Albert Einstein Academies
2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 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	Dr. Jose Diaz
Email Address	jdiaz@aeacs.org
School Website	www.aeacs.org
Grade Span	K-8
County-District-School (CDS) Code	37 68338 0111898

2025-26 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

2025-26 School Description and Mission Statement

Albert Einstein Academies (AEA) is the first authorized public charter school organization in San Diego County to offer a TK–8 International Baccalaureate (IB) continuum. AEA educates students to thrive academically and to contribute as thoughtful, engaged citizens in an increasingly interconnected world. As authorized IB World Schools, AEA is part of a prestigious international network of highly effective educational institutions committed to rigorous, inquiry-based learning.

AEA nurtures and inspires multilingual, critical thinkers who are well-rounded, responsible global citizens prepared to lead and create positive change in the 21st century. Founded in 2002 with 27 students in the basement of a church, AEA has grown into a network of innovative, academically accomplished, and well-managed charter schools located within the San Diego Unified

2025-26 School Description and Mission Statement

School District. Over its 24-year history, AEA's student population has become increasingly diverse, reflecting the school's international focus and commitment to equity and inclusion. Students are drawn primarily from the surrounding South Park and Grant Hill neighborhoods, as well as from communities throughout San Diego County.

All AEA teachers are highly qualified and dedicated to ensuring that students achieve academic success while thriving socially and emotionally. AEA's instructional program addresses the needs of the whole child, with balanced emphasis across eight curricular areas to support intellectual, social, emotional, and physical development.

AEA is comprised of the following three schools:

Albert Einstein Academy Charter Elementary School (AEACES) is located in the South Park neighborhood of San Diego and currently enrolls 827 students in grades Transitional Kindergarten through fifth grade. AEACES offers an international education through German language immersion instruction and provides a wide range of extracurricular enrichment opportunities, as well as academic interventions and student support services.

Albert Einstein Academy Charter Middle School (AEACMS) is located in the Grant Hill neighborhood of San Diego and currently enrolls 562 students in grades six through eight. At AEACMS, instruction in the arts, world languages, and physical education is given equal emphasis alongside mathematics, science, and English language arts. The school offers a comprehensive array of extracurricular enrichment programs, academic interventions, and student supports.

Albert Einstein Academy Charter High School (AEACHS), located adjacent to the middle school campus, is scheduled to open in Fall 2028. Upon reaching full capacity, AEACHS will serve approximately 800 students in grades nine through twelve.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	163
Grade 1	143
Grade 2	138
Grade 3	134
Grade 4	136
Grade 5	135
Grade 6	202
Grade 7	196
Grade 8	201
Total Enrollment	1,448

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.7
Male	49.3
American Indian or Alaska Native	0.1
Asian	1.1
Black or African American	2.5
Filipino	0.5
Hispanic or Latino	62.3
Two or More Races	6.9
White	26.6
English Learners	21.5
Homeless	0.1
Socioeconomically Disadvantaged	47.4
Students with Disabilities	14.7

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.

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	81.74	5336.6	88.47	234405.2	84
Intern Credential Holders Properly Assigned	0.5	0.67	66.9	1.11	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5.6	7.5	219.2	3.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.7	3.68	219.2	3.63	11953.1	4.28
Unknown/Incomplete/NA	4.7	6.4	189.7	3.15	15831.9	5.67
Total Teaching Positions	74.7	100	6031.8	100	279044.8	100

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.

2022-23 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)	65.9	89.17	5233.7	86.54	231142.4	83.24
Intern Credential Holders Properly Assigned	1	1.35	74.5	1.23	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5	6.77	354.7	5.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.5	0.68	221	3.65	11746.9	4.23
Unknown/Incomplete/NA	1.5	2.03	163.6	2.71	14303.8	5.15
Total Teaching Positions	73.9	100	6047.7	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	67.8	88.05	5239.1	86.81	230039.4	100
Intern Credential Holders Properly Assigned	0	0	91.1	1.51	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.5	5.96	293.4	4.86	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.6	2.08	201.9	3.35	12112.8	4.34
Unknown/Incomplete/NA	3	3.9	209.7	3.48	13705.8	4.91
Total Teaching Positions	77	100	6035.4	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	5.60	5	4.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	5.60	5	4.5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	2.70	0.5	1.6
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	2.70	0.5	1.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.1	8	9.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.7	3.6	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Albert Einstein Academies (AEA) offers the International Baccalaureate (IB) Primary Years Programme (PYP) and Middle Years Programme (MYP), with the Diploma Programme (DP) scheduled to begin in Fall 2028. The IB framework is an internationally recognized educational approach that emphasizes rigorous, inquiry-based instruction and promotes student ownership of learning. AEA's instructional model is designed to develop internationally minded students who strive to embody the ten attributes of the International Baccalaureate Learner Profile.

While state-adopted textbooks are utilized where appropriate, AEA's curriculum is delivered through a broad range of instructional materials, including literature, trade books, digital resources, online programs, and other supplementary materials. This diverse approach supports the development of well-rounded learners who are able to inquire, research independently, and think critically. The inquiry-based and internationally focused IB curriculum cannot be effectively supported by textbooks alone. Core components of instruction include the IB Units of Inquiry and the IB unit planning framework, which integrate all applicable state academic standards in addition to IB program requirements.

Year and month in which the data were collected	8/2024

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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.	0
Mathematics	GO Math (Houghton Mifflin Harcourt), CPM Mathematics, IXL	0
Science	Amplify, IXL, teacher curated supplemental materials and texts to support the IB curriculum.	0
History-Social Science	Teacher curated materials for specific grade levels	0
Foreign Language	ABC der Tiere by Mildenberger (German) and additional teacher curated materials for specific grade levels in German and Spanish	0

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

School Facility Conditions and Planned Improvements

The Albert Einstein Academy Charter Elementary School (AEACES) facility, serving grades Transitional Kindergarten through fifth grade, is located at 3035 Ash Street and is owned by the San Diego Unified School District (SDUSD). Albert Einstein

School Facility Conditions and Planned Improvements

Academies (AEA) makes every effort to ensure that the school site is clean, safe, and fully functional. The campus includes thirty-six classrooms, an administrative office building, an auditorium/multipurpose room, and exterior athletic field areas. Major facility repairs are submitted and addressed through SDUSD's work order process. AEA custodial staff oversee daily and evening cleaning of the campus, and a contracted landscape maintenance company services the grounds on a weekly basis. The campus is currently undergoing a comprehensive site modernization project led by SDUSD, with completion anticipated in 2027.

The Albert Einstein Academy Charter Middle School (AEACMS) facility, serving grades six through eight, is located at 458 26th Street and was renovated in 2014. The four-story building includes twenty classrooms, administrative offices, physical education and music rooms, and outdoor athletic courts. Custodial services are provided by AEA staff during the school day and evening hours, and landscape maintenance is conducted weekly by a contracted service provider.

All AEA facilities are rated in "good" condition for all major building systems. Safety and maintenance operations are routinely monitored, with an emphasis on cleanliness and the proper functioning of all systems. Monthly, quarterly, and annual inspections are conducted for fire safety, heating, ventilation, and air conditioning (HVAC), elevators, ADA lifts, plumbing, and electrical systems. County health inspections are conducted twice annually at each school cafeteria. Elevator and lift inspections are performed annually by the State of California, and fire code inspections are conducted annually by the City of San Diego.

Year and month of the most recent FIT report	December, 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			No repairs needed. Note: AEACES site modernization in progress.
Interior: Interior Surfaces	X			No repairs needed. Note: AEACES site modernization in progress.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			No action needed
Electrical	X			No repairs needed. Note: AEACES site modernization in progress.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			No repairs needed. Note: AEACES site modernization in progress.
Safety: Fire Safety, Hazardous Materials	X			No repairs needed. Note: AEACES site modernization in progress.
Structural: Structural Damage, Roofs	X			No repairs needed. Note: AEACES site modernization in progress.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			No repairs needed. Note: AEACES site modernization in progress.

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).

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	46	52	54	47	48
Mathematics (grades 3-8 and 11)	45	36	41	42	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	995	983	98.79	1.21	46.44
Female	503	498	99.01	0.99	49.00
Male	492	485	98.58	1.42	43.80
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	27	26	96.30	3.70	46.15
Filipino	--	--	--	--	--
Hispanic or Latino	663	656	98.94	1.06	33.13
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	54	96.43	3.57	81.48
White	232	230	99.14	0.86	74.78
English Learners	224	222	99.11	0.89	15.84
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	23	22	95.65	4.35	63.64
Socioeconomically Disadvantaged	504	497	98.61	1.39	31.99
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	160	155	96.88	3.12	12.26

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	995	983	98.79	1.21	35.82
Female	503	499	99.20	0.80	33.87
Male	492	484	98.37	1.63	37.84
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	36.36
Black or African American	27	26	96.30	3.70	38.46
Filipino	--	--	--	--	--
Hispanic or Latino	663	656	98.94	1.06	22.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	56	54	96.43	3.57	62.96
White	232	230	99.14	0.86	67.69
English Learners	224	221	98.66	1.34	8.64
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	23	22	95.65	4.35	63.64
Socioeconomically Disadvantaged	504	497	98.61	1.39	21.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	160	155	96.88	3.12	6.45

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	38.89	35.6	38.48	39.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	328	325	99.09	0.91	35.60
Female	164	162	98.78	1.22	33.54
Male	164	163	99.39	0.61	37.65
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	215	212	98.60	1.40	20.28
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	52.94
White	83	83	100.00	0.00	70.37
English Learners	68	66	97.06	2.94	6.06
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	154	153	99.35	0.65	20.92
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	60	95.24	4.76	6.67

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.

2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	92	92	92	92	92
Grade 9	NA	NA	NA	NA	NA

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.

2025-26 Opportunities for Parental Involvement

Albert Einstein Academies (AEA) actively encourages parent and community involvement throughout the school year as a vital component of student achievement. Families and community members are invited to participate in a wide range of activities, including serving as classroom volunteers, participating on planning and governance committees such as School Site Counsel (SSC) and District English Learner Advisory Committee (DELAC), chaperoning field trips, supporting Parent University workshops, organizing and assisting with school-wide community events, and contributing to other organizational and school-based needs.

Information regarding volunteer opportunities and family engagement is communicated regularly to parents through multiple channels, including the AEA website, school and teacher communications, email updates from Friends of AEA, and monthly administrative newsletters. AEA also encourages families to support student learning at home by reinforcing school expectations and fostering a positive, structured environment for homework and academic growth.

Parents and community members interested in becoming involved are encouraged to complete the comprehensive volunteer application available on the AEA website at https://www.aeacs.org/volunteer

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1517	1489	200	13.4
Female	764	751	100	13.3
Male	753	738	100	13.6
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	3	17.6
Black or African American	39	39	6	15.4
Filipino	--	--	--	--
Hispanic or Latino	951	928	149	16.1
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	101	101	6	5.9
White	396	393	35	8.9
English Learners	334	324	58	17.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	759	740	139	18.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	235	230	42	18.3

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.96	1.95	1.52	2.7	2.64	2.09	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.07	0.07	0.07	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.52	0.07
Female	0.79	0.13
Male	2.26	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	7.69	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.79	0.11
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.76	0.00
English Learners	2.69	0.30
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.50	0.13
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.26	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Albert Einstein Academies (AEA) staff collaborate to prevent, prepare for, and respond effectively to emergency situations. To ensure the safety and security of students and staff, each school maintains a Comprehensive School Safety Plan (CSSP) that is reviewed and updated annually. Staff participate in regular emergency preparedness drills and trainings, including fire, earthquake, shelter-in-place, biohazard, and lockdown response procedures, as well as A.L.I.C.E. (alert, lockdown, inform, counter, evacuate) training and the appropriate utilization of A.L.I.C.E. response techniques.

AEA has established policies and procedures to address safe ingress and egress of students, serious disciplinary matters, discrimination, harassment, bullying, mandated child abuse reporting, and school dress codes. These policies are designed to promote a safe, inclusive, and respectful learning environment for all students.

AEA maintains a safe and secure campus environment through qualified teacher and staff supervision before, during, and after school hours. All visitors are required to check in at the main office using a computerized visitor management system upon entering and exiting campus. This system verifies visitor identification and screens names against the National Sex Offender Registry. All campus volunteers must complete an online volunteer application and receive clearance before participating in school activities or volunteering on campus.

AEA requires all students to wear school uniforms, which support a culture of appropriate behavior, academic focus, and enhanced campus safety. A positive school climate is further reinforced through the observance of the ten International Baccalaureate (IB) Learner Profile traits, which emphasize intellectual curiosity, responsibility, and active citizenship. These traits are integrated throughout the schools, including through public art installations, to promote shared values and a strong sense of community.

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		1	11
Mathematics	34		2	10
Science	34			3
Social Science	34		1	5

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	3	9
Mathematics	33		3	9
Science	33		2	4
Social Science	33		2	4

2024-25 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	1438

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	16367.07	3760.32	12606.75	81151.37
District	N/A	N/A	7270.00	99546.00
Percent Difference - School Site and District	N/A	N/A	53.7	-20.4
State	N/A	N/A	$11,146.00	$94625.00
Percent Difference - School Site and State	N/A	N/A	12.3	-15.3

Fiscal Year 2024-25 Types of Services Funded

Albert Einstein Academies (AEA) serves students in Transitional Kindergarten through eighth grade. The AfterStein Expanded Learning Opportunities Program is offered on both the elementary and middle school campuses. AfterStein extends the instructional day and supports students' social, emotional, academic, and physical well-being.

The AfterStein program provides students with access to a variety of enrichment opportunities, including interest-based clubs, academic support and tutoring, physical activity, and organized sports, while maintaining a safe and supportive learning environment. Special education and mental health services are provided through a continuum of services aligned with identified student needs to ensure appropriate supports for student success.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$58,609	$60,863
Mid-Range Teacher Salary	$89,057	$93,575
Highest Teacher Salary	$124,050	$125,548
Average Principal Salary (Elementary)	$167,903	$157,645
Average Principal Salary (Middle)	$173,464	$165,341
Average Principal Salary (High)	$190,021	$182,580
Superintendent Salary	$433,125	$357,064
Percent of Budget for Teacher Salaries	33.05%	30.36%
Percent of Budget for Administrative Salaries	4.91%	4.88%

Professional Development

As International Baccalaureate (IB) World Schools, Albert Einstein Academies (AEA) is committed to continuous growth and improvement in professional practice. All teachers participate in ongoing IB professional development to ensure instructional

Professional Development

practices meet the diverse academic, social, and emotional needs of all students within a supportive and academically rigorous learning environment.

In addition, teachers engage in weekly schoolwide and content-specific professional development aligned to annual and long-term instructional goals. Professional development offerings during the 2024-25 school year included training in the 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	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6