, developing curriculum, and assessing each student is a research based dynamic multi-level approach that involves the teacher, administrators, and parents. Textbooks exhibiting current educational philosophies and curricular resources will be aligned to rigorous California Common Core Standards in all subjects. The implementation of a Gifted and Talented Education (GATE) plan, English Language Development (ELD) standards, and important standards for our Students With Disabilities (SWD) will create a full and balanced curriculum that ensures each child's academic success and social and emotional well-being. Teachers will work in grade level collegial planning to develop yearly pacing plans, quarterly benchmarks, cross-curricular units of study, and clear and precise goals and expectations to assess student performance and chart student success. Priority will be on teachers and administration utilizing all instructional materials including challenging, remedial, and English Language Learner (ELL) resources. Teachers will use the best instructional methods and techniques including flexible grouping, peer tutoring, cooperative learning, and one-on-one assistance as needed.

Instructional Materials

Consistent with the school's rigorous, relevant, and attainable student outcomes, the Einstein Academy will select materials based on alignment with the school's standard-based learning outcomes and educational philosophy the school will use the iNacol standards for online and blended courses to evaluate and select content. Materials will include traditional textbooks, language materials from Rosetta Stone and Power Speak will be augmented with additional materials that will be selected to support an integrated curriculum, global and multicultural themes, real world learning, projects, and other learning applications . Textbooks and other materials used may change as instructional staff monitors student learning and evolves its understanding of what works best given Einstein Academy's goals, philosophy and student population

Homework assignments will have clear standards-based objectives intended to give additional practice and enrichment opportunities. One of the advantages of Einstein Academy's approaches, particularly in Language Arts, is the abundance of opportunities student have to read, write, listen, and speak, compared to traditional classrooms. The emphasis on student participation and dialogue engages all learners and has a particular benefit to English Language Learners (ELLs). Parents are encouraged to work directly with their child and the teacher to support a child's success. Thus, learning at Einstein Academy will be child-centered and will empower children to succeed. Parents will take pride seeing their child's art, academic work, and other samples on bulletin boards around the school, at Back to School Evening, and Open House.

English/Language Arts

The language arts curriculum for both the K-8 brick and mortar and the 9-12 Independent Study program will be based on California's Common Core State Standards and will emphasize the

development of skills and strategies students need to thrive as readers, writers, speakers and listeners. The building blocks of literacy are made up of a set of independent skills, but that learning these skills in isolation is not the way that students learn to read, write, speak and listen critically and competently. In the primary grades, balanced literacy instruction will be the backbone of the language arts program. The literacy program will focus on reading fluency, comprehension, writing for varied audiences and purposes, and developing in students a love of literature and a deep understanding of its significance to their success. Literary analysis will be supported by multi-disciplinary vocabulary instruction. Teachers will lead in-depth discussions about characters, including how they show compassion and how they handle the consequences of their actions. All children will be served through the standards-based English/language arts curriculum whether students are working above grade level in discovering word origins, English Language Learners are illustrating their vocabulary, or special needs students are playing vocabulary charades. As described in more detail below, Einstein Academy's instructional approaches are chosen for their alignment with the school's overarching goals and with their emphasis on supporting students with a wide range of academic needs to be successful.

Students who attend Einstein Academy in grades K-5 will use the combination of a basal textbook program combined with Readers and Writers Workshop for all students. The use of a basal textbook will be augmented with trade books, Readers Theater and literature circles to ensure that all skills are addressed through an explicit, sequential curriculum without sacrificing the love of reading. The personalization and the sense of voice and purpose in writing that are developed through Readers and Writers Workshop encourage student voice and choice in their education. Writer's Workshop includes a mini-lesson and independent writing time in which students are expected to practice a particular strategy during a phase of the writing process (generating ideas, drafting, revising, editing, and publishing). Writer's Workshop also includes teacher-student conferencing, small group instruction, and a close/share in which students have an opportunity to model or express how they used the strategy during the workshop time.

The School will use Scott Foresman's Reading Street as the core curricular resource in English Language Arts in grades K-5. Reading Street is a comprehensive reading and language arts series for the 21st Century. Reading Street delivers high quality literature, scientifically research-based instruction, and a variety of online experiences for high student engagement. The architecture of Understanding by Design helps all learners, especially English Language Learners, to make the most progress with a sustained unit focus on concepts and language. Each unit focuses on a "Big Question" that connects reading, vocabulary, and writing for deeper understanding. The "Big Question" also relates to social studies or science content to support curricular integration.

Reading Street employs a solid approach to the core language arts program components. In the primary grades, the program promotes phonemic awareness and phonics skills utilizing pictures containing target sounds and rhymes and using "sound spelling" cards. This curriculum digital extension using online decodable readers with audio and word-by-word highlighting to support emerging readers. Vocabulary instruction covers tested words, story words, and high frequency words as well as vocabulary skill and strategy instruction. Oral vocabulary work includes multiple exposures and practice opportunities to give students ownership of vocabulary. Readers learn skills and strategies to make deeper meaning from text, including a digital option that animates these skills. Students can also preview target comprehension skills and strategies so

students can apply these components in the literature they will be reading for the week. Another instructional strategy for building comprehension is story retelling in the textbook, on cards at practice stations, and on the digital path in the multimedia story sort. Post-reading questions emphasize higher order thinking skills, with the same skills and strategy applications available across a leveled library of over 2000 titles.

Reading Street includes a variety of resources that facilitate differentiation for English Learners, students with disabilities, and academically low-achieving students. The program includes RTI resources that are manageable, aligned, and expedient. The RTI program has strong core emphasis on ongoing progress-monitoring and an explicit plan for managing small groups of students. Interventions on Reading Street are highly targeted and employ the same research and methodologies as the core series. In the Response to Intervention Kits, instruction is organized by strand to provide targeted focus and leveled mini-lessons for individuals or small groups. The kits are appropriate as a Tier 2 solution and are available in English and in Spanish. Kits are designed for K-2 and 3-6 grade levels.

Reading Street will be combined with Rosetta Stone will provide a robust set of materials for English Learners . The use of Readers and Writers Workshop provides a higher degree of personalization to the students' needs in terms of instructional materials, and even in terms of instructional delivery one-on-one and in small groups.

Reading Street also includes a range of resources to give English Language Learners opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and the English they are expected to speak and write. Reading Street front-loads concepts, vocabulary and skills to give ELLs more immediate access to core instruction. The series' materials provide supports for small group and differentiated instruction on a weekly basis, in addition to numerous supplemental resources.

Einstein Academy incorporates Readers and Writers Workshop to develop students' interests and identities as readers and as authors. Readers and Writers Workshop strategies engage student interest in reading and writing, nurture a love of reading for pleasure, develop an authentic sense of purpose and voice as authors, and address each student's individual needs. This model draws on the following instructional modes:

- Read-aloud as a whole class to support reading development through comprehension strategies modeled by teacher; discussion provides opportunities for more advanced students to practice and model thinking strategies
- Individual Reading with individual book conferencing, where teachers help each student identify topics, genres and authors they love
- Mini-lessons of 10-15 minutes on a reading or writing strategy or other topic (including word study, a regular activity), delivered to the whole group or small group, according to the needs of the students, followed by student practice with that strategy working in partners or in small groups
- Guided reading, in which students with the same reading level discuss books, with reading strategies modeled by the teacher and peers. While guided reading takes place

with one group of students, the other students are engaged in independent or group literacy tasks. Each student is engaged in a book club at least once a week.

- Reading conferences, where teachers move from student to student to coach and discuss strategies, keeping a record of each individual student's progress and needs, while students read independently
- Writing conferences, where teachers move from student to student to coach and discuss, keeping a record of each individual student's progress and needs, while students are working on drafts of writing in a particular genre
- Author's/reader's chair, where a student or several shares a strategy they used in their reading or writing

One of the strengths of Einstein Academy's language arts approach is the ability to respond to diverse student needs. The vast majority of time is spent in learning activities adjusted for students' academic needs. Within heterogeneous classrooms, students will often work with partners or small groups of students with the same or close reading level. English Learners and, if appropriate, other learners with similar needs will be clustered to facilitate instructional delivery according to need. All of the approaches and instructional materials are designed to be employed in that manner, responsive to individual student needs.

6-8 ELA Resource- *Expeditionary Learning (EL)*

For Students in Grade 6-8 AEA-ADP will implement the EL Curriculum

Building knowledge through content-rich nonfiction

- Effective literacy instruction through the use of compelling topics which engage students in informational and literary texts, and emphasizes "author's craft" in accordance with the rigor of the Grade 6-8 standards.
- Students build expertise about a topic and often share that expertise with classmates or a wider audience.

Reading, writing and speaking grounded in evidence from text, both literary and informational

- Students use evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read, and doing research for a real purpose.
- Performance tasks require students to cite textual evidence, to revise their writing and critique their peers' writing, and share their writing with a real audience.

Regular practice with complex text and its academic language

- Students are exposed to a wide range of increasingly complex texts to build background knowledge and interest.
- Awakened curiosity gives students purpose for reading, then we support and challenge them with increasingly complex texts.

This curriculum resource is research based and according to EdReports.org: the EL curriculum received EdReports.org's highest reviews. "Modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold support so that students will independently demonstrate grade-level proficiency at the end of the school year." Texts and text sets are high quality and at an appropriate level of rigor and complexity and organized to support students' growth in literacy over the course of the school year. The majority of tasks and questions are focused on these texts, and the instructional materials provide many opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills. Students build knowledge as they engage integrated reading, writing, speaking and listening, and language study. Culminating tasks require students to read, discuss,

analyze, and write about texts while students participate in a volume of reading to build knowledge. Modules are developed to support and build knowledge, to intentionally address academic vocabulary, and to scaffold supports so that students will independently demonstrate grade-level proficiency at the end of the school year.

Four modules, with 3 units in each, comprise a full year's curriculum. Each module progresses in a standard sequence: Building Background Knowledge (Unit 1), Extended Reading and Research (Unit 2), and Extended Writing (Unit 3). Each module comes with books – not textbooks or anthologies – which have been carefully selected and vetted by the authors of the Common Core as the best books for teaching grade level content. These central texts are supported by a list of recommended texts—books, articles, and primary source documents—that balance literary and informational texts at appropriate levels of complexity. Each unit is made up of a sequence of between 5-20 lessons. The “unit at a glance” chart in the curriculum map breaks down each unit into its lessons, to show how the curriculum is organized in terms of standards address, supporting targets, ongoing assessment, and protocols. It also indicates which lessons include the mid-unit and end-of-unit assessments. The ELA Curriculum Plan is attached as an addendum to this document.

9-12 ELA Resource - *Edgenuity*

ENGLISH LANGUAGE ARTS 9

This freshman-year English course engages students in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students will master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students will read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They will also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr., Franklin D. Roosevelt, and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

ENGLISH LANGUAGE ARTS 10

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty-first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students also compose descriptive, persuasive, expository, literary analysis, research, narrative, and compare-contrast essays.

ENGLISH LANGUAGE ARTS 11

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and

inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers

ENGLISH LANGUAGE ARTS 12

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the modern period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

English-Language Arts Assessment

Assessment is woven throughout language arts instruction as teachers observe students' speech and writing using informal and formal methods. AEA-ADP School will utilize the following formal types of assessments:

- State-mandated assessments –annually for state required grade levels and content areas
- NWEA's Measures of Academic Progress or other mutually agreed upon nationally normed assessment- quarterly grade K-12
- A formal assessment of students' individual reading levels and progress toward content standards, at the beginning, middle and end of the year- Grade K-3
- Informal reading assessments every four to six weeks, so that reading material can continue to be provided at students' just-right reading level, even when they make level jumps throughout the year. Grade K-3
- Publisher and teacher-created assessments- Ongoing K-12

Mathematics

The Einstein Academy's mathematics curriculum will be based on California's Common Core State Standards and will develop quantitative and critical thinking skills through a combination of direct skills instruction, daily skills practice, activities to develop conceptual understanding and, at times, applications to real-world scenarios. Teachers will provide a curriculum of solid math skills, including math procedures, concept understanding, and problem-solving that build across the grade levels.

K-8 Mathematics Resource – *Engage NY*

Engage NY integrates the Common Core Standards, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery. The time required to complete a curriculum module will depend on the scope and difficulty of the mathematical content that is the focus of the module (first priority cluster area for a given grade level). For example, the curriculum module relating to Grade 3 multiplication and division introduces initial ideas of multiplication and division in a brief period at the start of the year, continues to develop strategies and problem solving throughout the year, and includes materials to be used throughout the year for helping students reach fluency by the end of the year with single-digit multiplication and related division.

The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word “understand” are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

9-12 Mathematics Resource - *Edgenuity*

ALGEBRA I

This full-year course focuses on five critical areas: relationships between quantities and reasoning with equations, linear and exponential relationships, descriptive statistics, expressions and equations, and quadratic functions and modeling. This course builds on the foundation set in middle grades by deepening students’ understanding of linear and exponential functions and developing fluency in writing and solving one-variable equations and inequalities. Students will interpret, analyze, compare, and contrast functions that are represented numerically, tabularly, graphically, and algebraically. Quantitative reasoning is a common thread throughout the course as students use algebra to represent quantities and the relationships among those quantities in a variety of ways. Standards of mathematical practice and process are embedded throughout the course, as students make sense of problem situations, solve novel problems, reason abstractly, and think critically.

GEOMETRY

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the laws of sines/cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

ALGEBRA II

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

PRECALCULUS

With an emphasis on function families and their representations, Precalculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

Einstein Academy intends to enhance mathematics instruction by providing teacher professional development in mathematics instruction to increase teacher effectiveness. According to two noted reviews of research in mathematics instruction conducted by Johns Hopkins University's Center for Research and Reform in Education, *Effective Programs in Elementary Mathematics: A Best-Evidence Synthesis* and *Effective Programs in Middle and High School Mathematics: A Best-Evidence Synthesis*, teacher professional development is much more important in contributing to student learning than the particular curriculum selected.

Mathematics Intervention. Einstein Academy' anticipated math materials include computer-based components for intervention based on each student's needs. *NWEA MAP* and *EngageNY* have prescriptive components that provide alternative and individualized lessons for students who are struggling to master standards.

Mathematics Assessment. To assess students' mastery of mathematic standards, teachers will primarily use the math series' resources for formative and summative assessment. This includes class work checks, activities, homework, quizzes and constructed response tests. The series' digital resources include interactive student self-assessments, which students can learn to use to judge if they need to go back for additional video lesson review, tutoring, and/or skills practice. Students will also be assessed through teacher-designed constructed response tests, performance tasks, and skills inventories. For example, students in second grade can determine the quantities of protein, fat, carbohydrates and other nutrients in a fast food meal and create a line, bar and picture graph to show the results to students across grade levels. Performance tasks such as the above-mentioned are graded on a teacher-created rubric that is aligned with grade level standards. Informal assessments will be used on a daily basis to check for comprehension, allowing teachers to know when re-teaching to the whole class is needed, when only certain students need re-teaching, and when to accelerate instruction. Additionally, Einstein Academy will use pre-, benchmark and post-testing for diagnostic purposes and to form instruction throughout the year. The following is a partial list of assessments:

- State-mandated assessments
- Teacher-made assessments and observations
- School wide assessments such as NWEA's Measures of Academic Progress

Teachers will also utilize informal assessments, such as timed assignments and observations. Timed assignments, used across grade levels and modified for students with special needs, are one such example that will indicate whether or not students have mastered basic facts. Teachers will also observe students during small group activities and record which students may need extra help mastering certain concepts. These students will then be matched with volunteers or other students who can provide further practice.

History/Social Science

History/Social Studies instruction will be aligned to California state content standards in History/Social Science and will embed content knowledge within classroom activities that promote critical-thinking skills. In grade K-6 Social Studies will be embedded into the ELA curriculum and enhanced through project based learning. In addition to classroom discussion and reading, learning activities will include simulations, debates, speeches, research projects and papers, interactive notebooks, field trips, and oral history interviews – techniques used by social science practitioners. The social studies curriculum will be the starting point for integrated curriculum and for the introduction of global studies and multicultural themes. Teachers will utilize multi-disciplinary instruction to strengthen the connection between curricular content and application to our modern world. For example, to make students aware of and to enjoy learning about Native Americans, students will build models of totem poles and tomol canoes, research on the Internet, view videos on various tribes, and read core literature such as Pasquala: The Story of a California Indian Girl by Gail Faber. A combination of whole-class instruction, learning centers, web quests, and journal writing from the point of view of a Native American living before and after colonization will allow students to achieve common goals during lessons of varying complexity and to gain a deeper understanding of modern Native Americans.

Einstein Academy anticipates using a variety of sources to create an inquiry-driven curriculum, including the – California History-Social Science Course Models published by the California Department of Education and posted at www.history.ctaponline.org/center/. These modules align with the California content standards, include assessments, and reflect the school's instructional approaches in social studies.

6-12 History/Social Science Resource - *Edgenuity*

course descriptions are provided below. Advanced Placement and electives are included as an addendum.

MS U.S. HISTORY

Offering an interactive and comprehensive overview of American history, this course engages and inspires students to learn about the rich and diverse history of America's native peoples, early European colonization and settlement in America, and the creation of a new nation through the American Revolution. Middle school students enrolled in this course will closely examine major changes brought about by the nation's reconstruction, industrialization, urbanization, and progressive reforms and consider the implications each of these events had on the expansion of the United States' global influence through modern times. Over the course of two semesters, interesting course content encourages students to think carefully about the challenges and opportunities facing the United States in the twenty-first century.

MS WORLD HISTORY

Providing students with an opportunity to learn the diverse history that has shaped our world, this course delves into the evolution of civilization from the rise of ancient empires through the twenty first century. Middle school students enrolled in this exciting and informative course investigate the development of medieval societies, the effects of the Renaissance and the Reformation, and the progress made during various periods of revolution, industrialization, urbanization, and reform. Over the course of two semesters, students analyze effects of political conflicts and social issues on the continuing development and interdependence among nations in the modern world.

MS WORLD CULTURES & GEOGRAPHY

Designed to introduce students to the study of geography, this course helps students master important concepts in physical and human geography. Comprehensive and organized by region, this two-semester middle school course helps students understand the Earth's physical and human diversity. Students analyze population and settlement patterns and evaluate the ways that human activities modify the physical environment. While studying humans around the world, students compare development, standards of living, systems of government, and economic factors across the globe. In addition, students gain a rich understanding of global cultures and the historical factors that have shaped the world around them. All units in the course are parallel and include studies in physical and human geography, ancient cultures, regional studies, and modern issues.

SURVEY OF WORLD HISTORY

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

MODERN WORLD HISTORY

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

SURVEY OF U.S. HISTORY

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

Recent educational research supports Einstein Academy's emphasis on using dynamic activities to engage students powerfully to HSS content. A group of leading researchers from four universities recently published studies clarifying how historical consciousness does not seem to develop "rationally and sequentially through the efforts to create and deliver a state-mandated curriculum" so much as via "cultural curriculum," or, the entire process by which a culture transmits itself across generations. That is, simplified narratives transmitted through movies and

other media turn out to have a much more powerful influence on students' understanding of history than traditional schooling methods. The research suggests schools must get "students to think about the history that does and does not 'seep into their cultural pores'...it must find new ways to engage the cultural curriculum that engulfs them. Failing to do so guarantees school history's irrelevance through the current century." (Wineburg, Mosborg, Porat and Duncan, 2007)

The following websites are listed to provide an example of how technology will be blended into the day-to-day instruction to provide meaning and real world context. Most of these sites were cited by the leading educational journal, Phi Delta Kappan, as resources to bring history alive for students. Many of the websites are interactive and have primary source documents, news from around the world, educational games on historical events and much more (Buchholtz and Matthew Helming, 2005). They will provide an excellent source of material for planning authentic (relevant) and challenging (rigorous) standards-based thematic integration:

- <http://www.socialstudiesforkids.com> - This website is rich in content and has discussions on historical events, links to other websites for particular topics, glossaries, maps, coverage of current events, and Internet games.
- <http://www.eyewitnesstohistory.com/index.html> - This interactive site lets users examine history through the eyes of those who lived it and integrates primary source documents and multimedia components into classrooms.
- <http://www.authentichistory.com> – This site contains a collection of artifacts on American societal values from the antebellum period through 9/11 – photos, audio files, and written works.
- <http://www.teacheroz.com> – This site has hundreds of links to websites on history and social studies topics from ancient times to the present.
- <http://www.historyforkids.org> – This is an online reference site for elementary and middle levels with project and activity suggestions for teachers and parents on Europe, Asia, and Africa before 1500.
- <http://www.newseum.org> – This site provides access to more than 400 newspapers from 44 countries, interactive quizzes for all educational levels, and interviews with photographers.
- <http://www.digitalhistory.uh.edu/default.htm> - This site is an online museum for teachers and students featuring active learning projects, multimedia components, virtual exhibitions, and resource guides for the study of American history; it includes an online textbook.
- <http://americanhistory.si.edu> - Designed by the Smithsonian National Museum of American History, this site allows users to visit the museum's collections and study American history. It has an interactive timeline, games, classroom activities, and teacher guides.
- <http://www.ushmm.org> - This is the website of the U.S. Holocaust Memorial Museum and includes text, historical photos, maps, images of artifacts, and audio clips for teaching and studying the Holocaust. It also reflects on current issues of genocide.
- <http://www.members.aol.com/MrDonnHistory/World.html> - An expansive research tool for students focusing on world history, this site contains links to online quizzes, lesson and unit plans for teachers, worksheets, and posters.

- <http://search.eb.com/women> - This is a multimedia encyclopedia site for the study of women in American history, including online study guides and classroom activities.
- <http://ellisland.org> - This is the site of the Ellis Island Foundation where visitors can search for a relative in the Passenger Arrival Records. This site also contains personal stories of immigration, collections of historical photographs, and an interactive timeline on which you can click on a period of history and read about the forces driving immigration during that time. It is also a guide to conduct family history and genealogy.
- <http://www.blm.gov/heritage/adventures> -Adventures in the Past is created by the Bureau of Land Management in Washington, D.C. It provides lessons, activities, and articles for teaching about history, archaeology, and paleontology in North America and has information on railroads, the Gold Rush, the Oregon Trail, evergreen forests, caves, fossils, the Colorado Plateau ecosystem, early explorers, Puebloan farmers, and more.
- <http://hlab.tielab.org/index.php>. The TIELab History Lab is a website that features a simple template for creating lessons and activities around primary sources. The site has links to collections of primary and secondary sources and ideas on how historians analyze documents.
- <http://www.21stcenturyskills.org/route21/>. Route 21 is a constantly updated website of resources to help develop the skills emerging as a key to success in this century: global literacy, problem solving, innovation, creativity, etc. The site has information on standards, assessments, curriculum, and professional development. Users can mark, organize, collect, and share content based on their needs.

Social Studies Assessment

A variety of informal and formal assessment strategies will be used to provide ongoing diagnostic information about students' social studies learning at Einstein Academy. Assessments will be designed to capture students' factual knowledge, conceptual understanding and process skills. These assessments will include projects and presentations, concept maps and diagrams/illustrations evaluated by rubrics, teacher observation, skills checklists, as well as more traditional textbook assessments. Paper and pencil tests, embedded curriculum assessment tools, and student self-assessment will also provide information about student learning and build students' metacognition.

Science

The Academy's science curriculum will be based on California Next Generation Science Standards and will emphasize development of critical-thinking skills and mastery of scientific inquiry methods. Students will develop intellectual curiosity and master the skills needed for success as life-long learners through hands-on activities along with experimentation to deepen conceptual understanding and facility with scientific methods.

Scientific thinking is a developmental sequence involving the following cognitive processes: observing (using the senses to get information), communicating (talking, drawing acting), comparing (pairing, making one-to-one correspondence), inferring (classifying via

superordinate/subordinate and if/then reasoning), and applying (developing strategic plans, testing and proving scientific principals). The scientific habits of mind will be developed through a curriculum that emphasizes exploration and investigation, which encourages independent scientific thought.

Macmillan/McGraw-Hill's dynamic science program, *Science: A Closer Look*, offers students exciting and accessible standards-based lessons. Engaging activities promote curiosity and foster the development of science inquiry skills. Through a consistent and structured learning cycle, students confidently build upon their experiences to develop a lifelong understanding of science concepts and will be used to supplement the STEM and PBL activities. For struggling readers, much of the grade level reading material will be presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels.

9-12 Science Resource - *Edgenuity*

A combination of PBL, lab and hands on activities will be augmented by the *Edgenuity* suite of products.

Science Assessment.

Einstein Academy will use a variety of informal and formal assessment strategies to provide ongoing diagnostic information about students' science learning. Assessments will be designed to capture students' factual knowledge, conceptual understanding and process skills. These assessments include experiments, data collection, research reports, projects and presentations. Paper and pencil tests, embedded curriculum assessment tools and student self-assessment will also provide information about student learning and build students' metacognition.

World language

Students in all grades will receive instruction in a world language with a goal of developing basic proficiency in reading, writing, speaking and comprehension. Initially the school anticipates offering Mandarin. As the school expands, one to two additional world language(s) will be added, according to the desires of families and to the instructional and fiscal viability of the changes. The process for determining which languages will be added will be the same as for any other curriculum changes considered by the school; the Principal will gather input from staff and parents, will assess the instructional and fiscal viability of possible changes, and will make a recommendation to the governing board. The governing board will consider the proposed changes. The decision-making process will include notification of the changes to the Acton-Agua Dulce Unified School District and, if deemed necessary by the District, consideration of a material revision. Consideration of the material revision may include provision of the proposed curriculum or as directed by the District. After more than one language becomes available, students will be placed into a world language based on the choice of the parent or guardian. Einstein Academy's multimodal approach is adaptable to a wide range of instruction; the emphasis is not on paper-and-pencil exercises and memorization typical of secondary school settings, although there is a role for these methods as students move up grade levels.

In the early grades, world language instruction will emphasize engaging instructional modes such as singing, physical movement, games, role playing and so on. These modes of instruction are especially accessible for kindergarten students, including students with special needs and English Learners. These students tend to thrive with varied input that engages multiple senses. Some students with special needs and English Learners may take time to progress through the curriculum, particularly as it gradually begins to include more traditionally academic instructional modes. Although it is expected that virtually all students will learn successfully with the school's approach, Einstein Academy will consider student ability to learn a world language and may adjust the student's educational program accordingly in limited cases.

Content cannot be not rushed in the early grades but must allow for rich multi-modal instruction so that all students can build a sound base. Like other content areas, there are academic expectations of students in world language, though the outcomes are greatly reduced in world language. Kindergarten teachers and other core content teachers do not have a role in supporting world language instruction; that instruction is centered in the world language classroom. Thus, in the lower elementary grades, assessments will emphasize oral responses, though there are grade level-appropriate written responses as well.

Moving toward upper elementary, literature and writing components will be increasingly emphasized, as students master basic English literacy skills and are then able to transfer these skills into the target language. K-6 students will be expected to have proficient understanding of this content, to a developmentally appropriate level. To that end, the school will use Rosetta Stone and *Edgenuity*.

World language instruction planning will include differentiation to meet all student needs. For example, after evaluating students' progress, the teacher determines that one third of the class knows the vocabulary and structure for the unit very well and thus could easily perform at the appropriate real world functions; one third of the class understands most of the unit and has performed most of the interpersonal and interpretive tasks with just some difficulty; and one third of the class is experiencing a considerable degree of difficulty and thus needs more direct instruction and concrete examples. To provide all students with challenging options to be successful, the teacher utilizes in-class multiple learning centers and, for homework, tiers three different assignments from the book and ancillaries. Students choose the assignment that best matches their readiness level. Tier 1 assignments are complex and abstract, and Tier 3 assignments are very concrete.

In addition to instructional differentiation, the overall approach to instruction will be designed to motivate all students, not just those that have home support or readiness for academic success upon entrance. Consistent with Einstein Academy's philosophy, world language instruction will emphasize inspiring, engaging lessons that support all students to reach their highest potential and meaningful tasks that are relevant both to them and to the world in which they live. Instruction will provide variety, choices, challenges, complexity, and opportunities to demonstrate their capabilities. Many strong elementary school programs have helped the entire spectrum of learners to achieve in world language instruction using well-designed instruction as described above.

A growing body of research supports the cognitive benefits of early exposure to more than one language. With respect to English learners, it is worth noting that a substantial and growing body of evidence shows how children exposed to multiple languages from a young age actually have an advantage in learning additional languages. Auditory discrimination and other cognitive capacities tend to be markedly improved compared to children only exposed to one language during childhood. Concerns about confusion due to learning multiple languages simultaneously are increasingly referred to as myths that are being dispelled, particularly when second language exposure is intentional and well-structured. Language acquisition research shows that isolation of language, as opposed to intermixing language exposure, supports learners to discriminate and develop separate abilities in each language.

Some English Learners will progress quickly along the language-learning continuum, while others may require additional support. In accordance with the “World language Framework for California’s Public Schools,” Einstein Academy’s world language teachers will be aware of student’s knowledge of English and students’ transfer of language skills, such as reading, from one language to another. Instructional programs will be planned on the basis of the students’ proficiency in English, in the heritage language, and in the world language.

Students with disabilities will participate in world language instruction consistent with Free and Appropriate Public Education, providing access to Einstein Academy’s general education curriculum. As with other content areas, modifications to instruction and assessment will be made according to the student’s IEP to support the student to make the most progress in world language. Einstein Academy will draw on best practices from other elementary schools providing world language instruction to provide optimal instruction for students with special needs.

The Einstein Academy intends to utilize the proficiency approach in teaching world language, a method that has been used in the United States since the early 1980s. The American Council for the Teaching of World languages with the help of researchers, helped to develop the ACTFL provisional guidelines that are the basis of the proficiency approach to teaching world language. This learner-centered approach emphasizes the ability to function in a world language, to actually be able to use the language playing sports and board games, having snacks, and socially interacting with staff and peers. In this method, students are divided into groups that are based on proficiency and developmental appropriateness. This research-based approach is an effective way to ensure differentiated instruction in which where all students will benefit from the acquisition of the language.

9-12 World Language Resource – *Edgenuity*

The school will use Middlebury Interactive Languages powered by Edgenuity. Middlebury Interactive's middle school courses use multimedia elements to help students fully grasp language concepts within real-life situations. As each student develops language skills through interaction, they are given task-based activities to help them produce language. Authentic materials, including videos featuring native language speakers, contextualize language learning. Based on Middlebury College’s proven methodology, middle school courses are grounded in the development of listening, speaking, reading and writing. Students are introduced to vocabulary

themes, grammar concepts and sentence structure through explicit instruction, guided learning and adaptive pacing. Opportunities to apply language in common situations along with highly interactive lessons are designed to reinforce skills and build the foundation for continued language acquisition. In Middlebury Interactive's high school courses, students are transported beyond the traditional classroom setting into real world situations. Vocabulary and grammar are introduced through contextualized examples. These highly interactive online tools help students naturally explore and practice the language. Students studying French, Spanish and Chinese will meet native speakers from Paris, Montreal, Madrid, Buenos Aires, Mexico City and Beijing through authentic videos and task-based learning exercises. With consistent exposure to authentic language situations and varied speaking styles, students become enthusiastic learners who are more confident communicating in real life settings. The powerful blend of immersion learning and leading-edge technology presented in Middlebury Interactive's world language courses help create lifelong language learners better prepared for college, a globally connected world and careers in the 21st century marketplace.

Social-Emotional Development

Having strong social-emotional skills is a key part of any person's ability to live a satisfying life and achieve one's goals. Through Einstein Academy's social-emotional development curriculum, students will learn to recognize in themselves and others a wide range of emotions and responses to emotions. They will learn and practice ways to calm themselves, to consider the probable outcomes of various behaviors they could choose, and to consciously select helpful behaviors. Students will also learn to have empathy, to communicate effectively with others, and to effectively resolve or manage conflict. The social emotional curriculum includes the following program components:

- Social-emotional skills curriculum, primarily Promoting Alternative Thinking Strategies (PATHS) and also including, in the upper grades, peer mediation training
- Training and collaboration with all school staff, so that the skills and problem solving strategies taught in PATHS are practiced and reinforced throughout the school day
- Training and collaboration with parents/guardians, so that the skills and problem solving strategies taught in PATHS are practiced and reinforced beyond the school day
- Explicit connections between social-emotional curriculum and academic curriculum, to reinforce and deepen both areas of learning (e.g., as students analyze varied perspectives in fiction and in history, write with authentic voice, apply the scientific method – a method that parallels social problem solving,
- Social problem solving structures, such as class meetings, a peer mediation program, access to a school counselor (funding permitting), and student-led problem solving on school-wide issues

Research base. The PATHS curriculum is selected because of the research supporting its effectiveness, the quality and results of which are unrivaled in this field, even among more commercially promoted programs. To identify just a few of its research-based distinctions, it received the highest possible rating, Model Program, from the Substance Abuse and Mental Health Services Administration (SAMHSA) and, in addition to social emotional development, is

one of only 12 SAMHSA Model Programs that have documented Academic Achievement outcomes -- and is one of only two programs designed for children ages 5-12. It also received the highest possible rating, Model Program, from Blueprints Project for the Center for the Study and Prevention of Violence, University of Colorado and is the only violence-prevention curriculum for elementary-age children to achieve this rating.

Physical Education

Einstein Academy's physical and health education curriculum will promote healthy lifestyles among students and their families through the development of positive physical habits. Incorporating the Physical Education Framework for California Public Schools, the physical education and health curriculum will cover the following strands: movement skills and knowledge, self-image and personal development, and health and nutrition. The physical education program will emphasize individual motor skills, fitness and good sportsmanship. During the PE program children will learn about healthy eating choices and understand our school's Wellness Policy.

Visual and Performing Arts

Einstein Academy will provide a balanced, sequential arts program for students. Not all arts strands will be included at every grade, but across grades K-12 students will address arts standards in all areas. Basic guiding principles of the Einstein Academy's arts curriculum are that:

- The arts are, in and of themselves, an indispensable part of a complete education.
- Arts education increases students' overall learning potential and complements learning in other disciplines.

Einstein Academy will incorporate California Visual & Performing Arts (VAPA) Standards, which defines the four arts components as visual arts, theatre, music and dance and will use the VAPA Framework to guide planning, delivering, and assessing a comprehensive arts education program for all students. The Framework provides connections between the arts and other core subjects to create an integrated curriculum. Over the five-year term of the Einstein Academy's charter petition, the arts curriculum is expected to build until it includes all five strands outlined in the Framework are accomplished:

- Artistic perception
- Creative expression
- Historical and cultural context
- Aesthetic valuing
- Connections, relationships and applications

Einstein Academy anticipates that core classroom teachers will provide physical and health education to students, using "switching" of classes so that teachers can specialize in arts, physical education or other areas. This method will enable teachers to focus on an area of skill development with targeted professional development in their area of specialization.

Technology

Technology will be increasingly integrated throughout the curriculum across grades K-6. Technology instruction will be aimed at the target student population by supporting the skills needed to thrive in high school, college, as global citizens, and for other real world purposes. As students move through grades K-12, they will have increasing opportunities to use technology in their academic coursework.

The chart below depicts the curriculum resources per content area per grade

	Math	ELA	Science	Social Studies	Foreign Language	Electives
K-2	Engage NY	Reading Street	Closer Look	Embedded	Rosetta Stone	
4-6	Engage NY	Reading Street	Closer Look	Embedded	Rosetta Stone	
7-8	Engage NY	EL Curriculum	Edgenuity	Edgenuity	Rosetta Stone	
9-12	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity

Enrichment Activities

Recognizing that school is a place where students can learn more than academics, the Academy intends to offer enrichment activities to extend students' learning experience. Topics will be selected based on student preferences and interests. Teachers, community-content specialists, other students with advanced talents and skills, and parents, will lead enrichment activities. These opportunities will allow students to explore and cultivate new interests and to shine in areas not always brought out in the regular classroom setting. Helping and giving back to our community will be an important part of the Einstein Academy curriculum. Organizing food drives, Coins for a Cause Collections for victims of natural disasters like Hurricane Katrina, programs to beautify our school and community, and Red Ribbon anti-drug awareness activities are some events that are intended to create student support and reward progress. A Student Wall of Fame will further reward our student accomplishments. Teachers, parents, and students will create events that make Einstein Academy the center of the educational community. Enrichment activities will be linked to current California content standards to provide authentic, real world connections.

SAMPLE DAILY SCHEDULES

Einstein Academy will offer at least the minimum number of instructional days per year (175days) and number of instructional minutes per grade (grade K = 36,000, grades 1- 3 = 50,400; grades 4-8 = 54,000 9-12 64,800). We anticipate offering more than these minimums each year. The following sample schedules are planned with an assumption of 175 instructional days. In the sample schedules below, recess, lunch and PE are staggered for the grades to

distribute usage of the physical recreation space across the grades and avoid crowding. Language Arts instruction incorporates 30 minutes of extra support for English Learners and struggling readers (Program 1: Reading Language Arts Basic Program). Knowing the typical academic level of the students in the area, Einstein Academy believes that the amount of time allocated to Language Arts will be more than sufficient, even allowing for the intensive needs that some students will have. If students below grade level are not making satisfactory progress through all supports and interventions that Einstein Academy is able to provide, the school and the parents together may decide to forgo world language instruction until the student is making sufficient progress. Einstein Academy anticipates that this would happen only rarely, if ever. If it were to occur, the student would then be placed into the world language instructional level appropriate to his or her needs, as would a student entering the school who had missed prior instruction.

The schedule below is a sample to convey how Einstein Academy might organize the instructional day in kindergarten-third grade (57,750 minutes in this schedule, at 330 minutes/day for 175 days). Instructional activities for each content area will be varied, emphasizing developmentally appropriate activities such as structured play and games, to keep kindergarten students engaged throughout each block of time.

Subject Area	Grades K-3
Morning Meeting	10 min
Language Arts	120 min
Social-Emotional Development	20 min
Mathematics	60 min
World Language	30 min, 3 times per week
Recess & Lunch	40 min
Social Studies, Science, Art and/or Music	90 min
PE	30 min, 2 times per week
Encore/Enrichment	60 min
Dismissal	

The schedule below is a sample to convey how Einstein Academy might organize the instructional day in grades 4-8 (68,250 minutes in this schedule, at 390 minutes/day for 175 days):

Subject Area	Grades 4-6	Grades 7-8
Morning Meeting	10 min	10 min
Language Arts	120 min	60 min
Social Studies	30 min	60 min

Science	60 min	60 min
World Language	30 min	60 min
Lunch & Recess	35 min	35 min
Mathematics	60 min	60 min
Encore/Enrichment	60 min	30 min
P.E.	30 min	30 min
Dismissal		

EINSTEIN ATTENDANCE EXPECTATIONS AND REQUIREMENTS

COMPULSORY EDUCATION

Students, who are between the ages of six and eighteen years, and not otherwise exempted, are subject to compulsory full-time education. Students who are at least sixteen years of age are allowed to attend school part-time through a continuation or other alternative education program. Parents are required by law to send their children to school. Failure to comply with these requirements may lead to a referral to a School Attendance Review Team (SART), a School Attendance Review Board (SARB), the District or City Attorney's Office, and/or the Juvenile Court. When necessary, legal action can be taken against the parent or the student, depending on who is responsible for failing to comply. Regular attendance and punctuality are essential for success in school and necessary for success later in life. Each student at AEA has the responsibility to attend all classes regularly and to be on time. The required attendance of children shall conform to the minimum standards prescribed by State law. Therefore, absences from school should be only for illness or an emergency. In case of absence from school:

- The parent/guardian must notify the school prior to the beginning of the school day from which his/her child will be absent. Calls are to be made to the AEA office. Parents who do not call the school will be called at home or work to verify the absence;
- Any student who needs early dismissal must bring a note signed by the parent/guardian. The note must indicate who will pick up the child. Parents or a designated adult will be required to sign the child out when they leave and then sign in if they return for the remainder of the school day and a photo ID will be required. A sign-in/sign-out sheet is located in the AEA office;
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments outside of class hours, if at all possible. Every tardy or absence slows the progress of a child's development;
- Both "excused" and "unexcused" absences are counted toward the maximum allowable absences. The distinction is made between "excused" and "unexcused" absences for the purpose of determining whether or not a student may have the opportunity to make-up class work and whether or not disciplinary action is in order; and

- A student will be retained in his/her present grade level if he/she has been truant for more than 10% of the required attendance days of the current school year and has failed two or more of the required curriculum subject areas.
- Students who are habitually or chronically absent or tardy may be required to complete additional assignments to ensure that they are not falling behind academically.

California Education Code 48205 provides that the term “excused” will refer to any absence from a class based on the following:

- Illness
- Quarantine
- Medical, dental, optometric, or chiropractic appointment
- Attending the funeral of an immediate family member, e.g. mother, father, grandmother, grandfather, brother, sister, or any relative living in the immediate household of the student. (one day within the state, three days outside the state)
- Illness or medical treatment of a child of whom the student is the custodial parent
- Personal illness
- Justifiable personal reasons when the pupil’s absence has been requested in writing by the parent **and** pre-approved by the principal or designee. (Absences that fall into this category include, but are not limited to an appearance in court, attendance at a funeral service, observance of religious holiday or ceremony. For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.)

The term “unexcused” will refer to any absence from a class based on the following:

- Truancy
- Any absence where a student fails to provide appropriate written documentation of the absence (Students should have written documentation for absences in-hand on the first day that they return to school or an email from a parent or guardian sent to the AEA Office.)
- Leaving school early without proper authorization
- Each day that a student is late without appropriate documentation
- Other unexcused absence defined by the Principal

NOTE: Failure to attend any AEA function outside the regular school day will not be considered an absence.

Truancy

AEA will act according to any federal, state, county and/or local laws or rules for any student who is deemed as truant, including but not limited to referring the parent/guardian of the student under eighteen (18) to Juvenile Court for possible prosecution.

The term “truancy” will refer to the following:

- Leaving school without permission;
- Being absent from school without a parent’s/guardian’s knowledge;

Habitually Truant

Student has:

- 5 consecutive unexcused absences; or
- 7 unexcused absences in one month; or
- 12 unexcused absences in one school year.

Chronically Truant

Student has:

- 7 consecutive unexcused absences; or
- 10 unexcused absences in one month; or
- 15 unexcused absences in one school year.

If the student is habitually truant, and the student's parents have failed to improve the student's attendance, the Board authorizes the Principal or his/her designee to inform the student and his/her parents of the truancy record and AEA's intent to notify the Judge of the Juvenile Court of the student's excessive truancy.

The Site Director or his/her designee is also authorized, at the Site Director's discretion, to dismiss the student from the school.

Tardy Policy

- All students reporting to school after AEA's school day begins will be considered tardy. Tardiness is a violation of the Code of Conduct and may lead to disciplinary action which could include suspension, dismissal or expulsion.
- Students must be in their assigned classroom by the start of school day.
- While permission will be given to keep a dental/doctor appointment during school hours, parents are encouraged to make these appointments for times other than class hours, if at all possible. Every tardy or absence slows the progress of a child's development.

Tardiness is only excused for valid reasons, which include, but may not be limited to:

- Illness or injury
- Death in the family
- Medical or dental appointments
- Religious observances
- Court Summons

Short Term Independent Study Contracts

If a student will be out of school for more than three (3) consecutive days but no more than twenty (20) days, Independent Study (IS) contracts are available to so that the student is still able to get credit. To get an IS contract, a note must be submitted to the office one week prior to the student being gone. This allows the teacher time to gather work and the parent and student time to sign the contract. All work must be completed and turned in the FIRST day that the child returns to class, or the contract will be invalid. Please contact the office for more information.

Attendance Requirements for Students in 7-12 who are enrolled in Independent Study

Attendance / Activity Log: Parent or learner must ensure accurate and complete attendance. Students are expected to log in and complete work in *Edgenuity* every school day. Chronic absences (reflected by blank logs and failure to log into the curriculum resource) may result in withdrawal from the school. A single detailed activity of work completed that day needs to be entered under each day of the learning period. This is a mandatory requirement. At the end of the 5-day learning period, the log should be submitted to the attendance coordinator along with work samples. The success or failure of our students who participate in the program is dependent on the daily and intentional participation in learning both online and through the completion of offline work, community service and by attending in person instruction one time a week. Learners are required to progress through each of their classes every school day. Learners' courses vary depending on student need and A-G requirements.

TRANSFERABILITY OF COURSES TO OTHER PUBLIC HIGH SCHOOLS AND ELIGIBILITY OF COURSES TO MEET COLLEGE ENTRANCE REQUIREMENTS

All students - including low achieving, gifted, low socio-economic, English learners, and special education have an opportunity to select an academic program and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. All students take and pass the University of California A-G college course requirements and are determined proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college and careers. It is our goal that our students demonstrate these competencies as evidence of readiness for success in college:

- All students demonstrate proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects.
- Students demonstrate proficiency in A-G California State University (CSU)/University of California (UC) required coursework including two years of laboratory science; three years of math including Algebra I and Algebra II and geometry; three years of history/social science; four years of college preparatory English; two years of a world language; one year of visual/performing arts; and participation in the Summer Transition Academy upon enrollment.
- All A-G courses are transferable to colleges/universities or other public schools. Parents receive notification of course transferability in all student recruitment and student enrollment materials

PARENT INVOLVEMENT

Parent Communication

Parental involvement will be encouraged throughout the school. The Einstein Academy will communicate with parents regarding student progress on an ongoing basis as parents interact with teachers, counselors and administrators, either informally or by request, and using web-based technology, as it becomes feasible to implement at the school. Building successful

relationships with parents as well as promoting a safe, clean environment conducive to learning is the foundation for the school's site plan. School and playground expectations will be reviewed with students and parents at the beginning of the school year. Additionally, the Academy will issue report cards and progress reports during the school year and will send annual reports to stakeholders. An office referral process will provide clear guidelines to teachers and parents as to how best address behavior issues. The school newsletter, the school website, and PTA and committee meetings will convey important information about student achievement and progress toward the school's site plan. Information about the curricular program will be reviewed at each meeting and state standards will be conveyed at Back to School events. The entire school community will work together to reflect on school methods and procedures and ways to move forward to embrace and enforce the school's mission statement and vision. The Einstein Academy policies promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention. When conflicts arise, students will learn to use the "Walk Away" or use "Rock, Paper, Scissor" techniques to independently problem solve appropriately in accordance with the school's behavior plan. The standards-based Caring Schools Curriculum will provide the structure for classroom meetings and teaching children about the pillars of character. Teachers will regularly and consistently integrate standards-based lessons with the character traits of Responsibility, Caring, Citizenship, Fairness, Respect, and Trustworthiness. Students will earn "Caught You Being Great" tickets and receive Character Counts awards at school-wide assemblies.

AEA-ADP recognizes that, when schools and parents form strong partnerships, the student's potential for educational success improves significantly. Parents learn the scope of their school's instructional program and set high expectations for their children. As a result, schools can better focus on student growth and success. AEA-ADP supports a variety of parent-involvement programs that enable the school to involve parents in a broad range of roles.

Parent involvement in schools yields higher levels of student academic achievement, better attendance, and other education benefits. The inclusion of parental involvement as one of the eight state priorities adopted last year in the Local Control Funding Formula legislation (AB 97) reflects the significance of this factor in student academic success. All public schools continually seek effective ways to increase and support parent engagement at school. AEA provides a variety of ongoing informational meetings, special events and awards assemblies, workshops, and volunteer opportunities to achieve this laudable goal.

All public schools – independent charter, affiliated charter, and district are prohibited from requiring a parent or guardian to perform volunteer service as a condition of his/her child's admission, continued enrollment, and/or participation in the school's educational activities, or otherwise discriminating against a student because his/her parent cannot, has not, or will not provide voluntary service to the school. See, e.g., ED Code § 49011. Simply put, students must not be held accountable for, or denied their educational rights based on, the actions or inactions of their parents. As also observed on the California Charter Schools Association (CCSA) website, "[parental involvement is a critical key to student success, no student would ever be punished or lose their place at a school based on a parent's volunteer hours." (CCSA Frequently Asked Questions <http://calcharters.org/understanding/faqs> [as of December 3, 2014].) AEA remains committed to ensure that parent volunteering at the school is and remains truly voluntary.

School Volunteer Clearance Procedure and Policy

To ensure the safety of our students, all parents or community members volunteering as a chaperone for any school related field trip, activity or event including athletics must be fully cleared as a volunteer. This is applicable whether the activity takes place before, during or after the school day or on the weekend. All individuals must be LIVESCAN fingerprinted and TB and execute the Volunteer Code of Conduct form, attached hereto as Exhibit A.

TITLE I PARENT INVOLVEMENT POLICY

Part I General Expectations

AEA-ADP agrees to implement the following statutory requirements:

- a. AEA-ADP will put into operation programs, activities and procedures for the involvement of parents with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- b. Consistent with section 1118, AEA-ADP will ensure that the policy includes a school-parent compact consistent with section 1118(d) of the ESEA.
- c. AEA-ADP will incorporate the parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- d. In carrying out the Title I, Part A parent involvement requirements, to the extent practicable, AEA-ADP will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, in a language parents understand.
- e. AEA-ADP will involve the parents of children served in Title I, Part A in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- f. AEA-ADP will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- i. That parents play an integral role in assisting their child's learning;
- ii. That parents are encouraged to be actively involved in their child's education at school;
- iii. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- iv. The carrying out of other activities, such as those described in section 1118 of the ESEA.

Part II Description of How AEA Will Implement Required Parent Involvement Policy Components

1. AEA-ADP will take the following actions to involve parents in the joint development of its Parent Involvement Plan under section 1112 of the ESEA:
 - a. Involve parents in the selection of programs, activities and procedures through regular communication and at parent meetings;
 - b. Publish the Parent Involvement Policy annually through the Student-Parent Handbook
 - c. Provide opportunities for parents in the governance of the school through standing committees, ad hoc committees, School Site Council and the Governing Board.
2. AEA-ADP will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
 - a. Provide opportunities through parent organizations and groups for parents to participate and provide input in the review and improvement of the school.
 - b. Provide an annual written survey to parents through the mail and the Internet in an understandable and uniform format and, to the extent practicable, in a language parents understand.
 - c. Involve parents in the improvement of the school through the accreditation process as defined by the Western Association of Schools and Colleges.
3. AEA-ADP will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - a. Parent communication through home mailings, report cards, school and student assessment results, student communication, parent-teacher communication, email, school website, Blackboard Connect, the School Accountability Report Card, parent groups and other means possible.
4. AEA-ADP will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies suggested under the following other programs: Parent Institute for Quality in Education(PIQE), and English Learners Advisory Council (ELAC) by:
 - a. Parent communication regarding courses and classes available for parent education
5. AEA-ADP will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). AEA will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
 - a. AEA-ADP administration in collaboration will conduct the annual evaluation (including barriers to parent participation) of the parental involvement policy and use the input from the evaluation in the design and implementation of future

parent involvement policies along with the review of the annual parent survey results.

- b. Parents will provide input on the SPSA, the LCAP, student achievement, school governance practices and procedures, student services such as school safety, health, counseling and discipline, curriculum and instruction, facilities and operations, and human resources.

AEA-ADP will build the school's and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership between AEA-ADP, parents, and the community to improve student academic achievement.

Annual Goals and Actions in the State Priorities

CHARTER ELEMENT 1 – EDUCATIONAL PROGRAM CHARTER SCHOOL GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing the Charter School's annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control and Accountability Plan</u></p> <p>The Charter School will produce a Local Control and Accountability Plan ("LCAP") using the LCAP template adopted by the State Board of Education pursuant to Education Code Section 47606.5. The Charter School shall submit the LCAP to its authorizer and the Los Angeles County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, the Charter School has separated out the state priorities into "sub priorities."</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u> <i>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))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English learner authorization; Our Director of School Services will annually review credential status.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials outlined in our charter petition.

ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the District, if lessor, and/or our facility lessor.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Provide full-time janitorial services to maintain a clean and safe school site. • Ensure facilities repairs are documented and completed. • Complete an annual Facilities Inspection (FIT) report.
<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 and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of the teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	<ul style="list-style-type: none"> • Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) and the Next Gen Science Standards (NGSS). • <i>NWEA MAP</i> will be used to evaluate gaps in course curriculum • Supplemental materials will be identified to fill the gaps
SUBPRIORITY B – EL STUDENTS & 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	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementations of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in Professional Development activities to bridge the 2012 ELD standards and the existing ELD curriculum.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.</i>	

SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the local Board of Overseers.
ACTIONS TO ACHIEVE GOAL	Prior to the beginning of each year, hold elections to fill vacancies.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Organize and maintain the Einstein Parent Organization (EPO)
ACTIONS TO ACHIEVE GOAL	School Administration will work closely with the EPO to recruit parents to meetings, to fill volunteer openings, and arrange fundraisers and school events.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u> <i>Pupil achievement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention Program (as needed) to assist at-risk students; use of instructional technology in the area of Mathematics.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all students subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation of the CAASPP.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	

GOAL TO ACHIEVE SUBPRIORITY	All students - including low achieving, gifted, low socio-economic, English learners, and special education have an opportunity to select an academic program and have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. All students take and pass A-G college course requirements and are determined proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in college and careers.
ACTIONS TO ACHIEVE GOAL	Provide opportunities for all students to take the Early Assessment College Readiness (EAP) Exam, PSAT, SAT and ACT as well as NWEA in math and English and the CELDT exam to determine literacy and numeracy levels. Targeted intervention for identified students
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support, which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students will pass AP exams at a rate higher than average County, State and National scores.
ACTIONS TO ACHIEVE GOAL	Students will have access to the (12) available AP exams offered on campus. Course curriculum and supports will be aligned to passage of AP exams administered.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
ACTIONS TO ACHIEVE GOAL	Counselors will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11th graders will take EAP exams as part of pathway. EAP prep will be incorporated into 11th grade curriculum.
<u>STATE PRIORITY #5— STUDENT ENGAGEMENT</u> <i>Pupil engagement, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	

SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The School will maintain a 95% attendance rate.
ACTIONS TO ACHIEVE GOAL	School will provide a safe, nurturing and engaging learning environment for all its students and families, including those of the various subgroups enrolled; parents & families will be engaged throughout year; students not meeting attendance standard will counseled per attendance policy.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will have no more than 5 absences per school year. ; fewer than 5% of students will meet or surpass threshold for absenteeism
ACTIONS TO ACHIEVE GOAL	Parents will be continually reminded of their child’s absentee rate through use of PowerSchool; absentee policy noted in parent/student handbook.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.
ACTIONS TO ACHIEVE GOAL	Continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselor; continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Continued use of multi-tiered system of intervention and support.
<u>STATE PRIORITY #6— SCHOOL CLIMATE</u> <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. 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	The School will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.

SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Staff and students will adhere to the safety plan outlined in Charter documentation and parent/student handbook.
ACTIONS TO ACHIEVE GOAL	Annually, school staff will be trained in first aid, CPR and triage techniques. Additionally, students will participate in monthly Fire, Earthquake and Safety drills.
SUBPRIORITY D [OPTIONAL]	
GOAL TO ACHIEVE SUBPRIORITY	Parents and staff will feel a sense of community, accessibility and support. At least 90% of parents will return annual survey concerning school operations (i.e. administration, quality of education, school culture and climate).
ACTIONS TO ACHIEVE GOAL	Charter School’s continued use of Blackboard Connect, school and class websites, and town hall meetings.
STATE PRIORITY #7— COURSE ACCESS	
<p><i>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; E.C. §42238.02) and students with exceptional needs.</i></p> <p><i>“Broad course of study” includes the following, as applicable:</i></p> <p><i>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)</i></p> <p><i>Grades 7-12: English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, unduplicated students, and students with exceptional needs will have access to and enroll in our academic and educational program as outlined in the school’s charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in English Language Arts/Literacy.

ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Common-Core English Language Arts/Literacy course. Instructional strategies implemented throughout grade level courses include: project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All Students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Common-Core Mathematics course. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in History, Civics and Social Science.
ACTIONS TO ACHIEVE GOAL	Students will study World History, American History, Government, Geography and economics. Instructional strategies implemented throughout grade level courses include: Project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Life, Earth and Physical Science.
ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Next Generation Science courses. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate proficiency in their Visual and Performing art class.
ACTIONS TO ACHIEVE GOAL	Students will develop an understanding and appreciation of the Arts.

SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate proficiency in Physical Education by either enrolling in P.E. class or a team sport.
ACTIONS TO ACHIEVE GOAL	Students will study Physical Education by participating in athletic endeavors, studying human physiology, and keeping track of healthy habits.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Health.
ACTIONS TO ACHIEVE GOAL	All students will be enrolled and/or participate in appropriate Health Education. Instructional strategies implemented throughout grade level courses include: project based learning; small group work; one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

AEA-ADP believes that each student can meet the CCSS and will work accordingly with students to achieve these standards. The school will identify students who are performing below grade level through the results of the California Assessment of Student Performance and Progress (“CAASPP”) tests, school-wide benchmark assessments, classroom assessments, and/or classroom observations. Instructional staff will monitor the progress of academically low-achieving students throughout the year to ensure that students are on track for meeting growth goals. Services for academically low-achieving students will be provided and begin with an assessment of abilities and needs. Students monitor their own progress and their status in most courses by logging on to PowerSchool. In addition, teachers keep accurate records and address problems through progress reports and parent–teacher conferences. Aeries also facilitates progress monitoring for academically low-achieving students.

Teachers will be trained to use Response to Intervention (“RTI”) and monitor the success of tiered strategies in seeking to meet each student’s needs. When Tier I strategies do not produce success, teachers will use Tier 2 strategies, and then onto Tier 3 strategies:

- *Tier 1 High-quality, comprehensive classroom reading instruction* (whole class). The core program is personalized to students’ needs, matching students to texts at appropriate levels of difficulty (as opposed to using a one-size-fits-all core curriculum to all students).
- *Tier 2 Small-group supplemental instructional support* (five students or fewer for about 30 minutes a day through math and English labs or study halls). This level gives additional help to students who are not making adequate progress in Tier 1. Tier 2 teachers coordinate with Tier 1 teachers, meeting and communicating regularly to mesh their efforts and personalize extra help to students’ instructional needs. For

example, if students are having problems with comprehension strategies, Tier 2 gives extra help in that area; if students can't self-monitor, that will be the focus of intervention lessons.

- *Tier 3 Intensive, very small-group tutorial instruction* (two or three students or one-on-one) for students who are not making adequate progress in Tier 1 and 2.

The School will help academically low achieving students succeed through use of engaging curriculum with real world relevance, a supportive school structure, teachers who know well each student's needs and interests, accessibility to teachers and support staff for extra help, skills classes, and targeted academic intervention. Extra help will support students to keep pace with class work, and targeted academic interventions will address individual learner needs through backfilling academic skills needed to bring students up to grade level performance (see Student Success Team section below). Teachers will participate in professional development to address students' special needs, including those of low achievers, and will use a curriculum planning process that prompts for differentiated planning of instruction to address the special needs in their classes. Within heterogeneous classes, students performing below grade level will be clustered by ability level to facilitate re-teaching and intervention to small groups of students with similar needs. Students are assigned to a study hall period, a math lab period, a writing lab period, or a literacy lab period in lieu of an elective period if needed to help close skills gap or provide the student with extra study time to keep up with the curriculum. The School also plans to provide summer school programs for remediation and accelerated learning; depending on the Charter School's ability to fund these programs, these may be fee-based options.

Services to support academically low-achieving students will be provided during the Charter School's instructional hours. In some instances, if the student's parent(s) or guardian(s) desires, some targeted services may be provided outside the core school day if the school is able to accommodate that desire. The most likely reason why this might occur would be if parents prefer for the student not to miss any portion of the core school day.

The School will use a SST process where students are not making expected progress to develop the specific adjustments to the student's learning programs. In SST meetings, the parent or guardian (optional) for students still not achieving at grade-level standards will meet with school personnel to review the above strategies and plan for new ones. Students' learning programs will be updated as needed to address their specific needs, including instructional differentiation needed to help the student make the most progress. Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate the student's specific academic needs
- Supplemental math lab, writing lab, literacy lab to close skills gaps or study hall period to help students stay on pace
- Additional help during the school day from teachers, support staff, peers, and/or volunteer tutors
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Einstein Academy is also an ideal environment for high achieving students. The college preparatory focus will press students to work to the edge of their ability. Projects and other open-ended assignments will allow and encourage students to stretch their conceptual understanding according to their individual potential. Students will be encouraged and supported to reach beyond grade-appropriate CCSS to pursue their own interests and learn at their own pace. Teachers will modify instruction as needed to engage and challenge each student at his or her level. Staff will also guide learners to extracurricular enrichment activities that happen throughout the year.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-achieving students. Using the results of the state CAASPP assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations; modifications for academically high-achieving students will begin with an assessment of the abilities and needs of students. Individualized learning plans will be updated as needed to foster and challenge their growth needs.

Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials that engage and challenge each student according to his or her academic needs and interests
- Learning activities above grade level, including with older students on a variety of activities, such as multiage groupings in mathematics or AP classes
- Pairing with low-performing students as peer tutors for a small portion of their day to develop leadership and social skills, deepen their own understanding, and narrow the achievement gap. (Research shows that people deepen understanding through the process of teaching others.)
- Participation in college preparatory electives
- Participation in enrichment activities during or after school

PLAN FOR SERVING ENGLISH LANGUAGE LEARNERS

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

When a student enrolls at the Einstein Academy, the registrar will administer the home language survey to determine whether English is the student’s native language. All students whose home language is other than English (as indicated on their home language survey) will be given the California English Language Development Test (CELDT). Students who are designated English Learners will be given the CELDT test annually during the testing window to determine their English language proficiency level. Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an

English Learner by a California public school or for whom there is no record of results from an administration of an English proficiency test, shall be assessed for English language proficiency within 30 calendar days of enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. Einstein Academy will notify parents in writing of CELDT test results within 30 calendar days of receipt from the testing contractor. Where appropriate, these students will also be assessed in their primary language to determine academic skill levels. The Einstein Academy will use annual CELDT data, evaluation of performance in basic skills such as CAASPP scores or the CMA-ELA, teacher evaluation, and parent input and consultation (optional for the parent but encouraged by the school) to identify English Language Learners (ELL), determine their English Language Development (ELD) levels and reclassify ELL students as English proficient when appropriate.

Instructional staff will monitor progress of ELLs throughout the year to ensure that students are on track for meeting growth goals. Einstein Academy will monitor language acquisition of students identified as ELs using a portfolio system. Achievement will be documented as teachers collect, analyze and score student work samples against the ELD standards. These samples will be placed in ELD portfolios. Portfolios will be submitted to the Principal for review twice annually (December and June). Classroom grades and assessment of both ELD (English Language Development) and ELA standards (English Language Arts) will be added to the portfolios, as will CELDT and CAASPP scores.” Einstein Academy will also monitor the progress of students reclassified as RFEP to ensure that they maintain English proficiency.

English Learners with disabilities will have a linguistically appropriate Individualized Education Plan (IEP). The IEP team will include this as part of the IEP development process.

Einstein Academy will use a systematic process to monitor English Language Learners’ progress toward English proficiency on an ongoing basis. Teachers will assess student progress, both formally and informally, throughout the year. Assessment data will be used to determine individual proficiency levels and to modify instruction to meet students’ needs. Teachers will compile student work samples and assessments and evaluate progress using ELD portfolios on a regular basis, usually quarterly. Teachers will regularly examine student progress toward ELD standards being taught in order to tailor instruction to ensure that students will make gains according to the English learner levels. For example, teachers will review ELD portfolios quarterly to determine focus ELD standards for the following quarter.

Framework for English Language Acquisition

ELLs will receive ongoing support to become proficient in comprehending, speaking, reading and writing in English and to access the school’s full curriculum. Einstein Academy will draw on a large body of information on best practices for serving ELLs. Because Einstein Academy expects to serve ELLs as well as English-Only students with low initial skills in English reading and writing, instruction will emphasize strategic use of high-power literacy strategies. Instructional aides may provide support in students’ native language and/or in English as is feasible. The budget provides for sufficient staffing of instructional aides to enable service to English Learners and struggling students, particularly since students with similar needs will be clustered together within heterogeneous classes to facilitate differentiated instruction and other

learning supports, including support from aides. While the budget does not provide for aides to be in all classrooms at all times, aides will be placed strategically to support ELs and others who need the support. Credentialed teachers are responsible for providing ELD instruction to students; aides may provide supplemental support. To ensure that the school effectively assists ELL students in developing English proficiency, Einstein Academy will:

- Place ELL students in classrooms with a qualified teacher who possesses the appropriate qualifications, such as a CLAD or its equivalent.
- Provide teachers with professional development on best practices in second language acquisition so they become skilled in classroom strategies to meet the needs of ELL students.
- Ensure that instructional materials for ELL students and curriculum frameworks and standards are aligned.
- Use appropriate strategies for ELL students such as Specially Designed Academic Instruction in English (SDAIE), scaffolding, visual organizers such as concept mapping and Venn Diagrams and breaking down complex tasks into mini-lessons.
- Provide oral language practice throughout the day, embedded in core classroom time as independent work in language acquisition
- Use a structured curriculum for English Language Development
- Accompanying the proposed Language Arts program, Reading Street, make available the Spanish translation of Reading Street for use as a supplemental resource to help students access core language arts curriculum in English, for example, by allowing students more proficient in Spanish to read text first in their native language and then again in English
- Monitor the progress of ELL students._

Curriculum and instruction suited to ELLs' needs

Einstein Academy's curriculum and instruction will be tailored to ELLs' needs because of its use of active, engaging, learning activities and collaborative groupings. Heterogeneous pairings and groupings provide an advantage to less proficient English language learners and special education students by stimulating conversation, providing peer guidance and by increasing student confidence in risk-taking activities. In addition, the visual and performing arts programs will be used to support ELL students' English development. ELLs benefit from learning activities that use visual and kinesthetic senses to access content, including an emphasis on strategies such as graphic organizers to make abstract ideas more concrete and visually accessible. These areas will also be used to expand vocabulary development. As a kinesthetic way to learn language, dance relies on the same part of the brain for conceptualization, creativity and memory that verbal language does for speaking and writing (Hanna, 1999, 18).

English Language Development Instruction

Einstein Academy will also provide formal English Language Development instruction integrated within the classroom time, to identified ELL students according to the student's needs and grade level. ELD instruction is a fundamental component of differentiated instruction in English Language Arts for English Learners, according to the each student's particular needs. Students will be clustered by ELD level so that teachers can provide materials and content that address students' needs. English Learners with a higher level of English acquisition will be served primarily by integrating ELD standards into the personalized instructional structures of Readers and Writers Workshop, not necessarily using a formal English Language Development program. English Learners with more extensive needs will also be served through the personalized instructional classroom structures of Readers and Writers Workshop, but incorporating a formal ELD program. ELD instruction will be differentiated according to the ELD level of the student to meet his or her particular needs. ELD instruction occurs primarily through language arts instruction; however, progress in reading, writing, speaking and listening will be supported throughout the day, across the content areas. Ongoing assessments will help teachers monitor ELL students' progress toward ELD goals.

In addition, English Learners' listening and speaking skills will be developed both informally, through cooperative learning groups and other interactive learning modes, and more formally, through the Accountable Talk model. Lauren Resnik (1995) introduced the concept of Accountable Talk as a means of raising the academic discourse of students and integrating higher-order thinking skills. Ensuring that classroom talk emphasizes and continuously practices higher-order thinking is important because extended, reasoned, discourse is more abstract and decontextualized than conversational English; thus, making it more difficult for ELLs to access. Furthermore, since it is the expected discourse of higher education, it is important for ELLs to master.

Full access to the curriculum

Einstein Academy will provide ELL students full access to the curriculum so that they understand the content being taught. Einstein Academy anticipates using English At Your Command to prepare English learners and students performing below grade level for success with on-level curriculum and standardized tests. The curriculum progresses from teacher-directed instruction to student-centered independent learning in a developmentally appropriate way where curriculum content matches grade-level subject matter. Additional research-based strategies (Rubenstein-Avila, 2006) to provide full access will include:

- Provision of reading material at or near students' English reading levels
- Provision of supplemental reading material in students' native language, to support content provided in English
- Use of multiple learning modalities
- Use of mixed language cooperative groupings
- Explicit instruction of key vocabulary and cognates
- Scaffolding, such as anticipatory pre-reading of text
- Frequent use of graphic organizers
- SDAIE (Specially Designed Academic Instruction in English) methods, including using clear, slow speech, using simpler vocabulary to explain grade level content, and using visual and kinesthetic instructional modes

Communication with parents

If 15 percent or more of the students speak a single primary language other than English, as determined from the census data submitted to the CDE pursuant to Section 52164 in the preceding year, all notices, reports, statements, or records sent to the parent or guardian of any such pupil by the school shall, in addition to being written in English, be written in the primary language, and may be responded to in English or the primary language.

ELL Assessment

- Use English-language-proficiency (ELP) tests as proxy to state tests until students enough proficiency to "meaningfully" take the state tests.
- Set a minimum score on the ELP tests to indicate whether or not a student is ready for state tests- that traditionally have not addressed the needs of English learners Administer computer-adaptive tests that would adjust for a student's language-proficiency level and give a more accurate score.
- Align ELP standards and English language arts standards. Language acquisition experts were not consulted in the development of the first set of common core standards,
- LEP students receive English language instruction services/support through school ELL program
- All LEP students take the annual English language proficiency assessment IFEP (Initially Fully English Proficient) students DO NOT participate in the annual English language proficiency assessment (ACCESS for ELLs®)
- Monitoring Status RFEP or IFEP students are monitored for two years and DO NOT participate in the annual English language proficiency assessment
- Students that do not meet exit criteria remain in the ESL instructional program. LEP students remain in the program and participate in annual assessment until they meet exit criteria and RFEP status

Students meeting exit criteria are Re-designated Fully English Proficient (RFEP)

Exit criteria – Overall composite 5.0 or higher on Tier B or Tier C AND 4.0, or higher, in Literacy on Tier B or Tier C of ACCESS for ELLs

Examples of Formative Assessments

Spontaneous

- Q & A during lessons
- Observing students during an activity
- Responding in to students' impromptu conversations
- Common sequencing: Measuring, Feedback, Goals, Instruction

Planned

- Short Tests and Quizzes
- Homework exercises
- Observation protocols
- In class assignments or activities
- In or out of class projects

- Simulation (role play) activities
- Checklists
- Student Conference
- Peer and self-assessment

Serving Students with Disabilities

Overview

The Charter School shall comply 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 (“IDEIA”).

The Charter School shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

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

Section 504 of the Rehabilitation Act

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Principal and shall include the parent/guardian, the student (where appropriate) 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which 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 including 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 will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability 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 a free and appropriate public education ("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 Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator 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.

Services for Students under the "IDEIA"

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area ("SELPA"). The Charter School shall remain, by default, a public school of the District for purposes of Special Education pursuant to Education Code Section 47641(b). However, the Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a

SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools. The Charter School will follow the District and SELPA policies and procedures, and shall utilize SELPA forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. An annual meeting between the Charter School and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, will ensure that the Charter School and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as the Charter School functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then we would anticipate that a Memorandum of Understanding would be developed between the District and the Charter School which spells out in detail the responsibilities for provision of special education services and the manner in which special education funding will flow to the students of the Charter School.

The District shall be designated the Local Educational Agency (“LEA”) serving Charter School students. Accordingly, the Charter School shall be deemed a public school of the District pursuant to Education Code Section 47641(b) and 47646(a). The Charter School agrees to adhere to the requirements of the Local Plan for Special Education and to District policies. As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, the Charter School seeks services from the District for special education students enrolled in the Charter School in the same manner as is provided to students in other District schools.

The Charter School acknowledges the importance of cooperating with the District so that the District can provide special education services to Charter School students. The Charter School agrees to promptly respond to all District inquiries, to comply with reasonable District directives, and to allow the District access to Charter School students, staff, facilities, equipment and records as required to fulfill all District obligations under this Agreement or imposed by law. The Charter School believes that the allocation of responsibility for the provision of services (including but not limited to referral, identification, assessment, case management, Individualized Education Program (“IEP”) development, modification and implementation) shall be divided in a manner consistent with their allocation between the District and its school sites.

Staffing

All special education services at the Charter School will be delivered by individuals, or agencies, qualified to provide special education services as required by California's Education Code and the IDEIA. Charter School staff shall participate in all mandatory District in-service training relating to special education.

It is the Charter School's understanding that the District will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists unless the District directs the Charter School that current District practice is for the individual school sites to hire site special education staff or the District and the Charter School agree that the Charter School must hire on-site special education staff. In that instance, the Charter School shall ensure that all special education staff hired by the Charter School is qualified pursuant to District and SEPLA policies, as well as meet all legal requirements. The District may review the qualifications of all special education staff hired by the Charter School (with the agreement of the District) and may require pre-approval by the District of all hires to ensure consistency with District and SELPA policies. The District shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow District policies as they apply to all District schools for responding to implementation of special education services. The Charter School will adopt and implement District policies relating to notification of the District for all special education issues and referrals.

The Charter School shall follow District policies as they apply to all District schools for notifying District personnel regarding the discipline of special education students to ensure District pre-approval prior to imposing a suspension or expulsion. The Charter School shall assist in the coordination of any communications and immediately act according to District administrative policies relating to disciplining special education students.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement District and SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

It is the Charter School's understanding that the District shall provide the Charter School with any assistance that it generally provides its schools in the identification and referral processes, and will ensure that the Charter School is provided with notification and relevant files of all students who have an existing IEP and who are transferring to the Charter School from a District school. The District shall have unfettered access to all Charter School student records and information in order to serve all of Charter School's students' special needs.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the District and the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School and the District will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School will follow District child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The District will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with the District's general practice and procedure and applicable law. The Charter School shall work in collaboration with the District to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct special education assessments unless directed by the District.

IEP Meetings

It is the Charter School's understanding that the District shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings or as otherwise agreed upon by the District and Charter School: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. It is the Charter School's understanding that the District shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the District's IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the District and of the SELPA and State and Federal law.

The Charter School shall promptly notify the District of all requests it receives for assessment, services, IEP meetings, reimbursement, compensatory education, mediation, and/or due process whether these requests are verbal or in writing.

IEP Implementation

Pursuant to District policy and how the District operates special education at all other public schools in the District, the District shall be responsible for all school site implementation of the IEP. The Charter School shall assist the District in implementing IEPs, pursuant to District and SELPA policies in the same manner as any other school of the District. The District and Charter School will need to be jointly involved in all aspects of the special education program, with the District holding ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the District and the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange unless directed otherwise by the District. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology unless directed otherwise by the District. The Charter School shall comply with any directive of the District as relates to the coordination of the Charter School and District for IEP implementation including but not limited to adequate notification of student progress and immediate notification of any considered discipline of special education students in such matters, the petitioners would notify the District of relevant circumstances and communications immediately and act according to District administrative authority.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the District and Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law. In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same

special education local plan area of the District within the same academic year, the District and the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the District agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the District and the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the District conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the District, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The District shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students. The Charter School shall not hire, request services from, or pay any non-public school or agency to provide education or services to special education students without the prior written approval of the District. The Charter School shall immediately notify the District of all parental requests for services from non-public schools or agencies, unilateral placements, and/or requests for reimbursement.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow District policies as they apply to all District schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the District unless otherwise directed by the District. The Charter School shall immediately notify the District of any concerns raised by parents. In addition, the Charter School and the District shall immediately bring to the other's attention any concern or complaint by a parent/guardian that is in writing and/or which involves a potential violation of state or federal law.

The District's designated representative, in consultation with the Charter School's designated representative, shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. The Charter School shall allow the District access to all facilities, equipment, students, personnel, and records to conduct such an investigation.

The Charter School and the District shall timely notify the other of any meetings scheduled with parents/guardians or their representatives to address the parent/guardian concerns or complaints so that a representative of each entity may attend. The District, as the LEA, shall be ultimately responsible for determining how to respond to parent concerns or complaints, and the Charter School shall comply with the District's decision.

The Charter School and the District shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The District may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if the District determines such action is legally necessary or advisable. The Charter School agrees to cooperate fully with the District in such a proceeding. In the event that the parents/guardians file for a due process hearing, or request mediation, the District and the Charter School shall work together to defend the case. In the event that the District determines that legal representation is needed, the Charter School agrees that it shall be jointly represented by legal counsel of the District's choosing.

The Charter School understands that the District shall have sole discretion to settle any matter in mediation or due process. The District shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

It is the Charter School's understanding that the District shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the District.

Funding

The Charter School understands that it will enter into a MOU with the District regarding Special Education funding, and cannot at this time unilaterally dictate the funding relationship between the District and the Charter School. The Charter School anticipates, based upon State and Federal law that the fiscal relationship could be summarized as follows:

Retention of Special Education Funds by the District

The District shall retain all state and federal special education funding allocated for Charter School students through the SELPA Annual Budget Plan, and shall be entitled to count Charter School students as its own for all such purposes.

Retention of ADA Funds by the District for Non-Public Placements

The Parties acknowledge that the District may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other District schools, in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program. When such programs or services are provided at District expense, the District shall be entitled to receive from the Charter School the pro rata share of all funding received for such student, including, without limitation, all ADA funds, based on the number of instructional days or minutes per day that the student is not at the Charter School site.

Contribution to Encroachment

The Charter School shall contribute its fair share to offset special education's encroachment upon the District's general fund. Accordingly, the Charter School shall pay to the District a pro-rata share of the District's unfunded special education costs ("encroachment"). At the end of each fiscal year, the District shall invoice the Charter School for the Charter School's pro-rata share of the District-wide encroachment for that year as calculated by the total unfunded special education costs of the District (including those costs attributable to Charter School) divided by the total number of District ADA (including Charter School students), and multiplied by the total number of Charter School ADA. The Charter School ADA shall include all Charter School students, regardless of home district.

Child Find

The school will continue to participate in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school will seek to participate in the child find systems of the special education local plan areas (SELPAs) in which its students reside. The school anticipates that these systems will encompass practices such as, but not limited to, the following:

- Post-matriculation intake practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs.
- Communication with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion.
- Staff development and training for school staff, to ensure that they know how to identify students who may have exceptional needs.

- Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

When a child who has been determined eligible to receive special education services enrolls or changes enrollment status at Einstein Academy, Einstein Academy will promptly notify the student's district of residence.

Student Success Team (SST)

The school will also plan to implement a "student success team" (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. Such teams will typically consist of the student's teacher(s), a school administrator, the student's parent/guardian (if possible), and others. The team will implement strategies within the general education setting, and the team will monitor students' progress as new strategies are tried. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student's difficulty appears to be caused by a disability eligible for special education services, the student will be referred for formal assessment.

Referral and Assessment

If, within a reasonable amount of time, the student is not making significant progress with the personalized assistance, the Student Success Team in conjunction with the parent(s) will make a recommendation as to the appropriateness of conducting an assessment to determine eligibility for special education services. Similarly, when a parent or other party requests an assessment to determine a student's special education eligibility, Einstein Academy's administration will determine the appropriateness of conducting such an assessment based on the behaviors and performance of the student and the results of other interventions tried. If Einstein Academy finds reasonable cause for assessment for special education eligibility, the parent will receive an assessment plan for his/her child. The assessment plan will describe the type and purposes of the assessment that may be used to determine eligibility for services. Assessments may include individual testing, observations of the student at school, interviews with the student and school personnel who work with the student, and a review of school records, reports and work samples. The parent must consent to the assessment plan before the assessment can take place. Initial assessment will occur within 60 days after receiving parental consent. The school anticipates that, initially, these assessments would be conducted by the staff or independent contractors who perform such services for the District. If this assessment identifies that the student has exceptional needs and require special education and/or related services under the terms applicable to special education law, the school anticipates working with appropriate District staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings. In addition, the Principal, the parent, the student's teacher and, for students aged 10 and older, the student will participate in the IEP process.

Due Process

As any other public school, Einstein Academy is fully responsible for educating special education students and will work with the District to ensure that this responsibility is met. In the event of a due process claim to enforce provisions of applicable special education law, Einstein Academy is committed to working in cooperation with the District to the maximum extent permitted under law to respond to and defend the school and the District in the process, as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). Einstein Academy will bear the same responsibility for the costs and other outcomes arising from due process proceedings as any other public school of the District. To clarify, as a public school of the District for purposes of special education, Einstein Academy will have the same responsibility as any other public school in the District for providing legal representation, for due process attorney's fees, and for any prospective special education or related services, compensatory education, residential placement and/or reimbursement awarded by a due process hearing officer, federal court or settlement agreement. If Einstein Academy should seek legal representation beyond what the District provides, it shall be responsible for related costs. Einstein Academy understands the critical importance of preventing due process claims through proper implementation of special education procedures and services and will cooperate fully with the SELPA and the LEA in the oversight of its activities.

III. MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both 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 subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Education Code Section 47605(b)(5)(B).

An explicit assessment system will be used to evaluate, improve, and redefine academic goals. Teachers and all stakeholders will continuously collect, analyze, and plan individual student goals using state, school, and classroom assessments. Using data from the beginning of the year, CAASPP results, and current classroom performance, students needing additional support will be identified to bring all students to proficiency as mandated in the Every Student Succeeds Act (ESSA). Each student’s goals will be continually assessed and modified as needed to determine appropriate interventions necessary for students performing below grade level and English Learners. The ultimate goal is to assign the appropriate curriculum for each grade level and across grade levels as students’ progress academically through the grades. Careful study of the data will be an important link between the school, parents, and other stakeholders in the educational community. Performance data will be shared through our website, newsletters, Einstein Parent Organization (EPO) and Board meetings.

The Einstein Academy will use multiple assessment measures to get an accurate picture of student learning, as no single measure tells the whole story. The Einstein Academy’s methods of assessment will align with student outcomes and instructional methods. The data will not be a stand-alone summation of achievement but serve in a feedback loop that is integral to teaching and learning. Assessments of student learning will help the Einstein Academy do the following:

- Plan curriculum and instruction
- Evaluate teaching strategies for continuous improvement
- Identify individual student needs
- Provide students, teachers, and parents with information useful in promoting learning and development

MANDATED STATE ASSESSMENTS

As is required by California law, the Einstein Academy will meet all statewide standards and conduct the state pupil assessments required by state and federal law, including the CAASPP tests and other mandated state assessments. The Einstein Academy will administer tests that are required by grade level, including the CAASPP, the California Fitness Test, and the California English Language Development Test (CELDT). The Academy will also administer the Fitnessgram test and, for students with IEPs who meet the applicable criteria, the CAMA or

CMA tests in lieu of CAASPPs or by alternative assessment if the need is determined by the IEP team. English learners who meet the criteria requiring them to take a Spanish language assessment will do so. CAASPP test results will be one of multiple assessment methods used to document and monitor student performance and assessment. School growth goals, which will continue to increase annually and made clear to the faculty, and the school leadership will report progress toward goals to stakeholders annually as described above.

GROWTH MEASURES: PRE- AND POST-TESTS

To effectively assess students' academic growth over time, the Einstein Academy will utilize value-added growth measures, including normative benchmark assessments. At the beginning of each academic year, The Einstein Academy intends to administer a diagnostic pre-test to measure each student's strengths and weaknesses in Language Arts and mathematics. Throughout the school year, the Einstein Academy will monitor student progress using a variety of methods (described below). The Einstein Academy will administer another diagnostic post-test at the end of the year. Instructional staff will monitor students' skills at the beginning of the academic year, at benchmark points throughout the year, and at the end of each year to ensure that students are making progress towards the Einstein Academy's measurable pupil outcomes.

SCHOOL-LEVEL ASSESSMENTS

In addition to mandated standardized assessments, Einstein Academy will select from a range of assessment strategies, as best suits the purpose of the assessment. These assessments align with the school's mission, exit outcomes and curriculum, as described below. They include benchmark assessments and a variety of curriculum-based assessments:

- **Benchmark assessments:** To provide an additional metric of student achievement, Einstein Academy will use a diagnostic assessment to establish a baseline for student performance and to benchmark progress in reading, writing and mathematics. Diagnostic assessments will be administered to new and returning student before the start of each school year and quarterly during the school year. Einstein Academy anticipates using publisher assessments as its diagnostic assessments as well as a normative assessment such as NWEA's Measures of Academic Progress (MAP). These assessments will be used to identify students needing intervention and to ensure that all reasonable steps are taken to promote each student's grade level academic performance. Student progress will be monitored regularly; when student progress is not at the desired level, the Student Success Team will prescribe and monitor the effectiveness of additional interventions or other courses of action and continue to monitor student progress in response to intervention until success is achieved.
- **Writing Portfolios:** Writing portfolios provide students opportunities for revision of work as they integrate teacher feedback provided on a school-wide writing rubric. Refer to ELA Supporting Documents for examples of writing portfolio samples.
- **Performance Assessments:** For many skills not best captured in other assessment formats, performance assessments capture conceptual understanding and other abilities

by requiring students to use knowledge and apply skills in authentic contexts appropriate to the grade level skill. For example, rather than answering a multiple-choice question about photosynthesis, students might conduct a laboratory experiment with actual plants and demonstrate their understanding through a lab report or an oral explanation of the phenomenon they observed, just as a scientist would. Students demonstrate understanding through research projects and other projects, reading out loud, written pieces, science experiments, application of mathematical skills, demonstration of social-emotional and behavioral outcomes, dance and music recitals and art displays. Performance assessments are evaluated through school-developed rubrics. Exhibits of student work, student performances, and student presentations are other measures of student outcomes.

- **Teacher observation:** Teacher observation is a valuable tool because it does not take time away from instruction; it is highly personalized; and it taps teachers' knowledge of how curriculum and students interact. Teacher observation can be informal judgments of student progress and more formal structured observations. Teacher narratives will happen on a daily basis and will be communicated at benchmark intervals, in combination with other sources of information about student progress, in narratives on progress reports.
- **Skills inventories:** Teachers conduct inventories of students' individual skill levels in language arts and math and record these findings using developmental checklists. These checklists will supplement other assessments, including publisher-designed and teacher-designed baseline diagnostic and ongoing assessments of reading, writing and math.
- **Progress Reports:** Teachers will prepare student progress reports four times during the school year for parents. These progress reports will contain both qualitative and quantitative information on each student's academic and social progress and are aligned with California content standards for English language arts, mathematics, social studies, science and English language development. Progress is reported to on school-wide diagnostic assessments as well as the aforementioned major assessments.

Following is a tentative schedule of assessments that teachers will utilize to determine and monitor student progress:

Assessment Name	Assessment Type	Content Area	Grade Assessed	Frequency
NWEA MAP	National Normed	ELA, MATH	K-12	Quarterly
State Assessment	Achievement	ELA, MATH, SCIENCE, ELD	3-8 & 11	Annually
AP Exams	Achievement	Multi	9-12	Annually
Publisher Created	Summative	Multi	K-12	Daily
Formative	Formative	ALL	k-12	Daily

Einstein Academy will have the following school-wide student performance goals:

- 95% attendance or higher
- 95% graduation rate or higher
- 5% dropout rate or lower
- API score of 910 or higher
- 80% participation of students' families at open house
- 80% of families who express satisfaction with the school overall

Exit outcomes and performance goals may need to be modified over time.

MEASURABLE STUDENT OUTCOMES AND ASSESSMENT TOOLS

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Education Code Section 47605(b)(5)(C).

The methods for measuring pupil outcomes are consistent with the way the school will report information on its school accountability report card. Numerous assessments are listed here that are not reported on the school accountability report card but which the school will use to gain a fuller picture of student achievement.

Einstein Academy's overarching goals for students

- preparation for success in secondary and postsecondary education,
- preparation as global citizens, and
- awareness of the importance of public participation – are embedded in the school's curriculum. Thus, the extent to which students have achieved them is reflected in the school's measurable outcomes.

The table below summarizes student outcomes, measurement instruments and supplemental benchmarks by subject area. The school reserves the right to adapt supplemental benchmarks appropriate to the needs of its student body. The frequency of objective means to measure student outcomes will vary according to such factors as grade level, subject matter, the outcome of previous measurements, and information that may be collected from anecdotal sources. For grades K-1, proficiency metrics in language arts and mathematics, the Academy will use diagnostic assessments and publisher assessments, with evidence from measurement instruments considered in the final determination of proficiency. Proficiency in grades 2-6 will utilize CAASPP results.

Einstein Academy will be held accountable for state and federal performance targets in the same manner as all public schools. Apart from API and AYP accountability, the school chooses the following benchmarks goals for each year of the charter. Initial benchmarks for Year 1 are linked to overall performance levels in Acton-Agua Dulce Unified School District, where 72.7% of students demonstrated proficiency in English-Language Arts and 74.5% demonstrated

proficiency in Mathematics in 2010-11.

Please note that 2% annual improvement goal assumes that the 5% growth goal will not be applicable school-wide because surrounding schools score over 800 which indicates the academic preparation and performance that can be expected of students entering the school overall.

Student Outcomes Aligned with the State Priorities

CHARTER ELEMENT 2: MEASURABLE PUPIL OUTCOMES CHARTER SCHOOL OUTCOMES THAT ALIGN WITH THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing the Charter School's outcomes that align with the state priorities and the Charter School'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 the Charter School at the school site.</p>	
STATE PRIORITY #1— BASIC SERVICES <i>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))</i>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
ACTIONS TO ACHIEVE GOAL	All core teacher candidates screened for employment will hold a valid CA Teaching Credential with appropriate English learner authorization; Our Director of School Services will annually review credential status. Teaching Credential with appropriate English learner authorization; Our Director of School Services will annually review credential status.
MEASURABLE OUTCOME	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned.
METHODS OF MEASUREMENT	Initial and annual verification of core teacher credential as reported by CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	100% of pupils will have access to standards-aligned materials and additional instructional materials outlined in our charter petition.

ACTIONS TO ACHIEVE GOAL	All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition.
MEASURABLE OUTCOME	100% of pupils will have access to standards-aligned materials and additional instructional materials outlined in our charter petition.
METHODS OF MEASUREMENT	Chief Executive Officer and faculty will review all instructional materials before purchase pursuant to Education Code Section 60119.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Maintain a clean and safe school facility in partnership with the District, if lessor, and/or our facility lessor.
ACTIONS TO ACHIEVE GOAL	Daily general cleaning by custodial staff will maintain campus cleanliness; annual and monthly facility inspections will screen for safety hazards.
MEASURABLE OUTCOME	Annually, 90% of all items on monthly site inspection checklists and 90% of facility inspections checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.
METHODS OF MEASUREMENT	Monthly site inspection documents prepared by the Site Director; Annual Facility Inspection Reports.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS <i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	100% of the teachers will participate in annual professional development on the implementation of Common Core State Standards.
ACTIONS TO ACHIEVE GOAL	Identify and participate in intensive professional development and trainings on the CCSS and Technology in Teaching and Learning.
MEASURABLE OUTCOME	Annually, 100% of teachers will participate in at least five hours of Professional Development and trainings in CCSS and three hours of Technology in Teaching and Learning Professional Development.
METHODS OF MEASUREMENT	Professional Development calendar and rosters will evidence participation by teachers in Professional Development activities.
SUBPRIORITY B – EL STUDENTS & 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	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support.
MEASURABLE OUTCOME	Annually, 100% of EL students will gain academic content knowledge through the implementation of the CCSS.
METHODS OF MEASUREMENT	EL student performance on the CAASPP statewide assessments; CELDT/ELPAC assessments; ILP folder; teacher assessments; annual report cards.

SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	100% of EL students will gain English language proficiency through the implementations of the ELD curriculum and related instructional strategies.
ACTIONS TO ACHIEVE GOAL	EL students participate in English Language Arts/Literacy instruction with appropriate instructional support. EL students have access to ELD curriculum. Teachers of EL students participate in Professional Development activities to bridge the 2012 ELD standards and the existing ELD curriculum.
MEASURABLE OUTCOME	100% of EL students will reach English language proficiency within four years of initial classification as English learners through the implementation of the CCSS, ELD curriculum and related instructional strategies.
METHODS OF MEASUREMENT	Student performance on CELDT/ELPAC Assessment, curriculum assessments, ELD folder and reclassification documentation.
<u>STATE PRIORITY #3— PARENTAL INVOLVEMENT</u>	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Maintain parent representation on the local Board of Overseers.
ACTIONS TO ACHIEVE GOAL	Prior to the beginning of each year, hold elections to fill vacancies.
MEASURABLE OUTCOME	Annually, the Board of Overseers will have at a minimum 2 parents.
METHODS OF MEASUREMENT	Board of Overseers meeting agendas and minutes identify parent members.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Organize and maintain the Einstein Parent Organization (EPO)
ACTIONS TO ACHIEVE GOAL	School Administration will work closely with the EPO to recruit parents to meetings, to fill volunteer openings, and arrange fundraisers and school events.
MEASURABLE OUTCOME	EPO will effectively fund raise and organize school functions.
METHODS OF MEASUREMENT	End of the year budget for fund raising; meeting agendas and minutes that identify EPO roles.
<u>STATE PRIORITY #4— STUDENT ACHIEVEMENT</u>	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<i>A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment</i>	
<i>B. The Academic Performance Index (API)</i>	
<i>C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education</i>	

<p><i>D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or 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 an AP exam with a score of 3 or higher</i></p> <p><i>G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness</i></p>	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	75% of students at every applicable grade level, including all student subgroups, score proficient or higher on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.
ACTIONS TO ACHIEVE GOAL	Classroom instruction conducive to student learning; adequate learning environments; appropriate CCSS aligned instructional materials; implementation of a Reading Intervention Program (as needed) to assist at-risk students; use of instructional technology in the area of Mathematics.
MEASURABLE OUTCOME	Annually, at least 95% participation rate in the CAASPP statewide assessments; at least 75% of students at every applicable grade level, including all subgroups, score proficient or higher on the CAASPP statewide assessment in the areas of English Language Arts and Mathematics.
METHODS OF MEASUREMENT	CAASPP score reports; teacher observations; pre-and post unit test results; unit assessments and classroom projects.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	100% of students, including all students subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
ACTIONS TO ACHIEVE GOAL	Classroom instruction will incorporate testing strategies in preparation of the CAASPP.
MEASURABLE OUTCOME	100% of students, including all students subgroups, will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education
METHODS OF MEASUREMENT	CAASPP score reports and API reports or equivalent as determined by the CA department of Education.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	90+% of graduates will complete the UC/CSU Course requirements.
ACTIONS TO ACHIEVE GOAL	School administration, counselors, and faculty will work closely with students and families with regard to completing the required UC a-g requirements.
MEASURABLE OUTCOME	90+% of graduates will be eligible for UC/CSU schools.

METHODS OF MEASUREMENT	Annual review of all student transcripts.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will advance at least one performance level per the CELDT/ELPAC each academic year.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	75% of students will advance at least one performance level per the CELDT/ELPAC each academic year
METHODS OF MEASUREMENT	CELDT/ELPAC score reports; EL reclassification documentation, ELD curriculum assessments and annual report cards
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
ACTIONS TO ACHIEVE GOAL	EL students will receive in-class instructional support which may include 1-on-1 teacher support, small group work, and use of SDAIE and ELD instructional strategies.
MEASURABLE OUTCOME	At least 25% of EL students will be reclassified as Fluent English Proficient annually and perform at grade level on the CAASPP statewide assessment.
METHODS OF MEASUREMENT	Analysis and review of CELDT results and CAASPP statewide assessment scores.
SUBPRIORITY F – AP EXAM PASSAGE RATE	
GOAL TO ACHIEVE SUBPRIORITY	Students will pass AP exams at a rate higher than average County, State and National scores
ACTIONS TO ACHIEVE GOAL	Students will have access to the (12) available AP exams offered on campus. Course curriculum and supports will be aligned to passage of AP exams administered.
MEASURABLE OUTCOME	Students will pass AP exams at a rate higher than average County, State and National scores.
METHODS OF MEASUREMENT	AP exams results from College Board.
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	Eleventh graders will pass EAP exams at higher rates than 11th graders at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
ACTIONS TO ACHIEVE GOAL	Counselors and Administration will ensure all students are on A-G graduation pathway, including A-G analysis at the end of each semester. All 11 th graders will take EAP exams as part of pathway. EAP prep will be incorporated into 11th grade curriculum.
MEASURABLE	Eleventh graders will pass EAP exams at higher rates than 11th graders

OUTCOME	at comparable neighborhood schools; graduating seniors will graduate A-G at higher rates than graduating seniors at comparable neighborhood.
METHODS OF MEASUREMENT	Internal semester-to-semester A-G tracking; internal senior tracking.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<i>A. School attendance rates</i>	
<i>B. Chronic absenteeism rates</i>	
<i>C. Middle school dropout rates (EC §52052.1(a)(3))</i>	
<i>D. High school dropout rates</i>	
<i>E. High school graduation rates</i>	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	The charter school will maintain a 95% attendance rate.
ACTIONS TO ACHIEVE GOAL	The charter school will provide a comprehensive curriculum and a “bully-free” safe campus.
MEASURABLE OUTCOME	ADA will be at least 95%
METHODS OF MEASUREMENT	ADA reports; in-house attendance reports; continual web based and email reminders of the importance of attendance. SARC report.
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	Students will have no more than 5 absences per school year.
ACTIONS TO ACHIEVE GOAL	Parents will be continually reminded of their child’s absentee rate through use of PowerSchool; absentee policy noted in parent/student handbook.
MEASURABLE OUTCOME	90% of student body will have fewer than 5 absences per school year.
METHODS OF MEASUREMENT	End of term absence reports from PowerSchool. Periodic attendance updates to all families reminding them of the importance of their child being at school. SARC report.
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will minimize dropouts; dropouts are defined as students staying in CA but not returning to a CA public school
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselor; continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
MEASURABLE OUTCOME	CDE cohort dropout rates will be lower than CDE cohort dropout rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal dropout projections based on CALPADS extracts
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO	School will minimize dropouts; dropouts are defined as students staying

ACHIEVE SUBPRIORITY	in CA but not returning to a CA public school
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselor; continued use of intervention processes and insuring that proper placement is made. Continuous monitoring of attendance and follow-up on transfer completion.
MEASURABLE OUTCOME	CDE cohort dropout rates will be lower than CDE cohort dropout rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal dropout projections based on CALPADS extracts
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	School will graduate as 90+% of persisting seniors; cohort graduation rates will be higher than graduation rates at comparable neighborhood schools.
ACTIONS TO ACHIEVE GOAL	Regular meetings with school counselors; continued use of multi-tiered system of intervention and support.
MEASURABLE OUTCOME	CDE cohort graduation rates will be higher than CDE cohort graduation rates at comparable neighborhood schools.
METHODS OF MEASUREMENT	Dataquest; internal graduation projections based enrollment, CALPADS extracts and senior tracking.
STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i> <ul style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. 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	We will maintain an annual suspension rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students will be suspended.
METHODS OF MEASUREMENT	SARC report; CALPADS; in-house discipline records.
SUBPRIORITY B – PUPIL EXPULSION RATES	
GOAL TO ACHIEVE SUBPRIORITY	The School will maintain an annual expulsion rate of less than 1%.
ACTIONS TO ACHIEVE GOAL	Local school administration will work with teachers, families and students to manage student behavior issues and concerns. Teacher Professional Development concerning classroom management.
MEASURABLE OUTCOME	Annually, less than 1% of enrolled students will be expelled.
METHODS OF	SARC report; CALPADS; in-house discipline records.

MEASUREMENT	
SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)	
GOAL TO ACHIEVE SUBPRIORITY	Staff and students will adhere to the safety plan outlined in Charter documentation and parent/student handbook.
ACTIONS TO ACHIEVE GOAL	Annually, school staff will be trained in first aid, CPR and triage techniques. Additionally, students will participate in monthly Fire, Earthquake and Safety drills.
MEASURABLE OUTCOME	100% of Charter School staff will be trained in first aid, CPR and triage techniques. Additionally, students will participate in at least 8 Fire, Earthquake and Safety drills per school year.
METHODS OF MEASUREMENT	Professional Development agendas and monthly school calendars.
<u>STATE PRIORITY #7— COURSE ACCESS</u> <i>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; E.C. §42238.02) and students with exceptional needs. “Broad course of study” includes the following, as applicable:</i> <u>Grades 1-6:</u> English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210) <u>Grades 7-12:</u> English, social sciences, world language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))	
GOAL TO ACHIEVE SUBPRIORITY	Students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.
ACTIONS TO ACHIEVE GOAL	All academic content areas will be available to all students, including student subgroups, at all grade levels.
MEASURABLE OUTCOME	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and be able to enroll in all core and non-core subjects available.
METHODS OF MEASUREMENT	Student, teacher, course and grade level schedules.
<u>STATE PRIORITY #8—OTHER STUDENT OUTCOMES</u> <i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in English Language Arts/Literacy.
ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Common-Core English Language Arts/Literacy course. Instructional strategies implemented throughout grade level courses include: project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration

	and application of technology and detailed learning plans for all students.
MEASURABLE OUTCOME	80% of students, including all subgroups, will progress one grade level/skill level each academic year as evidenced by classroom unit tests, benchmark assessments and CAASPP statewide test in the area of English Language Arts/Literacy. Annually, 80% of students, including all subgroups, will score Proficient or higher on the CAASPP statewide test in the area of English Language Arts/Literacy.
METHODS OF MEASUREMENT	Marks on report cards, unit exams, teacher's evaluation, CAASPP test results.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in Mathematics.
ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Common-Core Mathematics course. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
MEASURABLE OUTCOME	80% of students, including all subgroups, will progress one grade level/skill level each academic year as evidenced by classroom unit tests, benchmark assessments and CAASPP statewide test in the area of Mathematics. Students, including all subgroups, will score Proficient or higher on the CAASPP statewide test in the area of Mathematics.
METHODS OF MEASUREMENT	Marks on report cards, unit exams, teacher's evaluation, CAASPP test results.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate grade level proficiency in History, Civics and Social Science.
ACTIONS TO ACHIEVE GOAL	Students will study World History, American History, Government, Geography and economics. Instructional strategies implemented throughout grade level courses include: Project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
MEASURABLE OUTCOME	80% of students, including all subgroups, demonstrate proficiency, evidenced by Formal assessments and Authentic Assessments.
METHODS OF MEASUREMENT	Formal assessments include; pre-and post testing, end of unit exams and essay exams. Authentic assessments include: presentations, projects, rubrics, peer and teacher feedback.

SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Life, Earth and Physical Science.
ACTIONS TO ACHIEVE GOAL	All students will enroll and participate in Next Generation Science courses. Instructional strategies implemented throughout grade level courses include: STEAM driven curriculum, project based learning; small group work, one-to-one conferring; school wide writing program; use of Webb’s Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
MEASURABLE OUTCOME	80% of students, including all subgroups, demonstrate proficiency, evidenced by Formal assessments and Authentic Assessments.
METHODS OF MEASUREMENT	Formal assessments include; pre-and post testing, end of unit exams and essay exams. Authentic assessments include: presentations, projects, rubrics, peer and teacher feedback.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	All students who choose to enroll, including all student subgroups, unduplicated students and students with exceptional needs will demonstrate proficiency in their Visual and Performing art class.
ACTIONS TO ACHIEVE GOAL	Students will develop an understanding and appreciation of the Arts.
MEASURABLE OUTCOME	80% of students, including all subgroups, demonstrate proficiency, evidenced by Formal assessments and Authentic Assessments.
METHODS OF MEASUREMENT	Formal assessments include; pre-and post testing, end of unit exams and essay exams. Authentic assessments include: presentations, projects, rubrics, peer and teacher feedback.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all student subgroups, unduplicated students and students with exceptional needs, will demonstrate proficiency in Physical Education by either enrolling in P.E. class or a team sport.
ACTIONS TO ACHIEVE GOAL	Students will study Physical Education by participating in athletic endeavors, studying human physiology, and keeping track of healthy habits.
MEASURABLE OUTCOME	80% of students, including all subgroups, demonstrate proficiency, evidenced by passing the CA State Physical Fitness Exam and Formal assessments and Authentic Assessments.
METHODS OF MEASUREMENT	Results from the CA State Physical Fitness Exam. Formal assessments include; pre-and post testing, end of unit exams and essay exams. Authentic assessments include: presentations, projects, rubrics, peer and teacher feedback.
SUBPRIORITY G – HEALTH	
GOAL TO ACHIEVE SUBPRIORITY	All students, including all subgroups, unduplicated students and students with exceptional needs will demonstrate grade level proficiency in Health.

ACTIONS TO ACHIEVE GOAL	All students will be enrolled and/or participate in appropriate Health Education. Instructional strategies implemented throughout grade level courses include: project based learning; small group work; one-to-one conferring; school wide writing program; use of Webb's Depth of Knowledge; backward design educational model; flipped classroom instruction; reading intervention program; integration and application of technology and detailed learning plans for all students.
MEASURABLE OUTCOME	80% of students, including all sub-groups, will progress at least one grade level/skill level each academic year as evidenced by classroom unit tests, benchmark assessments and any applicable state test.
METHODS OF MEASUREMENT	Marks on report cards, unit exams, teacher evaluations and/or state exams.

USE AND REPORTING OF DATA

Einstein Academy is committed to utilizing assessment data collection and analysis to continually improve the quality of its educational program. Einstein Academy will monitor, record, analyze and report student progress to create longitudinal data on progress toward exit outcomes and performance goals, including state targets.

Teachers will monitor English Learners' progress toward English Language Development standards on an ongoing basis and provide monthly reports to the administration. English learners' progress toward English proficiency will be indicated in progress reports and report cards. Assessment of English Learners' progress in core content areas will be modified as needed to adjust for the ways in which their lack of English proficiency may affect their ability to demonstrate academic achievement. These modifications will differ by content area and by the student's ELD level. Classroom teachers will be responsible for data collection and documentation of progress of English Learners and students with disabilities, along with any specialist teachers serving those students.

Core classroom teachers will keep assessment data for students with disabilities, which will be reviewed at each progress reporting period and at IEP meetings. Teachers will gather representative student work as evidence of ongoing progress. Sample work, including tests, will show progress toward goals.

Einstein Academy intends to use an electronic Student Information System (SIS) to record, organize and report student data. The use of such a system will allow Einstein Academy to keep comprehensive student records including attendance, demographic data, free and reduced lunch eligibility and emergency information. Additionally, the SIS will enable Einstein Academy to collect, analyze and review data on student academic achievement using multiple measures.

Demographic data and student personal information will be entered into the SIS by office personnel, at the beginning of each school year and updated when necessary. Attendance data will be entered daily by classroom teachers and monitored by office personnel.

A report on student and school-wide performance and attendance will be generated annually, with interim reports generated quarterly. These reports will be reviewed and analyzed by teachers and the Principal to drive instruction and professional development as well as measure student progress. The annual report will be forwarded to parents and to the Acton-Agua Dulce Unified School District.

GRADING

Einstein Academy anticipates issuing mid-term and end-of-term progress reports. Progress reports will not use letter grades but will indicate students' progress toward grade level standards using a 4-point rubric as well as specific achievement data from summative content area assessments. Where students' performance is far above or far below grade level, additional data will be provided to clarify students' progress to more individualized learning goals. Progress reports will include teacher narratives that place students' learning in a personalized context and provide descriptive detail that objective assessment data lacks. Progress reports will indicate any specific actions recommended to students and parents to improve achievement (i.e., maintain a homework log with teacher and parent sign-off to ensure all assignments are completed, have students read for 20 minutes at their "just-right" reading level, etc.).

Assessment results will also be reviewed with parents during parent-teacher conferences. Teachers will also review assessment results with their students to ensure students are aware of their individual progress in learning. The goal of sharing assessment data with parents and students is to de-mystify the assessment process and to use assessment as a tool for instruction and communication about a student's progress towards meeting state standards and school-wide learning goals.

MONITORING STUDENT ACHIEVEMENT FOR ONGOING SCHOOL IMPROVEMENT

The Principal will lead all assessment processes to ensure that all state standards are met, that all assessments are conducted and that students meet state standards. The administration and teachers will use assessment data to monitor and improve learning by strategically directing resources and driving instruction toward prioritized areas of need. The Principal will drive these processes, working with teachers to ensure that each process incorporates teacher observations, concerns, questions and ideas. Administrators will work with teachers to identify areas of need by analyzing student achievement data in aggregated and disaggregated by gender, ethnicity, English language proficiency, student disability, attendance and other variables. The Principal will prepare reports on student achievement with user-friendly charts, graphs and tables to track performance of individual students, student subgroups and students overall. The Principal will present his or her analysis of the data but will also allow time for teachers to analyze and present their observations. Together, they will then establish priorities and develop corrective plans. Corrective plans will address achievement gaps overall and for all student subgroups. They will detail the actions necessary to address prioritized needs, including, if warranted, any staffing and other resources to support those actions. The consensus-building process is important so that teachers' professional judgments can weigh in, and so teachers and administrators can make a mutual commitment to follow through. Because the Principal is ultimately accountable for continuous improvement of student achievement, he or she will authorize corrective plans, except where proposed actions or resources constitute a policy-level shift or a revision to the

budget. Corrective plans proposing major changes will be sent to the Board of Directors for consideration. This process will happen annually, when CAASPP data comes in, and quarterly, as end-of-term assessment data becomes available.

The Principal will provide the Board of Directors with a detailed report on student achievement that forms the basis of the annual school improvement process. This report will include aggregated and disaggregated results of CAASPP tests, school-level assessments, and other student data. The Principal will present the prioritized needs and corrective actions to the Board. The Principal will also provide the Board with the School Accountability Report Card, as soon as it is available. The Board of Directors will review all reports and request additional information as needed and will respond to the Principal with any observations and findings. An analysis of the Principal's handling of the educational program, grounded in available student performance data and other evidence, is a major part of the Principal's performance evaluation. Ultimately, the Board of Directors may release the Principal from his or her position if his or her performance in this area is found to jeopardize the educational progress of Einstein Academy students.

Einstein Academy teachers will be trained in how to analyze data from ongoing assessments and use that analysis to adjust instruction to meet students' needs. Student Success Teams will monitor the effectiveness of interventions at each end-of-term session or more frequently as needed. Further, the school's leadership will use an action research model to develop a culture of data-based reflection among students and teachers. Action research refers to a cycle of examining instruction, forming a hypothesis about how a specific practice is working, gathering data to test the hypothesis, analyzing the data to form a conclusion, making adjustments to instruction based on the conclusion and beginning the process again.

Additionally, the school will provide professional development and ongoing support to assist teachers in developing artful use of formative assessments to adjust and differentiate instruction according to students' individual needs.

IV. GOVERNANCE STRUCTURE

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

Non-Profit Status

The Einstein Academy will be operated as a school of AEALAS, a California nonprofit public benefit corporation with IRS 501c3 status. AEALAS currently has two other charter schools it operates. Albert Einstein Academy – Agua Dulce Partnership will operate as an independent, direct funded charter school, a local education agency with the same legal status as AEALAS, a non-profit entity.

The Board of Directors shall make decisions by vote. In the event of a tie vote, the motion shall not pass.

AEALAS Inc. complies with the Brown Act, the Political Reform Act, including annual filing of Form 700, Government Code 1090, and its adopted Conflict of Interest policy, which satisfies legal conflict of interest requirements. AEALAS also files Form 990 with the Internal Revenue Service, an annual reporting return that provides information on the filing organization’s mission, programs and finances. AEA-ADP and will be solely responsible for the debts and obligations of the charter school.

AEA-ADP will operate with a local Board of Overseers who will provide local oversight of the school Principal/Education Director, local Einstein Parents Organization, and any other subsidiary committee, council or club, provide input and advice on elective educational programs and activities; provide input and advice on co-curricular and extra-curricular programs; represent the school in the community; and provides input and guidance to the Board of Directors on budget and personnel matters. Ultimate oversight and accountability will remain with the Board of Directors. The charter authorizer will also be responsible for external oversight as required by law. The local Board of Overseers will comply with the Brown Act, the Political Reform Act, including annual filing of Form 700, Government Code section 1090 and AEALAS Conflict of Interest policy.

The Board of Directors and Board of Overseers will follow open meeting policies, as described below, to ensure that the organization as a whole and each school are operating in a transparent manner. Board meetings will be held in open session and open to the public except in closed session, which shall be conducted in accordance with the Brown Act. Each board will appoint a member as president, and others as secretary and treasurer. Each secretary will take and keep meeting minutes and be responsible for distributing the agenda in a timely manner. The agenda shall contain a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session. The agenda for a board meeting will be emailed to all Board of Directors or Board of Overseers members prior to the meeting at least 72 hours prior to any regular meeting and 24 hours prior to any special meeting. The agenda will be posted in hard copy on the community bulletin board at the school site on the same

timeline. Meeting minutes and board actions will be recorded and copies will be placed on the bulletin board in the main office and will also be made available to the public. The public may search for agenda and minutes for board meetings online at www.ealas.org or request them by calling or emailing the school. Each treasurer will be responsible for overseeing the fiscal situation of the charter school, and will provide guidance to the school's Principal and business service provider to ensure that Einstein Academy is operating in a fiscally solvent manner.

Like many charter school governing boards and the majority of school district governing boards, AEALAS will balance the interests of the schools it is responsible for governing, maintaining separate budgets and bank accounts for each school. AEALAS will not commingle funds between schools, and the bylaws shall not be construed to permit commingling of funds between schools. The general powers provided to the AEALAS Board to make disbursements from funds and properties of AEALAS is a general power that does not do away with solid financial accounting principles requiring that each AEALAS school keep its own books and budgets. The financial plan accompanying this petition demonstrates the AEA-ADP school's plans to operate independently from other AEA schools. In the event that the schools share common resources, expenses and personnel, their budgets would be revised to reflect expenditures for each school's pro rata share of these common resources, expenses and personnel. Each school's share in the common resource, expense and/or personnel will be reflected in a AEALAS Board-approved writing and available for inspection upon request.

AEALAS' Board of Directors Responsibilities

AEALAS (the Board of Directors, or the Board) will be responsible for the following activities:

1. Developing and setting policies
2. Fundraising and building support for each school it operates
3. Guiding the overall school direction with input from the Board of Overseers.
4. The Board of Directors will delegate daily operational decision-making to the CEO, who is responsible for creating and implementing procedures and carrying out school policies. Ultimate oversight and accountability of the school remains with the Board of Directors.
5. Developing annual goals for all schools and long range plans with input from each Board of Overseers, the CEO, each Principal, teachers, and any parent committees
6. Establishing and approving all major educational and operational policies
7. Approving all major contracts in compliance with the Board's Delegation of Authority Policy
8. Approving each school's annual budget and overseeing each school's fiscal affairs
9. Evaluating of the performance of the CEO
10. Assessing Einstein Academy goals, objectives, academic achievements / student progress, financial status, and any need for redirection
11. Evaluating school and student performance based on the input from the Board of Overseers
12. The Board of Directors is the responsible agent for the accountability requirements established by the California Charter Schools Act of 1992 and the school's Charter. As a

part of this responsibility, the board may communicate about school performance with the Acton-Agua Dulce Unified School District

13. Receiving reports from, and providing recommendations to, the CEO, Board of Overseers and the Einstein Academy Principal and staff

Albert Einstein Academy for Letters, Arts and Sciences – Board of Overseers Responsibilities

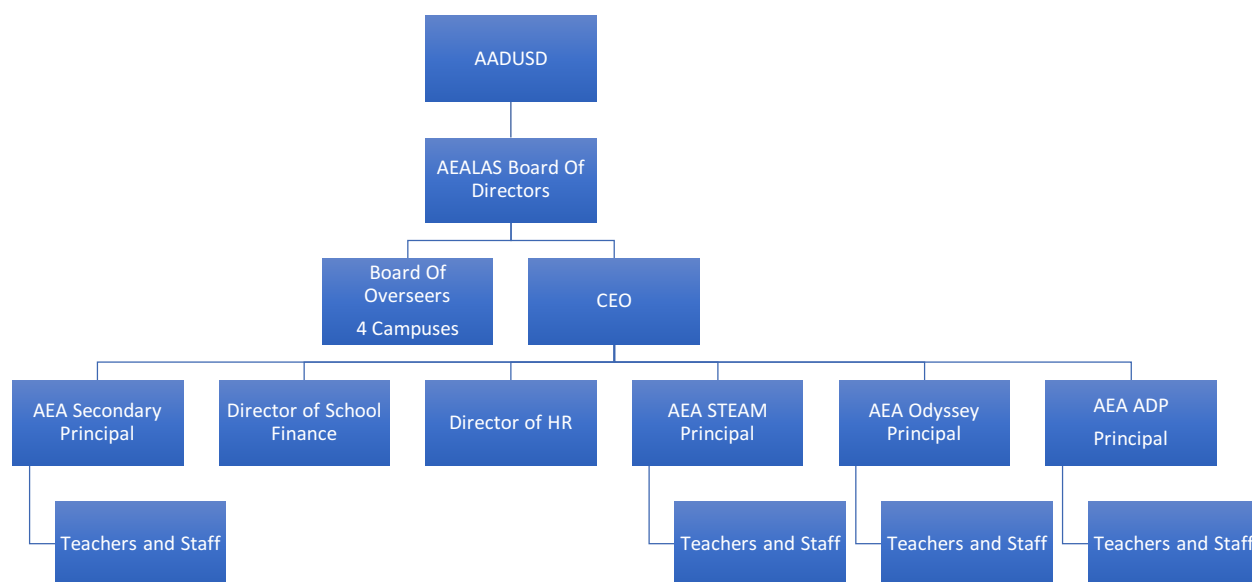
1. Making recommendations to the Board of Directors regarding the Principal/Education Director
2. Providing direct oversight and guidance to the local Einstein Parents Organization and any other subsidiary committee, council and/or club
3. Providing advice on elective educational programs and activities, making recommendations to the Board of Directors
4. Providing input and advice on co-curricular and extra-curricular programs, making recommendations to the Board of Directors
5. Representing the school in the community
6. Providing input and guidance to the Board of Directors on budget and personnel matters

The Board of Directors, comprised of parents, and community members, will set policy, approve the budget, and ensure that the school maintains high academic standards. Board members will be selected based on their expertise and skills and their commitment to represent AEALAS' entire student population and uphold AEALAS' mission. Parent representation on the board ensures involvement of the school community. Community members who have the desired mix of experience and expertise to ensure that the Board of Directors has the necessary skills to ensure the school's success will fill the remaining board seats. Threshold screening criteria for all prospective members of the Board of Directors will be a demonstrated understanding of the mission and vision of AEALAS and an interest in serving the charter school's students. Other relevant criteria for Board selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Board members, including a willingness to routinely attend Board meetings, to actively participate in Board working groups and/or committees, and other ways to actively engage in overseeing the AEALAS operation.

The Board of Directors has ultimate responsibility to oversee the program to ensure the school's success; however, the local Board of Overseers will ensure local input and participation at the school site level. The initial Board of Overseers was selected by the Board of Directors; members elected by the Board of Overseers thereafter. Similar to the selection process of the Board of Directors, Overseers are selected based on their expertise, skills and commitment to represent the school's student population and uphold the school's mission. Overseers will be comprised of parents and community members, ensuring local input for the school community. Threshold screening criteria for all prospective Overseers will be a demonstrated understanding of the mission and vision of AEALAS and an interest in serving the local charter school's students. Other relevant criteria for Overseer selection include a demonstrated ability to act in a leadership capacity and a commitment to diligently fulfill their responsibilities as Overseers, including a willingness to routinely attend Board meetings, to actively participate in Board

working groups and/or committees, and other ways to actively engage in overseeing the Einstein Academy program.

The Einstein Academy Principal and teachers will carry out the day-to-day operations of the school. The Principal will be the overall site manager receiving feedback from the Board of Overseers, and reporting to the Chief Executive Officer and ultimately the Board of Directors. The Principal will also be responsible for implementing policy, overseeing operations, and carrying out the provisions of the charter and the directives of both boards. The teaching faculty will work closely with the Principal to implement the educational program. The Principal will be responsible for hiring, evaluating and termination of all teaching faculty and staff and will oversee the conduct of the teaching faculty and other staff.



The Board of Directors, Make-Up of the Board of Directors

The Board of Directors will be drawn from the following sources:

1. One parent representative from each charter school governed by the board
2. Members from the local community
3. The Acton-Agua Dulce Unified School District may appoint a member to the board if it so desires

The composition of the board shall conform to its bylaws and shall ensure equal parent representation among the schools it governs. Additionally, any parent of a school operated by AEALAS or other community stakeholder may interact with the local Board of Overseers and

with AEALAS Board through public comment, by communicating with any or all Board members directly, or by requesting that an item be placed on the agenda, either through the school principal or through the parent representative of the Board. This process does not ensure that all requested items will be placed on the agenda, in light of the possibility that AEALAS, Inc. Board meetings may not be the appropriate venue for honoring the content of all requests, however, requests will be given full consideration.

Election, Term, and Removal Process for Board of Directors

Candidates for vacant or opening seats on the Board of Directors will be nominated by any board director and will be filled by a vote of current directors, prior to the seat vacancies, when possible. To establish continuity and sustainability for the organization's long-term success, members of the Board of directors will serve three years in staggered terms with a two-term limit. AEALAS' board members or other members of the AEALAS community may recommend the removal of a board member pursuant to the Board of Directors' removal policy and procedure that will be set forth in the school's bylaws.

No employees of any charter schools shall be members of the governing board. The Board of Directors will seek to maintain participation of directors with expertise in curriculum, instruction, assessment, finance, and business management. The Board of Directors will appoint one parent to serve on the Board each year. The Board of Trustees of the Acton-Agua Dulce Unified School District will also have the option of having one representative serve on the AEALAS Board of Directors and/or the local Board of Overseers. The current composition of the members and officers of the Board of Directors is listed in the introduction to this petition.

The Board of Overseers, Make-Up of the Board of Overseers

The Board of Overseers will be drawn from the following sources:

- Three parent representatives from the local school
- Two community members from the local community
- One Acton-Agua Dulce Unified School District appointed member, if Acton-Agua Dulce Unified School District so desires

Election, Term, and Removal Process for Board of Overseers

Parents at the school shall elect parent representatives to the Board of Overseers. Candidates for other vacant or opening seats on the Board of Overseers will be nominated by any board overseer and will be filled by a vote of current overseers, prior to the seat vacancies, when possible. To establish continuity and sustainability for the charter school's long-term success, members of the Board of Overseers will serve two years in staggered terms. Removal of any of the Board of Overseers will be pursuant to a policy adopted by the Board of Directors.

Board Member and Board of Overseer Expectations

Board members will meet the following qualifications and expectations.

- Agree with the mission and vision of AEALAS and the school.

- Understand the curriculum used at each school, as applicable.
- Agree with the educational philosophy, discipline policy and administrative structure of each school, as applicable
- Read and comply with the Brown Act.

Additional preferred criteria:

- Actively support and encourage Einstein Academy's mission and vision.
- Prior board experience is helpful. A high value for professionalism and the success of the school is mandatory. Motivation for serving on the board shall be to help guarantee the educational success of students.
- Attend board training where the goals of the board are defined, a board self-evaluation critiqued, outside speakers present information on effective board leadership and other pertinent topics are discussed.
- Visit the school at least once a year to visit classrooms, talk with the staff and become familiar with current school concerns.

Bylaws

The bylaws of the Einstein Academy's governing board are included in the appendix to this petition. The Acton-Agua Dulce Unified School District will approve any material changes of the governance structure described in this charter.

Board Training and Sustainability

Einstein Academy and AEALAS is committed to continuous improvement and ongoing training to assist the Board of Directors and Board of Overseers in fulfilling their responsibilities as stewards of the charter school and AEALAS. To this end, each Board will seek appropriate training and other resources for continuous improvement of performance, both as full Boards and individually. Such training may include full-board training sessions with experts familiar with public school governance, and/or training sessions with charter school governance experts. New Board members will go through an initial orientation to their responsibilities as Board members and effective public school oversight.

Parent Involvement

Einstein Academy will ensure the active and effective representation of parents in a number of ways. Parents will provide important input and feedback on the governance and operation of Einstein Academy both informally and formally. Spanish language translation will be provided at all governing board and parent-oriented activities. The Einstein Academy is being developed at the request of parents and with a high level of participation by parents, including key members of the development team who helped create the petition. Informal methods include:

- New Parent Morning Coffee events
- Campus tours
- Back to School Picnic
- Kindergarten Social
- Parents are encouraged to serve as mentors and volunteers

- Assisting with and attending family nights and other school events, contributing to newsletters, and attending community events on behalf of the school
- Meeting with teachers as questions and concerns arise and attending student parent conferences.

Formal methods include the following:

- Parent, student and teacher surveys regarding the educational program and other topics
- Einstein Parent Organization
- Parent committees
- Parent representation on the AEALAS Board of Directors
- Parent representation on the Board of Overseers
- Mechanism for interacting with the AEALAS Board of Directors and Board of Overseers

Einstein Academy will have a parent organization called the Einstein Parent Organization (EPO) that meets once a month. Initially, the group was established by parent volunteers who signed up with the Board of Overseers selecting the officers of the EPO from these volunteer members. In subsequent years, the members of the EPO vote on their officers and members. The scope of the EPO is to raise funds, bring resources to the school plan events, plan school improvement projects, assist the administration with the lunch program and school uniform programs and provide feedback and suggestions for the education program of the school. The EPO has committees, which are open to parents and staff. The EPO's committees are Fundraising, Campus Beautification, Helping Hands (bereavement, births, etc.), Lunch Program, Uniform Programs, Communications, and Events. The EPO and its committees do not control funds. The EPO seeks approval from the Board of Overseers for projects to spend funds, including funds raised through their efforts, and for permission to distribute any print materials it designs. The EPO does not need to consult the Board of Overseers for fundraising projects.

Einstein Academy will work actively to establish an environment that is comfortable for diverse parents, including non-native English speakers, those who may have less formal education themselves and ethnic and cultural minorities. School-wide parent meetings will be held at least four times a year. At least once a year, the school will conduct a process to surface and address questions and concerns of parents, students and teachers. Concerns not resolved to parents' satisfaction will be pursued through additional meetings between the principal or administrative designee and the parents. If concerns are still not resolved, concerned parents may direct their concerns to the Board of Overseers, where both the principal or administrative designee and the parent(s) may present information.

Business and Operations Management

The Chief Executive Officer (CEO) will oversee the business and operations of the organization, including supervising, hiring and firing common employees for all schools such as the fiscal operations director, human resources director as well as consultants hired by AEALAS, such as

communications consultants, special education consultants, English Language consultants and legal counsel, as needed. The CEO will coordinate communication amongst the Board and the Boards of Overseers, as well as amongst the different Boards of Overseers. The CEO will assist in agenda development for AEALAS, will support and coordinate board training for all boards, will ensure that the AEALAS board policies and directives are carried out by the various school sites and direct report employees. The CEO will provide a report at each AEALAS Board meeting relaying staff and/or consultant concerns, will ensure organization-wide best-practices are being followed and will provide support as needed to each Board of Overseers, the individual school principals and staff.

Einstein Academy is a direct-funded charter school. Einstein Academy understands that the Acton-Agua Dulce Unified School District may prefer to provide business services to the school on a fee-for-service basis and would consider that option. Einstein Academy intends to enter into an agreement with the Acton-Agua Dulce Unified School District to determine the exact services (special education, business, or otherwise) and terms for contracting them from the Acton-Agua Dulce Unified School District. The school wishes to note that AEALAS has retained Charter School Management Corporation (CSMC) to provide some additional business services and training to its existing charter school in Santa Clarita. These services may include but are not limited to budget development, setting up accounting and payroll procedures, setting up and assisting (if necessary) with attendance accounting, fiscal planning, reconciliation of monthly accounts, financial reporting, budgeting, ongoing budget monitoring and operations compliance. Einstein Academy will continue use a contracted business service provider unless Acton-Agua Dulce Unified School District prefers that Einstein Academy work with the District for some or all services.

Ongoing Improvement

The Board of Directors and Board of Overseers will use data to establish, evaluate, and improve the education program and school policies. The Board's process for data-driven decision-making will have an annual cycle, in conjunction with the Principal's data-reporting and analysis timeline. Each year and at benchmark intervals during the year, the Principal will present the Board of Overseers with a review of student assessment data and analysis of its implications for instruction. The Principal's recommendations to the Board of Overseers may address curriculum/textbook adoption, changes to instructional methodologies and practices, services and supports for student sub-groups, professional development, staffing, student performance goals and benchmarks, and related items requested by the Board of Overseers. The Board of Overseers will consider the Principal's reports and recommendations and bring a recommendation to the Board of Directors to take action or it may seek additional information, as it deems appropriate. Data reporting and analysis at benchmark intervals will provide a basis for monitoring decisions that have been made or are under consideration. The Principal will involve staff and guardians in this process, and the Board of Overseers will also invite stakeholder participation to inform its decision-making.

V. HUMAN RESOURCES

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

QUALIFICATIONS OF SCHOOL EMPLOYEES

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

General Qualifications, Hiring and Performance Review

Prior to employment and working with students, each employee will submit to a criminal background check as required by Education Code Section 44237. AEALAS will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. AEALAS will comply with the provisions of the ESEA as they apply to certificated personnel and paraprofessionals. Each employee must furnish proof of tuberculosis ("TB") testing, as well as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws.

AEA-ADP will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the Charter School. 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 AEALAS Board of Directors and/or the Principal. The number, type, mix and salary levels of each employee are outlined in detail in the budget submitted annually as required by law.

The Human Resources Director will create formal job descriptions for each position, recruit and interview candidates. The AEALAS board has the right, if it so chooses, to review these candidates' credentials before a job offer is made to the candidate. The Principal will have the responsibility of evaluating the performance of the teaching and administrative staff on a yearly basis.

Core Teacher Qualifications

AEALAS will adhere to the ESEA 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 (defined as English language arts, math, science, and history/social science) 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. As specified in ESEA, as applicable to charter schools, AEALAS will have flexibility regarding the qualifications needed for teachers in non-core subject areas. AEALAS will follow guidance issued by the California Commission on

Teacher Credentialing as to how to comply with all state and federal requirements governing teacher qualifications and credentialing.

Pursuant to the teacher qualification requirements under the ESEA, all AEALAS core or college prep teachers will be “highly qualified” as that term is defined under ESEA. As required by ESEA, STEAM will notify parents/guardians of students at the Charter School if any teachers teaching a core subject will not meet these requirements. Applicants to teach in our program will be evaluated based on the following additional qualifications:

- Demonstrated expertise in subject area and the ability to communicate the appropriate knowledge to each student.
- Possession of a CLAD credential.
- Knowledge and experience with standards-based instruction: ability to align curriculum and CCSS and willingness to adopt grading practices that can be used in standards-based grading.
- Knowledge of assessment strategies and the ability to use data to drive their teaching and ensure continuous improvement of student learning.
- Ability to effectively use a broad range of instructional strategies, including providing a guaranteed curriculum, challenging goals and effective feedback, differentiated instruction, and back mapping, among others.
- Demonstrated competence using advanced technology as a learning tool: willing and able to integrate technology into teaching and student learning.
- Outstanding classroom management skills.
- Belief in our mission that all students will learn and successfully master the content and skills necessary for advanced post-secondary education.
- Willingness to work as a vital part of the school team to ensure continuous improvement for students, staff and school community as a whole.
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success.
- Love of students, enthusiasm for teaching, the belief that each student can and will succeed and the willingness to do what it takes to make that happen.
- Desire and ability to engage in continuing education, staff development and skill upgrading.
- Positive references from most recent employment and/or college or graduate school.

Core Teacher Responsibilities

AEALAS will employ a core teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the California Commission on Teacher Credentialing (“CTC”), including CLAD certification or equivalent certification needed for teaching English Learners. These teachers will be responsible for overseeing the students’ academic progress and for monitoring grading and matriculation decisions as specified in the Charter School’s operation policies. Teaching credentials will be maintained onsite for inspection.

Teachers' responsibilities include:

- Help develop and provide a quality, enriched curriculum that is aligned with the Common Core State Standards in all core content areas
- Provide continual assessment of student progress and maintain records
- Continually evaluate classroom performance to meet the needs of the students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Provide peer assistance to fellow teachers
- Continue to work on professional growth
- Have, at a minimum, basic experience with educational technology
- Actively strive for continuous and open communication with parents and community members
- Maintain regular, punctual attendance

Instructional Support Staff Qualifications

AEALAS may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the capacity to work successfully in an instructional capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher unless they are instructing non-core or non-college preparatory courses and activities.

Principal Qualifications

The Principal's qualifications include the following:

- Leadership, supervision, and staff development experience
- Teaching experience in an urban educational setting
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media
- Advanced degree, preferably in education and/or administrative credential
- In-depth understanding of and commitment to the Charter School's vision and mission
- Organizational management experience with human and financial resources, including employees and volunteers, budgeting fiscal management, compliance procedures (preferred)
- At least five years of experience in the education field
- At least two years each of management, administrative and instructional expertise

Job Description – Principal

Under professional direction from the Board of Directors, the role of the Principal is to serve as the chief administrative officer of the Charter School; to plan, implement, and direct the operational procedures and processes of the site; to plan, develop, and implement instructional goals and objectives, and procedures for evaluating program effectiveness; to plan, develop, and conduct staff development and staff training programs and activities; to plan and conduct public and community relations programs; and to do other related functions as directed. Before the Assistant Principal is hired, the Principal's job description will incorporate all duties of the Assistant Principal. The Principal may delegate those duties at his or her discretion. As the Charter School grows, the addition of a second administrator will become more important and will enable the Charter School's leadership to help the Charter School continually develop its potential.

The Principal will be responsible for promoting the Charter School's mission and vision through all aspects of the Charter School's operations, and serves as the operational and overall leader of the Charter School. The Principal's essential duties include the following:

- Serve as the instructional leader of the Charter School.
- Plan, design and conduct follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of students and the local educational community.
- Plan, develop, organize, conduct, and maintain performance evaluation information systems designed to ensure that site goals and objectives are achieved, and that all levels of staff adhere to District, state, and national educational standards and goals.
- Plan, develop, organize, and administer support systems that provide optimal educational opportunities for students.
- Work closely with the staff and appropriate advisory groups in assessing the Charter School's educational and program needs, and develop short-term and long-range planning strategies for creating an optimal educational program.
- Coordinate a master calendar of programs and activities to achieve the determined goals and objectives.
- Plan, develop, organize, and administer a variety of support systems which aid in allowing the student population to achieve at maximum potential.
- Plan, develop, and implement budget planning and expenditure control procedures.
- Monitor and audit expenditure proposals and allocate human and monetary resources appropriately.
- Plan, develop, and implement effective administrative support systems, and delegate appropriate areas of responsibility to subordinates.
- Confer, consult with, and advise Board of Directors, public and private agency personnel, and parents concerning student educational and behavior problems and determine alternative problem solutions.
- Manage, supervise, observe, and assess site personnel performance, and provide counsel and assistance as required.

- Assist site personnel in resolving rights that may include the conducting of formal hearing proceedings.
- Plan, develop, organize, and conduct staff development and staff training programs which identify and encourage leadership potential.
- Confer and collaborate with site and Board of Directors with respect to instructional support personnel in the decision-making process and in the development of alternative approaches to solving education concerns and issues.
- Participate in the formation and functions of Board of Directors and site advisory groups.
- Assist in the school community and the public in their awareness of the site goals and objectives and the strategies for achieving them.
- Assist in the development, implementation, interpretation, and administration of policies, rules, and regulations, and negotiated employee agreements.
- Supervise, direct, and coordinate the assignment of instructional and pupil support personnel.
- Establish administrative review procedures to ensure a maximum utilization of monetary and human resources.
- Establish and maintain procedures for the resolution of conflict in an effort to maintain a high level of staff morale.
- Responsible for the management, monitoring, auditing, and evaluating of site special funded programs.
- Plan, develop, and provide management reports pertaining to the educational and safe school climate, and performance quality review functions and activities of the school site.
- Coordinate student and family assistance programs with social service and youth service agencies.

Assistant Principal Qualifications

The Assistant Principal's qualifications include the following:

- Leadership, supervision, and staff development experience
- Teaching experience in an urban educational setting
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors and community stakeholders
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and digital media
- Advanced degree, preferably in education and/or administrative credential
- In-depth understanding of and commitment to the Charter School's vision and mission
- Organizational management experience with human and financial resources, including employees and volunteers, budgeting fiscal management, compliance procedures (preferred)
- At least five years of experience in the education field
- At least two years management, administrative and instructional expertise

Job Description – Assistant Principal

Under professional direction from the Principal, the role of the Assistant Principal, in conjunction with the Principal, is: to plan, implement, and direct the operational procedures and processes of the site; to plan, develop, and implement instructional goals and objectives, and procedures for evaluating program effectiveness; to plan, develop, and conduct staff development and staff training programs and activities; to plan and conduct public and community relations programs; and to do other related functions as directed.

The Assistant Principal will be responsible for promoting the Charter School's mission and vision through all aspects of the Charter School's operations. The Assistant Principal's essential duties include the following:

- Serve as an instructional leader.
- Plan, design, and conduct follow-through strategies pertaining to curriculum development, and the implementation of instructional programs and activities designed to meet the needs of students and the educational community within the school attendance area.
- Plan, develop, organize, conduct, and maintain performance evaluation information systems designed to ensure that site goals and objectives are achieved, and that all levels of staff adhere to District, state, and national educational standards and goals.
- Plan, develop, organize, and administer support systems that provide optimal educational opportunities for students.
- Work closely with the staff and appropriate advisory groups in assessing the Charter School's educational and program needs, and develop short-term and long-range planning strategies for creating an optimal educational program.
- Coordinate a master calendar of programs and activities to achieve the determined goals and objectives.
- Plan, develop, organize, and administer a variety of support systems which aid in allowing the student population to achieve at maximum potential.
- Plan, develop, and implement budget planning and expenditure control procedures.
- Monitor and audit expenditure proposals and allocate human and monetary resources appropriately.
- Plan, develop, and implement effective administrative support systems, and delegate appropriate areas of responsibility to subordinates.
- Confer, consult with, and advise Board of Directors, public and private agency personnel, and parents concerning student educational and behavior problems and determine alternative problem solutions.
- Manage, supervise, observe, and assess site personnel performance, and provide counsel and assistance as required.
- Assist site personnel in resolving rights that may include the conduct of formal hearing proceedings.
- Plan, develop, organize, and conduct staff development and staff training programs that identify and encourage leadership potential.

- Confer and collaborate with site and Board of Directors with respect to instructional support personnel in the decision-making process and in the development of alternative approaches to solving education concerns and issues.
- Participate in the formation and functions of Board of Directors and site advisory groups.
- Assist in the school community and the public in their awareness of the site goals and objectives and the strategies for achieving them.
- Assist in the development, implementation, interpretation, and administration of policies, rules, and regulations, and negotiated employee agreements.
- Supervise, direct, and coordinate the assignment of instructional and pupil support personnel.
- Establish administrative review procedures to ensure a maximum utilization of monetary and human resources.
- Establish and maintain procedures for the resolution of conflict in an effort to maintain a high level of staff morale.
- Responsible for the management, monitoring, auditing, and evaluating of site special funded programs.
- Plan, develop, and provide management reports pertaining to the educational and safe school climate, and performance quality review functions and activities of the school site.
- Coordinate student and family assistance programs with social service and youth service agencies.

Instructional Aide Qualifications

The job qualifications of an instructional aide include:

- Previous classroom experience or relevant experience with ages of children served;
- Associate's degree, two years of college or passage of ESEA competency exam (if facilitating academic instruction);
- Fluency in English and Spanish (or other language spoken by students) preferred; and
- Meeting other requirements of ESEA.

Job Description – Instructional Aide

Instructional aides will be selected by the Principal or designee on an application and interview basis in consultation with the Board as necessary. AEALAS plans to employ one full time ESEA-qualified instructional aide per grade level (in the first year of the charter term, this may be limited to 3-hours per grade level). Aides will assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and CCSS and by pre-teaching and re-teaching as appropriate. Aides may also provide primary language support in the student's native language and assist in communication with their families, if needed.

Instructional aide responsibilities include, but are not limited to:

- Providing instructional support to students as they work on computer-assisted instruction, through tutoring, or as directed by teachers; and
- Supervise students at lunch and at recess.

Office Personnel Qualifications

Office Personnel qualifications include:

- High school education; two years of college preferred.
- Good communication skills, orally and in writing.
- Clerical experience
- Knowledge of basic duties required for the position
- Ability to learn assigned tasks and to acquire new skills
- Ability to operate equipment related to job description in a safe manner
- Proficiency in computer skills
- Self-initiative in handling daily tasks and project management.

Job Description

Office Personnel will be selected by the Principal on an application and interview basis in consultation other staff members, at the Principal's discretion. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones
- Filing reports
- Enrolling students
- Managing/monitoring office operations
- Ordering and purchasing office and classroom supplies, and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
- Bilingual translation and communication with parents and community

General Requirements, Hiring and Performance Review

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237, as per the criteria for charter petitions provide in EC §47605(b)(5)(F). Einstein Academy will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Einstein Academy will comply with the provisions of the ESSA as they apply to certificated personnel and paraprofessionals. Each employee must furnish the school with Tuberculosis clearance following an examination as described in Education Code section 49406, with a criminal record summary as described in §44237, as well

as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of criminal investigation clearances, as required by California and federal laws. Those employees who require a criminal background check and do not have a current background check will be required to undergo such a check through services, such as the *LiveScan* fingerprint process.

High student achievement is a direct function of teacher quality. Einstein Academy will use multiple strategies to attract and keep highly qualified teachers with subject area knowledge that will enable student achievement and collaborative learning for all students. Teacher job descriptions will identify desired skills that reflect the Academy's educational approaches and an ability to serve all students effectively. The Academy will place job announcements on Ed Join and possibly also through other education list-serves, websites, teacher education programs, and education publications.

In hiring, the Academy will evaluate how well candidates' educational philosophy and skills align with the Einstein Academy's instructional approach. Applicants will complete and submit documents allowing the school's leadership team to evaluate the fit between the school's needs and the candidates' professional capabilities and basic qualifications (see Human Resources on page 34). Ideal candidates for core classroom teacher positions will possess a multiple subject teaching credential and will demonstrate effective, content area, instructional methods, experience connecting content to the real world application and/or to other content areas, and a high level of global awareness and multicultural competence. Ideal candidates will also have experience in differentiated instruction to meet the needs of all students, use of formative and summative assessment tools to inform instruction, and understand the context of the school's progress in meeting its Academic Performance Index (API) and Annual Yearly Progress growth goals. The Academy may ask candidates to participate in an interview and to demonstrate their teaching skills through in class-observation or submission of a video or written response.

The Einstein Academy will attract and retain teachers by offering an appropriate compensation package, and by creating and maintaining an attractive work environment. This includes involving teachers in decision-making, providing regular opportunities to collaborate with colleagues, and participation in professional development that meets their needs. The Einstein Academy will attract teachers who are excited about the school's mission and vision. School leadership will strive to maintain respect and professionalism in the workplace.

Clearly, the list of topics above is extensive, and presenting them to teachers all at once would be ill-advised. Rather, the summer before school will emphasize the school's fundamental instructional approaches, materials and planning protocols. Regular professional development will occur throughout the year, on Faculty Work Days and on shortened days, gradually extending teachers' instructional knowledge.

COMPENSATION AND BENEFITS

“The manner by which staff members of the charter school will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” Education Code Section 47605(b)(5)(K).

For retirement benefits, Einstein Academy will offer STRS to all eligible employees (certificated staff) and Social Security for the rest of its employees. Einstein Academy intends to make a contribution to a 403b plan for full-time staff not receiving STRS; Non-certificated staff at Einstein Academy will participate in the federal social security system and will have access to other school-sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employee policies. The Principal will be responsible for ensuring that arrangements for coverage are made, under direction from the Board of Directors.

In accordance with Education Code Section 47611.3, the County shall create any reports required by STRS. At the County’s request, the school shall pay the County a reasonable fee for the provision of such services.

Regarding salary levels, Einstein Academy does not anticipate adopting a formal salary schedule. Although Einstein Academy may not use a formal salary schedule, Einstein Academy recognizes that many of our teachers and staff members might also be considering positions in surrounding school districts. Einstein Academy will, therefore, seek salary levels similar to the general salary levels being offered by these surrounding districts. Additional salary increases and bonus compensation may be provided to individual employees for their contribution to school and student success. The school is also prepared to offer individual candidates higher compensation than they would receive from local districts if this were necessary to attract high quality candidates to the program.

The CEO, will have the authority to determine the salary and benefit levels, working conditions and work year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees that will allow Einstein Academy to attract and retain the caliber of employees necessary for Einstein Academy’s success. Einstein will offer its employees’ health care and be in compliance with the Health Care Reform Act.

EMPLOYEE REPRESENTATION

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act.” Education Code Section 47605(b)(5)(O).

SAFE SCHOOL PLAN

AEA has prepared safety plans addressing violence prevention, emergency preparedness, traffic safety and crisis intervention. Parents may learn more about AEA’s safety plans from the safety designee or Site Director who oversees school safety. A copy of the AEA’s Safety Plan is available in the Main Office. Various emergency drills are conducted several times during the school year – some are announced ahead of time and some are not. Parents receive communication about emergency drills and actual emergencies through an electronic

communication system.

EMERGENCY CARDS AND DISASTER INFORMATION

For the safety of the child, each student must have a current Emergency Card on file. All emergency contact information was included in the application paperwork submitted during the enrollment process. At least one local contact must be available on file. Emergency contact information will be kept on file in the school office for the duration of the school year. Parents should be certain to inform any person listed that they are on their child's emergency contact sheet. It is also important for parents to let their child know who may pick him/her up in an emergency.

STUDENT REUNIFICATION DURING AN EMERGENCY

After an earthquake or other disaster, students may be evacuated to the blacktop or another safe location. Parents are asked not to park on the access road or in the parking lot for the school so that these areas may be reserved for emergency response vehicles.

In the event of an emergency, a calm organized release of students to their parents is very important. Please cooperate with the following procedures:

- Parents must report to the designated Check-In-Gate.
- Parents will provide school personnel with child(ren)'s name(s) and the teacher(s)' name(s).
- Student will be brought to the release gate after the parent/guardian has signed them out. The parent or guardian checking out the child may be asked to show picture identification at this time. Parent will be asked to indicate their destination in case other family members come for the child and need to know where the child has been taken.
- Only parents or others listed on the child's emergency release form may check a child out at any time, including during a disaster.

If it should ever be necessary to evacuate students from the school, the number that has been designated on the Emergency Card will be called. A notice of the relocation site will also be posted on the school gate and broadcasted through phone, email, and text messages. If possible, another school will be used as potential relocation site. Parents should see the comprehensive disaster plan for more details.

INCLEMENT WEATHER

Inclement weather can impact school operations to varying degrees. Inclement weather may include, but is not limited to, rain, snow, high winds, and extreme temperatures.

- When weather or other conditions prevent the local school buses and cars from running, schools will likely be closed. Normally, the decision to close school is made by 6:30 AM and AEA's emergency call system will call your home with an automated message.
- Adjustments to the daily schedule, procedures and activities, such as dismissal, lunch, recess, and PE may be made to accommodate inclement weather as necessary.
- During hot weather the following procedures will be followed:

- Temperatures above 100° (as measured by campus thermometers): Recess and PE activities are limited to low exertion activities such as walking. PE may be held indoors.

Temperatures above 105° (as measured by campus thermometers): Recess is limited to low exertion activities in shaded areas only. Indoor classroom areas will be made available. PE will be restricted to lecture style activities in shaded areas or held indoors.

VISITORS ON SCHOOL CAMPUS

Any person with official business must provide picture identification at the front door. Generally, visitors are not permitted on campus. For an exception to this rule, campus visitors must have the consent and approval of the Site Director or designee.

Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Photography or filming on campus is prohibited without prior administrative approval. Students who are not enrolled at the school are not to be on the campus unless prior approval of the Site Director or designee has been obtained. Visitors may not interfere, disrupt or cause substantial disorder in any classroom or school activity. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation.
- Provide identification and complete a visitor's permit upon arrival at the site.
- Enter and leave the school and/or classroom as quietly as possible.
- Not converse with the students, teacher and/or instructional aides during the visitation.
- Not interfere with any school activity.
- Keep the length and frequency of classroom visits reasonable.
- Follow the school's established procedures for meeting with the teacher and/or Principal after the visit, if needed.
- Return the visitor's permit to the point of origin before leaving the campus.

Mandated Reporter Provision

All classified and certificated staff will be provided annual training in accordance with Education Code section 44691(b), which became effective on January 1, 2015.

SEXUAL HARASSMENT POLICY

It is the policy of AEA to maintain a learning and working environment that is free from sexual harassment. Sexual harassment, of or by students or employees, is a form of sex discrimination in that it constitutes differential treatment on the basis of sex. For that reason, it is a violation of state and federal laws and a violation of school policy. The school considers sexual harassment to be a major offense that can result in disciplinary action to the offending employee or the suspension, dismissal or expulsion of the offending student. Any student or employee of AEA who believes that she or he has been a victim of sexual harassment shall bring the complaint to the attention of the Site Director so that appropriate action may be taken to resolve the complaint. The school prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Any such

complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned.

AEA considers any unwelcome sexual advances; requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, to be classified as sexual harassment under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or education environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the education institution.
- Sexual harassment may include, but is not limited to:
- Verbal conduct such as the use of suggestive, derogatory, or vulgar comments (including catcalls and whistling); sexual innuendoes or slurs or making unwanted sexual advances, invitations, or comments; repeatedly asking for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance that is unwelcome.
- Visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, drawings or graffiti of a sexual nature and/or use of obscene gestures, leering, or staring that is unwelcome.
- Physical conduct such as unwanted touching, pinching, kissing, patting or hugging; the blocking of normal movement; stalking; assault; and/or interference with work or study directed at an individual because of the individual's gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss and/or offers of benefits in return for sexual favors.
- Retaliation for opposing, reporting, threatening to report, or participating in an investigation or proceeding on a claim of sexual harassment.

ASBESTOS MANAGEMENT PLAN

An Asbestos Management Plan, also known as the "AHERA Report", which identifies where asbestos containing building materials are located at the school and the conditions of those areas. The AHERA report is available for review upon request at the Main Office.

HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the

school with a criminal record summary as described in section 4437. Education Code Section 47605 (b) (5) (F)”

HEALTH OFFICE INFORMATION

The Health Office is open during classroom hours. Students with any physical or emotional health problem may come to the Health Office with a written pass from his/her teacher. The parent/guardian will be called if the student needs to go home. When picking up an ill student, the parent or guardian must come into the Main Office to sign the student out. If a student goes home due to illness, he/she may not return the same school day. Current emergency information **MUST** be on file at the school so that parents can be notified promptly in case of an accident or illness involving their child. No student will be released to any person not listed on the emergency card. Parents are encouraged to update their emergency information.

Conditions that require students to readmit through the Health Office with a doctor’s note, are as follows:

1. A student returning to school with stitches, cast, crutches, brace, splint or sling.
2. A student returning to school after an injury, surgery, hospitalization, contagious illness, a mental health emergency.
3. A student returning to school after an absence for any prolonged illness which is defined as more than five days.

Parents must inform the Main Office for any absences days due to long term hospitalization, Drug/Alcohol Treatment Facilities, Eating Disorder Treatment Facilities, and Mental Health Facilities.

IMMUNIZATIONS

Starting January 1, 2016:

- Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine.
- Students will no longer be required to have immunizations for entry if they attend:
 - A home-based private school or
 - An independent study program and do not receive classroom-based instruction.
- Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status. However, parents or guardians must continue to provide immunization records for these students to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students.

No distinction is made between exemptions based on religious beliefs and other personal beliefs. Starting in 2016, exemptions for religious or other personal beliefs will no longer be an option for the vaccines that are currently required for entry into school or child care in California.

Personal Belief Exemptions

Personal beliefs exemptions (PBEs) filed at a school or child-care facility before January 1, 2016 will remain valid until the student enrolls in the next grade span, typically at kindergarten (or transitional kindergarten) or 7th grade.

A PBE filed before 2016 at:

- A child-care facility will remain valid until the child first enters the span between transitional kindergarten through 6th grade.
- Entry to any grade from transitional kindergarten/kindergarten through 6th grade will remain valid until the child completes 6th grade.
- Entry to any grade from 7th through 12th will remain valid through 12th grade.

PBEs filed in 2015 are only valid when signed by both an authorized health care practitioner and a parent/guardian no more than 6 months prior to first entry into school or child care or a new grade span (if the "religious beliefs" box was checked, then a practitioner signature was not required). Therefore, PBEs filed in 2015 are **invalid** for children first entering child care or school in California in the fall of 2016.

Personal beliefs exemptions will be allowed for any new immunization requirement initiated by the California Department of Public Health.

Medical Exemptions

A parent or guardian must submit a written statement from a licensed physician (M.D. or D.O.) which states:

- That the physical condition or medical circumstances of the child are such that the required immunization(s) is not indicated.
- Which vaccines are being exempted.
- Whether the medical exemption is permanent or temporary.
- The expiration date, if the exemption is temporary.

In contrast, the other categories of licensed or credentialed practitioners in California previously authorized through 2015 to sign requests for personal beliefs exemptions (e.g., Nurse Practitioner, Physician Assistant, Naturopathic Doctor, or School Nurse) may not provide medical exemptions.

Children behind on their required immunizations may be admitted conditionally, if they are not currently due for any doses or have a temporary medical exemption.

The language of Senate Bill 277 (Pan, 2015) is available at:

https://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201520160SB277.

STUDENT MEDICATION

California Education Code Section, 49423 allows the school nurse or other designated school personnel to assist students who are required to take prescriptive and non-prescriptive medication during the school day. Medication should be taken at home with parent supervision whenever possible. This service is provided to enable the student to remain in school and to maintain, or improve his/her potential for education and learning. Doctor's permission is required annually and will remain valid for the entire school year. School personnel will administer medications to any student only if it is in the original container and with parent and physician written permission. Medication forms, including medication instructions, are to be completed by the parent/guardian and the physician. Forms are available in the office. Medications are kept in the office where distribution can be supervised by office personnel. A STUDENT IS NOT ALLOWED TO CARRY ANY TYPE OF MEDICINE AT SCHOOL, including cough drops.

HEALTH SCREENING POLICY

The major focus of school health services is on the prevention and early detection and correction of health problems. Three types of health screenings are provided. These screenings do not take the place of annual comprehensive health exams by the child's pediatrician. A parent or teacher may refer a student for screening at any time. The parent will be notified when students do not pass a specific screening. Students will be screened for vision, hearing, and scoliosis, but does not identify who will conduct the screening. A credentialed School Nurse will perform vision, hearing, and scoliosis screenings.

Parental Rights: A parent may exempt his or her child from one or more of these screenings by submitting an **annual** written statement to the school nurse stating that the parent does NOT consent to a specific screening. (CA Ed. Code 49451) The screenings and the grade levels at which they are routinely given are given below:

- VISION SCREENING - Kindergarten, third, and fifth grade students; students who have an IEP triennially (AC Ed. Code 49455 and CA Admin. Code 596)
- COLOR PERCEPTION - First grade male students (CA Ed. Code 9455 and CA Admin. Code 595)
- HEARING SCREENING - Kindergarten, second, and fifth grade students, plus students who have and IEP tri-annually. (CA Admin. Code 2951)

MISCELLANEOUS HEALTH INFORMATION

A student suspected of having a communicable disease will be excluded from school until guidelines for readmission are met. Students must be fever free for 24 hours without the use of fever reducing medicines before returning to school. The student must check in at the Main Office upon returning to school. A student with suspected conjunctivitis (pink eye) will be excluded from school and must return with a doctor's note.

An effort will be made to notify parents/guardians about school exposure to chickenpox. The parent/guardian of a student for whom chickenpox presents a particular hazard should contact the

school nurse. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of cancer or organ transplants.

Students with a medical condition, if approved by the School's Health Office, may be allowed to wear protective gear (hats, sun visors, and/or sunglasses) while outdoors at recess, gym, etc. However, AEA may regulate the type of sun protective clothing/headgear worn by students. AEA School is not required to provide protective materials. Students are also allowed to use sunscreen (over the counter) as an allowable sun protection measure for his/her outdoor activities while at school.

Health Insurance

Children's Health Access and Medi-Cal Programs (CHAMP) provide information and assist parents to access health and insurance for their children ages 0-18. Parents can call a toll-free Helpline at 1 (866)742-2273.

Summary of FERPA Rights Regarding Personally Identifiable Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents certain rights with respect to the student's education records. The right to provide written consent before AEA discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Pursuant to §99.3, PII includes among other things, personal identifiers, such as the student's social security number, student number, or biometric record (which includes fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting).

FERPA PERMITS THE DISCLOSURE OF PII FROM STUDENTS' EDUCATION RECORDS, WITHOUT CONSENT OF THE PARENT OR ELIGIBLE STUDENT, IF THE DISCLOSURE MEETS CERTAIN CONDITIONS FOUND IN 34 CFR §99.31 OF THE FERPA REGULATIONS. A SCHOOL MAY DISCLOSE PII FROM THE EDUCATION RECORDS OF A STUDENT WITHOUT OBTAINING PRIOR WRITTEN CONSENT OF THE PARENTS OR THE ELIGIBLE STUDENT TO OTHER SCHOOL OFFICIALS, INCLUDING TEACHERS, WITHIN THE EDUCATIONAL AGENCY OR INSTITUTION WHOM THE SCHOOL HAS DETERMINED TO HAVE LEGITIMATE EDUCATIONAL INTERESTS. THIS INCLUDES CONTRACTORS, CONSULTANTS, VOLUNTEERS, OR OTHER PARTIES TO WHOM THE SCHOOL HAS OUTSOURCED INSTITUTIONAL SERVICES OR FUNCTIONS.

DISPUTE RESOLUTION

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

Intent

The intent of this dispute resolution process is to (1) resolve disputes within the school pursuant to the school's policies, (2) minimize the oversight burden on the Acton-Agua Dulce Unified School District, (3) insure a fair and timely resolution of disputes, and (4) frame a charter oversight and renewal process and timeline so as to avoid disputes regarding oversight and

renewal matters. This process does not apply to issues that may trigger the charter revocation process, and therefore preserves the authorizer's statutory to initiate revocation proceedings.

Public Comments

The members of the Board of Directors and the staff of the charter school and the Acton-Agua Dulce Unified School District agree to resolve all disputes regarding this charter school pursuant to the terms of this section. All entities shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process, with the exception of public board meetings as needed to conform to the Brown Act.

Disputes Arising From Within the School

Disputes arising from within the school, including all disputes among and between students, staff, parents, volunteers, advisors, and partner organizations and Board of Directors members of the school, shall be resolved by the charter school and the Board of Directors pursuant to policies and procedures developed by the charter school Board of Directors.

The Acton-Agua Dulce Unified School District shall not intervene in any such internal disputes without the consent of the Board of Directors of the charter school and shall refer any complaints or reports regarding such disputes to the chairperson of the Board of Directors or the Principal of the charter school for resolution pursuant to the charter school's policies. The restriction on Acton-Agua Dulce Unified School District's intervention in internal disputes shall not limit the authorizer's authority to perform oversight activities provided in law, for example, if the Acton-Agua Dulce Unified School District has reasonable cause to believe that a violation of this charter or related laws or agreements has occurred.

Disputes between the Charter School and the Acton-Agua Dulce Unified School District

Any controversy or claim arising out of or relating to the charter agreement between the District and Einstein Academy, except any controversy or claim that may trigger revocation of this charter once the District has established that grounds for revocation exist and has begun revocation procedures, shall be handled in accordance with the procedures set forth below. Both parties shall make a good faith effort to resolve disputes informally before proceeding to the following steps:

- 1) Any controversy or claim arising out of or relating to the charter agreement must be put in writing ("Written Notification") by the party asserting the existence of such dispute. The Written Notification must identify the nature of the dispute and all supporting facts known to the party giving the Written Notification. The Written Notification may be tendered by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

- 2) A written response (“Written Response”) shall be tendered to the party providing the Written Notification within twenty (20) business days from the date of receipt of the Written Notification. The Written Response shall state the responding party’s position on all issues stated in the Written Notification and set forth all fact which the responding party believes supports its position. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m. or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. The parties agree to schedule a conference to discuss the claim or controversy (“Issue Conference”). Unless the issue is resolved by mutual agreement through the written communication, an Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party.
- 3) If the controversy, claim, or dispute is not resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation, aside from the mediator’s fees and the administrative fees of the mediation, which shall be shared equally among the parties. Mediation proceedings shall commence within 60 days from the date of the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. If no agreement on a mediator is reached within 30 days after a request to mediate, the American Arbitration Association (“AAA”) shall select the mediator.
- 4) If the mediation is not successful, the parties agree that each party has exhausted its administrative remedies and shall have any such recourse available by law.

Oversight, Reporting, Revocation, and Renewal

The Acton-Agua Dulce Unified School District Board may inspect or observe any part of the charter school at any time. If the Board of Trustees of the Acton-Agua Dulce Unified School District believes it has cause to revoke this charter, the board agrees to notify the charter school Board of Directors in writing, noting the specific reasonable time to respond to the notice and take corrective action. Einstein Academy understands and accepts that the Board of the Acton-Agua Dulce Unified School District may have legal right to revoke this charter if it has met the grounds for revocation specifically set forth in the law, provided however that Acton-Agua Dulce Unified School District has given Einstein Academy prior notice of any grounds for revocation and reasonable opportunity to cure such violation, unless the Acton-Agua Dulce Unified School District determines, in writing, that the violation constitutes a ‘severe and imminent threat to the health or safety of pupils’ (EC 47607d). Einstein Academy agrees to respond within 3 days to all reasonable inquiries, including inquiries regarding its financial records.

VI. ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

STUDENT ADMISSION POLICIES AND PROCEDURES

“Admission requirements, if applicable.” Education Code Section 47605(b)(5)(H).

The charter school will actively recruit a diverse student population. Students who understand and value the school’s mission and are committed to the school’s instructional and educational philosophy will be encouraged to apply. Admission to Einstein Academy shall be open to any resident of California that is of legal age to attend public school (e.g., old enough to join kindergarten). Einstein Academy will follow all laws regarding minimum and maximum age for enrollment in a charter school. Pupils will be considered for admission without regard to disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, or based on association with a person or group with one or more of the above actual or perceived characteristics. Albert Einstein Academy for Letters, Arts and Sciences-Elementary School has no requirement for admission and must admit any child that wishes to apply.

Parents/legal guardians will be asked to attend a voluntary school orientation session, to read the parent-student handbook, and to sign an agreement stating that they understand the policies of Albert Einstein Academy for Letters, Arts and Sciences, and will support these policies at home to help children abide by the rules of the school. No student will be denied admission or continuing enrollment at the school due to his/her parents not attending the orientation or signing the agreement on school policies. Parents are encouraged to volunteer and/or donate to the school; however, no student will be denied admission or continuing enrollment at the school due to his/her parents not volunteering or donating.

Einstein Academy agrees to make any changes to its admissions preferences and/or to its outreach strategies that seek to increase racial and ethnic diversity in the school that are requested by the authorizer and that are compliant with all applicable law, regulation and grant program requirements as indicated by the California Department of Education.

No Admission Testing

Post matriculation, Albert Einstein Academy for Letters, Arts and Sciences-Elementary School may implement academic pre-testing to assess the students’ readiness for the grade of entrance and aid in instructional planning; however, such assessments will not be used as a means to prohibit or discourage certain students from attending. Post matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. Children who are working below grade level or simply need a little extra help may be asked to attend voluntary summer and/or after school programs designed to remediate any deficiencies.

Application and Enrollment Process

The school will establish an annual recruiting and admissions cycle, which shall include reasonable time for all of the following:

- 1) outreach and marketing,
- 2) orientation sessions for students and parents,
- 3) an admissions application period,
- 4) an admissions lottery, if necessary, and
- 5) enrollment. The school may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

AEA-ADP will develop a standardized application form required of all prospective students. Included with the application form will be an information sheet detailing the educational philosophy, discipline policy, and parent participation plan of the Einstein Academy. Parents/legal guardians must sign the application form and will be encouraged to sign the information sheet signifying that they agree to sign a binding contract to abide by those policies should their child be admitted to the school.

Timeline for first year of operation

Applications for admission were made available by June 1 of the first year and were due the third Friday in June. The school held parent information meetings between January and April so parents could learn more about the school before they applied.

Timeline for subsequent years of operation

Applications for admission will be made available in December of the previous year and will be due by the third Friday in March. The school will hold parent information meetings between January and March so parents can learn more about the school before they apply.

The Lottery and Priority Admissions

If the number of applications for admission to a grade exceeds the number of available slots in that grade, the spaces will be filled by a single random lottery of all grade levels. This lottery will take place during the last week in March. The lottery will be held in a public setting. Those students who have their name drawn after the number of admission slots to that grade has been filled will be placed on an admission's waiting list for that grade in the order that their name was drawn.

The following students will be exempt from the lottery:

1. Current students enrolled in the school,
2. siblings, including foster siblings, of children admitted to or enrolled in the school,
3. children of teachers and/or staff, and
4. children of founders. Founders are those parents or guardians who have contributed at least 30 volunteer hours to the school prior to the school's opening. Students exempted

from the lottery under items (3) and (4) together will not to exceed 10% of the student population.

Parents will be informed of lottery results in writing within 10 days of the lottery. Parents will forfeit their child's space if they fail to enroll their student by the enrollment deadline, tentatively set as July 1.

Weighted preference will be given to students for whom special consideration is required to comply with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 404 of the Rehabilitation Act of 1973, or the Equal Protection Clause of the United States Constitution, with a weight of 2x. AADUSD residents receive a weight of 2x over non-residents. All other categories of students will participate in the lottery with no weighted preference.

The Principal or designee will conduct the lottery. Parents will be informed of lottery results in writing within 10 days of the lottery. Parents will forfeit their child's space if they fail to enroll their student by the enrollment deadline. After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below.

All applications drawn after reaching capacity will be placed on a wait-list, in the order in which they are drawn.

After the lottery, families will receive their official enrollment forms and will be informed of the enrollment process detailed below. If the number of applications does not exceed the number of spaces available in each grade in the school there will be no lottery, and all students who submitted complete contact information forms will be enrolled.

The Enrollment Process

Each spring, after the lottery for admission, the school will hold orientation meetings for parents. During orientation meetings, staff and parents will review school policies and be asked to sign the family-school agreement and official enrollment papers. The enrollment packet will also include information such as an immunization record and a list of emergency contacts. Parents will also, at this meeting, have the opportunity to sign up with a parent committee through which they can donate volunteer hours to the school. Parents and legal guardians will also receive a family-student handbook during this orientation. This is a mandatory meeting. Parents who cannot make an orientation meeting must make a personal appointment with the charter school's Principal or designee to address the information covered in the meeting.

NON-DISCRIMINATION

“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.” Education Code Section 47605(b)(5)(G).

The school will strive through recruiting efforts to achieve a racial and ethnic balance of students that reflects the general population within the territorial jurisdiction of the Acton-Agua Dulce Unified School District. Einstein Academy will take the following steps designed to attract a diverse applicant pool and enrollment:

- Outreach materials created in Spanish (see attached materials in Spanish; the website will also be translated once its revision is complete – it is undergoing a major overhaul)
- Distribution of outreach materials through community centers, youth programs, social service agencies and/or faith-based organizations serving diverse populations
- Announcements through media outlets serving diverse populations
- Outreach to diverse community leaders to help them gain an understanding of the school’s vision and how it may benefit diverse youth
- Monitor the success of the above steps in achieving the racial and ethnic balance of the District and continue, expand and/or vary the efforts as needed

Einstein Academy has entered into a partnership with the Santa Clarita Valley Latino Chamber of Commerce for the purpose of expanding outreach efforts to the Latino community of Santa Clarita.

Einstein Academy has identified the following media and community partners for targeted outreach in an effort to achieve a reflective racial and ethnic balance. This list will likely be revised and expanded as staff coordinating outreach learns more:

Newspapers/Media - news stories and/or advertisements

Los Angeles Times
The Signal
Los Angeles Daily News
La Opinion
KHTS 1220 AM-Home Town Radio Station
Our Valleys/Nuestros Valles Magazine

Preschools – meetings and/or dissemination of outreach materials

Canyon Springs State Preschool
19059 Vicci St
Canyon Country, CA 91351
(661) 252-8045

Cedarcreek State Preschool
19409 Cedarcreek St Canyon Country, CA 91351
(661) 298-3248

Christ Lutheran Preschool
25816 Tournament Rd
Valencia, CA 91355
(661) 259-0302

Congregation Beth Shalom Preschool
21430 Centre Pointe Pkwy
Santa Clarita, CA 91350
(661) 254-2411

Head Start of Santa Clarita – Old Orchard
25141 Avenida Rondel
Valencia, CA 91355
(661) 290-2829

Head Start of Santa Clarita – Walnut 24823 N. Walnut St
Newhall, CA 91321
(661) 253-2035

McGrath State Preschool
21501 Deputy Jake Dr Newhall, CA 91321
(661) 291-4092

Mint Canyon State Preschool
16400 Sierra Highway Canyon Country, CA 91351
(661) 252-8026

Newhall State Preschool
24607 N. Walnut Ave Newhall, CA 91321
(661) 291-6723

Northlake Hills State Preschool
32545 Ridge Route Road Castaic, CA 91384
(661) 257-4500 ext 1520

Peachland State Preschool
24800 Peachland Ave Newhall, CA 91321
(661) 1291-4022

Rio Vista State Preschool
20417 Cedarcreek St Canyon Country, CA 91351

(661) 298-3242

St. Stephens Episcopal Church Preschool
24901 Orchard Village Road
Valencia, CA 91355
(661) 259-7307

Val Verde State Preschool
30246 San Martinez Rd
Castaic, CA 91384
(661) 257-9751

Churches - meetings and/or dissemination of outreach materials

Our Lady of Perpetual Help Church
23225 Lyons Avenue
Newhall, CA 91321
661-259-1141

Valencia United Methodist Church
25718 McBean Pkwy
Valencia, California 91355
(661) 255-1301

Blessed Kateri Catholic Church
22508 Copper Hill Drive
Saugus, CA 91350
(661) 296-3180

Other - Dissemination of outreach materials

Agua Dulce Town Council
Acton-Agua Dulce Unified School District
Regional Malls and Shopping Centers
Saugus Swap Meet
Valencia Town Center
Community Events

PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

No student is required to attend the AEA-ADP. Students who do not attend the school may attend their local school or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of their district of residence.

Parents or guardians of each student enrolled in the charter school will be informed upon enrollment and within the Student/Parent Handbook that the student has no right to admission in a particular school or program of any local education agency as a consequence of enrollment in Einstein Academy, except to the extent that such a right is extended by the Acton-Agua Dulce Unified School District.

SUSPENSION / EXPULSION PROCEDURES

“The Procedures by which pupils can be suspended or expelled.” Education code Section 47605(b)(5)(J).

AEA believes in progressive discipline as a means to ensuring due process, intervention, and fairness to the disciplinary process. However, AEA is committed first and foremost to the health and safety of our students and staff; and second to creating the strongest possible learning and teaching environment free from the distractions of poor student behavior. In cases where other discipline measures outlined previously have been attempted and exhausted or where circumstances warrant swift and strong consequences a student may be suspended or expelled.

SUSPENSION AND EXPULSION

California Education Code Section 48925 (d) defines suspension as “removal of a pupil from ongoing instruction for adjustment purposes.” A student may be suspended for no more than five consecutive school days. California Education Code Section 48925 (b) defines expulsion as “the removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel....” At AEA, the Board of Directors is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights.

- 1) Jurisdiction to issue suspensions or expulsions extends to misconduct related to school activity or attendance that occur at any time, including, but not limited to:
 - While on school grounds.
 - While going to or coming from school.
 - During the lunch period, whether on or off the campus.
 - During, or while going to, or coming from, a school-sponsored event.

California law allows classroom teachers to suspend students from the classroom for any of the behaviors described in Education Code Sections 48900 et seq. (see Grounds for Suspension/Expulsion in section B., below). If a student is suspended from the classroom, the teacher must immediately report the suspension to the Principal for appropriate action. The Principal shall then determine whether to suspend the student from school or to allow the student to remain on campus during the term of the classroom suspension. Only the school principal or his or her designee may suspend a student from school. The term of a classroom suspension shall be no longer than the balance of the day (or class period) plus the following day (or next class period for that same class). A student

serving a classroom suspension must remain on campus under appropriate supervision. Subsequent to a teacher's classroom suspension, the teacher shall, as soon as possible, ask the parent to attend a conference with the teacher, at which the Site Director may also be present. If the student has committed an obscene act, engaged in habitual profanity or vulgarity, or has disrupted school activities or otherwise defied the valid authority of school officials, the teacher may require that the parent/guardian attend a portion of the school day in his or her child's classroom.

2) Limitations on Imposing Suspension

Suspension, including supervised suspension as described in E.C. Section 48911.1, shall be imposed only when other means of correction fail to bring about proper conduct. Other means of correction used should be documented and kept in the student's discipline file, available to access pursuant to E.C. Section 49069. However, a student, including an individual with exceptional needs, may be suspended for any of the reasons enumerated in E.C. Section 48900 upon a first offense, if the principal determines that the student violated subdivision (a), (b), (c), (d), or (e) of Section 48900 or that the student's presence causes a danger to others.

3) Grounds for Suspension, Dismissal or Expulsion

- a. Caused, attempted to cause, or threatened to cause physical injury to another person; or Willfully used force or violence upon the person of another, except in self-defense.
- b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a 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. Stolen or attempted to steal school property or private property.
- h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- 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 Section 11014.5 of the Health and Safety Code.
- k. Disrupted school activities (school-wide activities; issued only by the Site Director)
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm.
- n. Committed or attempted to commit a sexual assault or committed a sexual battery.
- o. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- s. Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (Gr. 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (Gr. 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils (Gr. 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

4) Behavior Intervention for Students with Disabilities

Students with disabilities whose behavior impedes learning require a Behavior Support Plan (BSP) developed through the Individualized Education Program (IEP) process and implemented throughout the timeframe of the IEP.

In the case of a student who receives special education services and who is experiencing —serious behavior challenges as defined in the Education Code (EC sections 56520 et seq.) a Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) may also be required.

DISMISSAL FROM AEA

Dismissal is the permanent, indefinite removal of a student from AEA. It is less severe in nature than an expulsion. AEA may, at its discretion, dismiss a student in lieu of expelling the student if AEA determines that the student violates any of the following:

- Education Code 48900 (following the progressive steps outlined above)
- 20 or more absences
- 30 or more tardies

A dismissed student may only return to AEA in accordance with Education Code section 48916.

SURVEILLANCE CAMERAS

For student and staff protection, certain areas of the school campus are subject to surveillance by cameras.

PARENTAL NOTIFICATIONS OF SEARCHES/INTERVIEWS

While every effort will be made to maintain open and strong communication between the school and home, it may be necessary to administratively search and/or interview a student without notifying the parent or guardian. The school conducts daily random searches as part of the School Safety Plan.

VII. FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

BUDGETS

The Budget is submitted to the CFO Annually. The 2 Financial Models are attached

Financial Plan

A financial plan for the school was included in a separate document and is sent to the district annually, prior to June 30. The original plan was based on the best data available to the developers at the time the plan was assembled while additional financial plans are submitted and reviewed annually.

OTHER FINANCIAL REPORTS

Einstein Academy has an attendance recording and accounting system that complies with state law.

Einstein Academy anticipates applying for the Charter School Revolving Loan Fund. If it does so, Einstein Academy understands that it must comply with Education Code section 41365 if it receives funds.

Einstein Academy will be a directly funded charter school. Einstein Academy anticipates depositing its funds in a non-speculative and federally insured bank account for use by the school.

Einstein Academy's Principal will work with school staff and the contracted business services provider (see Administrative Services, below) to prepare the following reports that are required by law: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, and School Accountability Report Card (SARC).

INSURANCE

The Acton-Agua Dulce Unified School District shall not be required to provide coverage to Einstein Academy under any of the Acton-Agua Dulce Unified School District's self-insured programs or commercial insurance policies. The charter school shall secure and maintain, as a minimum, insurance as set forth below to protect Einstein Academy from claims, which may arise from its operations. The following insurance policies are required:

- 1) Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Einstein Academy from claims under Workers' Compensation Acts, which may arise from its operations.
- 2) General Liability, Comprehensive Bodily Injury, Property Insurance and Property Damage Liability for combined single limit coverage of not less than \$3,000,000 for each occurrence. The policy shall be endorsed to name the Acton-Agua Dulce Unified School District and its Board of Trustees as additional insured.
- 3) Fidelity Bond coverage shall be maintained by Einstein Academy to cover all charter school employees who handle, process, or otherwise have responsibility for charter

school funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.

- 4) Directors and Officers insurance with a limit of no less than \$2,000,000.

Einstein Academy will ensure that auto insurance and auto liability insurance is maintained on any vehicles owned or used by the school. Einstein Academy will also maintain any other types of insurance and coverage limits as required by the Acton-Agua Dulce Unified School District.

Insurance Certificates

Einstein Academy shall keep on file certificates signed by an authorized representative of the insurance carrier. Certificates shall be endorsed as follows: The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the Acton-Agua Dulce Unified School District. Facsimile or reproduced signatures are not acceptable. The Acton-Agua Dulce Unified School District reserves the right to require complete certified copies of the required insurance policies.

Optional Insurance

Should Einstein Academy deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the Acton-Agua Dulce Unified School District and its purchase shall be the responsibility of the charter school.

Indemnification

With respect to its operations under this charter, Einstein Academy shall, to the fullest extent permitted by law, hold harmless, indemnify, and defend the Acton-Agua Dulce Unified School District, its officers, directors, and employees from and against any and all claims, demands, actions, suits, losses, liability expenses and costs including, without limitation, attorneys' fees and costs arising out of injury to any persons, including death or damage to any property caused by, connected with, or attributable to the willful misconduct, negligent acts, errors or omissions of Einstein Academy or its officers, employees, agents and consultants, excepting only those claims, demands, actions, suits, losses, liability expenses and costs caused by the negligence or willful misconduct of the Acton-Agua Dulce Unified School District, its officers, directors and employees. The Acton-Agua Dulce Unified School District shall be named as an additional insured under all insurance carried on behalf of Einstein Academy as outlined above.

ADMINISTRATIVE SERVICES

As noted above, Einstein Academy anticipates entering into an agreement with Acton-Agua Dulce Unified School District to contract business services on a fee-for-service basis, potentially including some or all of the following services:

- General accounting: Pay bills, file documents for AP and AR, make bank deposits, record cash deposits, record payroll transactions, maintain the chart of accounts, reconcile revolving activities, manage users in the accounting system
- Financial reporting and month-end financial processes: Reconcile bank and credit card accounts, reconcile balance sheet, verify transactions recorded, monitor Einstein Academy financial activities & make recommendations, present financial information to the Board of Directors, monitor cash flow and take steps to prevent any potential deficiencies
- Budget development and revision: Create and revise budgets at least three times per year, enter approved budgets in accounting system, prepare multi-year budgets & cash flows as needed, assist with the financial audit
- Attendance accounting: Complete monthly attendance reports, complete Statistical Summary reports P1, P2 and annual report
- Payroll and human resources: Process payroll, maintain payroll records, complete and submit any STRS information
- School compliance: Complete 1st & 2nd interim reports and unaudited actual report, prepare year-end financial report and correspond with auditors, submit funding survey, complete CSR reports

Einstein Academy intends to enter into a contract for business services by creating an RFP identifying the services desired and distributing it to a range of business service providers, comparing estimated fees from each provider, contacting current clients of top providers for their feedback, and discussing findings with respect to the Board's criteria for selection. This criteria will include current client satisfaction, accuracy of work, quality of financial and compliance oversight, ease of use of systems, and ability to support school personnel on an ongoing basis. Einstein Academy will coordinate with the Acton-Agua Dulce Unified School District to report pertinent STRS payroll data. The Acton-Agua Dulce Unified School District may request a reasonable fee for coordinating this transfer of data. The school plans to obtain its own health and benefits via small business plan type offerings from local vendors (e.g., Kaiser and Blue Cross).

FACILITIES

The school is located at 11311 Frascati St, Agua Dulce, CA 91390. This is also the location for the only resource center. This facility is a AADUSD owned facility and usage is governed by the MOU signed annually.

With 2 classes per grade K-8 and room for a resource center that has 3 classrooms (one per core content area) , a site with 22 classrooms plus space for a large Multi-purpose room, outdoor eating area, science lab and media lab are needed. The facility occupied by the school meets those needs. In addition, they are suitable to house a school as they do not lie near facilities that use toxic chemicals or near businesses that engage in business activities not suitable for students (eg. alcohol, tobacco, "adult" entertainment, etc.). They are also far enough away from freeways, rail lines and other items that would be in violation of establishing a school site.

All facilities and sites will meet federal, state, and local building codes and requirements applicable to California charter schools prior to the site being used by the Einstein Academy.

TRANSPORTATION

Einstein Academy does not anticipate providing home-to-school or school-to-home transportation services; however, Einstein Academy will cooperate with the Acton-Agua Dulce Unified School District and its SELPA to ensure that students with IEPs that require such services receive them. Einstein Academy does anticipate occasionally arranging for public, rented or parental transportation for field trip-type excursions and learning opportunities.

AUDITS

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

The Einstein Academy Board of Directors will contract and oversee the work of an independent auditor to ensure the completion of an annual audit of the school’s financial affairs.

Each audit shall be made by a certified public accountant selected from the directory of certified public accountants designated by the State Controller’s Office as active to conduct audits of local education agencies. This auditor will have experience with audits of educational entities and education finance, preferably with charter schools. The scope of the audit will include all elements mandated by the Audit Guide regulations promulgated by the Education Audit Appeals Panel as applicable to charter schools and any other elements as required by applicable law. The audit will be conducted in accordance with generally accepted accounting principles applicable to the school and will verify the accuracy of the school’s financial statements, average daily

attendance and enrollment accounting practices, and review of the school's internal controls. By December 15th of each year, the annual audit will be completed and a copy of the auditor's findings will be forwarded to the charter-granting agency, the County Superintendent of Schools, the State Controller, and the Superintendent of Public Instruction.

Einstein Academy will observe the following audit timeline:

- By April 1 prior to the close of the fiscal year, the Board will contract the independent auditor
- By December 15 after the close of the fiscal year, the annual audit including corrective action plans will be completed and a copy of the auditor's findings will be forwarded to the charter-granting agency, the County Superintendent of Schools, the State Controller, and the Superintendent of Public Instruction
- By January 31 after the close of the fiscal year, the Board will review the audit in a public meeting
- By February 25 after the close of the fiscal year, the County will review any corrective actions and identify any needed additional follow-up
- By March 15 after the close of the fiscal year, the District will respond to any remaining County follow-up issues
- By May 15 after the close of the fiscal year the County Superintendent will review and certify any corrective action plans

The school's finance committee will review any audit exceptions or deficiencies and report to the school's Board of Directors with recommendations on how to resolve them. The Board will report to the charter-granting agency regarding how the exceptions and deficiencies have been or will be resolved. In addition, the charter granting agency's primary factor when deciding whether an audit exception or deficiency is resolved is whether the auditor considers the item resolved; however, the charter granting agency may reserve the right to only consider an item resolved once the charter granting agency believes the item is resolved to its satisfaction (EC 47605(b)(5)(I)). Einstein Academy will resolve outstanding issues from the audit prior to the completion of the auditor's final report.

CLOSURE PROTOCOL

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

If the school ceases operation, the school shall designate an entity or individual to be responsible for conducting closure activities. The designated entity or individual shall be known as the Authorized Closer and shall be the Einstein Academy Board of Directors. The decision to close Einstein Academy either by the school's governing board or by the Acton-Agua Dulce Unified School District Board will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the Acton-Agua Dulce Unified School District Board of Education; the

charter school board votes to close the school; or the charter lapses. Within 72 hours of the Closure Notice, the Authorized Closer shall commence closure proceedings by providing written notification to parents and guardians of pupils, SBE, the Acton-Agua Dulce Unified School District, the Los Angeles County Office of Education, the SELPA in which the school participates, the retirement systems in which the school's employees participate, and the California Department of Education.

The notice shall include the effective date of the closure ("Closure Date"), the party to contact for information related to the closure, the pupil's districts of residence and the manner in which parents and guardians may obtain copies of pupil records, including information on completed courses and credits that meet graduation requirements. The school shall provide the Authorized Closer with a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence. Notification to the CDE will also include a description of the circumstances of the closure and the location of student and personnel records. In addition to the four required items above, notification to parents, guardians, and students will also include:

- Information on how to transfer the student to an appropriate school and a process for the transfer of all student records. The charter school will provide the District with original cumulative files pursuant to District policy for all students both active and inactive at the charter school. Parents will be provided with a copy of their child's cumulative records from the charter school.
- A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results

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

Personnel records shall be maintained and transferred in accordance with applicable law. Prior to final closure, Einstein Academy will do all of the following on behalf of the school's employees, and anything else required by applicable law:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- File the final return with the IRS (Form 990 and Schedule).

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then.

The charter school will update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Einstein Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The school shall complete an independent final audit within six months of the school's closure. The audit may also serve as the annual audit. The audit must include at least the following:

- An accounting of all assets, including cash and accounts receivable and an inventory of property, equipment and supplies.
- 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.
- An assessment of the disposition of any restricted funds received by or due to the school.

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

Prior to the distribution of any remaining net assets of the school, the Authorized Closer shall:

- determine if there are any remaining proceeds of any Restricted Government Grant that have not been expended for the purposes set forth in the Restricted Government Grant, and shall return any such remaining proceeds to the applicable federal or California governmental agency; and
- dispose of, distribute or otherwise utilize any proceeds of any grants or donations (whether in cash or in-kind (i.e., materials or property) received by the school or the school corporation from any private foundation, any other entity exempt from tax under Section 501(c)(3) of the Internal Revenue Code, as amended, any other person, or the general public in accordance with the restrictions, if any, imposed by the grantor or donor on such grants or donations at the time received by the school or the school corporation.

For purposes of subparagraph (a) above, "Restricted Government Grant" means any grant or donation, in cash or in-kind (i.e., materials or property), made by any federal or California governmental agency to the school or the school corporation, the grant instrument of which, or the applicable law governing, requires that, upon closure of the school or dissolution of the

school corporation, any proceeds of such Restricted Government Grant that have not been expended for the purposes set forth in the grant instrument or in applicable law, be returned to the granting or donating governmental agency. The school shall use, but is not limited to, school reserves normally maintained for contingencies and emergencies to fund closure proceedings. Any return of funds will include submission, if required, of final expenditure reports for entitlement grants and the filing of any required final expenditure reports or final performance reports. Any donated materials or property shall be returned in accordance with any conditions established when the donation of such materials or property was accepted.

The school is a California nonprofit public benefit corporation (as permitted under Ed. Code section 47604(a) ("school corporation"). If in connection with the closure, the Board determines that it will dissolve the school corporation ("Dissolution"), then (i) the Dissolution shall be conducted in accordance with the requirements of the California Nonprofit Public Benefit corporation Law ("Law") including, without limitation, Corp. Code sections 6610 et seq. and sections 6710 et seq., and (ii) the Board may select the Authorized Closer to assist with the wind-up and Dissolution of the school corporation. Any net assets remaining after all debts and liabilities of the school corporation (i) have been paid to the extent of the school corporation's assets, or (ii) have been adequately provided for, shall be distributed in accordance with the school corporation's Articles of Incorporation, with recipients of net assets restricted to California public schools.

VIII. IMPACT ON THE CHARTER AUTHORIZER

This section is intended to satisfy the requirement of Education Code section 47605(g) that the charter school provide the charter authorizing agency with a district impact statement. This section provides information regarding the proposed operation and potential effects of Einstein Academy on the Acton-Agua Dulce Unified School District.

Administrative Services

The Einstein Academy will be constituted as a California nonprofit public benefit corporation and will be governed by a Board of Directors as described above. A school Principal will have lead responsibility for administering the school under policies adopted by the school's Board of Directors. The school anticipates that it will provide most of its own administrative services independent of the Acton-Agua Dulce Unified School District. These include financial management, personnel, and instructional program development. If Einstein Academy desires to purchase any administrative services from the Acton-Agua Dulce Unified School District, Einstein Academy will seek to define the specific terms and cost for any such services in an annual memorandum of understanding with the Acton-Agua Dulce Unified School District. In addition, the Acton-Agua Dulce Unified School District is required as per California law 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.

Civil Liability

The Einstein Academy will be formed as a California nonprofit public benefit corporation with IRS 501c3 tax exemption status. As such, the school's founders presume that the Acton-Agua Dulce Unified School District will not be liable for the debts or obligations of the charter school pursuant to Education Code Section 47604(c). In the event that the Acton-Agua Dulce Unified School District does not complete its responsibilities for charter school oversight under the Charter Schools Act, the Acton-Agua Dulce Unified School District may expose itself to liability. The school intends to purchase liability and property insurance as outlined above to protect the school's assets, staff, Board of Directors members, and, where appropriate, Acton-Agua Dulce Unified School District personnel.

IX. ADDITIONAL CLAUSES

Term

The term of this Charter shall be 1st of July 2013 through the 30th June 2018. This Charter may be renewed for one or more subsequent five (5) year terms upon the mutual agreement of the parties.

Revisions

Material revisions of the provisions contained in this Charter may be made in writing with the mutual consent of the Acton-Agua Dulce Unified School District Board of Trustees and the Einstein Academy Board of Directors. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605; provided, however, that the charter school shall not be required to obtain petition signatures prior to making material amendments to the charter petition.

Severability

The terms of this charter are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by the respective boards of Einstein Academy and the Acton-Agua Dulce Unified School District. The Acton-Agua Dulce Unified School District and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Miscellaneous

The Acton-Agua Dulce Unified School District and the charter school shall engage in a mutually agreeable MOU, which outlines further details of the relationship between the Acton-Agua Dulce Unified School District and the charter school.

The MOU shall include, but not be limited to, the following:

Services to be purchased by the charter school from the Acton-Agua Dulce Unified School District, and the fee schedule for such services, transportation and food services to be provided by the Acton-Agua Dulce Unified School District, if any, special education services and funding formulas, hold harmless indemnification, if required by the Acton-Agua Dulce Unified School District, charter school's receipt of mandated cost reimbursement, fiscal reporting requirements to the state, either independently or through the Acton-Agua Dulce Unified School District, and Acton-Agua Dulce Unified School District support for the charter school in seeking additional funding.

The charter school may procure administrative services from the Acton-Agua Dulce Unified School District, including site budgeting, instructional programs, development, custodial services, and food services accounting, payroll and purchasing services and some degree of personnel support. Specific terms of most of these services should be covered by the memorandum of understanding (MOU). The Acton-Agua Dulce Unified School District will also be expected to provide oversight and performance monitoring services, including the monitoring of school and student performance data, reviewing the financial statement and audit reports of the school and of AEALAS, Inc., performing annual site visits, and considering charter amendment and renewal requests.

This MOU will delineate the liability of the Acton-Agua Dulce Unified School District if Einstein Academy should default. As a nonprofit organization, Einstein Academy anticipates that Acton-Agua Dulce Unified School District's liability will be minimal as long as the Acton-Agua Dulce Unified School District performs its oversight functions, according to law.

Einstein Academy reserves the rights to purchase additional administrative or other goods or services from any third party as needed.

This MOU will delineate that the Einstein Academy and the Acton-Agua Dulce Unified School District will collaborate to create dependent charter(s) beginning in September 2014

Communication

All official communication between the charter school and the Acton-Agua Dulce Unified School District will be sent via first class mail or other appropriate means to the Superintendent of the Acton-Agua Dulce Unified School District.

Assurances

ALBERT EINSTEIN ACADEMY FOR LETTERS, ARTS AND SCIENCES:

- Will meet all statewide standards and conduct the student assessments required, pursuant to Education Code §60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code §47605(c)(1)]
- Will be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Act (Chapter 10.7 (commencing with §3540) of Division 4 of Title 4 of Title 1 of the Government Code. [Ref. California Education Code §47605(b)(5)(O)]
- Shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any pupil on the basis of the characteristics, whether actual or perceived, as listed in Education Code section 220, including, but not necessarily limited to the following: disability, gender, gender identity, gender expression, nationality, race, ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in 422.55 of the Penal Code, or based on

association with a person or group with one or more of the above actual or perceived characteristics. [Ref. California Education Code §47605(d)(1)]

- Will not charge tuition. [Ref. California Education Code §47605(d)(1)]
- Will admit all students who wish to attend the school, and who submit a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case each applicant will be offered a chance of admission through a random lottery process. [Ref. California Education Code §47605(d)(2)(B)]
- Will adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Will meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Criteria for Review, §11967.5.1(f)(5)]
- Will ensure that teachers in the school hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code §47605(l)]
- Will at all times maintain all necessary and appropriate insurance coverage.
- Will be located at a facility within the boundaries of the school District [Ref. California Education Code §47605(a)(4)]
- Will follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

APPENDIX A. Academic Calendar

Einstein Academy expects all students to attend school every day they are not ill, the exception to this would be for students who are enrolled in the independent study academic program. There are no particular attendance requirements, aside from that expectation.. Einstein Academy anticipates the following academic schedule for the 2017-2018 school year this is attached:

(Insert Calendar Here)

APPENDIX B. Core Curriculum Scope and Sequence

Elementary School K-5

	Math	ELA	Science	Social Studies	Foreign Language	Electives
K-2	Engage NY	Reading Street	Closer Look	Embedded	Rosetta Stone	
4-5	Engage NY	Reading Street	Closer Look	Embedded	Rosetta Stone	
6-8	Engage NY	EL Curriculum	Edgenuity	Edgenuity	Rosetta Stone	
9-12	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity	Edgenuity

Junior High (Grades 6-8)

Subject Area	6 th	7 th	8 th
<i>English Language</i>	<i>English 6</i>	<i>English 7</i>	<i>English 8</i>
<i>Mathematics</i>	<i>Math 6</i>	<i>Math 7 / Pre-Algebra</i>	<i>Math 8 / Algebra</i>
<i>Foreign Language</i>	<i>None or Level 1</i>	<i>None, Level I or II</i>	<i>None, Level I, II, or III</i>
<i>Lab Science</i>	<i>Integrated Science 6</i>	<i>Integrated Science 7</i>	<i>Integrated Science 8</i>
<i>History/Social Studies</i>	<i>Ancient Civilizations</i>	<i>Medieval/Early Modern</i>	<i>US History</i>
<i>Visual/Performing Art</i>	<i>Art / Drama / Music</i>	<i>Art / Drama / Music</i>	<i>Art / Drama / Music</i>
<i>Physical Education</i>	<i>PE</i>	<i>PE</i>	<i>PE</i>
<i>Community Service</i>	<i>15 hours</i>	<i>15 hours</i>	<i>15 hours</i>

High School (Grades 9-12)

AEA INDEPENDENT STUDY COURSE OFFERINGS FOR 2017-2018

9th Grade

English 9
Algebra or Geometry
Biology
Language
AP Human Geography or Human Geography
Health & Physical Education Bundle
+ 1 Elective
+ 1 VAPA

10th Grade

English 10
Geometry or Algebra 2
Chemistry or Earth Science
Language
Modern World History or AP World History
+ 1 Elective
+ 1 VAPA
+ 1 Career

11th Grade

English 11 or AP Language or AP Literature
US History or AP US History
Algebra 2 or Pre-Calculus or Stats and Probabilities
Physics or Physical Science
Language (recommended)
+ 1 Elective
+ 1 Career

12th Grade

English 12 or AP Language or AP Literature
United States Government and Politics
Economics
Language (recommended)
Math (recommended)
+ Electives (if necessary)
+ Career (if necessary)

SUBJECT AREA	UC a-g REQUIREMENTS	AEA REQUIREMENTS
English	4 years	4 years
Mathematics	3 years	3 years
Foreign Language	2 years	4 years
Lab Science	2 years	3 years
Social Studies/History	2 years	4 years
VAPA (Arts)	1 year	2 years
College Prep Elective	1 year	2 years
Physical Education	0 year	1 year
Community Service Hours	0 year	25 hours

APPENDIX C. Facilities Map/Site Plan



APPENDIX D. MYP/Budget