



Albert Einstein Academy Charter Middle

458 26th St. • San Diego, CA 92102-1718 • (619) 795-1190 • Grades 6-8

Barb Robinson, Principal

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2014-15 School Accountability Report Card Published During the 2015-16 School Year

Albert Einstein Academy Charter Middle

458 26th St.
San Diego, CA 92102-1718
(619) 795-1190
www.aeacs.org

District Governing Board

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Maria Ortega, Vice President
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District Administration

Dr. David Sciarretta
Superintendent
Principal
Barb Robinson

School Description

The mission of the Albert Einstein Academy Charter Middle School (AEACMS) is “to teach our children today to advance our shared humanity tomorrow.” As an authorized International Baccalaureate (IB) World School, we are part of a prestigious international community of highly effective schools. Our instructional program addresses the needs of the whole child, with equal emphasis placed in eight curricular areas. On our state-of-the-art new campus, art, foreign language, and physical education are accorded as much emphasis as math, science, and English language arts. We offer a wide range of extracurricular enrichment programs as well as academic intervention and support. We now serve 600 diverse students in grades 6–8, with approximately 50 percent of our students being Hispanic, 30 percent White, 15 percent African American, and 5 percent other ethnicities. Our students come from the immediate South Park/Grant Hill neighborhood as well as from throughout San Diego County. Our teachers are all highly qualified under the federal No Child Left Behind act, and are committed and tireless in their work to ensure that all students achieve academically and thrive socially and emotionally.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (619) 795-1190 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	202
Grade 7	152
Grade 8	123
Total Enrollment	477

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.1
American Indian or Alaska Native	0.2
Asian	0.8
Filipino	0.8
Hispanic or Latino	50.9
Native Hawaiian or Pacific Islander	0.2
White	34
Two or More Races	5.2
Socioeconomically Disadvantaged	53
English Learners	14.5
Students with Disabilities	9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Albert Einstein Academy Charter Middle	13-14	14-15	15-16
With Full Credential	20	26	29
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	1	1
Albert Einstein Academy Charter Middle	13-14	14-15	15-16
With Full Credential	♦	♦	29
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at this School			
Albert Einstein Academy Charter	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	1	2
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	89.0	11.0
Districtwide		
All Schools	97.7	2.3
High-Poverty Schools	97.7	2.3
Low-Poverty Schools	97.8	2.2

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Instructional Materials Adoption - "Sufficient textbooks or instructional materials"

Albert Einstein Middle school is an accredited IB MYP school. As such, the inquiry-based and internationally minded curriculum cannot be accommodated by state-adopted textbooks alone and thus our main form of instructional material is the IB unit planner, which incorporates all state standards in addition to the IB requirements. The unit planner incorporates texts, assignments, resources and lesson objectives for each of the eight subject areas. It is our primary source of instructional material for each student. The unit planner is available online and accessible to every student. In addition, some subjects have electronic version of state-adopted textbooks available as supplementary material for each student.

School Facility Conditions and Planned Improvements (Most Recent Year)

Tenant improvement of this four story, 42,000 square foot educational facility was completed in August 2014. The facility ranks in "good" to "excellent" repair status for all major systems. Weekly, monthly and annual inspections are completed on HVAC, Elevators, ADA Lift, Plumbing, Electrical systems and Cafe. Safety and maintenance operations are regularly checked and we emphasize cleanliness and the effective working order of all systems.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	58	50	44
Math	55	41	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	72	83	82	65	68	65	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	9.40	32.90	40.30

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	65
All Student at the School	82
Male	80
Female	84
Black or African American	--
Filipino	--
Hispanic or Latino	70
White	93
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	75
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	201	200	99.5	20	30	35	15
	7	150	149	99.3	17	23	38	21
	8	123	122	99.2	16	16	47	21
Male	6		88	43.8	27	27	33	13
	7		72	48.0	24	25	39	13
	8		58	47.2	24	16	41	19
Female	6		112	55.7	14	32	37	17
	7		77	51.3	12	22	38	29
	8		64	52.0	9	16	52	23
Black or African American	6		14	7.0	29	43	29	0
	7		7	4.7	--	--	--	--
	8		7	5.7	--	--	--	--
American Indian or Alaska Native	6		1	0.5	--	--	--	--
Asian	6		2	1.0	--	--	--	--
	7		2	1.3	--	--	--	--
Filipino	7		2	1.3	--	--	--	--
	8		2	1.6	--	--	--	--
Hispanic or Latino	6		101	50.2	29	34	27	11
	7		80	53.3	24	28	40	9
	8		58	47.2	28	19	47	7

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Native Hawaiian or Pacific Islander	7		1	0.7	--	--	--	--
White	6		62	30.8	6	23	47	24
	7		50	33.3	6	14	36	44
	8		49	39.8	4	8	49	39
Two or More Races	6		14	7.0	14	36	43	7
	7		5	3.3	--	--	--	--
	8		6	4.9	--	--	--	--
Socioeconomically Disadvantaged	6		111	55.2	25	34	27	14
	7		75	50.0	27	25	37	11
	8		63	51.2	27	19	37	17
English Learners	6		33	16.4	52	33	15	0
	7		23	15.3	61	26	13	0
	8		13	10.6	77	15	8	0
Students with Disabilities	6		19	9.5	95	5	0	0
	7		10	6.7	--	--	--	--
	8		11	8.9	82	18	0	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	6	201	200	99.5	24	29	24	24
	7	150	148	98.7	15	27	20	38
	8	123	122	99.2	18	20	30	33
Male	6		88	43.8	26	27	19	27
	7		71	47.3	20	30	21	30
	8		58	47.2	22	19	26	33
Female	6		112	55.7	21	30	27	21
	7		77	51.3	10	25	19	45
	8		64	52.0	14	20	33	33

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Black or African American	6		14	7.0	21	57	14	7
	7		7	4.7	--	--	--	--
	8		7	5.7	--	--	--	--
American Indian or Alaska Native	6		1	0.5	--	--	--	--
Asian	6		2	1.0	--	--	--	--
	7		2	1.3	--	--	--	--
Filipino	7		2	1.3	--	--	--	--
	8		2	1.6	--	--	--	--
Hispanic or Latino	6		101	50.2	37	30	19	15
	7		80	53.3	20	35	19	26
	8		58	47.2	33	24	28	16
Native Hawaiian or Pacific Islander	7		1	0.7	--	--	--	--
White	6		62	30.8	8	24	26	42
	7		49	32.7	4	8	20	67
	8		49	39.8	2	16	22	59
Two or More Races	6		14	7.0	14	29	43	14
	7		5	3.3	--	--	--	--
	8		6	4.9	--	--	--	--
Socioeconomically Disadvantaged	6		111	55.2	32	32	21	16
	7		74	49.3	23	34	22	22
	8		63	51.2	29	22	24	25
English Learners	6		33	16.4	48	27	24	0
	7		23	15.3	52	35	13	0
	8		13	10.6	92	8	0	0
Students with Disabilities	6		19	9.5	84	11	5	0
	7		9	6.0	--	--	--	--
	8		11	8.9	64	18	18	0
Foster Youth	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and other relatives are encouraged and welcomed to become involved in the formal education of their children. Educational research validates that support at home is critical to a child's academic success. There are many opportunities to be involved at their children's school site, including: governance committees, special events, fundraising events, parent organizations, in classrooms, at the district level by participating in cluster councils, district advisory councils/committees, Parent University, and special events.

We are committed to communicating with and engaging parents as partners in the educational process. We encourage parents to support their children at home by making their expectations about school clear and creating a positive homework and learning environment. If you want to get involved, please contact Maggie Rivera at mrivera@aeacs.org.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Campus safety is our top priority. Principals, teachers, support staff, parents and the community work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our schools have individualized safety plans that are reviewed and updated regularly. School staff members participate in regular emergency-preparedness fire, earthquake and lockdown drills and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe entry and exit of students; serious disciplinary problems; discrimination, harassment and bullying; mandated child abuse reporting procedures; and school dress codes.

AEACMS maintains a safe and secure campus environment through qualified teacher and staff supervision of students before, during, and after school hours. All campus visitors are logged in the main office via a computerized monitoring system as they enter and exit. AEACMS offers extended-day opportunities for students that include academic support and social enrichment activities.

AEACMS requires all students to wear school uniforms. We believe these uniforms create a collective commitment to appropriate behavior and academic achievement, as well as increase student safety on our campus. A positive school climate is reinforced through observance of ten International Baccalaureate Learner Profile traits, which emphasize intellectual curiosity and active citizenship. These traits are incorporated into public art installations throughout the school.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	3.96	1.69	1.86
Expulsions Rate	0.61	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	4.83	4.24	3.67
Expulsions Rate	0.14	0.09	0.06
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2009-2010
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	147	
Percent of Schools Currently in Program Improvement	76.2	

Average Class Size and Class Size Distribution (Secondary)												
Average Class Size				Number of Classrooms*								
				1-22			23-32			33+		
Subject	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English	52	39	39				1			3	6	7
Math	34	33	34	1	1	1	2	1	1	3	5	6
Science	52	38	39				1			3	3	7
SS	52	39	39				1			3	3	7

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	2
Other	10
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

As an International Baccalaureate World School, Albert Einstein Academy Charter Middle School is committed to continuous growth and improvement in professional practice. All teachers participate in ongoing IB training sessions with the goal of meeting the needs of all students in a well-rounded, supportive, and academically rigorous environment. In addition, teachers participate in schoolwide and content-specific ongoing professional development in accordance with annual and long-term goals.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,983	\$43,165
Mid-Range Teacher Salary	\$60,754	\$68,574
Highest Teacher Salary	\$82,578	\$89,146
Average Principal Salary (ES)	\$114,227	\$111,129
Average Principal Salary (MS)	\$116,019	\$116,569
Average Principal Salary (HS)	\$126,214	\$127,448
Superintendent Salary	\$252,960	\$234,382
Percent of District Budget		
Teacher Salaries	39%	38%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

As an International Baccalaureate World School, Albert Einstein Academy Charter Middle School is committed to continuous growth and improvement in professional practice. All teachers participate in ongoing IB training sessions with the goal of meeting the needs of all students in a well-rounded, supportive, and academically rigorous environment. In addition, teachers participate in schoolwide and content-specific ongoing professional development in accordance with annual and long-term goals.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	7458.88	862.75	6596.13	43749.18
District	♦	♦	6596.13	\$69,748
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			0.0	-37.3
Percent Difference: School Site/ State			23.3	-40.0

* Cells with ♦ do not require data.