Einstein Academy

3035 Ash Street • San Diego, CA 92102-1718 • 619-795-1190 • Grades K-5
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2016-17 School Accountability Report Card
Published During the 2017-18 School Year

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 14 years, reflecting the school's international focus. There are currently over 800 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. AEACES 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 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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	140
Grade 1	138
Grade 2	138
Grade 3	129
Grade 4	128
Grade 5	124
Total Enrollment	797

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	1.1
Filipino	0.8
Hispanic or Latino	39
Native Hawaiian or Pacific Islander	0
White	38.1
Two or More Races	6.8
Socioeconomically Disadvantaged	34.3
English Learners	24.5
Students with Disabilities	7.8
Foster Youth	0.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (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	15-16	16-17	17-18
With Full Credential	38	45	44
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Albert Einstein Academies	15-16	16-17	17-18
With Full Credential	♦	♦	77
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Einstein Academy	15-16	16-17	17-18
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

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 2017	
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:** Yes **Percent of students lacking their own assigned textbook:** 0
Mathematics	Think Math **The textbooks listed are from most recent adoption:** Yes **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
Science Laboratory Equipment	N/A **The textbooks listed are from most recent adoption:** N/A

Note: Cells with N/A values do not require data.

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: 1/2016				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		Ongoing maintenance of HVAC due to age of system
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		Some leaking in heavy rains
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

CAASPP Test Results in Science for All Students					
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)				
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	69	71	65	59	56	54

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

Note: 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

2016-17 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)				
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	53	44	54	53	48	48
Math	57	46	42	43	36	37

* 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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.7	25.8	49.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	85	85	100.0	70.6
Male	45	45	100.0	73.3
Female	40	40	100.0	67.5
Hispanic or Latino	32	32	100.0	56.3
White	40	40	100.0	85.0
Socioeconomically Disadvantaged	23	23	100.0	39.1
English Learners	18	18	100.0	33.3

* 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	380	373	98.16	44.24
Male	214	211	98.6	39.81
Female	166	162	97.59	50
Black or African American	20	18	90	50
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	162	161	99.38	24.22
White	156	154	98.72	61.04
Two or More Races	30	29	96.67	55.17
Socioeconomically Disadvantaged	151	149	98.68	26.17
English Learners	123	122	99.19	21.31
Students with Disabilities	44	44	100	11.36

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	381	374	98.16	46.26
Male	214	211	98.6	52.61
Female	167	163	97.6	38.04
Black or African American	20	18	90	33.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	163	162	99.39	29.01
White	156	154	98.72	64.94
Two or More Races	30	29	96.67	44.83
Socioeconomically Disadvantaged	152	150	98.68	26
English Learners	124	123	99.19	26.83
Students with Disabilities	44	43	97.73	6.98

Note: 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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

Note: 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 State priority: Parental Involvement (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 2017-18)
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 State priority: School Climate (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	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	0.2	0.6	0.0
Expulsions Rate	0.0	0.0	0.0
District	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.7	3.4	3.3
Expulsions Rate	0.1	0.1	0.0
State	**2014-15**	**2015-16**	**2016-17**
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 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		144
Percent of Schools Currently in Program Improvement		74.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	.50
Psychologist	1.5
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	9
Other	13
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 (Elementary)												
Grade	**Average Class Size**			**Number of Classrooms***								
				1-20			**21-32**			**33+**		
	2014-15	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
K	23	23	23				12	12	12			
1	20	23	23	6			2	12	12			
2	20	20	23	6	6			2	12			
3	25	26	25				7	7	7			
4	24	23	25				7	7	7			
5	24	21	24		5		6	1	7			
Other	20			2								

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

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 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$44,337	$47,808
Mid-Range Teacher Salary	$67,371	$73,555
Highest Teacher Salary	$91,571	$95,850
Average Principal Salary (ES)	$126,695	$120,448
Average Principal Salary (MS)	$129,317	$125,592
Average Principal Salary (HS)	$143,347	$138,175
Superintendent Salary	$267,334	$264,457
Percent of District Budget		
Teacher Salaries	37%	35%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8693.83	939.65	7754.18	62784.91
District	♦	♦	7754.18	$76,603
State	♦	♦	$6,574	$79,228
Percent Difference: School Site/District			0.0	-18.0
Percent Difference: School Site/ State			18.0	-20.8

* Cells with ♦ do not require data.

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.