



# Einstein Academy

3035 Ash Street • San Diego, CA 92102-1718 • 619-795-1190 • Grades K-5

Greta Bouterse, Principal

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www.aeaces.org

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

### **Albert Einstein Academies**

3035 Ash Street

San Diego, CA 92102-1718

619-795-1190

www.aeacs.org

### **District Governing Board**

William Melton, President

Maria Ortega, Vice President

Katrin Engel, Treasurer

Christopher Beesely, Secretary

C.J. Mody, Trustee

Kristin Rebien, Trustee

Rudd Schoeffel, Trustee

### **District Administration**

Dr. David Sciarretta

**Superintendent**

Principal

**Greta Bouterse**

### **School Description**

From its humble beginnings with 27 students in the basement of a church, Albert Einstein Academy Charter Elementary School (AEACES) has evolved into an innovative, academically accomplished, well-managed charter school in the heart of the San Diego Unified School District. The demographics of the student population have become more diverse over our 12 years, reflecting the school's international focus. There are now nearly 700 students currently enrolled in grades K-5.

AEACES, the first authorized International Baccalaureate (IB) Primary Years Program school in San Diego County, offers an international education through dual-language immersion in German and English. Starting in grade 3, we offer an additional educational model in which German is taught as a second language rather than through dual-language immersion.

AEACES's mission is to educate children to thrive and contribute as active thinkers in the world. AEACS nurtures, cultivates, and inspires multilingual, critical thinkers who are well-rounded, responsible, global citizens uniquely prepared to thrive, lead, and create positive change in the twenty-first century.

## 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
Kindergarten	138
Grade 1	81
Grade 2	79
Grade 3	128
Grade 4	96
Grade 5	97
<b>Total Enrollment</b>	<b>619</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.5
Asian	1.1
Filipino	1.1
Hispanic or Latino	32.3
Native Hawaiian or Pacific Islander	0.2
White	51.5
Two or More Races	10.3
Socioeconomically Disadvantaged	31.3
English Learners	23.6
Students with Disabilities	4.7
Foster Youth	0.3

## 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			
Einstein Academy	13-14	14-15	15-16
<b>With Full Credential</b>	32	34	38
<b>Without Full Credential</b>	0	1	1
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Albert Einstein Academies	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	38
<b>Without Full Credential</b>	♦	♦	1
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Einstein Academy	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	1	1
<b>Vacant Teacher Positions</b>	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
<b>This School</b>	97.9	2.1
Districtwide		
<b>All Schools</b>	97.7	2.3
<b>High-Poverty Schools</b>	97.7	2.3
<b>Low-Poverty Schools</b>	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)

AEACES is an IBPYP school with 6 Units of Inquiry taught in each grade level. Although we do have some textbooks, much of our curriculum is taught through literature, trade books, digital portal resources, online programs and resources, and sources other than textbooks. It is the belief that providing students with a variety of materials and published media allows for the development of a well-rounded student who is able to become an inquirer able to research independently.

Textbooks and Instructional Materials Year and month in which data were collected: January 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	SIPPS (Systematic Instruction in Phonological Awareness, Phonic, and Sight Words) The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Mathematics	Think Math The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Science	Harcourt Science, Materials to support the IBPYP Curriculum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
History-Social Science	McGraw Hill, Materials to support the IBPYP Curriculum The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0
Foreign Language	Variety of German Instructional Materials

### School Facility Conditions and Planned Improvements (Most Recent Year)

The facility ranks in "fair" to "good" repair status for all major systems. Facilities main systems (HVAC, Electrical, Plumbing, Flooring and Painting) are maintained by San Diego Unified School District. Safety and maintenance operations are regularly checked and we emphasize cleanliness and the effective working order of all systems.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer		X		ongoing maintenance of HVAC due to age of system
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs		X		Some leaking in heavy rains
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>

## 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	57	50	44
Math	53	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	78	80	69	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
5	11.50	26.00	56.20

\* 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	69
Male	69
Female	69
Black or African American	--
Filipino	--
Hispanic or Latino	47
Native Hawaiian or Pacific	--
White	78
Two or More Races	72
Socioeconomically Disadvantaged	--
English Learners	35
Students with Disabilities	45
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	3	125	119	95.2	29	26	24	21
	4	97	96	99.0	17	22	32	27
	5	96	96	100.0	10	21	34	34
	6	84	78	92.9	12	26	46	17
	7	13	7	53.8	--	--	--	--
	8	8	2	25.0	--	--	--	--
	11	1	0	0.0	--	--	--	--
Male	3		68	54.4	34	26	19	21
	4		49	50.5	20	27	27	22
	5		43	44.8	12	23	33	33
	6		43	51.2	14	30	47	9
	7		1	7.7	--	--	--	--
	8		2	25.0	--	--	--	--
	11		0	0.0	--	--	--	--

**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
<b>Female</b>	<b>3</b>		51	40.8	22	25	31	22
	<b>4</b>		47	48.5	13	17	38	32
	<b>5</b>		53	55.2	9	19	36	36
	<b>6</b>		35	41.7	9	20	46	26
	<b>7</b>		6	46.2	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>Black or African American</b>	<b>3</b>		6	4.8	--	--	--	--
	<b>4</b>		3	3.1	--	--	--	--
	<b>5</b>		4	4.2	--	--	--	--
	<b>6</b>		4	4.8	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>4</b>		1	1.0	--	--	--	--
	<b>6</b>		1	1.2	--	--	--	--
<b>Asian</b>	<b>3</b>		2	1.6	--	--	--	--
	<b>4</b>		1	1.0	--	--	--	--
	<b>6</b>		4	4.8	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>Filipino</b>	<b>3</b>		1	0.8	--	--	--	--
	<b>5</b>		2	2.1	--	--	--	--
	<b>6</b>		9	10.7	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		53	42.4	36	25	17	23
	<b>4</b>		33	34.0	30	24	27	12
	<b>5</b>		23	24.0	17	22	35	26
	<b>6</b>		15	17.9	13	53	33	0
	<b>7</b>		1	7.7	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>Native Hawaiian or Pacific Islander</b>	<b>5</b>		1	1.0	--	--	--	--
<b>White</b>	<b>3</b>		48	38.4	21	29	31	19
	<b>4</b>		48	49.5	6	15	42	38
	<b>5</b>		55	57.3	7	20	33	40
	<b>6</b>		39	46.4	8	21	49	23
	<b>7</b>		5	38.5	--	--	--	--
	<b>8</b>		2	25.0	--	--	--	--

**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
<b>Two or More Races</b>	<b>3</b>		9	7.2	--	--	--	--
	<b>4</b>		10	10.3	--	--	--	--
	<b>5</b>		11	11.5	18	9	45	27
	<b>6</b>		6	7.1	--	--	--	--
	<b>7</b>		1	7.7	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
	<b>11</b>		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	<b>3</b>		48	38.4	38	29	19	15
	<b>4</b>		30	30.9	27	27	27	13
	<b>5</b>		24	25.0	25	29	29	17
	<b>6</b>		2	2.4	--	--	--	--
	<b>7</b>		0	0.0	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>English Learners</b>	<b>3</b>		37	29.6	41	43	11	5
	<b>4</b>		23	23.7	43	17	22	9
	<b>5</b>		14	14.6	29	36	36	0
	<b>6</b>		5	6.0	--	--	--	--
<b>Students with Disabilities</b>	<b>3</b>		8	6.4	--	--	--	--
	<b>4</b>		3	3.1	--	--	--	--
	<b>5</b>		5	5.2	--	--	--	--
	<b>6</b>		5	6.0	--	--	--	--
	<b>7</b>		0	0.0	--	--	--	--
<b>Foster Youth</b>	<b>3</b>		--	--	--	--	--	--
	<b>4</b>		--	--	--	--	--	--
	<b>5</b>		--	--	--	--	--	--
	<b>6</b>		--	--	--	--	--	--
	<b>7</b>		--	--	--	--	--	--
	<b>8</b>		--	--	--	--	--	--
	<b>11</b>		--	--	--	--	--	--

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
<b>All Students</b>	<b>3</b>	125	119	95.2	19	33	29	19
	<b>4</b>	97	96	99.0	13	33	32	21
	<b>5</b>	96	96	100.0	6	33	29	31
	<b>6</b>	84	78	92.9	5	22	27	46
	<b>7</b>	13	7	53.8	--	--	--	--
	<b>8</b>	8	2	25.0	--	--	--	--
<b>Male</b>	<b>3</b>		68	54.4	15	35	26	24
	<b>4</b>		49	50.5	10	33	35	22
	<b>5</b>		43	44.8	2	33	23	42
	<b>6</b>		43	51.2	7	16	30	47
	<b>7</b>		1	7.7	--	--	--	--
	<b>8</b>		2	25.0	--	--	--	--
<b>Female</b>	<b>3</b>		51	40.8	25	29	31	14
	<b>4</b>		47	48.5	15	34	30	19
	<b>5</b>		53	55.2	9	34	34	23
	<b>6</b>		35	41.7	3	29	23	46
	<b>7</b>		6	46.2	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>Black or African American</b>	<b>3</b>		6	4.8	--	--	--	--
	<b>4</b>		3	3.1	--	--	--	--
	<b>5</b>		4	4.2	--	--	--	--
	<b>6</b>		4	4.8	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>4</b>		1	1.0	--	--	--	--
	<b>6</b>		1	1.2	--	--	--	--
<b>Asian</b>	<b>3</b>		2	1.6	--	--	--	--
	<b>4</b>		1	1.0	--	--	--	--
	<b>6</b>		4	4.8	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--
<b>Filipino</b>	<b>3</b>		1	0.8	--	--	--	--
	<b>5</b>		2	2.1	--	--	--	--
	<b>6</b>		9	10.7	--	--	--	--
<b>Hispanic or Latino</b>	<b>3</b>		53	42.4	26	34	25	15
	<b>4</b>		33	34.0	21	39	30	9
	<b>5</b>		23	24.0	13	52	17	17
	<b>6</b>		15	17.9	0	27	27	47
	<b>7</b>		1	7.7	--	--	--	--
	<b>8</b>		0	0.0	--	--	--	--

**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
<b>Native Hawaiian or Pacific Islander</b>	5		1	1.0	--	--	--	--
<b>White</b>	3		48	38.4	13	31	31	25
	4		48	49.5	6	33	31	29
	5		55	57.3	4	25	33	38
	6		39	46.4	3	23	33	41
	7		5	38.5	--	--	--	--
	8		2	25.0	--	--	--	--
<b>Two or More Races</b>	3		9	7.2	--	--	--	--
	4		10	10.3	--	--	--	--
	5		11	11.5	9	36	27	27
	6		6	7.1	--	--	--	--
	7		1	7.7	--	--	--	--
	8		0	0.0	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	3		48	38.4	29	35	25	10
	4		30	30.9	20	37	37	7
	5		24	25.0	17	54	8	21
	6		2	2.4	--	--	--	--
	7		0	0.0	--	--	--	--
	8		0	0.0	--	--	--	--
<b>English Learners</b>	3		37	29.6	35	43	22	0
	4		23	23.7	26	52	17	4
	5		14	14.6	14	29	43	14
	6		5	6.0	--	--	--	--
<b>Students with Disabilities</b>	3		8	6.4	--	--	--	--
	4		3	3.1	--	--	--	--
	5		5	5.2	--	--	--	--
	6		5	6.0	--	--	--	--
	7		0	0.0	--	--	--	--
<b>Foster Youth</b>	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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## 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

AEACES encourages parents and community members to participate in a myriad of activities throughout the year, with the ultimate goal of increasing student achievement. Family members are invited to participate as classroom volunteers, serve on various planning and fundraising committees, supervise field trips, organize and implement special community events, participate in Parent University, and help support with a variety of other organizational needs. Detailed information concerning volunteering and other opportunities for participation will be provided to the parents throughout the year through our school website, teacher websites, Friends of AEA weekly e-mails, and regular e-mail communication from the administration.

If you want to get involved, please contact the school office at (619) 795-1190.

### State Priority: School Climate

The SARC provides the following information relevant to the 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. 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.

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

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

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.57	0.19	0.16
Expulsions Rate	0.00	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
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
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	Not in PI	In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement		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 (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	20	20	23	8	8				12			
1	20	21	20	8	4	6		4	2			
2	20	19	20	8	8	6						
3	25	24	25				6	6	7			
4	23	24	24				6	6	7			
5	23	22	24				6	6	6			
Other			20			2						

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	4.5
Other	11.5
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

AEACES is committed to ongoing professional development. All teachers are offered both on-site and off-site opportunities to affect teaching and learning positively. All teachers are trained as International Baccalaureate Primary Years Program (IBPYP) teachers, and extensive training is done to ensure all teachers are able to successfully implement the California Common Core State Standards. In addition, because AEACS is a 50/50 German-English immersion school, teachers are trained in strategies and best practices to promote and support second language acquisition within the dual language immersion model.

FY 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/](http://www.cde.ca.gov/ds/fd/cs/).

### Types of Services Funded

#### 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	8013.01	1109.66	6903.35	60578
District	♦	♦	6903.35	\$69,748
State	♦	♦	\$5,348	\$72,971
Percent Difference: School Site/District			0.0	-13.1
Percent Difference: School Site/ State			29.1	-17.0

\* Cells with ♦ do not require data.