

Albert Einstein Academy Charter Middle School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Albert Einstein Academy Charter Middle School
Street	458 26th Street
City, State, Zip	San Diego, CA 92102
Phone Number	(619) 780-0400
Principal	Andreas Trakas
Email Address	atrakas@aeacs.org
School Website	www.aeacms.org
County-District-School (CDS) Code	37 68338 0111898

2021-22 District Contact Information

District Name	Albert Einstein Academies
Phone Number	(619) 795-1190
Superintendent	Dr. David Sciarretta
Email Address	dsciarretta@aeacs.org
District Website Address	www.aeacs.org

2021-22 School Overview

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 65 percent of our students being Hispanic, 26 percent White, 3 percent African American, and 6 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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	200
Grade 7	201
Grade 8	200
Total Enrollment	601

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	1.7
Black or African American	3.3
Filipino	1.2
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.2
White	25.8
English Learners	28.1
Homeless	0.5
Socioeconomically Disadvantaged	49.3
Students with Disabilities	16.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other 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.

Year and month in which the data were collected

1/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Variety of materials to support the IBMYP Curriculum	No	0
Mathematics	CPM Mathematics	Yes	0
Science	Variety of materials to support the IBMYP Curriculum	No	0
History-Social Science	Variety of materials to support the IBMYP Curriculum	No	0
Foreign Language	Variety of materials to support the IBMYP Curriculum	No	0

Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report

December, 2019

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	598	NT	NT	NT	NT
Female	264	NT	NT	NT	NT
Male	334	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	394	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	150	NT	NT	NT	NT
English Learners	168	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	308	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	598	NT	NT	NT	NT
Female	264	NT	NT	NT	NT
Male	334	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	16	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	394	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	28	NT	NT	NT	NT
White	150	NT	NT	NT	NT
English Learners	168	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	11	NT	NT	NT	NT
Socioeconomically Disadvantaged	308	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	100	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Student Groups	NWEA Total Enrollment	NWEA Number Tested	NWEA Percent Tested	NWEA Percent Not Tested	NWEA Percent At or Above Grade Level
All Students	618	527	85.28	14.72	55.98
Female	304	235	77.3	22.7	65.53
Male	314	274	87.26	12.74	48.54
Black or African American	13	13	100	0	46.15
Hispanic or Latino	413	333	80.63	19.37	44.74

Two or More Races	36	23	63.89	36.11	82.61
White	155	131	84.52	15.48	82.44
English Learners	166	143	86.14	13.86	21.68
Socioeconomically Disadvantaged	304	260	85.53	14.47	40
Students with Disabilities	106	92	86.79	13.21	32.61

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Student Groups	NWEA Total Enrollment	NWEA Number Tested	NWEA Percent Tested	NWEA Percent Not Tested	NWEA Percent At or Above Grade Level
All Students	618	554	89.64	10.36	51.44
Female	304	242	79.61	20.39	51.24
Male	314	294	93.63	6.37	53.06
Black or African American	16	16	100	0	43.75
Hispanic or Latino	413	347	84.02	15.98	40.63
Two or More Races	36	25	69.44	30.56	80
White	155	139	89.68	10.32	76.98
English Learners	166	145	87.35	12.65	21.38
Socioeconomically Disadvantaged	304	273	89.8	10.2	35.53
Students with Disabilities	106	95	89.62	10.38	28.42

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	199	NT	NT	NT	NT
Female	82	NT	NT		
Male	117	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	127	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	50	NT	NT	NT	NT
English Learners	50	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	94	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	40	NT	NT	NT	NT

2020-21 Career Technical Education Programs

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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 the school office at (619) 780-0400.

Update on current volunteer opportunities: At this time, due to the COVID pandemic, non-essential visitors and volunteers are not allowed on campus. Only essential visitors such as Special Education service providers and maintenance vendors are currently allowed on campus with health screening upon entry. Should health trajectories improve, administration may revise these guidelines during the school year to allow volunteers on campus.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate									
Graduation Rate									

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	621	605	19	3.1
Female	272	266	4	1.5
Male	349	339	15	4.4
American Indian or Alaska Native	1	1	0	0.0
Asian	5	5	0	0.0
Black or African American	18	16	1	6.3
Filipino	4	4	0	0.0
Hispanic or Latino	405	397	15	3.8
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	30	28	0	0.0
White	157	153	3	2.0
English Learners	172	170	10	5.9
Foster Youth	0	0	0	0.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	319	310	12	3.9
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	108	105	8	7.6

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.45	0.32	3.65	0.06	3.47	0.20
Expulsions	0.00	0.00	0.08	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.66	2.24	2.45
Expulsions	0.00	0.04	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.32	0.00
Female	0.00	0.00
Male	0.57	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.58	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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 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.

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.

AEACMS follows the COVID-19 mandates, guidelines and protocols set forth by the California Department of Public Health (CDPH) and the County of San Diego Health and Human Services Agency (HHSA) for health screening of staff and students currently on campus. AEACMS also follows HHSA guidelines for quarantine and isolation orders for each positive and "close contact" case. Additionally, safety protocols in the AEA Teaching and Learning Plan, AEA Safe Re-opening Plan and the AEA Social Distancing and Sanitation Protocols are followed.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	28	7	39	24

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	28	12	21	29

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K				
1				
2				
3				
4				
5				
6	29	9	24	17

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	2	2	10
Mathematics	29	2	6	6
Science	33		1	11
Social Science	33		1	11

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		5	7
Mathematics	31		8	4
Science	33		4	8
Social Science	33		4	8

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	33		2	10
Mathematics	31		10	2
Science	33		5	7
Social Science	33		5	7

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	.60
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11283.18	2364.10	8919.08	68753.46
District	N/A	N/A	8919.08	68753.46
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
Percent Difference - School Site and State	N/A	N/A		

2020-21 Types of Services Funded

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2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,792	\$50,897
Mid-Range Teacher Salary	\$74,140	\$78,461
Highest Teacher Salary	\$100,772	\$104,322
Average Principal Salary (Elementary)	\$139,968	\$131,863
Average Principal Salary (Middle)	\$143,902	\$137,086
Average Principal Salary (High)	\$154,753	\$151,143
Superintendent Salary	\$290,907	\$297,037
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

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 weekly in schoolwide and content-specific ongoing professional development in accordance with annual and long-term goals.

This table displays the number of school days dedicated to staff development and continuous improvement.

Professional Development

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7

Albert Einstein Academies

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Albert Einstein Academies
Phone Number	(619) 795-1190
Superintendent	Dr. David Sciarretta
Email Address	dsciarretta@aeacs.org
District Website Address	www.aeacs.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50521	452	0.89	99.11	28.82
Female	24579	139	0.57	99.43	33.81
Male	25934	313	1.21	98.79	26.60
American Indian or Alaska Native	129	1	--	99.22	--
Asian	4811	46	0.96	99.04	39.13
Black or African American	3732	48	1.29	98.71	18.75
Filipino	2239	19	0.85	99.15	31.58
Hispanic or Latino	22801	202	0.89	99.11	22.39
Native Hawaiian or Pacific Islander	204	5	2.45	97.55	--
Two or More Races	5009	34	0.68	99.32	32.35
White	11596	97	0.84	99.16	42.27
English Learners	8958	128	1.43	98.57	12.50
Foster Youth	150	3	2.00	98.00	--
Homeless	7550	58	0.77	99.23	17.24
Military	3773	26	0.69	99.31	26.92
Socioeconomically Disadvantaged	28699	266	0.93	99.07	21.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	7559	371	4.91	95.09	15.14

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	50521	434	0.86	99.14	19.40
Female	24579	133	0.54	99.46	24.06
Male	25934	301	1.16	98.84	17.33
American Indian or Alaska Native	129	0	--	100.00	--
Asian	4811	44	0.91	99.09	36.36
Black or African American	3732	47	1.26	98.74	12.77
Filipino	2239	19	0.85	99.15	5.26
Hispanic or Latino	22801	191	0.84	99.16	11.58
Native Hawaiian or Pacific Islander	204	5	2.45	97.55	--
Two or More Races	5009	35	0.70	99.30	17.14
White	11596	93	0.80		35.48
English Learners	8958	123	1.37	98.63	6.50
Foster Youth	150	3	2.00	98.00	--
Homeless	7550	54	0.72	99.28	11.11
Military	3773	26	0.69	99.31	15.38
Socioeconomically Disadvantaged	28699	252	0.88	99.12	9.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	7559	356	4.71	95.29	7.04

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Student Groups	NWEA Total Enrollment	NWEA Number Tested	NWEA Percent Tested	NWEA Percent Not Tested	NWEA Percent At or Above Grade Level
All Students	618	527	85.28	14.72	55.98
Female	304	235	77.3	22.7	65.53
Male	314	274	87.26	12.74	48.54
Black or African American	13	13	100	0	46.15
Hispanic or Latino	413	333	80.63	19.37	44.74

Two or More Races	36	23	63.89	36.11	82.61
White	155	131	84.52	15.48	82.44
English Learners	166	143	86.14	13.86	21.68
Socioeconomically Disadvantaged	304	260	85.53	14.47	40
Students with Disabilities	106	92	86.79	13.21	32.61

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

NWEA Student Groups	NWEA Total Enrollment	NWEA Number Tested	NWEA Percent Tested	NWEA Percent Not Tested	NWEA Percent At or Above Grade Level
All Students	618	554	89.64	10.36	51.44
Female	304	242	79.61	20.39	51.24
Male	314	294	93.63	6.37	53.06
Black or African American	16	16	100	0	43.75
Hispanic or Latino	413	347	84.02	15.98	40.63
Two or More Races	36	25	69.44	30.56	80
White	155	139	89.68	10.32	76.98
English Learners	166	145	87.35	12.65	21.38
Socioeconomically Disadvantaged	304	273	89.8	10.2	35.53
Students with Disabilities	106	95	89.62	10.38	28.42

*At or above the grade-level standard in the context of the local assessment administered.