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**CHARTER
OF THE
ALBERT EINSTEIN ACADEMY FOR LETTERS, ARTS AND SCIENCES -
AGUA DULCE ELEMENTARY SCHOOL PARTNERSHIP ACADEMY**

**SUBMITTED SEPTEMBER 2013
TO THE ACTON-AGUA DULCE UNIFIED SCHOOL DISTRICT
32248 CROWN VALLEY ROAD
ACTON, CA 9350**

**LEAD PETITIONER:
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MATERIAL REVISION SUBMITTED JUNE 22, 2017

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CHARTER OF THE ALBERT EINSTEIN ACADEMY FOR LETTERS, ARTS AND SCIENCES -
ELEMENTARY SCHOOL CALIFORNIA, A PUBLIC CHARTER SCHOOL

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INTRODUCTION TO THIS PETITION

This proposal is intended to a charter school called the Albert Einstein Academy for Letters, Arts and Sciences - Elementary School (Einstein Academy or the charter school), operated as a school 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-8 who choose to have their children educated in an alternative learning environment. Einstein Academy will be a site-based school with Independent Study-option learning centers for students in grades 9-12 opening as the school grows to scale to provide access to the program to students across Los Angeles County. 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.

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

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The school will employ the rotation model of learning involves the traditional face-to-face learning with online learning. In this, the time schedule is divided and fixed between these two processes or it runs on the teacher's discretion for a given course. The classroom teacher usually monitors both the face-to-face and online learning, and the online learning takes place on a one-to-one basis. Students rotate across online learning, small group instruction and pencil-pen assignments. This model includes four sub-models:

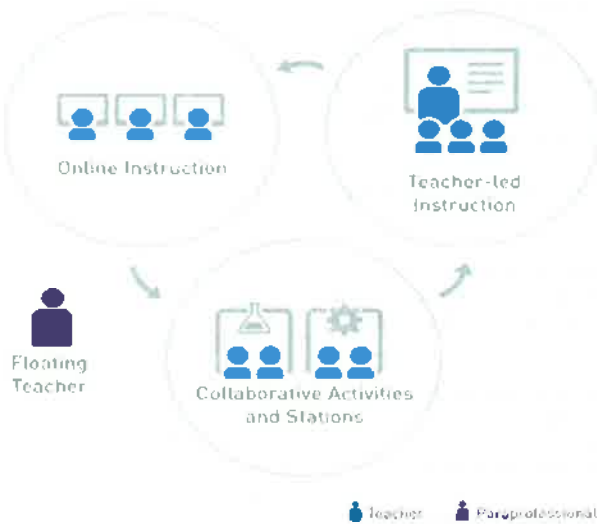
1. Station rotation: a rotation model in which for a given course or the subject, the student rotate on a fixed schedule or at teacher's discretion one online learning station to another which might be activities such as small group instruction, group projects, and individual tutoring. It differs from individual-rotation model.
2. Lab-rotation model: The student rotates to a brick and mortar lab for online learning station.
3. Flipped-classroom model: In this, the students rotate on a fixed schedule or at a teacher's discretion across the classroom learning and online learning after the school hours. The online learning acts as a primary source for the content to be taught in the next day's class.
4. Individual-rotation model: In this rotation model, the teacher sets individual timing for the students for rotation among different learning modalities. It differs from other rotation models as the student doesn't have to rotate to each available station.

Station rotation, lab-rotation, and flipped classroom are to be considered truly blended or hybrid classrooms while individual-rotation model borders on a more typical online classroom. Station,

lab, and flipped-classroom rotations are considered to be blended, or hybrid classrooms, because they meet the four criteria; they represent an integration of old and new styles, they are designed with traditional mainstream curriculum in mind with the addition of online content they keep students in their seats in traditional brick-and-mortar classrooms, and they are not simpler versions of the class but integrated classrooms where the teacher still needs expertise from traditional styles. The individual-rotation model, while considered a blended classroom, really falls closer to online learning. The curriculum is built for the individual, meaning that students could independently work completely online if this style suits them.

Overall the rotation model of learning consists of the following components:

- Personalized online instruction
- Teacher led small group instruction
- Independent and collaborative practice



Deleted: 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. ... [1]

Einstein Academy is a nonprofit, co-educational charter school located in the Agua Dulce Elementary School. It will provide an exceptional academic and extracurricular program for grades K-8 for approximately 532 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 foreign language proficiency. The school will actively recruit a diverse population of students that represents the ethnic and social diversity of the community where the school is located. The school is scheduled to open in the fall of the 2013-14 school year.

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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 anticipated to be 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 elementary-level education that challenges each student to perform at or above his or her level of ability and offers a strong foreign 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 foreign 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.

Einstein Academy – Elementary School 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

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 an outstanding principal candidate, Shannon Perches, ready to take the helm, 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:

- Mindy Bish, President of AEA Board of Directors, is attorney and partner at Sedin Begakis & Bish. Her civil litigation practice includes representation of plaintiffs in personal injury, civil rights, and employment discrimination matters. She also offers representation in family law matters and criminal defense.
- Brent Guttman, owner of Guttman Financial & Insurance Service, Inc., has worked in the financial services industry since 1992 as a licensed securities and insurance professional providing advice and strategic planning in investing and insurance.
- Brad Polak, CPA, Allegent Group, LLP, has over 34 years experience in public and private accounting, including serving as treasurer for the Tesoro Elementary School PTA, in the Saugus Unified District.
- Chris Seidenglanz, an administrator of multimillion-dollar trust and stock portfolios, has been active in Santa Clarita school districts for last 15 years.
- Donna Wood has substantial professional experience as an assistant manager and as a head buyer for large retail chains of household goods and clothing. More recently, she has been active as a parent representative in fundraising in schools and in AYSO (American Youth Soccer League).

Advisory Board Members

- Advisory Board Member Laurence Strauss, Principal (Retired) William S. Hart High School District, has been an educator, Administrator and consultant for over 50 years in Southern California.
- Advisory Board Member 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.

- Advisory Board Member Alyssa Peretz, former faculty member of Mayfield Senior School in Pasadena, is also a special education expert .
- Advisory Board Member 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 educators who are involved in the development charter petitions for Einstein Academy. Each has provided input and supported the process in numerous ways. Einstein Academy anticipates that these individuals will continue to lend support to new schools as they open.

- Michael Fishler, Einstein Academy, Los Angeles development team ,presently serves as Magnet Coordinator for Pacoima Middle School. He is 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.
- Edward A. Gika, Principal, Einstein Academy, Santa Clarita has been an educator and administrator for over 28 years. He holds Master's Degrees in both English and Humanities. Mr. Gika has served as an English instructor and Humanities instructor, as well as an administrator at all educational levels from middle school through university. Mr. Gika is currently on staff at Pierce College where, for the last sixteen years, he has been teaching English and Humanities in both the regular and accelerated programs. For 21 years, Mr. Gika served as the Dean of Students at Montclair College Preparatory School, as well as the Department Chair of English and Humanities.
- Ahsaf Goldman, Einstein Academy, Los Angeles development team, presently serves as Title I Coordinator for Virgil Middle School, Los Angeles Unified School District, (grades 6-8, 1800 students). He designed the school's Categorical budget and the corresponding CPM compliance. Mr. Goldman is responsible for developing and expanding the AVID program at Virgil Middle School. Virgil's AVID program is on the path to becoming a National Demonstration School in just two years. Mr. Goldman was officially certified in 2010 and has a Master's Degree in School Administration.
- Dr. Michael McDonnell, Principal, Einstein Academy, Santa Clarita, has been in education for the last twenty years. Having received his Baccalaureate Degree and EdD from UCLA, Dr. McDonnell has served in the capacity of Science Instructor, Vice-

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Principal, and, ultimately, Principal of Montclair College Preparatory School. He will lead the Blended Learning Program.

- Jeffrey Shapiro, Executive Director of the AEALAS Foundation
- Jeffrey Shapiro has 27 years of professional experience in education, nonprofit and arts management. He has served as the Executive Director of the CalArts Alumni Association, the Levitt Pavilion for the Performing Arts at MacArthur Park, the Michael Hoefflin Foundation and the Jewish Life Foundation. He has held senior management positions with Brandeis University, Caltech, and Johns Hopkins. In 2008, he brought the Israel Philharmonic Orchestra to Walt Disney Concert Hall with Gustavo Dudamel conducting. Jeffrey serves on the Board of Single Mothers Outreach, Diavolo Dance Theater, the Community Liaison Committee/Superintendent Search Committee for the Saugus Union School District, and as Chair of the Board of the Santa Clarita Skyhawks, a non-profit semi-professional football team that raises money for pediatric cancer. He also served on the planning council for the Santa Clarita Valley Wine Fest. Jeffrey holds two doctorates in Homeopathic Medicine and Nutrition and is the author of *The Flower Remedy Book: A Comprehensive Guide to Over 700 Flower Essences* (1999, North Atlantic Books).
- Dr. Shannon Perches, Lead Petitioner, Einstein Academy - Elementary School has 18 years of experience serving at the elementary school level, including 16 years in the Ventura and Oxnard areas. She has served two years as an elementary school Principal with a foreign language emphasis and two years as Learning Director (Vice Principal equivalent) for an intermediate and an elementary school. She has trained teachers in ELD methods at the university level and at the district level, and has served as district-wide presenter in mathematics enrichment. She has been a new teacher mentor (13 years), and GATE Liaison and Program Quality Review Consultant. She was an elementary school teacher for 14 years. Dr. Perches has expertise across the board, including areas such as special education, mainstreaming and administration, data-driven instruction, differentiation, bullying prevention, and parent involvement.
- Scott Spector, Einstein Academy development team, has served as a teacher, instructional coach, athletics coach, and administrator at the elementary, middle school, high school, and college levels. Most recently, he served as Director of Educational Technology/Data Coordinator at Crenshaw High School where he focused on helping teachers integrate technology and STEM skills, and liaised with USC on instructional game technology. Mr. Spector also recruited, hired and trained teachers for high priority schools, in addition to numerous other administrative duties related to WASC, special education ELL, and development school plans. Prior to that, Mr. Spector provided teacher professional development in science and literacy for the UCLA graduate school of education, and before that, as a science teacher and department chair. Like the Einstein Academy, Mr. Spector's instructional philosophy emphasizes the use of critical thinking to deepen conceptual understanding, multidisciplinary teaching, and developing the "whole" student.

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 17 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 foreign 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

- **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.
- **Foreign language:** The Academy will prepare students as global citizens by developing competency in a foreign 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 Santa Clarita area 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 Ed-Data website, shows achievement among subgroups of students. The following table shows progress toward AYP targets as measured in percent of students 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.

| Student Subgroups | % Proficient and Above | |
|-----------------------------------------|---------------------------------------|-------------------------------|
| | English/Language Arts (78% Target) | Mathematics (78.2% Target) |
| Black or African American | N/A | N/A |
| American Indian or Alaska Native | N/A | N/A |
| Asian | N/A | N/A |
| Filipino | N/A | N/A |
| Hispanic or Latino | 51.4 | 36.7 |
| Native Hawaiian or Pacific Islander | N/A | N/A |
| White | 65.0 | 55.5 |
| Two or more races | N/A | N/A |
| Socio-economically Disadvantaged | 47.7 | 37.4 |
| English Learner | 39.5 | 32.5 |
| Students with Disabilities ² | 35.6 | 35.9 |

Anticipating the need for targeted outreach, Admissions’ outreach for the new elementary 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.

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, Einstein Academy-Elementary School fully expects to serve 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 from all social and economic groups in the Santa Clarita area.

Einstein Academy will attract those students seeking an alternative instructional model, including foreign language instruction in a High Priority Language at the elementary level. 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 foreign 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. Also, for some children, language instruction will increase their ability to communicate more fully with family members from a native homeland, or should they choose to live or work abroad, or simply learn a second language. Furthermore, for all children, foreign language learning is desirable because of its correlation to higher academic achievement and to a greater intention of learning additional non-native languages. Mandarin is still priority languages on the U.S. Department of Education's list of Less Commonly Taught Languages. Thus, proficiency in on of these languages will add to students' future employability. In short, The charter school will improve learning for students not only through a strong core academic program but also by offering intensive foreign language instruction and instructional approaches not otherwise available to them.

| | Einstein Academy 2010-11 | Einstein Academy 2011-12 | Rio Norte J.H.S. 2011-12 | Valencia H.S. 2011-12 | Hart District 2011-12 |
|---------------------------|-----------------------------|-----------------------------|--------------------------------|-----------------------------|-----------------------------|
| Racial/Ethnic Category | | | | | |
| African American | 5% | 6% | 4% | 5% | 5% |
| Asian | 7% | 7% | 12% | 9% | 7% |
| Filipino | 8% | 8% | 5% | 7% | 4% |
| Hispanic or Latino | 17% | 16% | 20% | 20% | 32% |
| White | 62% | 61% | 53% | 58% | 49% |
| English Language Learners | 0% | 1% | 3% | 3% | 8% |
| Free and Reduced Lunch | 3% | 3% | 4% | 6% | 15% |

Einstein Academy anticipates serving students from a variety of linguistic and cultural backgrounds, and, in alignment with its emphasis on multicultural and global awareness, will continually seek to make all students feel comfortable and valued at the school.

ACADEMY’S PROJECTED ENROLLMENT AND GROWTH

To accommodate the demand expressed by local parents, the Einstein Academy anticipates opening with approximately 1400 students in grade K-8. The school anticipates a student-teacher ratio of 28:1 in core classrooms, with additional foreign language teachers working part-time initially and full-time by Year 5.

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| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------|--------|--------|--------|--------|--------|
| Kindergarten | 200 | 200 | 200 | 200 | 200 |
| 1 st Grade | 200 | 200 | 200 | 200 | 200 |
| 2 nd Grade | 200 | 200 | 200 | 200 | 200 |
| 3 rd Grade | 200 | 200 | 200 | 200 | 200 |
| 4 th Grade | 200 | 200 | 200 | 200 | 200 |
| 5 th Grade | 200 | 200 | 200 | 200 | 200 |
| 6 th Grade | 200 | 200 | 200 | 200 | 200 |
| Total Students | 1400 | 1400 | 1400 | 1400 | 1400 |
| Total Teachers | 54 | 54 | 54 | 54 | 54 |

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
 - 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.
 - Objective: Raise funds and establish parent and community partnerships to provide student and family supports at a level adequate to this goal
- GOAL: To prepare students as global citizens
 - Objective: Develop student competency in a foreign 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
- 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

Though exact details will be refined in final school planning, the following vignette will convey the flavor of school life at Einstein Academy:

A visitor to the school at the start of the day 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 the Mandarin language in a fun and exciting environment. The teacher greets the class in Mandarin and begins the day's lesson focusing on travel and food vocabulary. Students are put into groups and begin engaging in simple conversation based on the day's topic. By the end of the lesson, all of the students are able to have a new, simple conversational exchange and use the appropriate social cues and responses.

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 schedule before leaving.

Transitional Kindergarten

Einstein Academy will implement transitional kindergarten (TK) as may be required by law. At the time of writing this petition, multiple proposals were and remain under consideration, so the program's future is ambiguous. 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, 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, Einstein Academy-Elementary School will cluster students by ability level and needs. This plan will be the same for TK and Kindergarten. Because the budget provides for one aide per three classes at the kindergarten level, this will be the class that gets the aide and the groups of students needing highly differentiated instruction, so that the adult-student ratio will be lowered by half.

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

Using a site-based program, the Einstein Academy will emphasize multicultural understanding, foreign language acquisition, and academic achievement for college readiness. The Academy will also deepen students' commitment to public participation through community service learning and student government. To accomplish these goals, and to help students meet the California content standards, Einstein Academy will use integrated curriculum, global and multicultural themes, real world learning, community service and leadership opportunities, and early foreign 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.

Global and multicultural themes. Global and multicultural themes are often a springboard for organizing interdisciplinary curriculum to broaden students' world views 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. As identified in the financial plan, Einstein Academy has set aside funds to hire two lead teachers for two months prior to the arrival of the rest of the teaching staff to design instructional units. The Principal will work closely with these two teachers to refine the foundational curricular documents. Together, they 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 social studies 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 content standards and other outcomes specific to the Einstein Academy.

Utilizing Robert Marzano's work in What Works in Schools, our comprehensive process for implementing standards, developing curriculum, and assessing each student is a 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 content 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. Materials will include textbooks currently used by the Acton-Agua Dulce Unified School District, language materials from the Center for Advanced Research on Language Acquisition at the University of Minnesota (www.carla.umn.edu), international educational materials, and other school- and teacher-selected materials. Additional materials will be selected to support 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 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 in educational settings and in life. Einstein Academy believes that the building blocks of literacy are made up of a set of skills, but that learning these skills in isolation will not help students read, write, speak and listen critically and competently. Thus, 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.

Einstein Academy's English/Language Arts program will use a textbook program with Readers and Writers Workshop for all students. The intent is to use a textbook 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. A previous review of this petition indicated that there were various programs and strategies to be used with different groups of students, but there is just one core approach with all students: a sequential program to address content standards

Einstein Academy's will use Scott Foresman's Reading Street as the core curricular resource in English Language Arts. 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 has solid approaches 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 has a 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 and Calle de la Lectura 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.

With Reading Street, Einstein Academy has more materials for English Learners than it will necessarily need. In some cases, they will not be used because Readers and Writers Workshop may provide 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. However, for the ELD time, teachers will likely draw heavily on Reading Street resources. The particular resources to be used will be determined according to the students' specific needs in reading in ELD and in language arts.

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. Because ELL students read at different levels, Reading Street has two books that show the same title, the same concept, and the same illustrations, but different language levels. The ELD Reader is for beginning and intermediate English proficiency levels. The ELL Reader is for advanced and advanced high levels. The Teaching Guide helps offer targeted instruction for all English Language levels. Reading Street supports writing through genre definitions, prompts, checklists, and models to support the writing process. Conventions are also addressed within the model writing and extended further through multimedia applications in the digital resources.

Einstein Academy will also incorporate 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

For Students in Grade 6-8 AEA 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.

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.

English-Language Arts Assessment. Assessment is woven throughout language arts instruction as teachers observe students' speech and writing using informal and formal methods. Einstein Academy-Elementary School anticipates using the following formal types of assessments:

- State-mandated assessments - Annually
- NWEA's Measures of Academic Progress Quarterly
- A formal assessment of students' individual reading levels and progress toward content standards, at the beginning, middle and end of the year.
- 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.
- Publisher-created assessments

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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.

Einstein Academy anticipates using Engage NY. They integrate the CCLS, 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.

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Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content

The Standards for Mathematical Practice (link is external) 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.

Deleted: enVisionMATH California textbook series published by Scott Foresman (Pearson), a state-adopted program. This series emphasizes conceptual understanding and problem solving, but offers many formats for skills practice. enVisionMATH California is centered around interactive and visual learning and differentiated instruction to address the specific needs of each student whether they be on level, struggling or at-risk learners, the gifted and talented, those with learning disabilities, or English learners. Instruction will capitalize on the series' rich digital offerings, so that students can work independently on skills practice, watch and interact with animated instruction, play math games and songs, or do extension problems. Math manipulatives will be used where appropriate. Above all, instruction in math will be delivered at the student's instructional level.

Deleted: The core math curriculum, enVisionMATH, comes with online components for instruction, practice and enrichment to help meet each student's needs.

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's anticipated math materials include computer-based components for intervention based on each student's needs using RIT to Resource, Sum Dog and Khan Academy.

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 annually
- Unit and Chapter tests and teacher observations- Daily
- School wide assessments such as NWEA's Measures of Academic Progress- Quarterly

Deleted: Teacher-made assessments

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 based on California state content standards in History/Social Science and will embed content knowledge within classroom activities that promote critical-thinking skills. 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. These modules may be supplemented (or replaced) by the textbook series Harcourt Reflections to provide additional activities and background reading in grades K-5. For grade 6, The Curriculum Institute's (TCI) History Alive! The Ancient World – Social Studies will be the textbook resource. Further, a textbook series will be used to provide more traditional assessments of student learning, in combination with the many rich performance assessments embedded in the Course Models and other activities. Einstein Academy also plans to use other internet-based resources to provide access to primary source material, news from around the world, educational games on historical events and so on.

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)

Also important, the use of dynamic learning activities is particularly well-suited to English Learners, students with disabilities, and academically low-achieving students. Research has demonstrated that achievement for students with these learning needs improves when learning is active, not passive, and when multiple learning modalities are tapped.

The following websites are listed to provide a sense of how technology will be fused into 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.eyewitnessstohistory.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.

For struggling readers, much of the grade level reading material will be presented with scaffolds for comprehension, particularly primary sources or other high-interest or high-authenticity materials that would otherwise be above students' comprehension levels. Further, materials from PCI Education provide grade level content at lower reading levels. Jamestown's Timed Readings Plus in Social Studies will be used to assist students with reading comprehension including common test formats, to increase greater testing validity. These materials cover the California content standards for social studies.

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 state content standards in Science 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.

Scott Foresman Science Program. The Scott Foresman Science series will provide a core, standardized curriculum in science. This state-adopted program is based on California content standards and emphasizes hands-on learning and differentiation to meet student needs. The program makes it easy to incorporate lab work by providing easy set-up lab kits complete with all materials. The program's emphasis on hands-on learning will increase engagement and conceptual understanding for all students but is particularly well-suited to English Learners, students with disabilities, and academically low-achieving students.

The program also makes it easy to provide varied resources and activities according to each student's need, including "Scaffolded Inquiry" activities, and cross-curricular connections that link reading and science skills in all chapters for all students, including English Learners, and leveled readers. 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. For English learners who read more proficiently in Spanish than in English, the series is available in Spanish. The program also features multi-modal learning extensions including animated songs with solid science content, interactive virtual art pieces, and remediation games designed to help students visualize key science concepts. Finally, the program is user-friendly, with vivid, easy-to-follow explanations, time-saving strategies, and easy lab set-up.

Einstein Academy initially identifies Scott Foresman Science as an excellent resource to balance the budget and as a rich instructional vehicle for Einstein Academy's approach to science. This high quality program has been in existence for a number of years, so it is easy to obtain used or unsold copies in good or excellent condition at highly discounted prices.

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.

Foreign Language

Students in all grades will receive instruction in a foreign 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 foreign 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 foreign 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, foreign 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 foreign 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 foreign language, though the outcomes are greatly reduced in foreign language. Kindergarten teachers and other core content teachers do not have a role in supporting foreign language instruction; that instruction is centered in the foreign 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.

Foreign 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, foreign 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 foreign 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 “Foreign Language Framework for California’s Public Schools,” Einstein Academy’s foreign 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 foreign language.

Students with disabilities will participate in foreign 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 foreign language. Einstein Academy will draw on best practices from other elementary schools providing foreign language instruction to provide optimal instruction for students with special needs.

The Einstein Academy intends to utilize the proficiency approach in teaching foreign language, a method that has been used in the United States since the early 1980s. The American Council for the Teaching of Foreign Languages with the help of researchers, helped to develop the ACTFL provisional guidelines that are the basis of the proficiency approach to teaching foreign language. This learner-centered approach emphasizes the ability to function in a foreign 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.

The school will use Rosetta Stone as their Foreign Language Curriculum:

In a Rosetta Stone Language Learning exercise, the student pairs sound or text to one of several images. The number of images per screen varies. For example, the software shows the student four photographs. A native speaker makes a statement that describes one of the photographs, and the statement is printed on the screen; the student chooses the photograph that the speaker described. In another variation, the student completes a textual description of a photograph. In writing exercises, the software provides an on-screen keyboard for the user to type characters that are not in the Latin alphabet. Grammar lessons cover grammatical tense and grammatical mood. In grammar lessons, the program firstly shows the learner several examples of a grammatical concept, and in some levels the word or words the learner should focus on are highlighted. Then the learner is given a sentence with several options for a word or phrase, and the student chooses the correct option. Each lesson concludes with a review of the content in that lesson, and each unit concludes with a milestone, which is a simulated conversation that includes the content of the unit.

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Blended Learning Curriculum

Edgenuity Courseware™ offers a full suite of over 200 core curriculum, AP®, honors, elective, dual credit, and concept and credit recovery courses. The courses are built using an instructional model grounded in research and are Common Core, NGSS, and state-standards aligned. They combine direct-instruction videos featuring expert, on-screen teachers with rigorous assignments, performances tasks, and assessments to engage students and ensure subject-area mastery.

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Edgenuity's direct-instruction videos feature expert, on-screen teachers who explain concepts, model strategies, provide examples, and make real-world connections. Students stop to complete tasks that check for understanding. They can also pause or rewind videos to take notes or review concepts as they progress through instruction at their own pace. Meaningful assignments ensure students master key concepts and develop analytical and critical-thinking skills. Throughout our courses, students will read, write, explore, create, practice, predict.

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.

To help students develop a healthy lifestyle in and out of the classroom, elementary classroom teachers will also incorporate health instruction into core content areas during the regular school day. Beginning in kindergarten, health topics will include nutrition, diet and healthy lifestyle decision-making. The upper elementary grade levels will also participate in a drug and alcohol awareness education program to reinforce healthy decision-making and a strong sense of self, values, and goals. "Smart Moves" is an award-winning cognitive physical fitness programs that combines music and movement to help children learn while improving attention, retention and learning at the beginning of the academic day. The SPARK Physical Education (PE) program is supported by the Heart, Lung, and Blood Institute of the National Institutes of Health and provides an excellent physical education that improves sports skills where all children feel like winners and succeed. During the PE program children will learn about healthy eating choices and understand our school's Wellness Policy.

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.

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-6, 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-6, they will have increasing opportunities to use technology in their academic coursework. The strategies listed below align with a growing body of research showing the instructional benefits of technology integration, including higher student engagement, greater real world relevance, and increased learning. Technology will serve multiple purposes at Einstein Academy.

- Developing technological proficiencies
- Incorporating real world curricula
- Providing additional supports for students performing below grade level
- Enhancing the quality and utility of feedback, reflection and revision
- Connecting the entire Academy community through internet-based applications
- Expanding opportunities for in-service education and parent involvement

Einstein Academy students will learn about the safe and responsible uses of the Internet as well as effective research skills. Teachers, increasingly in the upper elementary grades, will teach and use a variety of software programs such as Microsoft Word, Excel, and PowerPoint in their classrooms to develop students' technology proficiencies.

Many software and Internet resources exist to engage and excite students as they learn and master new concepts. Teachers have the opportunity to access the Internet for video, photo, and audio libraries to support both core content and expanded materials. Recent research has shown that computer-based simulations can advance student understanding of science concepts through visualization techniques or of social studies concepts through interactive learning experiences. These resources inspire learners' interest, provide up-to-date content, and accommodate diverse learning styles. A variety of technological resources such as Power-Point Multi-Media Presentations, setting up electronic pen pals with other schools, Microsoft PhotoStory, podcasting, webquests, and Internet research deepen children's knowledge and prepare them for real world applications.

Technology expands opportunities for teacher feedback, student revision, and parent involvement in the education process. Feedback can happen closer to real time, and software reduces the time teachers spend to provide individual feedback – students can submit homework electronically or ask the teacher questions privately via email. Spreadsheet programs and math software can personalize, extend and enrich math learning.

In many applications, technology can help to create communities comprised of students, teachers, parents or composite groups, allowing computer-based learning to be a social activity, where participants are active learners. Research notes that motivation to learn is increased when students perceive real world relevance of core content and when they collaborate with peers and practitioners (National Research Council 2000).

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. Enrichment activities will be led by teachers, community-content specialists, other students with advanced talents and skills, and parents. 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 (175 days) and number of instructional minutes per grade (K 36,000 1-3 50,400 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. Students who wish to avail themselves of the independent study option will be required to attend one (1) day per but will have the option to attend four (4) days per week. Einstein Academy will open by September 30 of its first year of operation. 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. Foreign language instruction will also be staggered throughout the day to allow the foreign language teacher to rotate among the classes using Rosetta Stone. Intensive vocabulary instruction is incorporated in all content areas for a total of at least 15 daily, on average, at a minimum. 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 foreign 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 foreign language instructional level appropriate to his or her needs, as would a student entering the school who had missed prior instruction.

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The schedule below is a sample to convey how Einstein Academy might organize the instructional day in kindergarten (43,200 minutes in this schedule, at 240 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.

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| Morning Opening (10 min.) |
| Language Arts (120 min.) |
| Recess (20 min.) |
| Mathematics (60 min.) |
| Foreign Language(30min.) |
| Recess and Lunch (40 min.) |
| Social Studies, Science, Art and/or Music (60 min.) |
| PE (30 min.) |
| ELD/EL/Intervention/Enrichment (60) |
| Dismissal |

The schedule below is a sample to convey how Einstein Academy might organize the instructional day in grades 1-3 (57,600 minutes in this schedule, for 175 days):

| |
|------------------------------------------------------------------------------|
| Morning Opening (5 min.) |
| Language Arts (120 min.) |
| Recess (15 min.) |
| Mathematics (60 min.) |
| Lunch and Recess (35 min.) |
| ELD/EL/Intervention/Enrichment (60), Foreign Language (40 min. on 2 days) |
| PE (40 min. on 3 days) |
| Social Studies, Science, Art and/or Music (120 min.) |
| Dismissal |

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The schedule below is a sample to convey how Einstein Academy might organize the instructional day in grades 4-8,

| |
|------------------------------------------------------------------------------|
| Morning Opening |
| Language Arts (120 min.) |
| College and Career Counseling (15 min.) |
| |
| Social Studies, Science, Art and/or Music (120 min.) |
| Lunch and Recess (30 min.) |
| Mathematics (60 min.) |
| ELD/EL/Intervention/Enrichment/Electives (60), Foreign Language (30 min.) |
| PE (40 min.) |
| Dismissal |

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**Blended Learning Schedule
Monday through Thursday**

| | 8:30-9:20 | 9:25-10:15 | 10:15-10:35 Nutrition | 10:35-11:25 | 11:30-12:20 | Lunch | 12:55-1:45 | 1:50-2:40 |
|------|---------------------|------------|--------------------------|-------------|-------------|-------|------------|-----------|
| Math | Pre Calc/Calc Stats | Alg 1 & 2 | | Geo/Trig | Math 7.1 | Lunch | Math 8.1 | Lab |
| Math | 4/5 | College | | CC | 6/7.2 | | 8.2 | Admin |

| | | | | | | | |
|--------------|------|----------------------------------|--|------------------------------|-------------|-----------|-----------|
| | | Counseling (CC) | | | | | |
| Science | 8 | 7 | | Physical Science/Physics | Chem/Earth | Bio | Lab |
| ELA | 6 | 4-5 | | 11/12 | Yearbook | Electives | Electives |
| ELA | 9/10 | 8 | | 7 | AP Lang/Lit | Electives | Electives |
| SS | 7 | World Hist(AP) Geography (AP) | | Govt/Econ US History (AP) | 8 | 6 | Plan |
| PE | Lab | 2/3 | | 8/6 | K/1 | 7 | 4/5 |
| LAB | HS | HS | | HS | HS | HS | Plan |
| SS | | | | | | | |
| Foreign Lang | | 2/3 | | 8/6 | K/1 | 7 | 8 |
| | | | | | | | |

FRIDAY

| | 8:30-9:20 | 9:25-10:15 | 10:15-10:35 | 10:35-11:25 | 11:30-12:20 | 12:55-1:45 | 1:50-2:40 |
|------|-----------|---------------|-------------|-------------|-------------|------------|-----------|
| 4-8 | FL | PE | Nutrition | Encore | STEAM | STEAM | STEAM |
| 9-12 | ASB | Class Meeting | | Encore | PBL/CC | PBL | PBL |

EINSTEIN ATTENDANCE EXPECTATIONS AND REQUIREMENTS

Students must:

- attend classes daily and on time unless circumstances beyond their control prohibit
- request make-up work from their teachers after the absences have been adequately explained
- attend school until the age of sixteen. Students aged 16-18 who desire to leave school prior to graduation may do so only upon completion and filing with their school an "Intent to Terminate Enrollment" form
- abide by school attendance policies

Parents should :

- notify school personnel about their child's absence from school on the day of the absence
- notify the school of any change of address, phone numbers and emergency contact numbers
- notify school personnel if the family is moving out of town or out of the state

- be aware of school district calendar and coordinate trips, vacations and personal business to support attendance on school days

Reporting Absences

It is the responsibility of the student's parent or guardian to explain a student's absence to the designated office in person or by telephone. Parents are expected to notify the school the day of the absence. Schools may require additional documentation upon a student's return. Parents must provide school personnel with accurate telephone contact numbers (home and work for parents or legal guardians) and ensure the number(s) are correct if there is a change during the school year. This information must be given on the emergency contact card provided by the school at the beginning of the school year and updated as changes occur. The school will make an effort to contact the parent or guardian on the day of the absence whenever a student's absence has not been explained, or a parent has not called. The school for future references will retain records of telephone calls or parent contacts. Students in attendance for any part of the school day are counted present for the day but will be counted absent for any class missed. Students in not in class at least one half of the class period will be counted absent from that class. Students in attendance for any part of the day are counted present for the day, but will be counted absent for any class missed.

Excused Absences

Examples include, but are not limited to absences that:

- an illness—school officials may require a doctor's statement
- an accident resulting in injury to the student
- a death in the immediate family of the student
- an observance of an established religious holiday. If the religious holiday observance cannot be identified as a traditionally well-known day school officials should require a note from the parent and a letter from the leader of the faith organization stating that the day, if celebrated, would result in an absence. If the letters are submitted, the absence should be excused and also recognized as an established religious holiday that does not impact any attendance incentives including exam exemptions
- pre-planned absence for a personal reason that is acceptable to the principal or designee
- parent must make the request in writing to the Principal or Designee at least one week prior to the date of the absence. The parent will be notified of the decision. Vacations, other than on nonstudent days, must be pre-approved as an excused absence
- a subpoena by a law enforcement agency or a required court appearance
- an emergency for a reason acceptable to the Principal/Designee for an emergency such as: severe weather conditions, a major personal or family problem, fire, flood, or other major damage to the home, an accident on the way to school, or a breakdown of the school bus
- college visits by senior students only if a visit is required for admission and is documented on the college letterhead.

Unexcused Absences

Examples include, but are not limited to absences that:

- are caused by truancy of the student
- are caused by an out-of-school suspension

Consequences for Unexcused Absences:

- a student suspended out-of-school will receive a grade of “zero” for tests and/or graded work missed
- a student who receives an unexcused absence or is found truant will receive a grade of “zero” for tests and/or graded work missed
- if no test or other graded work is missed on any given day during the truancy, suspension, or unexcused absences, the student will receive a zero in the participatory category for that day.

Sign-In Procedure:

Any student arriving to school after the session has begun must report to Main Office. A Readmit will be issued indicating excused or unexcused tardy or absence. For the student to receive an excused sign-in, a parent or guardian must accompany the student to the Main Office or call giving an excusable reason.

More than four late sign-ins in a nine week grading period may require medical or other documentation and/or a parent must be present in order to be considered excused.

Sign-Out Procedure (pre-approved/emergency):

Once students arrive on campus, they may not leave without permission from the Principal or Assistant Principal. Students who must leave school during school hours must have their parent request this release by phone or in person to the Main Office order to obtain pre-approval. More than four sign-out’s in a grading period will require medical or other documentation and/or a parent must be present in order to be considered excused.

Excused sign-outs include:

- medical or dental appointments (doctors statement may be required)
- deaths or funerals
- emergency situations acceptable to the principal or designee
- court appearance (subpoena required)
- personal reasons acceptable to the principal or designee

Unexcused sign-outs include:

- forgotten items (for instance, books, lunch, money, homework, projects, tardy or absence excuse)
- violation of dress code (to obtain appropriate dress)
- non-educational appointments

ATTENDANCE ALERT TO PARENTS:

When a student accumulates five absences during a grading period, a letter will be sent to the parent or guardian unless school personnel have informed the parents previously. When a student accumulates ten unexcused absences (not including suspensions) within a ninety calendar day

period, a letter will be sent to the parent or guardian. If an initial meeting does not resolve the problem, the school will implement the following:

- frequent attempts at communication between the teacher and family
- evaluation for alternative education programs and/or attendance contracts

Tardiness

A student is tardy when the student arrives after the beginning of the school day, or when the student is not in the assigned seat or station when the bell rings. A student's tardiness will be excused when the reason given is acceptable to the Principal or designee.

Examples of acceptable reasons for tardiness are the same as the examples of acceptable reasons for excused absences. A student has the responsibility to be in class on time. A student failing to make an effort to attend class will be considered truant and subject to disciplinary action. A student's excessive unexcused tardiness will be considered willful disobedience, and the student will be subject to disciplinary action.

Consequences for continual tardiness in a grading period include:

- for the second unexcused tardy within a grading period, the teacher will notify the student of possible consequences
- for the third unexcused tardy within a grading period, the student will be issued a warning by the teacher that each additional unexcused tardy will result in a referral to the Assistant Principal and the teacher will notify the parent or guardian
- four or more unexcused tardies within a grading period, will garner a "U" for the quarter, and the student will be referred to the Assistant Principal for willful disobedience; disciplinary action will result and the school will notify the parent or guardian.

Reporting Tardiness:

Students who are tardy to school must be signed-in at the Main Office. An excused tardy exists when reasons acceptable to the Principal or his or her Designee are given.

An excused tardy sign-in includes:

- illness
- medical or dental appointments (doctor's statement may be required)
- automobile accident
- deaths or funerals
- emergency situations acceptable to the Principal or Designee
- required court appearance (subpoena required)
- established religion observance
- severe weather
- breakdown of school bus

SARB INFORMATION

The SARB Process

As Established by Law

3 unexcused absences = **Tuant** (reported to attendance supervisor) 1st Letter sent home.

6th unexcused absence = **Second truancy** (again reported to attendance supervisor) 2nd Letter & School Attendance review Team (SART).

7th unexcused absence = **Third truancy** (again reported to attendance supervisor)

8th unexcused absence = **Fourth truancy** (classified as a habitual truant and subject to a summons to appear at a SARB hearing)

NOTE: Ten (10) excused absences is considered to be excessive. Education Code Sec. §48260-Any pupil subject to full-time education or to compulsory education who is absent from school without valid excuse more than three days or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is a truant and shall be reported to the attendance supervisor or the superintendent of the school district.

Parents are responsible for a child's attendance from age 6 until age 18 (§48200 Ed. Code).

PENALTIES

§48293 Education Code

SARB Hearing – The School Attendance

Review Board (SARB) will ask the parent and the student to sign attendance contract. Failure to comply with the contract will result in the order of a citation to appear in court.

1st Conviction A fine of not more than \$100.00 plus penalties could amount to as much as \$375.00.

2nd Conviction A fine of not more than \$250.00 plus penalties could amount to as much as \$750.00.

3rd or Subsequent Conviction A fine of not more than \$500.00 plus penalties could amount to \$1,400.00

§13202.7 V.C. Any minor under the age of 18 years, but 13 years of age or older who is a habitual truant may have his/her driving privilege

suspended for one year.

§48923 Ed. C. Failure to enroll your student in an approved educational program could result in a \$1,000.00 fine.

TRUANCIES & UNEXCUSED ABSENCES

Reasons NOT acceptable for being absent from school and are considered truancies or unexcused absences during the regular school year.

Truant if student does the following; an unexcused absence if parent requires student to do the following:

1. Going to work with parent or other family member
2. Going to the beach, lake, river, mountains or desert
3. Visiting family
4. Going to medical appointments with siblings
5. Baby-sitting, taking care of other family members
6. Under the influence of alcohol or drugs
7. Going on vacation
8. Personal problems
9. Repairing car or household items
10. Waiting for service or repair people to arrive
11. Shopping
12. Any other reasons not included in Acceptable Reasons for Excused Student Absences

ACCEPTABLE REASONS FOR EXCUSED STUDENT ABSENCES

(§46010, 46010.5, 48205 Ed. Code) Student must be given an opportunity to complete work which is reasonably close to, but not necessarily identical to, missed work.

1. Personal illness (school may require doctor's note verifying absence after 10 days)
 2. Quarantine under the direction of a health officer
 3. Personal medical dental (requires doctor's note)
 4. Funeral services of parent, sibling, grandparent, brother-in-law, sister-in-law, or any relative living in the immediate household of the child.
 5. Student serving on jury duty
 6. Exclusion for medical reasons (not to exceed 5 school days)
 7. Personal court appearance (requires verification)
- * (Students shall be given the opportunity to complete work which is reasonably close to, but not necessarily identical to, missed work.)

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

Students and their families in high school grades within the independent study program will be informed about the transferability of Charter School courses to other public high schools and the eligibility of courses to meet college entrance requirements at Open Houses or similar events for parents and either by request or during individual counseling sessions with the school counselor.

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 will develop policies to 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.

Parent Involvement

The Einstein Academy is being developed with a high level of parent participation, several of whom sit on the school's governing board. Parents will be invited into the school through the Parent Teacher Association (PTA), School Advisory Board, various committees, and an English

Language Advisory Committee (ELAC) that will be formed as needed. Whether it is coordinating a New Parent Morning Coffee, campus tours, Back to School Picnic, or Kindergarten Social, there will be a committee for everyone at Einstein Academy! Using formal and informal meetings, parent surveys, and feedback from teachers, parents, and community leaders will assist students in achieving their goals as identified in the school plan. The school concept has come from parents seeking an educational alternative for their children, and numerous parents in the Acton, Agua Dulce, and Santa Clarita area seeking advancement of this charter petition to date. After the charter is approved, the founding parents will help hire an administrator qualified to refine the program design and implement the mission and vision of the school. Parents will continue to be involved in the implementation of the school not only through participation on the governing board, but through volunteering, attending school events and parent meetings, and joining committees as they form.

Parents will be highly encouraged to volunteer on campus, though no student will be punished if his or her family does not complete the recommended volunteer hours. Taking part in career presentations, or assisting with student academic intervention in Readers and Leaders, Scholastic Book Fairs, or the School Talent Show, parents will play many important roles in the ongoing operation of the school, as well as the strategic planning and overall vision of the school community.

ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES

Attached as Appendix [], please find the Charter School's annual goals and actions in the State Priorities.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING

The Einstein Academy will help academically low achieving students succeed through the use of an 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 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 low achievers', and will use a curriculum planning process that prompts for differentiated planning of instruction to address the special needs in their classes. The Einstein Academy will make teachers aware that raising the academic achievement of these students is not only an ethical imperative, it is also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). If needed, student schedules may be varied to provide additional support to these students during the regular school day.

At the elementary level, the core instructional approaches are well-suited to addressing the needs of academically low achieving students. Readers and Writers Workshop uses small groups, individualized instruction and selection of materials based on individual student needs to ensure that students work at a just-right level of challenge to make the fastest progress. Mathematics

instruction will support all students to stay on pace through skillfully implemented classroom instruction and supplemental intervention. Classroom accommodations such as individual workstations, shortened and/or un-timed assessments, problem-solving steps outlined on worksheets, and timers will be utilized to help all students experience success. Social studies and science instruction will also incorporate differentiation strategies, including using simplified text and academic vocabulary instruction, to help academically low-achieving students keep pace. Active learning and real world application will further make content engaging, a characteristic that supports higher achievement among struggling students.

Deleted:

The Einstein Academy will identify students who are performing below grade level through the results of the state CAASPP assessments, school-wide benchmark assessments, classroom assessments and/or classroom observations. Instructional staff will monitor progress of academically low-achieving students throughout the year to ensure that these students are on track for meeting growth goals. Services for academically low-achieving students will begin with an assessment of student abilities and needs. Individualized learning plans will be updated as needed to address their specific needs. Depending on identified needs, students will receive one or more of the following interventions:

- Instructional activities and/or materials modified to accommodate different academic needs
- Additional help during the school day from teachers, the grade-level instructional aide, support staff, peers, and/or volunteer tutors
- Supplemental instruction, including extra help and/or targeted academic interventions to raise skills to grade level
- Student Success Team meetings with school personnel and the parent or guardian (optional for the parent or guardian, though encouraged by the school) for students still not achieving at grade-level standards to review the above strategies and plan for new ones

Trained instructional aides and volunteers will also be used in the classroom and in supplemental instruction to tutor students needing special attention. Einstein Academy has budgeted for one full-time instructional aide for every three classrooms who will be dedicated to serving academically low-achieving students and assisting the teacher with other students while the teacher dedicates time to academically low-achieving students. In the first year, instructional aides may be part time depending on budget parameters.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

The 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, with teachers maintaining a high bar for student academic performance. 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 the grade-appropriate state standards, to pursue their own interests and to 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 will

happen throughout the year.

The process for identifying students who are academically high achieving is similar to the process for identifying academically low-performing 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 student abilities and needs. Individualized learning plans will be updated as needed to address their specific 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
- 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 enrichment activities during or after school

At the elementary level, the core instructional approaches are well-suited to addressing the needs of academically high-achieving students. Readers and Writers Workshop is just as well-suited to high-achieving as to low-achieving students because of the small groups, individualization and selection of learning materials to meet each student's needs and interests. The mathematics curriculum challenges students and develops higher order thinking skills, with opportunities to do more complex problems within each instructional topic. Social studies and science instruction will include projects and activities that can be adjusted to provide additional challenges to students who are capable of advanced work. From kindergarten and up, instruction in classrooms will be enhanced using the Depth & Complexity GATE icons as developed by Sandra Kaplan. Students in kindergarten will recognize Patterns and Details in math lessons while older students will recognize patterns and ethics while reading quality standards-based literature. By allowing students to utilize higher order thinking skills and understand the relationships between and across curricular studies, students will receive an enriched program as needed. In short, all students will have their individual needs met at Einstein Academy.

PLAN FOR ENGLISH LANGUAGE LEARNERS

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 ELLs' 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 well-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.

Accountable Talk promotes listening skills by asking students to build on and make connections to other students' responses, and to affirm or refute claims presented in discussion; thus, holding students "accountable" for classroom talk. Students cite evidence, ask for elaborations and clarifications, and extend understandings by using the statements they have heard from their classmates to form new ideas. English Learners may have difficulty finding the language they need to express the depth and complexity of their thinking expected of them during classroom discussions that use the Accountable Talk model; thus, scaffolding through the use of sentence frames will be used to support students in both lower and higher levels of English acquisition. For example, simple sentence frames such as, "I would like to add . . . ; I disagree with . . . ; In my opinion . . .," can be used with students who are in the early stages of English language acquisition. More complex sentence frames such as, "I conclude that _____ because I found evidence _____;" or "Your claim that _____ is correct/incorrect because _____," can be used with students with higher levels of English acquisitions and/or higher grade levels. Sentence frames also support listening skills because students use familiar and consistent language and thus, English learners are better able to follow and participate in class discussions. Einstein Academy teachers will implement Accountable Talk by explicitly modeling the type of language students are expected to use, providing appropriate scaffolds for ELs—sentence starters, word banks and leveled questions—and by purposefully structuring learning activities that promote rigorous classroom discussions.

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

Teacher professional development to support ELLs. Einstein Academy teachers will receive professional development in the above strategies. Einstein Academy will make teachers aware that raising ELL students' rate of English acquisition and overall academic performance is not only an ethical imperative, but also a factor in the Academic Performance Index (API) and in Annual Yearly Progress (AYP). Progress monitoring throughout the year will help ensure that the school is on track for meeting AYP growth goals. Teachers will participate in professional development and receive ongoing support to develop the skills needed to effectively serve ELL students, including Specially Designed Academic Instruction in English and scaffolding. Teachers will observe model lessons and receive feedback on their implementation of techniques they are developing.

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 have 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 the state tests—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 Redesignated 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

PLAN FOR SPECIAL EDUCATION

As a public school, Einstein Academy has an important obligation to serve students with exceptional needs. Einstein Academy will adhere to all laws and/or consent decrees, as applicable, affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improvement Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, and AB 602. All students will be given equal access to the school regardless of disabilities, and

Einstein Academy will not discriminate against any student nor deny admissions to any student based on his/her disabilities or lack of availability of special education services. Should any area of the school facility prevent access to an enrolled student with a physical disability, the school will ensure that all components of the student's desired or required program be accessible and/or will make modifications to the facility needed to ensure full access. All students with disabilities will be accorded a Free, Appropriate Public Education. Section 504 services required by Einstein Academy students will be the responsibility of Einstein Academy.

Under applicable state and federal law, the school has various options on how to deliver special education and related services either as (1) an arm of the charter-granting agency, (2) an independent local education agency, or (3) as a charter SELPA. During its first year of operations, the school intends to function 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). Pursuant to Education Code Section 47646(b), the District shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate education.

During each school year during which the school operates as an arm of the District for special education purposes, Einstein Academy and the District shall annually and in good faith negotiate and enter into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. This memorandum of understanding will detail the responsibilities of the school and of the District with respect to referral, assessment, instruction and due process, allocation of actual and excess costs and the charter's fair share of any encroachment on general funds. The school shall enjoy reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). The school understands that it is required to contribute an equitable share of its charter block grant funding to support District-wide special education instruction and service costs.

Provision of Services

As noted, the school anticipates that during its first year of operation, most special education services would be provided by the District. It is the school's understanding that the District will be responsible for the hiring, training and employing and/or contracting of staff necessary to provide special education services to Einstein Academy students, including, without limitation, special education teachers, paraprofessionals, resource specialists, speech therapists, occupational therapists, behavioral therapists and psychologists, unless the District and the school agree that it will hire or contract on-site staff. If, at some point, the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding, and with services provided under the terms of Education Code section 47646(b).

Child Find

The school plans 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

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.

Individualized Education Plans

An IEP will be created for each student upon the completion of each assessment within 30 days of a determination that the child needs special education and related services. IEP meetings will also be held within 30 days of a change of placement, particularly when students transfer into Einstein Academy at the beginning of or during the school year. Einstein Academy will follow the current IEP from another district. The IEP team will typically consist of the student's parent(s), the student's teacher, an Einstein Academy staff member, a special education authority, a District special education representative and, if necessary, additional members familiar with the condition of the student. The IEP team will recommend actions to be taken that will help the student achieve the goals identified in the IEP and that allow the student the fullest possible participation in Einstein Academy's educational program. The Einstein Academy will follow IEP procedures of the SELPA regarding adjustment and revision of IEPs.

The school will participate actively and appropriately in planning and conducting the IEP team meetings and processes. The school will commit to implementing all special education and related services called for by the IEP in partnership with the District and/or SELPA.

Einstein Academy will regularly monitor student progress toward the goals specified in the IEP and will formally review each IEP on at least an annual and triennial basis, or more frequently if need arises. Einstein Academy shall, prior to the placement of the student with exceptional needs, ensure that the staff and other persons who provide special education services to the student be knowledgeable of the content of the IEP. A copy of each IEP shall be maintained at the school site. Service providers from other agencies who provide instruction or a related service to the individual of the school site shall be provided a copy of the IEP. All IEPs shall be maintained in accordance with state and federal student record confidentiality laws.

Needs of Students

Einstein Academy will serve students with a range of disabilities. It is expected that the most common diagnoses requiring special education services will be specific learning disabilities.

including dyslexia, followed by speech and language impairments. While the overall prevalence of students with autism and chronic health problems is still relatively rare (1% or less of the general student population), the number of students diagnosed with these disabilities has increased notably over the past decade.

Service Delivery

Einstein Academy will provide appropriately designed instructional services and related services consistent with each student's Individualized Education Plan (IEP). It is the intent of Einstein Academy to provide the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner of other public schools within the District. Special education personnel will work in a collaborative model with all teachers and staff aides to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified in a manner consistent with each student's IEP.

Einstein Academy shall implement and review programs and services, including related services, required by IEPs of its students to support the movement of the students into less restrictive environments and increase the interactions of these students with non-disabled students. Einstein Academy's general program of instruction for students with disabilities shall provide the fullest access possible to the education program provided for all students in Einstein Academy. Einstein Academy will emphasize push-in strategies, attempting to minimize the amount of time students are pulled out of core classroom instruction. Einstein Academy shall conduct staff development to enable teachers to support access by students with disabilities to general education programs. Should the service provision agreement in any year entail Einstein Academy hiring special education personnel and/or contracting service providers, said personnel shall be credentialed and/or licensed consistent with California laws and regulations. Student discipline and procedures for suspension and expulsions shall comply with federal and state laws and regulations, and shall include positive behavioral interventions. School policies and procedures for the manifestation determination process will be reviewed annually, among other school policies. Einstein Academy shall conduct assessment and standardized testing for students with disabilities using state and District guidelines for modifications and adaptations. Students who meet the eligibility guidelines for participation in CAPA or CMA will take those assessments in lieu of CAASPPs.

Einstein will comply and implement all modifications and accommodations of IEPs. In the event that, a student's IEP is presented to Einstein, and the services outlined in the current IEP cannot be implemented exactly as they are outlined, every effort will be made to provide services indicated on the IEP in as like a manner as possible. An IEP will be held within 30 days to make any revisions to the student's IEP based on the needs of the student in the new setting.

It is understood, accepted and agreed that special education options as referenced are the sole responsibility of Einstein, including excess costs that are incurred.

Anytime a parent requests a review of the IEP, Einstein will institute an IEP meeting within 30 days of the request. If a parent requests an assessment for Special Education services in any area of need, an Assessment Plan will be generated within 15 days, or the parents will be provided with Prior Written Notice containing all the legally required elements. Should an assessment be conducted, all the legal timelines will be adhered to according to the law, and an IEP will be held to discuss the outcome of such assessments with the parent/guardian.

All assessments will result in an IEP meeting.

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.

Section 504 Special Needs

The school understands that its students may have exceptional needs that are not governed by the terms of the federal special education law (IDEA) but who may require accommodations or services pursuant to the terms of section 504 of the Rehabilitation Act and that the school will be responsible for planning and implementing any such accommodations or services. The Principal will be the 504 Coordinator unless he or she chooses to delegate that responsibility. The Student Success Team will conduct Section 504 evaluations and will include persons knowledgeable about the student, the suspected handicapping condition, evaluative procedures, the meaning of evaluative data, and accommodation and placement options. If that knowledge is not present among the SST's regular members, the school may hire or invite additional SST members who bring that expertise according to the needs at hand.

Einstein Academy shall be solely responsible for compliance with Section 504. The school will establish policies and procedures to ensure compliance with requirements for parental notice of due process rights, parents' right to review relevant records, impartial hearings with

opportunities for participation, representation by counsel and review procedures, students' equal access to academic and nonacademic school activities, the right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) including accommodations, modifications and related services, right to notice regarding referral, evaluation and placement, and the right to an appeal process. As with other assurances in the petition, Einstein Academy will follow up these general assurances with corresponding administrative procedures. The 504 team may also consider the following information in its evaluation:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- b. Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligent quotient.
- c. 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.

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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 special education assessment 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. 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 modification 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 regularly to determine the appropriateness of the Plan, continued eligibility or readiness to discontinue the 504 Plan.

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).

Attached as Appendix [], please find documentation of the alignment of pupil outcomes to the state priorities.

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 No Child Left Behind (NCLB). 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.

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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 CMA 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. API and AYP growth goals, which will continue to increase annually until 2014, will be made clear to the faculty, and the Einstein Academy will report API and AYP data 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.

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- **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.

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

| Subject Area | Outcomes | Measurement Instruments | Benchmarks |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Reading - | <ul style="list-style-type: none"> - Students use word origins, relationships and context clues to understand grade-level appropriate words - Students read and understand grade-level-appropriate material. - Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. - Students read, respond to, clarify ideas and make connections between literary works | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessments -Curriculum-based assessments | <p>For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year.</p> |
| Writing | <ul style="list-style-type: none"> - Students write clear, coherent and focused essays with formal introductions, supporting evidence and conclusions. - Students write narrative, expository, persuasive and descriptive texts of 500 to 700 words in each genre. - Students progress through the stages of the writing process - Student writing demonstrates a command of standard American English and usage of grade level writing strategies. | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessments -Curriculum-based assessments | <p>For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year.</p> |

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| <p>Written and Oral English Language Conventions, Listening and Speaking</p> | <ul style="list-style-type: none"> - Students write and speak with a command of standard English conventions appropriate to grade level. - Students deliver focused, coherent presentations that convey ideas clearly and relate to the audience. -Students evaluate the content of oral communication. - Students deliver well-organized formal presentations employing rhetorical strategies. - Student speaking demonstrates a command of standard English and grade level organizational and delivery strategies | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessment -Curriculum-based assessments | <p>For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year.</p> |
| <p>English Language Acquisition</p> | <p>Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings</p> | <ul style="list-style-type: none"> -CELDT - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Teacher evaluation (ELD portfolio system incorporating ongoing teacher-developed and summative publisher assessments) - Parental input and consultation | <p>CELDT scores of 75% of ELLs will increase by 1 ELD level per academic year.</p> |

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| Mathematics | <ul style="list-style-type: none"> -Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry - Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately | <ul style="list-style-type: none"> -Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessment -Curriculum-based assessments | For 2013-14, 75% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |
| History-Social Science | <ul style="list-style-type: none"> -Students possess core knowledge in history, geography, civics, and economics as well as understand the past and its relationship to the present - Students develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation. | <ul style="list-style-type: none"> -Publisher assessments -Teacher-designed assessments -Performance tasks | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |
| Science | <ul style="list-style-type: none"> - Students possess grade level skills and knowledge in the physical, life, and earth sciences - Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis - Students will select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation. | <ul style="list-style-type: none"> -Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessment -Curriculum-based assessments | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |

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| Social-Emotional Skills | Students demonstrate self-control; self-responsibility; logical reasoning and problem-solving vocabulary; verbal mediation of emotions; ability to interpret similarities and differences in the feelings, reactions, and points of view of self and others; awareness of effects of behavior on others; and social problem solving skills. | -Curriculum-based assessments -Teacher observation | 80% of students will fulfill the PATHS outcomes |
| Mandarin Language | Students have speaking, writing, listening and speaking skills appropriate to their instructional level. | -Curriculum-based assessments -Teacher observation | 80% of students will meet key school-level standards school-developed rubrics for proficiency |
| Visual and Performing Arts | Students understand and appreciate various visual and performing art mediums and demonstrate foundational knowledge and skills; | -Performance tasks -Teacher observation | 100% of students will meet key school-level standards school-developed rubrics |
| Physical/Health Education | Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills | -CA State Fifth Grade Physical Fitness Exam -Curriculum-based assessments -Teacher observation | 80% of students will meet school-level standards based on fulfillment of school-developed outcome benchmarks |

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 – (1) preparation for success in secondary and postsecondary education, (2) preparation as global citizens, and (3) 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.

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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. Subgroup goals are provided separately below the following table.

| Subject Area | Outcomes | Measurement Instruments | Benchmarks |
|--------------|----------|-------------------------|------------|
|--------------|----------|-------------------------|------------|

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| Reading - | <ul style="list-style-type: none"> - Students use word origins, relationships and context clues to understand grade-level appropriate words - Students read and understand grade-level-appropriate material. - Students describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. - Students read, respond to, clarify ideas and make connections between literary works | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessments -Curriculum-based assessments | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |
| Writing | <ul style="list-style-type: none"> - Students write clear, coherent and focused essays with formal introductions, supporting evidence and conclusions. - Students write narrative, expository, persuasive and descriptive texts of 500 to 700 words in each genre. - Students progress through the stages of the writing process - Student writing demonstrates a command of standard American English and usage of grade level writing strategies. | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessments -Curriculum-based assessments | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |

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|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <p>Written and Oral English Language Conventions, Listening and Speaking</p> | <ul style="list-style-type: none"> - Students write and speak with a command of standard English conventions appropriate to grade level. - Students deliver focused, coherent presentations that convey ideas clearly and relate to the audience. - Students evaluate the content of oral communication. - Students deliver well-organized formal presentations employing rhetorical strategies. - Student speaking demonstrates a command of standard English and grade level organizational and delivery strategies | <ul style="list-style-type: none"> - Standardized tests at appropriate grade levels (CAASPP or CAPA) - Benchmark assessment - Curriculum-based assessments | <p>For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year.</p> |
| <p>English Language Acquisition</p> | <p>Students demonstrate understanding and appropriate use of the English language using grade-level appropriate reading, writing, speaking and listening skills in academic and social settings</p> | <ul style="list-style-type: none"> - CELDT - Standardized tests at appropriate grade levels (CAASPP or CAPA) - Teacher evaluation (ELD portfolio system incorporating ongoing teacher-developed and summative publisher assessments) - Parental input and consultation | <p>CELDT scores of 75% of ELLs will increase by 1 ELD level per academic year.</p> |

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| Mathematics | <ul style="list-style-type: none"> -Students master computational and procedural skills, develop conceptual understanding, and engage in problem solving within all math domains (number sense, algebra and functions, statistics, data analysis and probability, and measurement and geometry - Students develop math reasoning skills in order to apply concepts flexibly, accurately, and appropriately | <ul style="list-style-type: none"> -Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessment -Curriculum-based assessments | For 2013-14, 75% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |
| History-Social Science | <ul style="list-style-type: none"> -Students possess core knowledge in history, geography, civics, and economics as well as understand the past and its relationship to the present - Students develop grade level skills in chronological and spatial thinking; research, evidence and point of view; and historical interpretation. | <ul style="list-style-type: none"> -Publisher assessments -Teacher-designed assessments -Performance tasks | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |
| Science | <ul style="list-style-type: none"> - Students possess grade level skills and knowledge in the physical, life, and earth sciences - Students develop and ask meaningful questions and conduct careful investigations to test a hypothesis - Students will select and use appropriate tools, make quantitative observations, record data, make inferences based on data, draw conclusions from scientific evidence, indicate whether further information is needed and write a report of an investigation. | <ul style="list-style-type: none"> -Standardized tests at appropriate grade levels (CAASPP or CAPA) -Benchmark assessment -Curriculum-based assessments | For 2013-14, 73% of students will meet grade level content standards, with the benchmark goal increasing by 2% each year. |

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| Social-Emotional Skills | Students demonstrate self-control; self-responsibility; logical reasoning and problem-solving vocabulary; verbal mediation of emotions; ability to interpret similarities and differences in the feelings, reactions, and points of view of self and others; awareness of effects of behavior on others; and social problem solving skills. | -Curriculum-based assessments -Teacher observation | 80% of students will fulfill the PATHS outcomes |
| Mandarin Language | Students have speaking, writing, listening and speaking skills appropriate to their instructional level. | -Curriculum-based assessments -Teacher observation | 80% of students will meet key school-level standards school-developed rubrics for proficiency |
| Visual and Performing Arts | Students understand and appreciate various visual and performing art mediums and demonstrate foundational knowledge and skills; | -Performance tasks -Teacher observation | 100% of students will meet key school-level standards school-developed rubrics |
| Physical/Health Education | Students understand the importance of maintaining healthy lifestyles and demonstrate physical fitness skills | -CA State Fifth Grade Physical Fitness Exam -Curriculum-based assessments -Teacher observation | 80% of students will meet school-level standards based on fulfillment of school-developed outcome benchmarks |

Einstein Academy will achieve the following school-wide student performance goals throughout the term of the charter:

- 95% attendance
- API score of 900 or higher
- API subgroup goals, for any subgroups that are numerically significant, set at 10 points over Acton-Agua Dulce Unified School District subgroup performance for 2011-12, or two points higher for subgroups scoring over 900:
 - African American - 839
 - Asian - 954
 - Filipino - 920
 - Hispanic or Latino - 831
 - White - 902

- Socioeconomically disadvantaged - 800
- English Learners - 822
- Students with Disabilities - 722
- 80% participation of students' families at open house
- 80% of families who express satisfaction with the school overall
- 80% of students scoring Far Below Basic or Below Basic (or equivalent scores on Smarter Balanced Assessments) on CAASPPs in English/Language Arts or Mathematics will move up at least two proficiency bands during the term of the charter

The exit outcomes and school-wide performance goals may need to be modified over time as the school becomes more familiar with its student population.

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 API and AYP 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.

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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.

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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.

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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

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consideration. This process will happen annually, when CAASPP data comes in, and quarterly, as end-of-term and NWEA MAP 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 for Letters, Arts and Sciences – Elementary School will operate as an independent, direct funded charter school, a local education agency with the same legal status as AEALAS, a non-profit entity.

AEALAS complies with the Brown Act, the Political Reform Act, including annual filing of Form 700, 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. Einstein Academy – Elementary School and/or AEALAS is a legal entity separate from the Acton-Agua Dulce Unified School District and will be solely responsible for the debts and obligations of the charter school.

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Einstein Academy – Elementary School 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 and AEALAS Conflict of Interest policy.

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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 comingle funds between schools, and the bylaws shall not be construed to permit comingling 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-Elementary School 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

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

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

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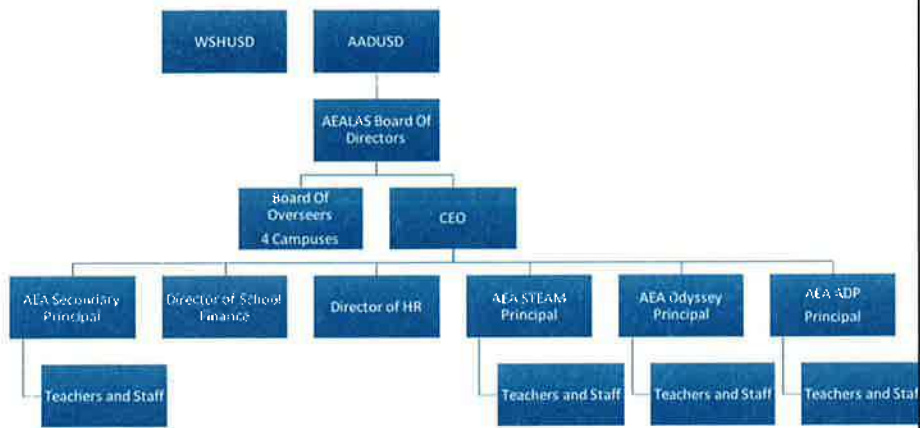
Governance Structure of AEALAS and the Board of Overseers of Albert Einstein Academy for Letters, Arts and Sciences

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.

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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 will be selected by the Board of Directors, and thereafter, members are elected by the Board of Overseers. 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 and will report directly to the Board of Overseers, 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

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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 two years in staggered terms. 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:

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

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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.

Qualifications:

- 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.

Structure of the Board

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 chairperson, 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.

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

The following is an outline of the proposed governance structure of Einstein Academy. The Management Team is not formally incorporated into the governance structure, however it is an invaluable asset to the school. The Management Team will play a particularly important role during the start-up phase of the school, but even on an ongoing basis, the Management Team will provide guidance and support during implementation.

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

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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 will be formed by parent volunteers who sign up, and the Board of Overseers will select the officers of the EPO from these volunteer members. In subsequent years, the members of the EPO will 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

AEALAS 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. The CEO will develop new AEALAS schools throughout the State of California.

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Einstein Academy will be 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

Einstein Academy will ensure that all legal qualification requirements will be met for teachers, staff, paraprofessionals and other administrative employees of the school. Each certificated employee at the charter school will meet the state licensing requirements for the position that he/she holds. No state licensing requirements exist for most non-certificated positions. For all positions, certificated and non-certificated, the employee, at minimum, must possess the qualifications required to perform the essential functions of the position, as determined by the Einstein Academy Board and/or the Principal. The number, type, mix and salary levels of each employee are outlined in detail in the attached financial plan. All persons working on campus or when students are present must submit to a criminal background check pursuant to Education Code 45125 and must have a current TB test on file with the charter school.

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Einstein Academy will adhere to the No Child Left Behind (NCLB) 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). All teachers 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, including the requirements for CLAD certification. As specified in NCLB, as applicable to charter schools, Einstein Academy will have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory content areas. Einstein Academy may also employ or retain non-certificated instructional support personnel who meet NCLB Highly Qualified provisions, if applicable.

A note about core and non-core content areas: foreign language, art and PE are not considered core academic content areas. While foreign language is a distinctive area of Einstein Academy's program that is named in the school's mission and vision, it is not a core academic content area, with no state-mandated content standards. Fewer instructional minutes are dedicated to foreign language than to PE, also a required subject. The minutes dedicated to PE reflect the importance Einstein Academy places on the content area, yet Einstein Academy does not consider it to be a core content area. With respect to credentialing, Einstein Academy's development team contacted the California Department of Education and the California Commission on Teacher Credentialing to clarify NCLB Highly Qualified requirements of foreign language teachers at the elementary school level in charter schools. CDE staff confirmed that the CTC is the appropriate entity to determine these requirements. On November 4, 2010, CTC provided written guidance restating that a credential is not required and clarified how subject matter competency could be demonstrated. Einstein Academy agrees to follow future guidance provided by the CTC with respect to teacher credentialing.

Einstein Academy will monitor teaching credentials annually and as needed to ensure that all teachers' credentials remain valid while employed at the school in teaching positions. Einstein Academy will maintain on file and available for inspection teacher credentialing documents, evidence that Einstein Academy has performed criminal background checks for all employees, and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Einstein Academy shall also ensure that the Principal receives subsequent arrest notifications of all individuals subject to background checks from the Department of Justice to ensure the ongoing safety of its students.

The Albert Einstein Academy for Letters, Arts and Sciences will employ teachers who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing. These teachers will teach the "core" academic and college preparatory classes in mathematics, language arts, science, history/social science. Foreign language, Art, PE, and instructional resource teachers are not considered core academic teachers.

In the event that the Acton-Agua Dulce Unified School District opts to provide special education services, the Acton-Agua Dulce Unified School District will be responsible for providing appropriately credentialed personnel in the same manner as other schools of the District. In the event that Einstein Academy becomes responsible for providing these services, all special education personnel and contracted service providers shall be credentialed and/or licensed consistent with California laws and regulations.

Administrative credentials are not required by law in California charter schools.

PRINCIPAL

Under the professional direction from the Board of Directors, to serve as the chief administrative officer of the 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 these duties at his or her discretion. Two administrators are unnecessary when the school is small, and, with four core office staff, the staffing plan is similar to that of other small schools. However, as the school grows to full enrollment, the addition of a second administrator will become more important and will thus enable the school's leadership to help the school continually develop its potential.

Job Description – Principal

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

- Serve as the instructional leader of the 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 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 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.

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- 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.
- Manage, monitor, audit and evaluate 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.

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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 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 5 years of experience in the education field
- At least 2 years of management, administrative and instructional expertise

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ASSISTANT PRINCIPAL

Under the professional direction from the school Principal, to serve as the Assistant Principal of the school in conjunction with the School Principal: 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.

Job Description – Assistant Principal

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

- Serve as the instructional leader of the 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 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 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.

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- 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.
- Management, monitor, audit and evaluate 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.

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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 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 5 years of experience in the education field
- At least 2 years of management, administrative and instructional expertise

TEACHERS

Job Description – Teachers

Teachers' responsibilities include:

- Help develop and provide a quality, enriched curriculum that is aligned with the California 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
- Deliver socio-emotional curriculum to students
- Provide peer assistance to fellow teachers
- Continually 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

Applicants to teach in the school's program in the core academic content areas will be evaluated based on the following qualifications:

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- Knowledge and experience with standards-based instruction
- Knowledge of assessment strategies and the ability to use data to drive teaching and ensure continuous improvement of student learning
- Ability to plan and implement integrated curriculum, Readers and Writers Workshop, technology-infused instruction and real world learning
- Strong classroom management skills
- 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
- Willingness to work as a vital part of the Einstein Academy team to ensure continuous improvement in student learning
- Willingness and ability to work with students and parents on an ongoing basis to ensure student success
- Desire and ability to engage in activities to continually improve teaching craft
- Positive references from most recent employment and/or college or graduate school

INSTRUCTIONAL AIDES

Instructional aides will be selected by the Principal or designee on an application and interview basis. Einstein Academy plans to employ one full time NCLB-qualified instructional aide per grade level (In year one, only 3-hours per grade level are budgeted due to cash flow deferrals.). Aides will assist with the differentiation of instruction by working with individual students and small groups, by assessing students on particular skill and content standards and by preteaching and reteaching 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 by working with them individually and in small groups
- Assist with ongoing assessment of student mastery of skill and content standards under the supervision of the classroom teacher
- Help the teacher differentiate instruction by providing re-teaching, scaffolding support and additional challenges for students working above grade level
- Supervise students during independent activities
- Accompany students to special classes and areas throughout the building
- Supervise students at lunch and at recess

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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 NCLB competency exam (if facilitating academic instruction)
- Fluency in English and Spanish (or other language spoken by students) preferred
- Meeting other requirements of No Child Left Behind

Office Personnel

Office Personnel will be selected by the Principal on an application and interview basis in consultation with parents and other staff members. 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

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.

Support Staff

The school will seek administrative support staff with demonstrated experience or expertise in the issues and work tasks required of them. Key positions include clerk(s) and instructional aides. Desired professional background includes at least one year in a similar position or comparable experience attained through a combination of positions, with three years of relevant experience preferred. Other qualities desired by employees include integrity, patience and love for children, enthusiasm for the school's vision and a willingness to handle diverse tasks as assigned, to help the school run smoothly. Support Staff will be provided professional development opportunities to ensure that they remain abreast of all relevant changes in laws or other operational requirements. All non-instructional staff will possess experience and expertise appropriate for their position within the school.

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 No Child Left Behind (NCLB) Act 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.

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The Principal will have the authority to create formal job descriptions for each position, recruit and interview candidates. The Einstein Academy Board has the right, if it so chooses, to review these candidates' candidacy 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. The Einstein Academy Board has the right, if it so chooses, to review these performance evaluations before they are delivered to the staff members. The Principal, with input from the Einstein Academy Board, will determine the criteria by which to judge the performance of these employees. The Board of Directors will create the job description and conduct the performance review of the Principal on a year-end basis.

Recruitment, Hiring, and Retention of Highly Qualified Teachers

Einstein Academy's education program calls for the employment equivalent certificated positions to maintain a 28:1 ratio, a principal, In addition, the school plans to employ clerical staff members and, instructional aides (who may be part time in the first year due to budgetary constraints). All planned positions are clearly depicted in the Staffing and Personnel Data section of the five-year operating budget.

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The school will add a clerical person to manage the independent study contracts and attendance monitoring, a Blended Learning Program Director and Highly Qualified Teachers and Instructional Assistants to oversee the Resource Center.

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.

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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.

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Teacher Professional Development and Ongoing Instructional Improvement

To ensure that teachers are prepared to implement the school's sophisticated instructional approaches, Einstein Academy will emphasize teacher professional development in areas such as Readers Street, Readers and Writers Workshop, Engage NY MATH, inquiry-based instruction and real world connections, including application-oriented activities such as standards-based projects. Professional development activities might include sending teachers to Reading and Writing Institutes at Teachers College, working with the Buck Institute for Education on high quality project-based learning, and/or working with instructional consultants. High quality, standards-based, professional development will align with a school-wide plan to improve student achievement in all academic areas and focus on support for students not meeting grade level standards and the needs of our English Language Development program. Following the analysis of student achievement data, professional development will be planned and implemented based

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on the needs of the students and staff. Professional development will also strive to meet teachers' individual needs. Effective practices will support the success of students with special needs, such as special education students, English Language Learners and academically high and low achieving students. Professional Development in English Language Development will be designed for the specific needs of the ELLs enrolled in the school and the curriculum and instructional materials being used to meet their particular ELD needs. Teacher collaboration and professional development will begin each summer prior to the start of school and continue throughout the school year. Professional development topics will also include standards-based lesson-planning, performance-based authentic assessment, school wide approaches to reading and writing for college readiness and more. These activities will be linked to analysis of student learning results and ongoing efforts to continually improve the quality of instruction.

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.

Einstein Academy's financial plan reflects strong emphasis on professional development through (1) budget for three weeks of teacher professional development and planning prior to the start of school; (2) budget for one week of teacher development and planning prior to start of Years 2-5 to extend and deepen foundational professional development content in Year 1 as well as to add new topics not yet addressed (3) \$10,000 for start-up instructional consulting; and (4) an annual budget of \$200 per teacher for professional development activities. Einstein Academy has also identified a highly skilled instructional leader for the Principal position. In addition to the summer planning time, Einstein Academy anticipates including one shortened per month for professional development.

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; see attached financial plan. 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.

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The Principal, with approval from the Einstein Academy Board, 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).

Albert Einstein Academy for Letters, Arts and Sciences will be considered the exclusive public school employer for the purposes of the Educational Employment Relations Act. Under the EERA, Einstein Academy employees shall have the right to form a collective bargaining unit and to negotiate directly with the charter school. If the employees lawfully form a collective bargaining unit with a representative designated to negotiate with the charter school on their behalf, the charter school shall negotiate matters covered by the EERA directly with that representative. These matters may include such items as salary levels (which may be based upon such factors as educational degree attained, years of teaching experience and/or other factors), employee benefits (health plan provider, levels of coverage and co-payments, retirement plans, vacation days, dental and vision coverage, etc.), number of work days per year and number of teaching hours per day, and work rules (including required breaks).

RIGHTS OF DISTRICT EMPLOYEES

“Description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights of return to the school district after employment at a charter school.” Education Code Section 47605 (b)(5)(M).

Those members of the charter school staff who leave employment in Acton-Agua Dulce Unified School District to work at Einstein Academy shall not have any right to return to employment within the Acton-Agua Dulce Unified School District without prior consent by the Acton-Agua Dulce Unified School District.

Employees of Einstein Academy who were not previous employees of the Acton-Agua Dulce Unified School District will not become employees of the Acton-Agua Dulce Unified School District and will not have the right to employment within the District upon leaving the employment of the charter school.

Upon dismissal from the charter school no previous Acton-Agua Dulce Unified School District employee may return to the District for employment without the prior written consent of the Acton-Agua Dulce Unified School District.

Acton-Agua Dulce Unified School District employees cannot be required to work at Einstein Academy, nor can the Acton-Agua Dulce Unified School District require the charter school to hire Acton-Agua Dulce Unified School District non-certificated, certificated, or confidential employees, with the exception of Acton-Agua Dulce Unified School District employees provided to the charter school as part of the administrative services paid for by the charter school under a separately negotiated agreement for services or memorandum of understanding.

Charter school employees are not subject to Acton-Agua Dulce Unified School District transfers without written consent of that employee.

The charter school shall adopt comprehensive personnel policies and procedures, approved by the charter school Board of Directors that will be provided to each employee upon hire. These policies will set forth personnel obligations, rights, responsibilities, complaint procedures, discipline procedures, and other pertinent policies essential to preserving a safe and harmonious work environment. The charter school Principal will resolve complaints and grievances and will administer any personnel discipline, with the assistance of the Acton-Agua Dulce Unified School District when necessary, in accordance with these policies. Disputes over personnel discipline will not be covered by the charter school dispute resolution process, but will instead be resolved through the personnel policies and procedures.

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)”

Einstein Academy will adopt a comprehensive set of health, safety, and risk management school policies and procedures prior to the start of school. These policies and procedures will be incorporated as appropriate into the student and staff handbook and reviewed on a regular basis. Staff will be trained on the school's health and safety policies and procedures prior to each school year. These policies and procedures will address the topics listed below, among others. Fundamental health and safety procedures are also listed below; the school's comprehensive guide will further detail administrative procedures.

Role of Staff as Mandated Child Abuse Reporters

All classified and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws pursuant to CA Penal Code Section 11164, including the immediate reporting of suspected child abuse, acts of violence, or other improprieties.

TB Testing

Einstein Academy will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees and onsite vendors expected to have prolonged contact with students prior to commencing employment or service provision at the school. Employees will select the site for the TB testing and be responsible for the cost of such testing.

Fingerprinting

Fingerprint clearance will be acquired by submitting to the California Department of Justice the fingerprints of prospective employees and onsite vendors expected to have prolonged unsupervised contact with students, in compliance with the provisions of the California Education Code, Section 44237. New employees will be required to assume the cost of all fees related to the fingerprinting process.

The Einstein Academy will direct employees to a site where "Live Scan" will be utilized. This computerized fingerprinting system enables employers to receive reports from the Department of Justice in approximately 72 hours. Employees will not begin work until the fingerprint clearance is received from the Department of Justice. The Principal will assume responsibility for the destruction, storage, dissemination, auditing, background and training requirements of Education Section 44237(n)(4) as well as confidential information and other provisions of the Section to ensure that Einstein Academy conducts these procedures in full compliance with the law.

Immunizations

Einstein Academy will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

Medication and Physical Health Care Procedures

Einstein Academy will adhere to Education Code Section 49423 regarding administration of medication in school and Education Code Section 49423.5. The school will identify a contracted service provider to come to the school to perform nursing services as needed to conform to law or regulatory guidance. Services may include but are not limited to administration of insulin to

diabetic students or other specialized health care procedures. Medication will be stored in a locked cabinet in an area of the school office that is not accessible to the general public.

Facilities

The school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. Einstein Academy will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Auxiliary Services

Einstein Academy will comply with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and the EPA.

Vision/Hearing/Scoliosis

Einstein Academy shall adhere to Education Code Section 49450, et seq, to the same extent as non-charter public schools, as applicable to the grade levels served by the School.

Emergency Preparedness

Einstein Academy shall adhere to an Emergency Preparedness Handbook containing procedures for safety and drafted specifically to the needs of the school site, including school wide training to respond to natural disasters and emergencies. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. The handbook shall be prepared prior to anyone working on the site, including hosted family visits. The handbook shall be kept on file for review. Instructional and administrative staff will receive training in emergency responses, including appropriate "first responder" training or its equivalent.

Blood-borne Pathogens

Einstein Academy shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written "Exposure Control Plan" designed to protect employees from possible infection due to contact with blood-borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

Drug Free/Smoke Free Environment

The School shall maintain a drug, alcohol, and smoke free environment.

McKinney-Vento Act

Einstein Academy will adhere to the provisions of the McKinney-Vento Homeless Assistance Act to ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

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Health and Safety Policies

School Safety School Safety Policy #1

EMERGENCY PLANS

Disaster Plan

The intent of this plan is to clarify school procedures in the case of an emergency. The objectives of our plan are the following:

1. To provide for action which will minimize injuries and loss of life of students and school and emergency personnel if an emergency occurs during school hours;
2. To provide for maximum use of school personnel and school facilities;
3. To ensure the safety and protection of our students and school personnel immediately after a disaster;
4. To arrange for a calm and efficient plan for parents to retrieve their children from school, should it be necessary, following a disaster.

To meet these objectives, in the event a disaster should occur when children are at school, the following action plan would be implemented.

Teacher Will:

1. Give "duck, cover and hold" instructions in event of earthquake.
2. Evacuate building in case of fire or after an earthquake.
 - §= Take emergency folder and duffel bag and evacuate students to assigned area.
 - §= Take first aid kit and duffel bag only when evacuating after an earthquake.
 - §= Hold students in assigned yard area, take role, and wait for further instructions from authorized school or emergency personnel.
 - §= Remain with class and report anyone who is missing.
 - §= Take appropriate first aid action.
 - §= Refrain from re-entering buildings unless deemed safe.
3. Dismiss students to go home only to parent or responsible adult designated on child's emergency release form. Child must be signed out by parent or a responsible adult.

Assigned School Director Will:

1. In the event of a fire, shut off gas, electricity and water (in that order).
2. In the event of an earthquake, if gas is smelled, turn off gas; if there is an electrical problem, turn off electricity; if there are water leaks, turn off water.
3. Inspect buildings for damage.
4. Report to principal for further instructions.
5. Set up and coordinate a first aid center.

Assigned School Director Will:

1. Assign available adults to tasks as needed.

2. Decide if evacuation to a designated shelter is necessary.

School Secretary Will:

1. If telephones are operable:

§= Notify the police department and/or fire department.

§= Monitor incoming phone calls.

2. Maintain communication with staff and outside agencies.

Special Information for Parents

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Telephones/Communications

In the event of an earthquake, flood or other natural disaster, keep your radios tuned to your local radio station for advisory information. Please do not call the school as we must have the lines open for emergency calls.

Dismissal

Should there be a major earthquake, children will remain under the supervision of school authorities until parents or responsible adults can pick them up.

Student Release Procedure

1. Go directly to the entrance of the school or evacuation area.

2. Inform teacher, aide or adult responsible for that classroom that you are taking the child from the class line.

3. Proceed with child back to Student Release Tables just outside the school entrance to sign a Student Release form for each child you are taking. Do not remove your child or any other child from school without signing the emergency release form. This provides us a record of where each child is when someone else arrives later looking for the child.

4. Unless you are staying to volunteer, please leave as quickly as possible after signing out your child.

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5. Adults will be needed to help with first aid, dismissing students, helping with classes, monitoring traffic, etc. If you are able to volunteer to help, go directly to the Command Center where the Volunteer coordinator will give you an assignment. Volunteers should leave children with their classes and not sign student release form until they are ready to leave.

If You Can't Get to the School

Should a major disaster occur, it is likely that many parents will not be able to reach the school right away. If conditions make it necessary, we will release your child to the adult indicated on your child's Emergency Release form. We will keep a written record of the child and the adult to whom the child has been released.

The school principal or teacher in charge will determine the need to leave the building. In the event the building cannot be reoccupied or if a fire requires evacuation of the school, the students will be transferred to the nearest available safe shelter.

If the children are caught in a disaster between home and school, it is recommended that they go immediately to school.

Food and Water

In the event that children would need to remain on campus for several hours after any sort of a disaster, there will be a supply of fresh water and limited food, in the school earthquake kit.

Fire Drills and Evacuation

In the case of fire at the school, the school will be immediately evacuated according to the floor plan set forth at the beginning of each school year. Teachers are required to keep a student roster with them at all times, checking attendance immediately after evacuation.

Fire drills will be conducted at least once per year with the evacuation of the local fire department.

Bomb Threats

In the case of a bomb threat at the school, the school will be immediately evacuated according to the fire evacuation plan, appropriate emergency personnel will be summoned. Students and teachers will not re-enter the building until it has been deemed safe by emergency personnel.

School Safety School Safety Policy #2

FIELD TRIPS & EXCURSIONS

The Board recognizes that field trips and excursions are important components of a student's development. Field trips and excursions are educationally sound and an important ingredient to the instructional program of Einstein. Such activities supplement and enrich classroom learning and encourage new interests among students, make them more aware of community resources and help students relate their educational experience to the outside world. Properly planned and executed, field trips and excursions enrich the Einstein's educational program and the social development of the charter school's students.

Field trips and excursions are to be planned and carried out with safety as a priority and in a manner, that minimizes the charter school's legal liability and financial cost.

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Monitoring Field Trips and Excursions

The Principal shall ensure that the effectiveness of field trips and excursions are monitored and continually evaluated to ensure that such activities continue to promote the goals and objectives of the charter school's educational program. Teachers are to have a considerable degree of flexibility and innovation in planning field trips.

Field Trip and Excursion Planning and Approval

All field trips and excursions that take place during school hours must receive prior written approval by the Principal. The Principal shall ensure that the sponsoring teacher has set out in writing the educational objective of the activity and how the proposed field trip or excursion

relates to the charter school's educational program, the ratio of adult/students for the activity, and plans showing the best use of the students' learning time. Such plans must also provide for adequate restroom facilities, that proper food and water will be available during the activity and the means of transportation to and from the activity.

Field trips and excursions, including but not limited to California Interscholastic Federation ("CIF") trips, lasting longer than the school day require the above procedure and Board approval.

If the Principal or the Board does not approve the field trip or excursion, the reasons for not approving the activity must be stated in writing.

The Principal may exclude from the field trip or excursion any student whose presence on the field trip or excursion would pose a safety or disciplinary risk.

The Principal shall not approve activities that he/she considers to be inherently dangerous to students.

Permission Slips

No student will be permitted to go on a field trip or excursion without a permission slip signed by the student's parent or guardian. The permission slip shall include a waiver of all claims against Einstein, its employees and the State of California for injury, accident, illness or death occurring during or by reason of the field trip or excursion. In addition, the permission slip shall include an emergency telephone number for the student; any medications the student is required to take, along with the time and dosage required; and any medications the student is allergic to or other medical information necessary to ensure the student's safety.

One copy of the permission slip shall be filed with the Principal and one copy shall be given to the teacher to take on the field trip or excursion.

Accident and Medical Insurance

Einstein does not provide student accident or medical insurance. However, information and applications for student injury and medical insurance are available from the Principal.

Applications and payments must be sent directly to the insurance company.

Supervision of Field Trips and Excursions

The sponsoring teacher must be present to supervise the field trip or excursion. Principal or his/her designee shall be designated as the emergency contact for the group on the field trip or excursion. The sponsoring teacher or employee accompanying the group shall have completed a first aid course which is certified by the American Red Cross.

A first aid kit shall be in the possession of the sponsoring teacher or accompanying employee at all times during the field trip or excursion. If the field trip or excursion is conducted in areas known to be infested with poisonous snakes, the first aid kit must contain medically accepted

snakebite remedies. The sponsoring teacher or employee must also be certified in a first aid course emphasizing treatment of snakebites.

Einstein employees shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Any injuries or unusual incidents occurring during the field trip or excursion shall be documented in writing by the sponsoring teacher or other employee accompanying the field trip or excursion.

Adult/Student Ratio

Adult/student supervision ratio must be observed at all times during the field trip or excursion.

Students are under the jurisdiction of the Board at all times during the field trip or excursion and school rules are to be adhered to at all times. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material and use of alcohol or controlled substances during the field trip or excursion are strictly prohibited.

Parent/Guardian Participation in Field Trips and Excursions

Parents/guardians are encouraged to participate in field trips and excursions to assist with supervision of students. Parents/guardians accompanying the Einstein group shall receive clear information regarding their responsibilities from the sponsoring teacher. Prior to the field trip or excursion, the Principal or his/her designee may hold a meeting for parents/guardians accompanying the group as supervisors to discuss, among other things, safety and the importance of safety---related rules for the field trip or excursion, how to keep a group together and what to do if an emergency occurs.

Parents/guardians will be assigned a specific group of students and shall be responsible for the continuous monitoring of these students at all times. Parents/guardians shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Transportation

Consideration will be given to the safest mode of transportation and the safest routes of travel.

If travel is by van, the legal occupancy limit must not be exceeded. Seat belts are to be used at all times while traveling.

If transportation for the field trip or excursion is provided by parents/guardians, such parents/guardians shall provide proof of liability insurance. A copy of the insurance policy shall be given to the Principal or his/her designee. The parents/guardians shall acknowledge in writing that their insurance carrier is the primary agent responsible for insurance for the field trip or excursion.

Under no circumstances shall students transport other students except siblings with parental permission.

The charter school shall take reasonable precautions to ensure that individuals volunteering to transport students are responsible and capable operators of the vehicles to be used.

Parents/guardians will be reimbursed the costs for use of their private vehicles when used for field trips or excursions at the rate allowed by the Internal Revenue Service for vehicle expense. To receive reimbursement the parent/guardian must submit a report indicating the destination and purpose of the trip and miles traveled. The report must be co-signed by the sponsoring teacher.

Defraying Expenses of Field Trips and Excursions

Students may help defray field trip and excursion costs through donations. A student may not be denied the privilege of participating in a field trip or excursion due to lack of funds. Other approved funding may also offset expenses of field trips and excursions. The sponsoring teacher must provide alternative educational activities for those students not participating in the field trip or excursion due to choosing not to attend or whose parents/guardians do not give permission for the student to participate in the field trip or excursion.

School Safety School Safety Policy #3

INJURY AND ILLNESS PREVENTION PROGRAM GUIDANCE

Under California law, all employers must provide and maintain a safe and healthful workplace for employees. To effectuate this requirement, each employer must have a written, effective Injury and Illness Prevention Program ("IIPP") in place. The mandatory contents of the IIPP are identified in Title 7 of the California Code of Regulations.

California's Department of Industrial Relations, Division of Occupational Safety & Health ("DOSH") is the agency charged with enforcing workplace health and safety laws. It also provides a comprehensive on-line guide to developing a workplace IIPP and offers free consultative services by Cal/OSHA staff for developing or improving upon an existing IIPP. These consultants do not assess fines or penalties and do not inform the DOSH of their work with employers.

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The general website for the DOSH may be found at: <http://www.dir.ca.gov/dosh/dosh1.html>.

The website for the guide to develop a workplace IIPP may be found at: http://www.dir.ca.gov/dosh/dosh_publications/iipp.html.

The DOSH also provides a host of other workplace safety publications addressing various issues that may be of assistance to charter schools generally. These include topics relating to bloodborne pathogens, ergonomics, janitor safety work issues, among many others. All publications may be downloaded from the DOSH publication page found at: <http://www.dir.ca.gov/dosh/PubOrder.asp>.

Student Policy #7

HEALTH EXAMINATIONS, IMMUNIZATIONS AND ORAL HEALTH ASSESSMENTS

Health Examinations

Health Examination Certificates or Waivers

Upon enrollment, the School will verify that the student's file contains a certificate of the health examinations required under the Health & Safety Code, or a waiver from those requirements.

Health Examinations by the School

The Governing Board recognizes that periodic health examinations of students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The School shall conduct health examinations of students as needed to insure proper care of the students.

Scoliosis Screening: Every female student in grade 7 and every male student in grade 8 shall be screened for the condition known as scoliosis. The screening shall be in accordance with standards established by the State Department of Education. The screening shall take place during the regular school day and any staff time devoted to these activities shall be redirected from other ongoing activities not related to the student's health care. If a student is suspected of having scoliosis, the School will notify the parents. The notice will include an explanation of scoliosis, the significance of treating it at an early age, and the public services available, after diagnosis, for treatment.

The Principal, or designee, shall ensure that staff employed to examine students are fully qualified to do so and exercise proper care of each student and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with law.

The Principal may make reports to the Governing Board regarding the number of students found to have physical problems and the effort made to correct them from time to time. The reports shall in no way reveal the identity of students.

Immunizations

To protect the health of all students and staff and to curtail the spread of infectious diseases, the Governing Board desires to cooperate with state and local health agencies to encourage immunization of all district students against preventable diseases.

Admission: Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record which shows at least the month and year of each immunization the student has received, in accordance with law.

Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit the student from further attendance until that student has been fully immunized as required by law.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

Exemptions from Requirements: Students will be exempted from immunization requirements if his/her parent or guardian files with the School a letter or affidavit stating that the immunization is contrary to his or her beliefs. Additionally, a student will be exempted from the immunization requirements, to the extent indicated in the written statement, if his/her parent or guardian files with the School a written statement by a licensed physician to the effect that the physical condition of the student is such, or medical circumstances relating to the student are such, that the immunization is not considered safe. However, whenever there is good cause to believe that the person has been exposed to a communicable disease for which immunization is required, that student may be temporarily excluded from the School until the local health officer is satisfied that the person is no longer at risk of developing the disease.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

The Principal, or designee, may arrange for qualified medical personnel to administer immunizations at School to any Student whose parent/guardian has consented in writing.

Student Policy #8

Administration of Medications, Emergencies and Head Lice

I. Administration of Medications

The following policy regarding the administration of medications is applicable when the staff of the Einstein Academy (the "School") is responsible for the administration of, or assisting in the administration of, medication to students attending school during regular school hours, including before-or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities that typically involve at least one overnight stay away from home, because administration of the medication is absolutely necessary during school hours and the student cannot self-administer or another family member cannot administer the medication at school.

Requirements for Administration or Assistance: Before the School will allow a student to carry and self administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

• A written statement executed by the student's authorized health care provider specifying the medication, the student is to take, the dosage, and the period of time during which the medication is to be taken and a statement that the medication must be taken during regular school hours, as well as detailing the method, amount and time schedule by which the medication is to be taken;

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