Albert Einstein Academy Charter Middle

458 26th St. • San Diego, CA 92102-1718 • (619) 780-0400 • Grades 6-8
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2017-18 School Accountability Report Card
Published During the 2018-19 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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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.

2017-18 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Grade 6	197
Grade 7	202
Grade 8	200
Total Enrollment	599

2017-18 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	4.2
American Indian or Alaska Native	0.8
Asian	0.8
Filipino	0.5
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	0.2
White	24.0
Socioeconomically Disadvantaged	55.9
English Learners	17.7
Students with Disabilities	10.2
Foster Youth	0.3

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			
Albert Einstein Academy Charter Middle	**16-17**	**17-18**	**18-19**
With Full Credential	33	33	32
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	2
Albert Einstein Academies	**16-17**	**17-18**	**18-19**
With Full Credential	♦	♦	76
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	2

Teacher Misassignments and Vacant Teacher Positions at this School			
Albert Einstein Academy Charter	**16-17**	**17-18**	**18-19**
Teachers of English Learners	0	0	0
Total Teacher Misassignments	1	0	3
Vacant Teacher Positions	0	0	0

*   Note: "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 2018-19)

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: 1/2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
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)

Tenant improvement of this four story, 42,000 square foot educational facility was completed in August 2014. A five year full facility inspection report was also conducted in December of 2018. The facility ranks in "good" to "excellent" status for all major systems. Weekly, monthly, quarterly 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, 2016		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	**Exemplary**	

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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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

	2017-18 CAASPP Results for All Students					
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	62.0	56.0	53.0	55.0	48.0	50.0
Math	51.0	44.0	43.0	45.0	37.0	38.0

Note: 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.

Note: ELA and 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.

	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	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
7	16.5	27.0	39.0

* 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.

School Year 2017-18 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	597	588	98.49	56.46
Male	301	296	98.34	51.01
Female	296	292	98.65	61.99
Black or African American	25	24	96.00	50.00
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	358	354	98.88	45.20
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	142	97.93	81.69
Two or More Races	45	44	97.78	72.73
Socioeconomically Disadvantaged	330	326	98.79	43.25
English Learners	272	269	98.90	36.43
Students with Disabilities	67	65	97.01	13.85
Foster Youth	--	--	--	--

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 2017-18 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	599	587	98	44.12
Male	301	295	98.01	45.42
Female	298	292	97.99	42.81
Black or African American	25	24	96	12.5
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	360	354	98.33	33.05
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	141	97.24	73.05
Two or More Races	45	44	97.78	63.64
Socioeconomically Disadvantaged	332	326	98.19	26.69
English Learners	274	269	98.18	26.39
Students with Disabilities	69	64	92.75	7.81
Foster Youth	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2018-19)

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 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. Superintendent, 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	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	0.7	1.5	0.8
Expulsions Rate	0.0	0.0	0.0
District	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.4	3.4	3.5
Expulsions Rate	0.1	0.1	0.1
State	**2015-16**	**2016-17**	**2017-18**
Suspensions Rate	3.7	3.7	3.5
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.

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	1
Social Worker	1
Nurse	0
Speech/Language/Hearing Specialist	.5
Resource Specialist (non-teaching)	6
Other	7.5
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.

Average Class Size and Class Size Distribution (Secondary)											
	Average Class Size			**Number of Classrooms***							
				1-22			**23-32**			**33+**		
Subject	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**	**2015-16**	**2016-17**	**2017-18**
English	26.0	31.0	30.0	2	1	2	7	2	1	5	10	11
Mathematics	24.0	29.0	31.0	3	2	1	7	6	5	4	6	8
Science	31.0	34.0	33.0				6		3	6	12	9
Social Science	31.0	34.0	34.0				6		3	6	12	9

* 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 2016-17 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$46,124	$47,903
Mid-Range Teacher Salary	$70,086	$74,481
Highest Teacher Salary	$95,262	$98,269
Average Principal Salary (ES)	$131,580	$123,495
Average Principal Salary (MS)	$135,867	$129,482
Average Principal Salary (HS)	$148,932	$142,414
Superintendent Salary	$275,000	$271,429
Percent of District Budget		
Teacher Salaries	36.0	35.0
Administrative Salaries	5.0	5.0

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

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	9764.09	1865.81	7898.28	57,277.34
District	◆	◆	7898.28	$80,798
State	◆	◆	$7,125	$80,764
Percent Difference: School Site/District	0.0			-34.1
Percent Difference: School Site/ State	10.3			-34.0

* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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.