

Albert Einstein Academy for Letters, Arts and Sciences

School Accountability Report Card

Reported Using Data from 2010-11 School Year

Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access



Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2011-12)

School		District	
School Name	Albert Einstein Academy for Letters, Arts and Sciences	District Name	William S. Hart Union High
Street	28141 Kelly Johnson Pkwy	Phone Number	(661) 259-0033
City, State, Zip	Santa Clarita, CA 91355	Web Site	www.hartdistrict.org
Phone Number	(661) 702-0755	Superintendent	Robert Challinor
Principal	Edward Gika, Principal	E-mail Address	rhallinor@hartdistrict.org
E-mail Address	edward.gika@ealas.org	CDS Code	19651360121731

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs, and its goals.

The vision, purpose, and goal of all stakeholders within the Albert Einstein Academy School community is to provide a program that is rigorous, coherent, and relevant for all levels (high-achievers, low-achievers, ELL, SPED) of students as they prepare for the challenges of college, career, and life beyond high school. Our Mission Statement, our articulation of Expected Schoolwide Learning Results (ESLER), along with our culture of tolerance and inclusion, demonstrate our commitment to the belief that all of our students can achieve at a high level. All Albert Einstein Academy students are provided with a rigorous, coherent, and relevant curriculum that fulfills the school's philosophy and purpose, and also results in high student achievement of the Expected Schoolwide Learning Results. The administration and all departments use the California State Curriculum Frameworks and the University of California (UC) requirements for admission as general guidelines for creating the overall structure of our curriculum and our educational outcome goals for graduating seniors. Albert Einstein Academy's college preparatory curriculum meets or exceeds the UC a-g requirements. Advanced Placement (AP) and honors courses will be offered beginning in the 10th grade in the 2011-2012 school year, and in 2012 – 2014, as we open up the 11th and 12th grades, the Albert Einstein Academy will begin to offer several AP and Honors level classes in English, Foreign Language, Mathematics, Science and Social Sciences.

Another major focus in our curriculum is to make all disciplinary studies relevant and meaningful to the student's own personal and contemporary experience. AEA instruction focus on the universality and applicability of the concepts studied to "real world" scenarios, events and issues, and assignments are often designed to draw upon the student's personal background, aspirations, or experience. All disciplines follow a coherent "building block", vertical structure within their courses proper, but also from level to level and grade to grade, which is intended to thread, unify and further the depth and degree of study. Cross-curricular coherence is also a core focus in the development of the overall curriculum. Our ESLRs connote a cross curricular emphasis, particularly in skills related to reading, writing, listening, and creative and critical thinking. The curriculum is designed to make connections in the material studied and in analytical and interpretive methodologies. Not only is there an insistence that skills acquired in a particular course of study be applied in other disciplines, such as a writing component for all curricular instruction, but the program is designed to match up different disciplinary studies, so as to make relevant and meaningful connections between them. This integration of disciplines establishes an understanding not only of the interconnectedness of disparate studies, but also mirrors the integration of skills and knowledge necessary for "real world" problem solving.

Mission Statement: The Einstein Academy seeks to prepare secondary students for 21st century careers and lives as members of a democratic society through an interdisciplinary educational experience that is rich in exposure to the following languages: English, Spanish, Latin, Greek, Hebrew, and Arabic. In addition, the academy's curriculum will provide students with tools to develop their intellectual, artistic, physical, technological, and social competencies, allowing them to graduate with a deep understanding of the relationships among disciplines, and the ability to continuously develop their intellectual integrity and curiosity through a lifelong love of learning.

Opportunities for Parental Involvement (School Year 2010-11)

From our inception, Albert Einstein Academy has sought out parental community involvement and maintains a large and active parent organization, namely, the Einstein Parents Organization (EPO). Parental involvement is encouraged throughout the school. The Einstein Academy has developed policies to promote effective communication between parents, teachers, counselors and administrators, setting expectations for the timeliness of responses, the manner in which conflicts will be resolved, and staff training to minimize conflicts, such as effective communication strategies and harassment prevention. The Einstein Academy has a high level of participation of parents individually and through the Einstein Parent Organization (EPO). Parents are involved in the school through volunteering, attending school events and parent meetings, and head various committees such as Community Service, Public Relations, Fundraising, etc. Parents are highly encouraged to volunteer on campus, but there is no formal requirement to volunteer. Parents play many important roles in the ongoing operation of the school, as well as in the strategic planning and overall vision of the school community. All parents are members and contribute freely and often by volunteering their time and expertise. They contribute resources and materials to the school, help with food service and carpools for field trips, edit the AEA community newsletter (Relativity), help raise funds, assist ASB, and provide other support in a myriad of ways. We include "community" as one of our core values and we continue to build relationships between individuals and groups within our school as well as connecting with the community outside our gates. Each year we hold several "Parent Information Night"s and "Coffee with the Principal" meetings, so that parents can come and share their vision and input. To assure constant communication with parents, we maintain a current website with information on all departments, programs, and activities at Albert Einstein Academy. We have daily announcements for students that cover a range of topics from sports and academics, to clubs and community events. We use Blackboard Connect a mass email and voice system to inform all parents of upcoming events or due dates. Each teacher uses PowerSchool, a tool that allows for communication with parents, progress grade reports via e-mail, and assignment posting. Students and parents are given individual logins.



Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Grade 7	75
Grade 8	73
Ungraded Elementary	0
Grade 9	27
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded Secondary	0
Total Enrollment	176

Student Enrollment by Subgroup (School Year 2010-11)

Group	% of Total Enrollment	Group	% of Total Enrollment
Black or African American	5.0	White	62.0
American Indian or Alaska Native	0.0	Two or More Races	1.0
Asian	7.0	Socioeconomically Disadvantaged	3.0
Filipino	8.0	English Learners	0.5
Hispanic or Latino	17.0	Students with Disabilities	9.0
Native Hawaiian/Pacific Islander	0.0		

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008-09 Number of Classes*			Avg. Class Size	2009-10 Number of Classes*			Avg. Class Size	2010-11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	0	0	0	0	0	0	0	0	21.3	3	6	0
Mathematics	0	0	0	0	0	0	0	0	19.9	4	5	0
Science	0	0	0	0	0	0	0	0	25.5	0	2	0
Social Science	0	0	0	0	0	0	0	0	22	3	5	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

III. School Climate

School Safety Plan (School Year 2010-11)
<p>Since our opening, AEA has adopted a comprehensive Emergency Management Plan. The emergency plan follows a process from Preparedness and Prevention, to Mitigation, Response, and Recovery. We have established, trained and practiced procedures in case of a variety of emergency scenarios from lock-down to earthquake and fire drills. We have created an Incident Command Organization and System where staff are assigned specific responsibilities to oversee Operations, Planning, Logistics, and Finance/Administration. We have established a Incident Commander and Central Command Post, a Public Information Officer, a Safety Officer, and Site Liaison Officer. Review, assessment, and revision to the plan is on-going with formal full staff meetings held once each semester to evaluate needs and improvements. Emergency kits are placed in each classroom and two sets of emergency rations are held in two locales for accessibility. All faculty and staff are trained in CPR each year before the opening of the school year. The Emergency Management plan for this year was last reviewed on May 20, 2011. Beyond emergency preparedness, the Albert Einstein Academy is a clean, safe, and orderly environment where all staff members contribute on a variety of levels in an attempt to provide a setting conducive to educational achievement, safety, and success. Custodial staff monitors campus on a continual basis. The Principal makes school-wide announcements commending lunch periods for being clean or encouraging a particular group during the lunch period to do better at cleaning up after themselves. Administrators/management and campus supervisors take proactive approaches when dealing with the student population. Teachers are encouraged to stand in classroom doorways and monitor students during passing period as well as greet students as they enter. Administrators and proctors actively monitor campus during class periods to ensure students are not wandering. Progressive discipline policies are in place. Peer counselors conduct conflict mediation to assist the counseling department and reduce the workload for the discipline office. Administrators and counselors provide confidential setting for students to discuss personal, social, educational, career issues.</p> <p>Daily bell schedule accommodates class time as well as school spirit activities, assemblies, and testing. Albert Einstein Academy holds high expectations for all students both in academics and behavior. School-wide progressive discipline policy enforced based on behavioral norms set forth in the student handbook. Each teacher provides students with a course syllabus that sets norms for the classroom that coincide with the progressive discipline plan.</p>

Suspensions and Expulsions

Rate *	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	0.00	0.00	5.00	8.90	9.18	9.57
Expulsions	0.00	0.00	0.00	0.26	0.26	0.30

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011-12)

Our facilities are three years old, and based on the most recent review and data the following have all been determined to be in "good" repair and show no deficiencies. Custodial services clean the campus nightly.

Gas Leaks

Mechanical Systems

Windows/Doors/Gates (interior and exterior)

Interior Surfaces (walls, floors, and ceilings)

Hazardous Materials (interior and exterior)

Structural Damage

Fire Safety

Electrical (interior and exterior)

Pest/Vermin Infestation

Drinking Fountains (inside and outside)

Restrooms

Sewer

Roofs

Playground/School Grounds

Overall Cleanliness

Albert Einstein Academy is a clean, safe, and orderly environment where all staff members contribute on a variety of levels in an attempt to provide a setting conducive to educational achievement, safety, and success. Custodial staff monitors campus on a continual basis. The Principal makes school-wide announcements commending lunch periods for being clean or encouraging a particular group during the lunch period to do better at cleaning up after themselves.

School Facility Good Repair Status (School Year 2011-12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X			
Interior: Interior Surfaces			X		Interior paint needs spot painting. Painters have been contracted to paint the interiors
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X			
Electrical: 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 Rating		X			

Note: Cells shaded in black do not require data.



V. Teachers

Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
With Full Credential	0	0	8	0
Without Full Credential	0	0	3	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners		1	0
Total Teacher Misassignments *		1	
Vacant Teacher Positions			

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100%	0%
All Schools in District	100%	0%
High-Poverty Schools in District	0%	0%
Low-Poverty Schools in District	0%	0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program.

Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School *	Average Number of Students per Academic Counselor
Academic Counselor	1	75
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	0	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	0	
Resource Specialist (non-teaching)	0	
Other	0	

Note: Cells shaded in black do not require data.

* 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks & Instructional Materials (2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: 8/2010

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	McDougal Littell Literature Levels 7-9/2010	Yes	0.00%
Mathematics	McDougal Littell-Pre-Alg, Alg, Geom 7-9/2010	yes	0.00%
Science	Life Sci, Phys. Sci, Bio/2010	yes	0.00%
History-Social Science	Medieval/Early Times/2010 Am. Repub./2010 Hist.	Yes	0.00%
Foreign Language	Realidades I & II	Yes	0.00%
Health			0.00%
Visual and Performing Arts	Various dramatic scripts/plays	yes	0.00%
Science Laboratory Equipment (grades 9-12)	Lab Kits	yes	0.00%

Curriculum and Instructional Materials (School Year 2010-11)

List of curriculum books.

Math Texts

Course 2 (pre-Algebra) Larson
Algebra Larson McDougal
Geometry Larson McDougal
Algebra II
Precalculus: Real Mathematics, Real People Larson

Social Science

History 7 Medieval and Early Modern Times Spielvogel Glencoe
History 8 American Republic Appleby Glencoe
History 9 The History of the Ancient Civilizations
History 10 Patterns of Interaction Chambers et al McDougal

English

English 7 McDougal Littell Literature
English 8 McDougal Littell Literature -Green
English 9 McDougal Littell Literature - Orange
English 10 The Language of Literature: British Literature Applebee Holt-McDougal
Oxford -Sadlier-Vocabulary

Science

Science 7 Life Science Biggs Glencoe
Science 8 Physical Science-Concepts in Action Wyssession Prentice Hall
Biology Miller and Levine Pearson
Chemistry

Foreign Language

Hebrew Neta Program
Spanish 1 Realidades Boyles Pearson
Spanish 2 Realidades 2 Boyles* Pearson

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00
District			\$ 0.00	\$ 68,396.00
Percent Difference - School Site and District				0%
State			\$ 5,455.00	\$ 70,570.00
Percent Difference - School Site and State			0%	0%

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (School Year 2010-11)

The Einstein Academy complies fully with its legal obligation to serve students with exceptional needs so that, pursuant to applicable state and federal law, all of its students have access to a "free and appropriate public education."

During its first and second years of operation, the school intends to function as a "public school of the local education agency that granted the charter" for purposes of providing special education and related services pursuant to Education Code Section 47641(b). During each school year as the school operates as an arm of the charter authorizer ("District") for special education purposes, the school understands that it is required to contribute an equitable share of its charter block grant funding to support district-wide special education instruction and service costs. Pursuant to Education Code Section 47646(b), the district shall provide the school with funding and/or services reasonably necessary to ensure that all students with exceptional needs who attend the school are provided a free and appropriate public education.

Provision of Services

The Einstein Academy and the District has in good faith negotiated and entered into a written agreement to more clearly identify the specific desired mix of special education funding and services to be provided. The school enjoys reasonable flexibility to decide whether to receive services, funding, or some combination of both pursuant to Education Code Section 47646(b). As noted below, during its first year of operation, most special education services would be provided by district staff. If the volume or scale of activities related to assessment, individualized education plan (IEP) development, and/or delivery of the special education and related services is sufficient, the school may seek to assume responsibility for directly providing and managing these functions with its own staff, with appropriate adjustments to the mix of funding and services provided under the terms of Education Code section 47646(b). The school participates in a comprehensive "child find" system to identify students who have or may have exceptional needs. The school seeks to participate in the child find systems of the special education local plan areas (SELPA) in which the student resides. The school anticipates that these systems will include various policies and practices, including, but not limited to the following:

- Post-matriculation in-take practices that identify students with exceptional needs to help ensure that the school is aware of all students who have identified special needs;
- Efforts to develop relationships with all feeder local education agencies to request and obtain cumulative files and other documents in a timely fashion;
- Staff development and training for school staff, to ensure that they possess an understanding of tools and techniques to identify students who may have exceptional needs; and,

• Review of student assessment data, including but not limited to state-mandated testing, to identify students who may be falling behind expectations in their academic progress and are in need of additional support or services.

The school also implements a “student success team” (SST) model to strategize ways to meet student needs within the regular instructional setting. Students who are not demonstrating success in academic classes will be referred to the SST process. Such teams typically consist of the student’s teacher(s), a school administrator, the student’s parent/guardian (if possible), and others. The team implements strategies within the general education setting, and the team monitors students’ progress as new strategies are tried. If the student is still not demonstrating success after all feasible strategies have been exhausted, and if the student’s difficulty appears like it could be caused by a disability eligible for special education services, the student will be referred for formal assessment.

In the event that formal interventions provided through the SST are not successful, the school seeks to secure a formal and appropriate assessment conducted by qualified staff. The school understands that special need assessments are conducted by the district staff. If this assessment identifies that the student has exceptional needs and requires special education and/or related services under the terms of applicable special education law, the school works with appropriate district staff to convene and conduct an individualized educational plan (IEP) team meeting or meetings. The school participates actively and appropriately in planning and conducting the IEP team meetings and processes. The school is committed to implementing all special education and related services called for by the IEP in partnership with the district and/or SELPA. Instructional staff monitors the progress of students with disabilities throughout the year to ensure that they are on track for meeting growth goals. ELL students who also have an IEP likewise has progress monitored in both areas.

For students with exceptional needs, it is the Einstein Academy provides special education services within a modified inclusion model. Special education students participate in the general education program, including the school’s language course offerings, to the greatest extent feasible and advisable, with supplemental supports and modifications to assist students to keep pace. Appropriate designated instructional services and related services, consistent with each student’s Individualized Education Plan (IEP), are provided. Given that foreign language is an entry requirement for many colleges, we believe that ensuring access to the Foreign Language curriculum may be a benefit to most students with disabilities. Because of the school’s particular emphasis on foreign language development, the school seeks out and offers assistance to SPED students as needed with their foreign language programming and/or provide other resources in the least restrictive environment.

The Einstein Academy provides the continuum of options specified in Education Code Section 56361 through participation in special education programs and services in the same manner as other public schools within the District’s SELPA.

The Einstein Academy believes that students with special needs benefit educationally, socially and emotionally from the opportunity to receive services in this modified inclusion model. The district SPED Coordinator works in a collaborative model with all teachers and paraprofessionals to ensure that appropriate accommodations are in place and that the learning environment and curriculum are modified in a manner consistent with each student’s IEP. Student progress toward the goals specified in the IEP are monitored regularly and formally reviewed by the IEP team on at least a triennial basis.

Special education services are provided during the school’s instructional hours, unless the student’s parent(s) or guardian(s) desires to have services provided outside the core school day and the Einstein Academy is able to accommodate that desire.

Students who meet the eligibility guidelines for participation in CAPA or CMA will take those assessments in lieu of CSTs.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$ 43,587.00	\$ 42,954.00
Mid-Range Teacher Salary	\$ 67,748.00	\$ 69,905.00
Highest Teacher Salary	\$ 88,156.00	\$ 89,464.00
Average Principal Salary (Elementary)	\$ 0.00	\$ 0.00
Average Principal Salary (Middle)	\$ 121,184.00	\$ 121,722.00
Average Principal Salary (High)	\$ 133,578.00	\$ 128,348.00
Superintendent Salary	\$ 239,064.00	\$ 205,119.00
Percent of Budget for Teacher Salaries	38.00 %	37.00 %
Percent of Budget for Administrative Salaries	5.00 %	5.00 %

Note: For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	0	88	60	62	63	49	52	54
Math	0	0	65	50	51	49	46	48	50
Science	0	0	83	65	66	68	50	54	57
History-Social Science	0	0	77	54	56	59	41	44	48

Note: Scores are not shown 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.

Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	63	49	68	59
All Students at the School	88	65	83	77
Male	86	65	86	79
Female	91	66	81	77
Black or African American	0	0	0	0
American Indian or Alaska Native	0	0	0	0
Asian	0	0	0	0
Filipino	0	0	0	0
Hispanic or Latino	89	47	0	0
Native Hawaiian or Pacific Islander	0	0	0	0
White	0	0	0	0
Two or More Races	89	68	84	77
Socioeconomically Disadvantaged	0	0	0	0
English Learners	0	0	0	
Students with Disabilities	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0

Note: Scores are not shown 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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

California High School Exit Examination Results for All Grade Ten Students - Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	0	0	0	66	67	71	52	54	59
Mathematics	0	0	0	64	65	66	53	54	56

Note: Scores are not shown 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.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year (if applicable)

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA						
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian or Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	0.0	0.0	0.0
9	0.0	0.0	0.0

Note: Scores are not shown 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.

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide			
Similar Schools			

Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School			B
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	163	908	18,271	832	4,683,676	778
Black or African American	0		750	779	317,856	696
American Indian or Alaska Native	0		56	777	33,774	733
Asian	0		1,369	927	398,869	898
Filipino	0		850	886	123,245	859
Hispanic or Latino	18	856	5,700	765	2,406,749	729
Native Hawaiian/Pacific Islander	0		50	836	26,953	764
White	1		9,085	859	1,258,831	845
Two or More Races	0		403	864	76,766	836
Socioeconomically Disadvantaged	0		3,263	729	2,731,843	726
English Learners	0		2,448	708	1,521,844	707
Students with Disabilities	6		2,150	591	521,815	595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0.0
Percent of Schools Currently in Program Improvement		0.0

Note: Cells shaded black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (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 Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- 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 Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0	0	2	2	2	5	6	5
Graduation Rate				95.04	95.40	97.01	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	0	0	N/D
Black or African American	0	0	N/D
American Indian or Alaska Native	0	0	N/D
Asian	0	0	N/D
Filipino	0	0	N/D
Hispanic or Latino	0	0	N/D
Native Hawaiian or Pacific Islander	0	0	N/D
White	0	0	N/D
Two or More Races	0	0	N/D
Socioeconomically Disadvantaged	0	0	N/D
English Learners	0	0	N/D
Students with Disabilities	0	0	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

There are, at this time, no Career and Technical Programs

Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.00%
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.00%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	0.0%
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0%

Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0.0	
English	0.0	
Fine and Performing Arts	0.0	
Foreign Language	0.0	
Mathematics	0.0	
Science	0.0	
Social Science	0.0	
All courses	0.0	0.0%

Note: Cells shaded in black do not require data.

* Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

The leadership and administrative team at Albert Einstein Academy examines and evaluates all professional development opportunities available through a process that uses student data to target offerings presented to staff. A week of in-service PD is scheduled before the school opens in the fall. All district and individual professional development opportunities are offered (some assigned) to teachers in need of specific training that will increase teacher knowledge and ability. In addition, we have a BTSA mentor on staff to facilitate our teachers toward attaining clear credentials in their core subjects. Special seminars on SPED, ELL, along with seminars on the use of technology are held throughout the school year. Teachers are sent to AP and other educational conferences. Professional development hours are logged and are part of the requirement for rehire or salary increases.

Albert Einstein Academy effectively supports professional development with time, personnel, material, and fiscal resources to facilitate all students achieving academic standards and expected school wide learning results. This is done in a coordinated effort with all stakeholders involvement. First, a team of administrators, teachers, parents, and students examine the data and together create a plan that focuses on areas for growth, e.g. curriculum development, classroom management strategies, technology training and implementation, SPED or ELL instructional approaches, etc. Second, a professional development plan is constructed based on the needs presented in the single plan. Third, the plan is implemented and progress is monitored. Last, the professional development team refers to post-professional development teacher performance and student data to evaluate the progress.

The information in the School Accountability Report Card (SARC) is provided by the California Department of Education with some information supplied by the school and the district office. All data is accurate as of 6/26/12.

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