



Einstein Academy

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Albert Einstein Academy Charter Elementary School

3035 Ash Street
San Diego, CA 92102-1718
619-795-1190
www.aeacs.org

District Governing Board

William Melton
President

Maria Ortega
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District Administration

Dr. David Sciarretta
Superintendent

Greta Bouterse
Principal

Andreas Trakas
Principal

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 18 years, reflecting the school's international focus. There are currently over 800 students 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.

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.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	138
Grade 1	138
Grade 2	138
Grade 3	135
Grade 4	131
Grade 5	121
Total Enrollment	801

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.9
American Indian or Alaska Native	0.1
Asian	2.7
Filipino	1.2
Hispanic or Latino	40.2
White	45.3
Two or More Races	7.1
Socioeconomically Disadvantaged	34
English Learners	23.2
Students with Disabilities	9.2

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 for Einstein Academy	17-18	18-19	19-20
With Full Credential	44	44	44
Without Full Credential	1	0	0
Teaching Outside Subject Area of Competence	0	0	1

Teacher Credentials for Albert Einstein	17-18	18-19	19-20
With Full Credential	♦	♦	73
Without Full Credential	♦	♦	1
Teaching Outside Subject Area of Competence	♦	♦	4

Teacher Misassignments and Vacant Teacher Positions at Einstein Academy

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
Total Teacher Misassignments*	1	0	1
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 2019-20)

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 2019

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	Ready Math (Curriculum Associates) and GO Math (Houghton Mifflin Harcourt) 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

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: 1/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Fair	Ongoing maintenance of HVAC due to age of system
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	Fair	Some leaking in heavy rains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	56	56	55	55	50	50
Math	55	59	45	46	38	39

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.

School Year 2018-19 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	388	388	100.00	56.44
Male	213	213	100.00	52.11
Female	175	175	100.00	61.71
Black or African American	14	14	100.00	50.00
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	150	150	100.00	33.33
White	182	182	100.00	73.08
Two or More Races	34	34	100.00	73.53
Socioeconomically Disadvantaged	134	134	100.00	33.58
English Learners	99	99	100.00	29.29
Students with Disabilities	54	54	100.00	24.07

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.2	25.4	41.0

Note: Percentages are not calculated and double dashes (--) appear in the table 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.

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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 2018-19 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	388	388	100.00	59.28
Male	213	213	100.00	61.03
Female	175	175	100.00	57.14
Black or African American	14	14	100.00	35.71
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	150	150	100.00	39.33
White	182	182	100.00	75.27
Two or More Races	34	34	100.00	73.53
Socioeconomically Disadvantaged	134	134	100.00	38.81
English Learners	99	99	100.00	32.32
Students with Disabilities	54	54	100.00	16.67

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 2019-20)

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 Universities, 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 bi-monthly email communication from the administration. If you would like 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 monthly emergency preparedness fire, earthquake, evacuation and lockdown drills along with 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 are strictly followed by AEACES staff.

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 must log in at the main office via a computerized monitoring system as they enter and exit. This system screens names as well as the visitors photo identification against the National Sex Offender Registry.

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 for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.3	3.5	3.6
Expulsions Rate	0.0	0.1	0.1

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	3.0
Other	1.7

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		12		23		12		23		12	
1	23		12		23		12		23		12	
2	23		12		23		12		23		12	
3	25		7		27		9		27		9	
4	25		7		24		7		26		9	
5	24		7		25		7		24		7	
Other**												

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

** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

AEACES is committed to ongoing professional development. All teachers are offered both on-site and off-site opportunities to positively impact teaching and learning. All teachers are trained as International Baccalaureate Primary Years Program (IBPYP) teachers, and extensive training is done to ensure all are able to successfully implement the California Common Core State Standards and Next Generation Science Standards. In addition, because AEACES 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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,124	\$48,612
Mid-Range Teacher Salary	\$70,086	\$74,676
Highest Teacher Salary	\$95,262	\$99,791
Average Principal Salary (ES)	\$125,328	\$125,830
Average Principal Salary (MS)	\$128,724	\$131,167
Average Principal Salary (HS)	\$138,823	\$144,822
Superintendent Salary	\$259,600	\$275,796

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35%	34%
Administrative Salaries	4%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9067.12	1,308.89	7758.23	64885.27
District	N/A	N/A	7758.23	\$80,624.00
State	N/A	N/A	\$7,506.64	\$82,403.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	0.0	-21.6
School Site/ State	3.3	-23.8

Note: Cells with N/A values 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.

Types of Services Funded