Albert Einstein Academy Charter Middle

458 26th St. • San Diego, CA 92102-1718 • (619) 780-0400 • Grades 6-8
Barb Robinson, Principal
brobinson@aeacs.org
www.aeacms.org

2015-16 School Accountability Report Card
Published During the 2016-17 School Year

School Description

The mission of the Albert Einstein Academy Charter Middle School (AEACMS) is "to teach our children today to advance our shared humanity tomorrow." As an authorized International Baccalaureate (IB) World School, we are part of a prestigious international community of highly effective schools. Our instructional program addresses the needs of the whole child, with equal emphasis placed in eight curricular areas. On our state-of-the-art new campus, art, foreign language, and physical education are accorded as much emphasis as math, science, and English language arts. We offer a wide range of extracurricular enrichment programs as well as academic intervention and support.

We now serve 600 diverse students in grades 6–8, with approximately 50 percent of our students being Hispanic, 30 percent White, 15 percent African American, and 5 percent other ethnicities. Our students come from the immediate South Park/Grant Hill neighborhood as well as from throughout San Diego County. Our teachers are all highly qualified and are committed and tireless in their work to ensure that all students achieve academically and thrive socially and emotionally.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at 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 principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 6	209
Grade 7	212
Grade 8	166
Total Enrollment	587

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	6.3
American Indian or Alaska Native	0.9
Asian	0.9
Filipino	1
Hispanic or Latino	55.5
Native Hawaiian or Pacific Islander	0.3
White	29.6
Two or More Races	5.5
Socioeconomically Disadvantaged	50.8
English Learners	15.5
Students with Disabilities	10.2
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	26	29	33
Without Full Credential	0	1	1
Teaching Outside Subject Area of Competence	1	1	0
Albert Einstein Academy Charter Middle	14-15	15-16	16-17
With Full Credential	♦	♦	33
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Albert Einstein Academy Charter	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	1	1
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

2015-16 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	82.8	17.2
Districtwide		
All Schools	96.1	3.9
High-Poverty Schools	95.9	4.1
Low-Poverty Schools	97.3	2.7

* 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 2016-17)
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.

Textbooks and Instructional Materials Year and month in which data were collected: 1/2016	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**

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] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

<table>
<tr><th colspan="7">2015-16 CAASPP Results for All Students</th></tr>
<tr><th rowspan="3">Subject</th><th colspan="6">Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)</th></tr>
<tr><th colspan="2">School</th><th colspan="2">District</th><th colspan="2">State</th></tr>
<tr><th>14-15</th><th>15-16</th><th>14-15</th><th>15-16</th><th>14-15</th><th>15-16</th></tr>
<tr><td>ELA</td><td>58</td><td>62</td><td>49</td><td>54</td><td>44</td><td>48</td></tr>
<tr><td>Math</td><td>55</td><td>57</td><td>39</td><td>42</td><td>34</td><td>36</td></tr>
</table>

* 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.

<table>
<tr><th colspan="10">CAASPP Results for All Students - Three-Year Comparison</th></tr>
<tr><th rowspan="3">Subject</th><th colspan="9">Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)</th></tr>
<tr><th colspan="3">School</th><th colspan="3">District</th><th colspan="3">State</th></tr>
<tr><th>13-14</th><th>14-15</th><th>15-16</th><th>13-14</th><th>14-15</th><th>15-16</th><th>13-14</th><th>14-15</th><th>15-16</th></tr>
<tr><td>Science</td><td>83</td><td>82</td><td>83</td><td>68</td><td>65</td><td>59</td><td>60</td><td>56</td><td>54</td></tr>
</table>

* Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten. 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.

<table>
<tr><th rowspan="2">Grade Level</th><th colspan="3">2015-16 Percent of Students Meeting Fitness Standards</th></tr>
<tr><th>4 of 6</th><th>5 of 6</th><th>6 of 6</th></tr>
<tr><td>7</td><td>17</td><td>32.5</td><td>29.2</td></tr>
</table>

* 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.

<table>
<tr><th colspan="5">2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)</th></tr>
<tr><th rowspan="2">Group</th><th colspan="2">Number of Students</th><th colspan="2">Percent of Students</th></tr>
<tr><th>Enrolled</th><th>with Valid Scores</th><th>w/ Valid Scores</th><th>Proficient or Advanced</th></tr>
<tr><td>All Students</td><td>164</td><td>161</td><td>98.2</td><td>83.2</td></tr>
<tr><td>Male</td><td>75</td><td>74</td><td>98.7</td><td>79.7</td></tr>
<tr><td>Female</td><td>89</td><td>87</td><td>97.8</td><td>86.2</td></tr>
<tr><td>Hispanic or Latino</td><td>93</td><td>91</td><td>97.9</td><td>73.6</td></tr>
<tr><td>White</td><td>50</td><td>49</td><td>98.0</td><td>98.0</td></tr>
<tr><td>Socioeconomically Disadvantaged</td><td>84</td><td>83</td><td>98.8</td><td>74.7</td></tr>
<tr><td>English Learners</td><td>28</td><td>27</td><td>96.4</td><td>55.6</td></tr>
<tr><td>Students with Disabilities</td><td>14</td><td>14</td><td>100.0</td><td>50.0</td></tr>
</table>

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	6	210	207	98.6	60.9
	7	212	209	98.6	63.6
	8	164	162	98.8	60.9
Male	6	100	97	97.0	52.6
	7	96	95	99.0	57.9
	8	75	75	100.0	51.4
Female	6	110	110	100.0	68.2
	7	116	114	98.3	68.4
	8	89	87	97.8	69.0
Black or African American	6	15	15	100.0	46.7
	7	17	17	100.0	52.9
Hispanic or Latino	6	117	116	99.2	47.4
	7	114	113	99.1	54.9
	8	93	91	97.8	49.5
White	6	59	57	96.6	86.0
	7	63	61	96.8	80.3
	8	50	50	100.0	93.9
Two or More Races	6	13	13	100.0	84.6
	7	14	14	100.0	64.3
Socioeconomically Disadvantaged	6	99	99	100.0	42.4
	7	117	116	99.2	57.8
	8	84	83	98.8	47.0
English Learners	6	30	29	96.7	13.8
	7	33	33	100.0	30.3
	8	28	27	96.4	11.1
Students with Disabilities	6	21	21	100.0	14.3
	7	26	25	96.2	8.0
	8	14	14	100.0	7.1

School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 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 Met or Exceeded
All Students	6	210	207	98.6	53.6
	7	212	209	98.6	58.9
	8	212	209	98.6	58.9
Male	6	100	97	97.0	55.7
	7	96	95	99.0	59.0
	8	96	95	99.0	59.0
Female	6	110	110	100.0	51.8
	7	116	114	98.3	58.8
	8	116	114	98.3	58.8
Black or African American	6	15	15	100.0	40.0
	7	17	17	100.0	58.8
	8	17	17	100.0	58.8
Hispanic or Latino	6	117	116	99.2	41.4
	7	114	113	99.1	46.0
	8	114	113	99.1	46.0
White	6	59	57	96.6	79.0
	7	63	61	96.8	78.7
	8	63	61	96.8	78.7
Two or More Races	6	13	13	100.0	61.5
	7	14	14	100.0	64.3
	8	14	14	100.0	64.3
Socioeconomically Disadvantaged	6	99	99	100.0	33.3
	7	117	116	99.2	49.1
	8	117	116	99.2	49.1
English Learners	6	30	29	96.7	13.8
	7	33	33	100.0	24.2
	8	33	33	100.0	24.2
Students with Disabilities	6	21	21	100.0	14.3
	7	26	25	96.2	4.0
	8	26	25	96.2	4.0

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments. 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the 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 (School Year 2016-17)

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	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	0.0	1.9	0.7
Expulsions Rate	1.7	0.0	0.0
District	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.2	3.7	3.4
Expulsions Rate	0.1	0.1	0.1
State	**2013-14**	**2014-15**	**2015-16**
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 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		145
Percent of Schools Currently in Program Improvement		75.1

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
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	8.5
Other	4
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.

Average Class Size and Class Size Distribution (Secondary)												
	Average Class Size			**Number of Classrooms***								
				1-22			**23-32**			**33+**		
Subject	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**	**2013-14**	**2014-15**	**2015-16**
English	39	39	33							6	7	5
Mathematics	33	34	33	1	1		1	1		5	6	5
Science	38	39	33							3	7	3
Social Science	39	39	33							3	7	5

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

Professional Development provided for Teachers

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 2014-15 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$42,632	$45,092
Mid-Range Teacher Salary	$64,780	$71,627
Highest Teacher Salary	$88,049	$93,288
Average Principal Salary (ES)	$122,585	$115,631
Average Principal Salary (MS)	$125,249	$120,915
Average Principal Salary (HS)	$136,833	$132,029
Superintendent Salary	$261,667	$249,537
Percent of District Budget		
Teacher Salaries	37%	37%
Administrative Salaries	5%	5%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	9660.79	1695.11	7965.68	53208.83
District	♦	♦	7965.68	$73,582
State	♦	♦	$5,677	$75,837
Percent Difference: School Site/District	0.0			-23.7
Percent Difference: School Site/ State	48.9			-27.1

* Cells with ♦ do not require data.

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 and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

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