Albert Einstein Academies
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/. - For more information about the LCFF or the 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.
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).
California School Dashboard	The California School Dashboard (Dashboard) https://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.

2023-24 School Contact Information

School Name	Albert Einstein Academies
Street	3035 Ash Street
City, State, Zip	San Diego, CA 92102
Phone Number	(619) 795-1190
Principal	Greta Bouterse / Andy Trakas
Email Address	gbouterse@aeacs.org / atrakas@aeacs.org
School Website	www.aeacs.org
County-District-School (CDS) Code	37 68338 0111898

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

Albert Einstein Academies (AEA), the first authorized public charter schools with a K-8 International Baccalaureate continuum in San Diego County, educates children to thrive and contribute as active thinkers in the world. As authorized International Baccalaureate (IB) World Schools, we are part of a prestigious international community of highly effective schools. AEA 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 21st century. From its humble beginnings in 2002, with 27 students in the basement of a church, AEA has evolved into innovative, academically accomplished, well-managed charter schools in the heart of the San Diego Unified School District. The demographics of the student population have become more diverse over our 20 years, reflecting the school's international focus. Our student population is comprised from the immediate South Park/Grant Hill neighborhood including areas throughout all of San Diego County. Our teachers are all highly qualified and are committed in their work to ensure that all students achieve academically and thrive socially and emotionally. Our instructional program addresses the needs of the whole child, with equal emphasis placed in eight curricular areas.

AEA is comprised of the following three schools:

Albert Einstein Academy Charter Elementary School (AEACES), located in the South Park neighborhood of San Diego, currently enrolls over 830 students in grades TK through 5. AEACES offers an international education through dual-language immersion in German and English. AEACES offers a wide range of extracurricular enrichment programs as well as academic intervention and supports.

Albert Einstein Academy Charter Middle School (AEACMS), located in the Grant Hill neighborhood of San Diego, currently enrolls over 600 students in grades 6 through 8. AEACMS focus on art, foreign language, and physical education are accorded as much emphasis as math, science, and english language arts. AEACMS offers a wide range of extracurricular enrichment programs as well as academic intervention and supports.

Albert Einstein Academy Charter High School (AEACHS), located adjacent to our middle school campus, is targeted to open in Fall 2026. When full capacity is reached it will host 800 students in grades 9 through 12.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	162
Grade 1	144
Grade 2	138
Grade 3	134
Grade 4	135
Grade 5	119
Grade 6	206
Grade 7	202
Grade 8	200
Total Enrollment	1,440

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9%
Male	50%
American Indian or Alaska Native	0.1%
Asian	1.2%
Black or African American	2.1%
Filipino	0.6%
Hispanic or Latino	55.2%
Two or More Races	7.5%
White	33.3%
English Learners	25.1%
Foster Youth	0.1%
Homeless	0.3%
Socioeconomically Disadvantaged	38.8%
Students with Disabilities	12.7%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.50	61.80	5313.50	88.64	228366.10	83.12
Intern Credential Holders Properly Assigned	0.20	0.83	51.00	0.85	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	18.83	191.10	3.19	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.30	14.43	194.90	3.25	12115.80	4.41
Unknown	1.20	4.07	243.90	4.07	18854.30	6.86
Total Teaching Positions	30.00	100.00	5994.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	61.00	81.74	5336.60	88.47	234405.20	84.00
Intern Credential Holders Properly Assigned	0.50	0.67	66.90	1.11	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.60	7.50	219.20	3.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.70	3.68	219.20	3.63	11953.10	4.28
Unknown	4.70	6.40	189.70	3.15	15831.90	5.67
Total Teaching Positions	74.70	100.00	6031.80	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	5.60	5.60
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	5.60	5.60

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	4.30	2.70
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	4.30	2.70

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	20.1	11.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.9	0.7

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

AEA provides the International Baccalaureate Primary Years Programme (IB PYP) and Middle Years Programme (IB MYP); Diploma Programme (IB DP) coming Fall 2026. The IB is a world-wide framework that allow students ownership of their learning within a rigorous curriculum. Our goal is to develop internationally minded students who strive towards the ten attributes known as the IB Learner Profiles.

Although we do have 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. As such, the inquiry-based and internationally minded curriculum cannot be accommodated by state-adopted textbooks alone. Key components of instruction, and instructional materials, are the IB six Units of Inquiry and the IB unit planner, which incorporate all state standards in addition to the IB requirements.

Year and month in which the data were collected	1/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SIPPS (Systematic Instruction in Phonological Awareness, Phonic, and Sight Words), Handwriting without Tears, Phonics to Reading, IXL, teacher curated supplemental materials and texts to support the IB curriculum.	Yes	0
Mathematics	GO Math (Houghton Mifflin Harcourt), CPM Mathematics, IXL	Yes	0
Science	Amplify, IXL, teacher curated supplemental materials and texts to support the IB curriculum.	Yes	0
History-Social Science	Teacher curated materials for specific grade levels	Yes	0
Foreign Language	ABC der Tiere by Mildenberger (German) and additional teacher curated materials for specific grade levels in German and Spanish	Yes	0

School Facility Conditions and Planned Improvements

The facilities rank is in "good" status for all major systems. Safety and maintenance operations are regularly checked and we emphasize cleanliness and the effective working order of all systems. Weekly, monthly, quarterly and annual inspections are completed on Fire, HVAC, Elevators, ADA Lift, Plumbing and Electrical systems. County Health inspections are performed twice per year. at each campus.

Year and month of the most recent FIT report	December, 2023

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**

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).

College and Career Ready
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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	47	48	51	52	47	46
Mathematics (grades 3-8 and 11)	44	42	39	40	33	34

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	977	971	99.39	0.61	48.19
Female	491	486	98.98	1.02	51.24
Male	486	485	99.79	0.21	45.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	44.44
Filipino	--	--	--	--	--
Hispanic or Latino	587	585	99.66	0.34	32.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	65	65	100.00	0.00	67.69
White	289	285	98.62	1.38	75.09
English Learners	242	242	100.00	0.00	13.69
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	77.14
Socioeconomically Disadvantaged	497	496	99.80	0.20	29.96
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	158	157	99.37	0.63	16.03

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	977	969	99.18	0.82	42.36
Female	491	484	98.57	1.43	40.50
Male	486	485	99.79	0.21	44.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	31.58
Filipino	--	--	--	--	--
Hispanic or Latino	587	583	99.32	0.68	25.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	65	65	100.00	0.00	58.46
White	289	285	98.62	1.38	71.58
English Learners	242	241	99.59	0.41	8.75
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	35	35	100.00	0.00	65.71
Socioeconomically Disadvantaged	497	494	99.40	0.60	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	158	157	99.37	0.63	15.29

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	33.75	35.97	35.99	38.07	29.47	30.29

2022-23 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	306	99.35	0.65	36.60
Female	141	139	98.58	1.42	35.97
Male	167	167	100.00	0.00	37.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	182	182	100.00	0.00	20.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	63.16
White	98	96	97.96	2.04	60.42
English Learners	78	78	100.00	0.00	5.13
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00	0.00	20.65
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	49	48	97.96	2.04	18.75

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	86	86	86	86	86

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.

2023-24 Opportunities for Parental Involvement

AEA 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 governance committees, supervise field trips, organize and implement special community events, participate in Parent Universities, and help support with a variety of other organizational and community needs. Detailed information concerning volunteering, and other opportunities for participation, is provided to the parents throughout the year through our school website, teacher websites, communication from Friends of AEA, and bi-monthly email communication from the AEA administration. 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 would like to get involved, please complete a comprehensive volunteer application at https://www.aeacs.org/volunteer.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1483	1463	262	17.9
Female	748	734	122	16.6
Male	735	729	140	19.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	19	19	0	0.0
Black or African American	33	33	7	21.2
Filipino	11	11	1	9.1
Hispanic or Latino	824	812	193	23.8
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	107	107	14	13.1
White	487	479	47	9.8
English Learners	371	366	90	24.6
Foster Youth	1	1	0	0.0
Homeless	5	5	2	40.0
Socioeconomically Disadvantaged	710	701	183	26.1
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	221	220	50	22.7

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.32	0.75	1.96	0.06	2.51	2.70	0.20	3.17	3.60
Expulsions	0.00	0.00	0.07	0.00	0.05	0.05	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.96	0.07
Female	1.87	0
Male	2.04	0.14
Non-Binary	0	0
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	3.03	0
Filipino	0	0
Hispanic or Latino	3.28	0.12
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.21	0
English Learners	2.43	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.96	0.14
Students Receiving Migrant Education Services	0	0
Students with Disabilities	3.62	0

2023-24 School Safety Plan

AEA staff work together to prevent, prepare, and respond to emergency situations. To ensure safety and security, our schools have a comprehensive safety plan that is reviewed and updated annually. Staff members participate in regular emergency-preparedness drills such as fire, earthquake, shelter in place, biohazard and lockdown and response training. Substance abuse prevention programs are presented to students regularly. Policies and procedures are in place to address safe ingress and egress of students, serious disciplinary issues, discrimination, harassment, bullying, mandated child abuse reporting procedures and school dress codes. Additionally, in October 2022, AEA contracted with a safety consultant to perform a two day on-site evaluation of our campuses to analyze any safety hazards/concerns and provide recommended solutions. Recommendations from this visit have been, and are continuing to be, implemented on our campuses.

AEA 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. AEA 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 our schools. AEA follows the COVID-19 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. AEA also follows HHSA guidelines for quarantine and isolation orders for each positive and "close contact" case.

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

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	35		1	11
Mathematics	33		6	6
Science	36		1	5
Social Science	34		3	3

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	34	0	3	9
Mathematics	34	0	2	10
Science	33	0	1	5
Social Science	34	0	2	4

2022-23 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	600:1

2022-23 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)	1
Library Media Teacher (Librarian)	2
Library Media Services Staff (Paraprofessional)	2
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	12,858.84	3286.32	9572.52	72990.34
District	N/A	N/A		$90,641
Percent Difference - School Site and District	N/A	N/A		-21.6
State	N/A	N/A	$7,607	$87,885
Percent Difference - School Site and State	N/A	N/A	22.9	-18.5

Fiscal Year 2022-23 Types of Services Funded

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	$50,743	$55,550
Mid-Range Teacher Salary	$77,105	$80,703
Highest Teacher Salary	$107,402	$109,418
Average Principal Salary (Elementary)	$145,885	$137,703
Average Principal Salary (Middle)	$151,051	$143,760
Average Principal Salary (High)	$164,119	$159,021
Superintendent Salary	$375,000	$319,443
Percent of Budget for Teacher Salaries	32.34%	30.35%
Percent of Budget for Administrative Salaries	4.66%	4.87%

Professional Development

As International Baccalaureate World Schools, AEA is committed to continuous growth and improvement in professional practice. All teachers participate in ongoing IB training sessions and training 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 school wide and content- specific ongoing professional development in accordance with annual and long-term goals. Professional development and training sessions for the 2023-24 school year also include Literacy Framework, Restorative Practices, Multi-Tiered System of Supports (MTSS), Teacher Clarity Playbook Coaching and Crisis Prevention Institute (CPI) training.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7