



ALBERT EINSTEIN ACADEMY CHARTER HIGH SCHOOL

San Diego Unified School District

"Beacon on a hill"



CONCEPT

The dream of an Albert Einstein Academy Charter High School stretches back to Albert Einstein Academy's opening in 2002. With just a few dozen students in kindergarten, AEA's founders foresaw the wisdom of a K-12 educational journey grounded in the International Baccalaureate program.

In 2014 a diverse group of stakeholders—including AEA staff, Board members, parents and community members established the AEA high school task force to craft a vision and mission for a future high school. This group was expanded and reconstituted in 2019, and in early 2020 the AEA Board of Trustees approved an innovative structure that combined a renewal of the AEAC-MS (grades 6-8), adding grades 9-12 (AEACHS).

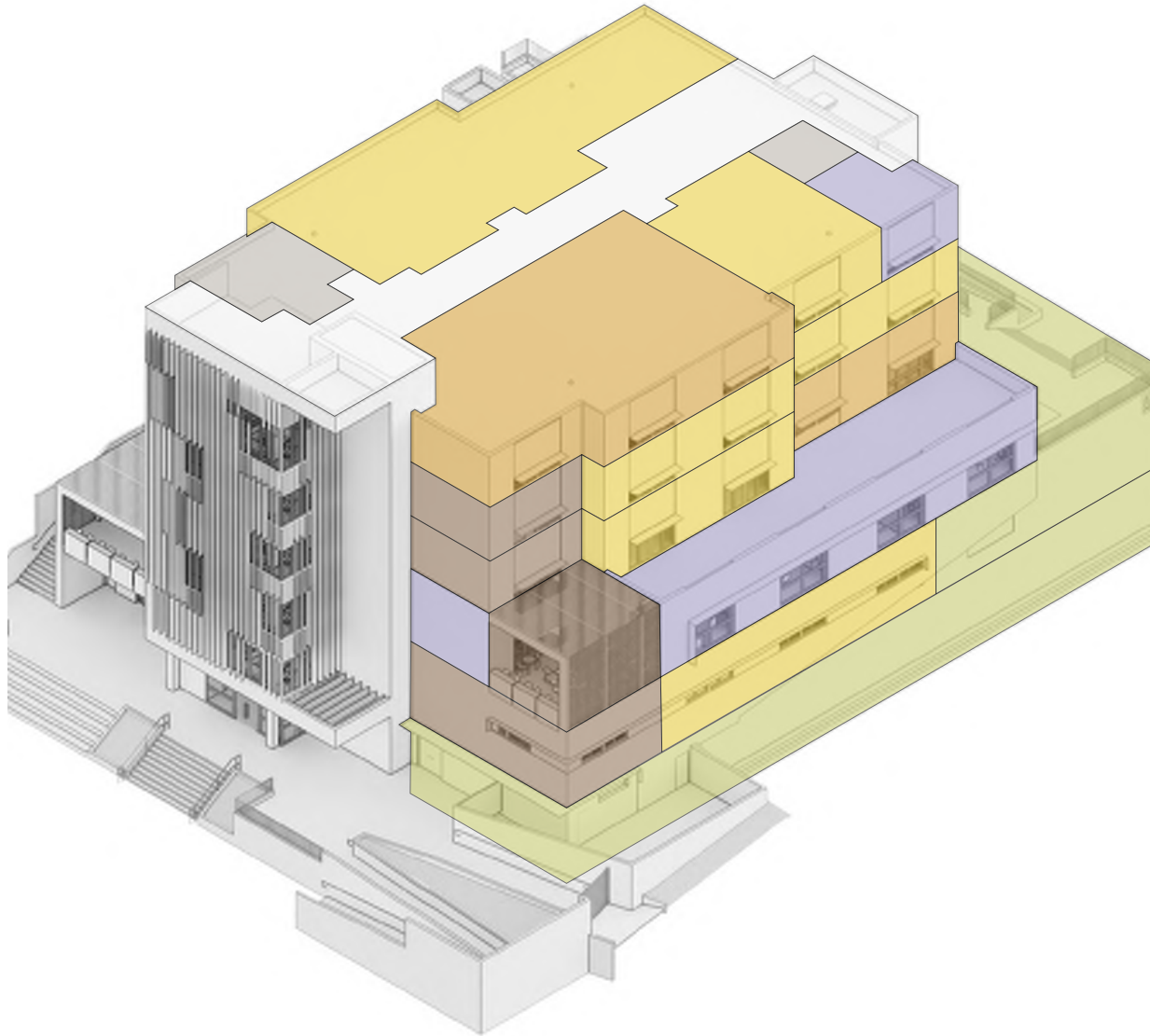
The San Diego Unified USD Board of Trustees voted unanimously to approve the proposed plan and allocation of funds for the acquisition and renovation of an AEACHS facility. The existing building, a hospital constructed in the early 70's, is located on the corner of 26th and J street in the Grant Hill neighborhood of San Diego, just east of downtown and adjacent to the existing middle school campus. The building will be re imagined and transformed into AEACHS.

PROJECT GOALS

- Adaptive Reuse of 1970's hospital building to new vibrant high school building
- 9-12 grade IB Diploma Program (IBDP) and IB Career-related Program (IBCP)
- Career Pathways to support IBCP
- Student Safety & Security
- Maximize outdoor spaces
- Introduce daylight into the building core & maximize views
- Leverage existing topography to create a beacon to the community

OUTCOMES

The design solution re-imagines and extends the life of the building and reestablishes its relevance to the community it serves. The design is visible from a distance and stands out from surrounding buildings day and night. The planning, both interior and exterior, creates spaces that support learning and teaching of an IB program that augment personalized attention, stimulating environment and a strong collaborative culture.



SCOPE OF WORK & BUDGET

Program of Areas Albert Einstein Academy HS	Proposed Program				
	Enrollment (ADA)				800
Grades 9-12	Quantity	Gross Area	Gross Area Sub-Total	Student Loading	Departmental Sub-Total
Administration					
Public Lobby	1	560	560		
Reception Desk	1	220	220		
Office - Principal	1	180	180		
Office - Vice Principal	1	140	140		
Office - Admin. Assistant	1	100	100		
Office - Superintendent's Ex. Assistant	1	100	100		
Office - Payroll	1	100	100		
Office - HR	1	110	110		
Office - Operations / Finance	1	100	100		
Office - Special education	1	120	120		
Office - Counseling	1	100	100		
Office - Academic guidance	1	100	100		
Office - Psych	1	100	100		
Office - Superintendent	1	200	200		
Office - IT	1	350	350		
Conference room 1	1	400	400		
Conference room 2	1	220	220		
Secure Records Storage Room	1	380	380		
Admin. copy/work/supply room	1	250	250		
All Gender Restroom - Public	1	65	65		
Meditation Room	1	65	65		
Staff lounge	1	420	420		
Health Center	1	300	300		
Health Center - Nurse Office	1	75	75		
Health Center - All Gender Restroom	1	65	65		
Dept. Sub-Total				0	4,820

Classrooms					
General Classroom 1	1	960	960	30	
General Classroom 2	1	960	960	30	
General Classroom 3	1	960	960	30	
General Classroom 4	1	960	960	30	
General Classroom 5	1	960	960	30	
General Classroom 6	1	960	960	30	
General Classroom 7	1	960	960	30	
General Classroom 8	1	960	960	30	
General Classroom 9	1	960	960	30	
General Classroom 10	1	960	960	30	
General Classroom 11	1	1,200	1,200	30	
General Classroom 12	1	960	960	30	
General Classroom 13	1	960	960	30	
General Classroom 14	1	960	960	30	
Computer Science Classroom 1	1	1,800	1,800	30	
Maker Space	1	1,900	1,900	30	
Culinary Classroom	1	1,350	1,350	30	
Culinary Storage	1	160	160		
Culinary Cooler	1	50	50		
Culinary Freezer	1	50	50		
Group Workroom 1	1	850	850		
Group Workroom 2	1	460	460		
Group Workroom 3	1	460	460		
Special Education Classroom - Mod / Sev	1	850	850	7	
Special Education Restroom	1	160	160		
Speech & Language - Therapy (Base, OT, SL)	1	640	640		
Thrift Store	1	480	480		
Dept. Sub-Total				517	22,890
Science					
Science Laboratory	1	1,200	1,200	30	
Science Laboratory	1	1,200	1,200	30	
Science Classroom	1	1,200	1,200	30	
Science Teacher Prep./ Storage	1	500	500		
Dept. Sub-Total				90	4,100

Support / Maint. & Operations				
Women's Restrooms - L1	1	250	250	
Men's Restrooms - L1	1	250	250	
Girls' Restroom - L2	1	280	280	
Boys' Restroom - L2	1	280	280	
Girls' Restroom - L3	1	170	170	
Boys' Restroom - L3	1	170	170	
Girls' Restroom - L4	1	210	210	
Boys' Restroom - L4	1	210	210	
Girls' Restroom - L5	1	210	210	
Boys' Restroom - L5	1	210	210	
Girls' Restroom - L6	1	210	210	
Boys' Restroom - L6	1	210	210	
All Gender Restroom - Staff	7	65	455	
All Gener Restroom - Student	5	65	325	
Custodial Room 1	1	65	65	
Custodial Room 2	1	65	65	
Custodial Room 3	1	65	65	
Custodial Room 4	1	40	40	
Custodial Room 5	1	40	40	
Custodial Room 6	1	65	65	
Electrical Room 1	1	330	330	
Electrical Room 2	1	130	130	
Electrical Room 3	1	100	100	
Electrical Room 4	1	140	140	
Electrical Room 5	1	140	140	
Electrical Room 6	1	200	200	
MDF	1	200	200	
IDF	1	150	150	
Receiving / Storage	1	600	600	
Storage	1	145	145	
Utility	1	40	40	
Water / Fire Water	1	50	50	
Bike Closet	1	50	50	
Elevator	6	75	450	
Dept. Sub-Total				0 6,505
Food Services				
Servery	1	640	640	
Food Prep	1	770	770	
Office - Food Service Manager	1	65	65	
Walk in Cooler	1	110	110	
Walk in Freezer	1	65	65	
Dry Storage	1	270	270	
Food Service Restroom	1	70	70	
Dept. Sub-Total				0 1,990
Visual & Performing Arts				
Visual and Performing Arts 1 - Music	1	2,200	2,200	30
Visual and Performing Arts 2 - Visual Arts	1	960	960	30
Digital Media Arts Lab	1	960	960	30
Recording Room	1	230	230	
Practice Room	1	120	120	
Auditorium	1	3000	3000	
Sound Control	1	100	100	
Lighting Control	1	100	100	
Scene Shop	1	500	500	
Girls Dressing Room	1	160	160	
Boys Dressing Room	1	160	160	
Theater Storage	1	600	600	
Back Stage	1	230	230	
Drama / Dance	1	960	960	30
Multipurpose room	1	3,100	3,100	
Chair Storage	1	320	320	
Dept. Sub-Total				120 13,700
Library Media Center				
Library / Media Center	1	2,000	2,000	
Workroom / Storage	1	200	200	
Dept. Sub-Total				0 2,200

Physical Education				
PE 1 - Weight Room	1	800	800	30
PE 2 - Cardio	1	960	960	30
PE 3 - Fitness	1	960	960	30
Boys' Changing Room	1	450	450	
Girls' Changing Room	1	450	450	
Office - PE Boys	1	100	100	
Office - PE Girls	1	100	100	
All-gender, Special Ed Changing room	1	100	100	
All-gender Restroom - Staff	1	65	65	
All-gender Restroom - Staff	1	65	65	
PE Storage	1	130	130	
PE Storage	1	450	450	
Dept. Sub-Total				90 4,630
Sub-Total Area				60,835
Grossing Factor	28%			23,544
Grand Total				817 84,379

SCOPE OF WORK

The AEACHS building is an adaptive reuse of an existing 1970's hospital including a full seismic and system upgrades. The replanning of the building accommodates the programmatic needs and supports the learning opportunities of the IB program through varied types of teaching spaces. The existing four cab elevator core will be converted to a grand communicating stair for student circulation. At the west side of the building a new elevator and small group learning spaces will be added at each floor. Allowing all students to experience the panoramic views of the bay and downtown San Diego.

BUDGET/ PROJECT DATA

Completion Date:	Project in Design
Construction Costs:	\$65,000,000
Building Area:	84,117 SF
Site Area:	1.64 Acres
Enrollment Capacity:	800 Students 9-12

SCHOOL & COMMUNITY ENGAGEMENT

AEA Charter High School Program Survey

by admin | Apr 14, 2023 | AEA Blog, AEA News, AEACHS

AEA Charter High School Program SurveyAEACHS has entered the design phase, with a projected opening date of 2026. Albert Einstein Academies Charter High School (AEACHS) is excited to announce possible course offerings in the International...

AEA Community Meeting for AEA High School Building Presentation

by admin | May 25, 2023 | AEA Blog, AEACHS

AEA Community Meeting for AEA High School Building PresentationYou are invited to join us for a community meeting to learn about the future Albert Einstein Academy Charter High School (AEACHS) which will be located at 456 26th St, SD, CA 92102. The meeting will take...

Neighborhood Meeting for future Albert Einstein Academy Charter High School Building Presentation – Watch Recording

by admin | Jun 21, 2023 | AEA Blog, AEACHS

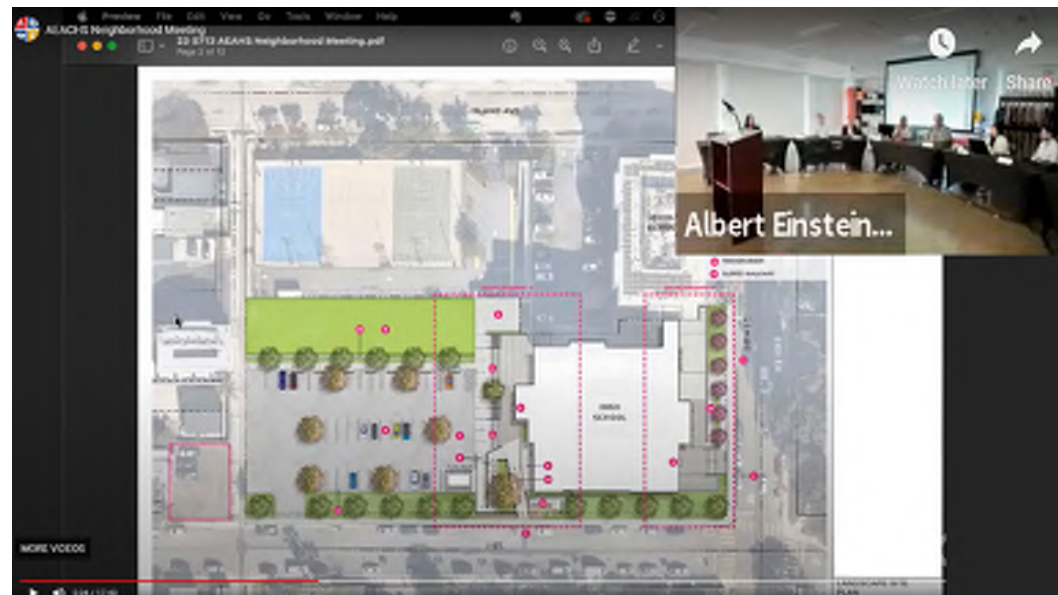
Watch Recording Neighborhood Meeting for future Albert Einstein Academy Charter High School Building PresentationWhen: July 13, 2023 from 5:00 pm - 6:00 pmWhere: 458 26th St, San Diego, CA 92102RSVP: In-person Attendance | Virtual Attendance...

The community surrounding the AEACHS campus is a dense urban, and racially diverse population. Many of the students originate from multilingual families and have been exposed to two languages since infancy. AEA schools are non-discriminatory and open to all students, irrespective of gender, ethnicity, national origin, language, etc., who seek an international education based on the IB Program, in a multilingual setting.

In planning and designing the facility AEA established a high school working group that is responsible for the development of program, establishing learning opportunities and providing design input. In addition to the high school working group, over ten subject matter experts groups, were established to provide specific program and design feedback specific to their expertise. Including, sciences, operations, visual & performing arts, food services etc.

Input was additionally sought from the AEA community of teachers, parents, students and the broader neighborhood community through multiple community meetings and presentations. Those not able to attend the live session could provide input via online surveys.

The community based process resulted in a design solution that is crafted to the specific needs of AEACHS.



GOALS

FACTS

NEEDS

CONCEPTS

EDUCATIONAL VISION

- **Personal attention:** AEA provides multiple opportunities for teachers and staff to provide individualized attention and support that values students as individuals.
- **Stimulating environment:** AEA promotes a school environment that is developmentally appropriate and stimulates students' creativity while promoting a thirst for knowledge.
- **Strong collaborative culture:** AEA teachers and staff have created an effective collaborative model that facilitates academic articulation, programmatic innovation, and genuine support for holistic student learning.

CORE IB LEARNING COMPONENTS

- Personal and Professional Skills (PPS)
- Service Learning (SL)
- Reflective Project (RP)
- Language Development (LD) 50 hours
- 2 IB Diploma Courses (Students may choose any 2)
- Internship Opportunities

IB LEARNER PROFILE

BALANCED

We understand the importance of balancing different aspects of our lives- intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and the world in which we live.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

RISK-TAKERS

We approach uncertainty with forethought and determination we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

REFLECTIVE

We thoughtfully consider our world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

CORE IB LEARNING OPPORTUNITIES

Learning best occurs in a collaborative environment. School success is dependent upon collaboration and goals.

Learning best occurs when parents participate in the educational program. AEACHS strives to enhance relationships with parents through a program of parent participation, school-sponsored cultural and social events, meaningful volunteer opportunities, and regular Parent University.

Learning best occurs in a climate of measurable goals. This “beginning with the end in mind” requires a standards-based system that provides direction to academic programs and is designed to ensure proficiency for students. Planning is specifically developed around “Backwards Design” with the assessment task being defined before instruction commences.

Learning best occurs within a climate of accountability. As Schmoker (1996) states: “What gets measured gets done.” AEACHS provides a continuous collection and application of data for students, parents, teachers and administrators.

Learning best occurs with highly specialized teachers and staff. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states, “The single most important determinant of student achievement is the expertise and qualifications of teachers.”

Learning best occurs in programs that have strong literacy components. Literacy provides a foundation for most academic success. AEACHS students develop literacy across the curriculum and in multiple languages in addition to English.

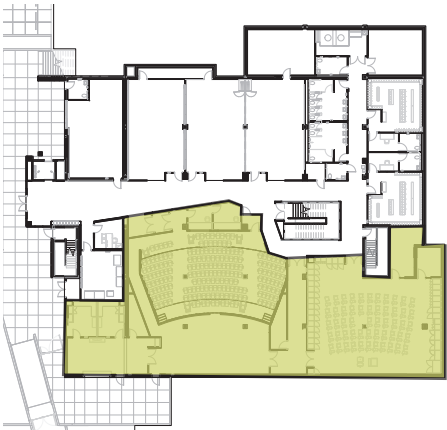
Learning best occurs in a program that incorporates technology. Technological innovations can enhance communication and hence relationships within the academic environment. Technology provides students with the knowledge and skills to enter the business and social opportunities of the 21st Century.



LEVEL 3



LEVEL 2



LEVEL 1



LEVEL 6



LEVEL 5



LEVEL 4

EDUCATIONAL ENVIRONMENT

CAREER RELATED STUDIES

- Arts & Entertainment
Culinary Arts
Music & Video Production
- Business & Entrepreneurship
Financial Management
Business or Entrepreneurship Internship
- Education
Classroom Management
Special Education & Inclusive Practices
- Health and Social Services
Nursing
Patient Care
- Technology
Cyber security
3D Print Engineer

PHYSICAL ENVIRONMENT: CONTEXT



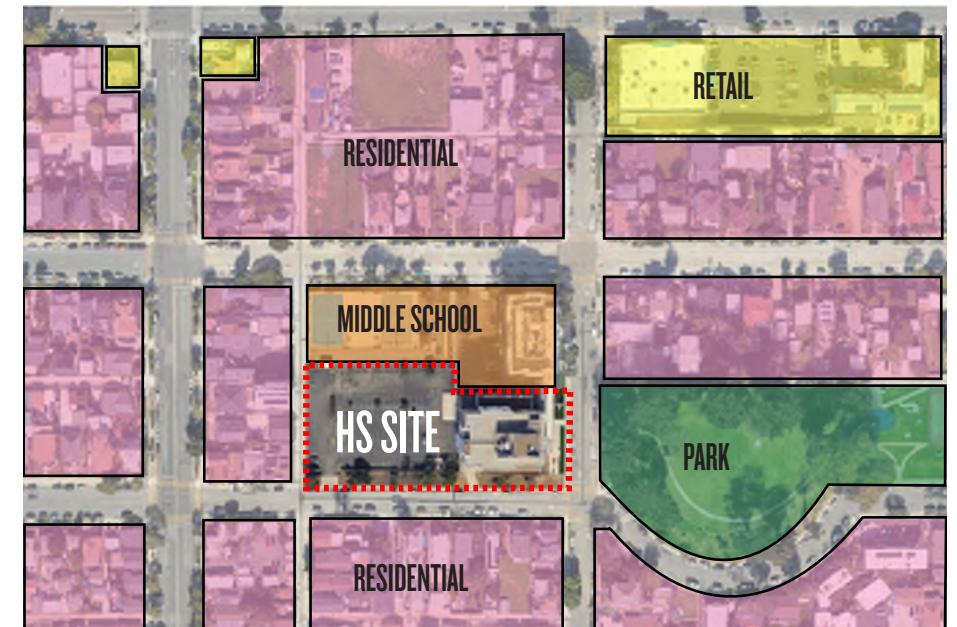
PARK



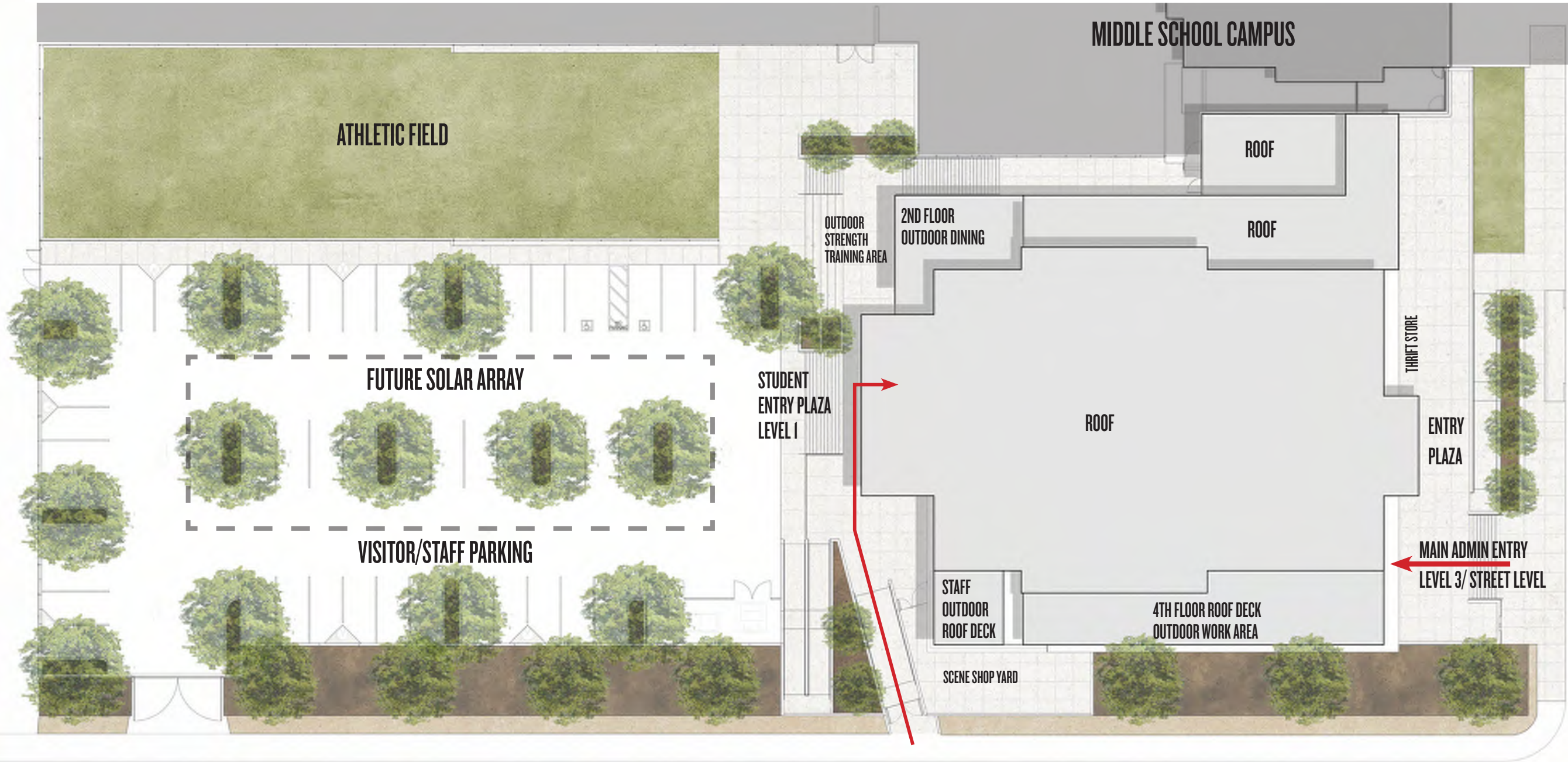
MIDDLE SCHOOL



RESIDENTIAL



EDUCATIONAL ENVIRONMENT: SITE PLAN



EDUCATIONAL ENVIRONMENT

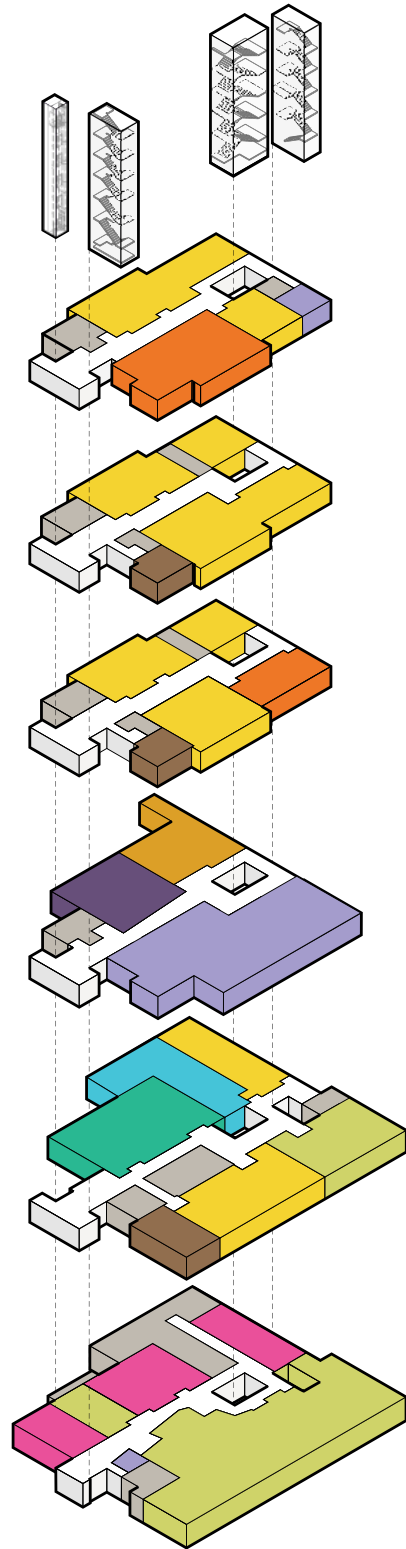
J STREET

26TH STREET



EDUCATIONAL ENVIRONMENT: FLOOR PLANS

LEVEL 1
LEVEL 2
LEVEL 3
LEVEL 4
LEVEL 5
LEVEL 6
ELEVATOR & STAIRS



LEVEL 4



LEVEL 5



LEVEL 6



LEVEL 1



LEVEL 2



LEVEL 3



- | | |
|---|---|
| CLASSROOMS | MULTIPURPOSE ROOM |
| SCIENCE CLASSROOMS | PHYSICAL EDUCATION |
| GROUP WORKROOMS | LIBRARY & MEDIA CENTER |
| VISUAL & PERFORMING ARTS | |

- | |
|--|
| ADMINISTRATION |
| UTILITIES |
| CIRCULATION |

DESIGN DRIVERS

- Provide easy and secure access to the school administration
- Large community spaces located at entry levels
- Spaces that benefit from higher ceilings located on lower floors that have higher floor to floor height





PROPOSED ENTRY LOBBY



PROPOSED LIBRARY & MEDIA CENTER



EXISTING

DESIGN DRIVERS INTERIOR

- Inspired by Einstein's theory of photons
- Environments that foster critical thinking and reflection
- Secured single point of entry for visitors



EXISTING



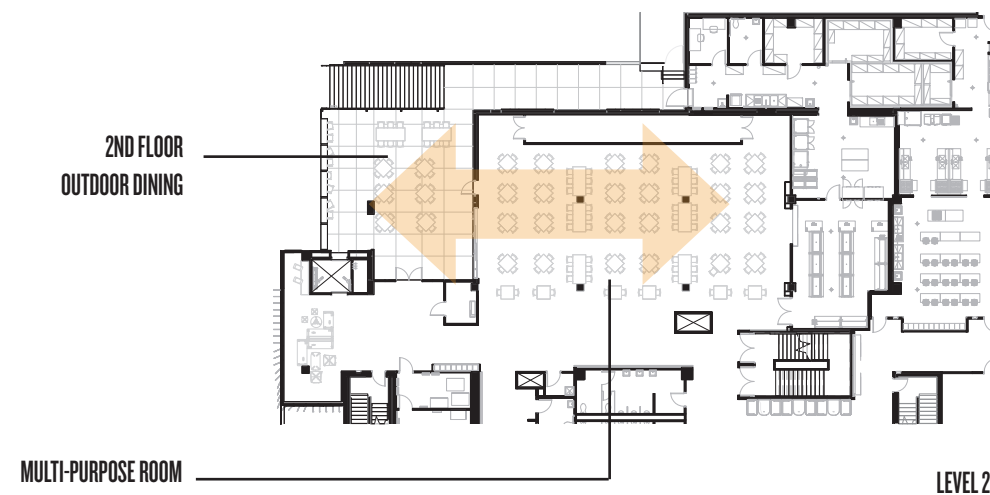
PROPOSED AUDITORIUM



PROPOSED MULTI-PURPOSE ROOM



EXISTING



2ND FLOOR OUTDOOR DINING

EDUCATIONAL ENVIRONMENT: INTERIOR VIEWS



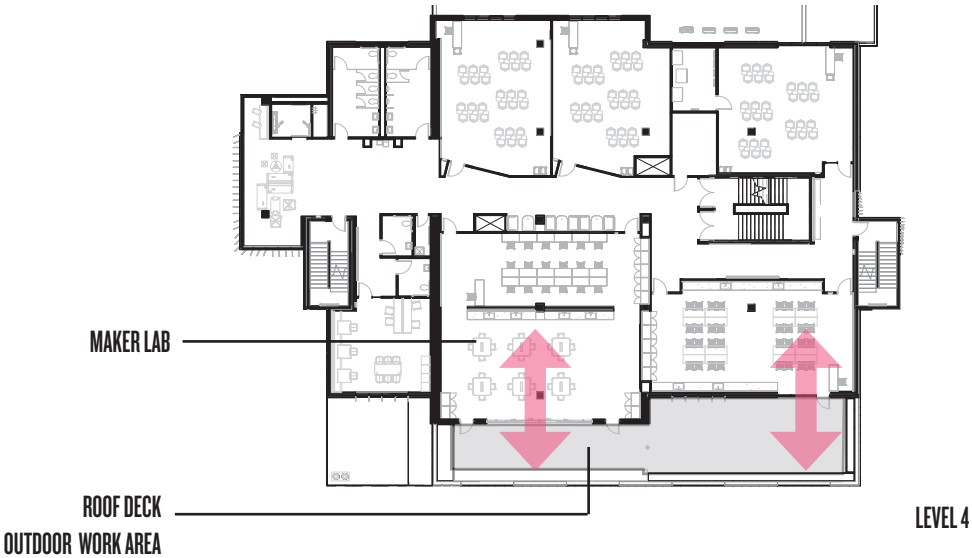
PROPOSED MAKER LAB



PROPOSED CULINARY ARTS LAB



EXISTING



EXISTING



PROPOSED STUDENT ENTRY



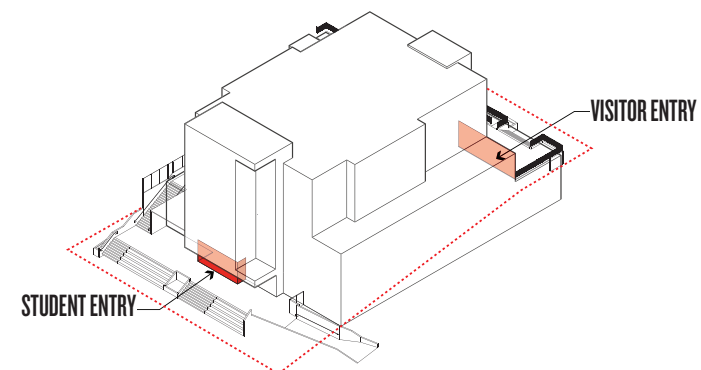
PROPOSED VISITOR ENTRY



EXISTING

DESIGN DRIVERS

- Adaptive reuse of hospital building into a new vibrant high school
- Welcoming entries for students and visitors



EXISTING

PHYSICAL ENVIRONMENT : EXTERIOR VIEWS



PROPOSED EXTERIOR



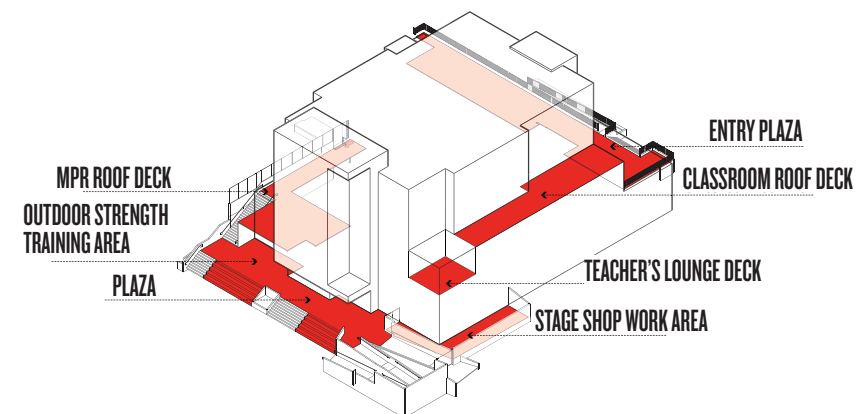
PROPOSED EXTERIOR



EXISTING

DESIGN DRIVERS

- Maximize use of outdoor spaces



EXISTING



PROPOSED EXTERIOR



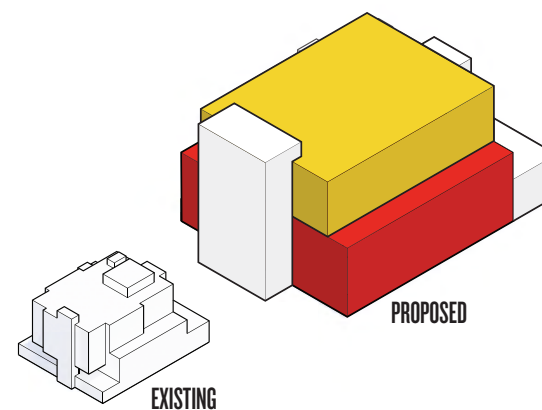
PROPOSED EXTERIOR



EXISTING

DESIGN DRIVERS

- Simplified building forms



EXISTING



PROPOSED WEST BEACON



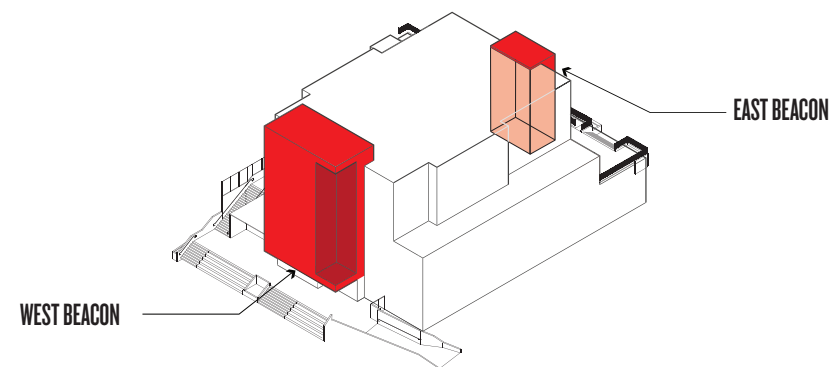
PROPOSED EAST BEACON



EXISTING

DESIGN DRIVERS

- Beacon on a hill to promote presence in the community



EXISTING

PHYSICAL ENVIRONMENT: BUILDING SECTION



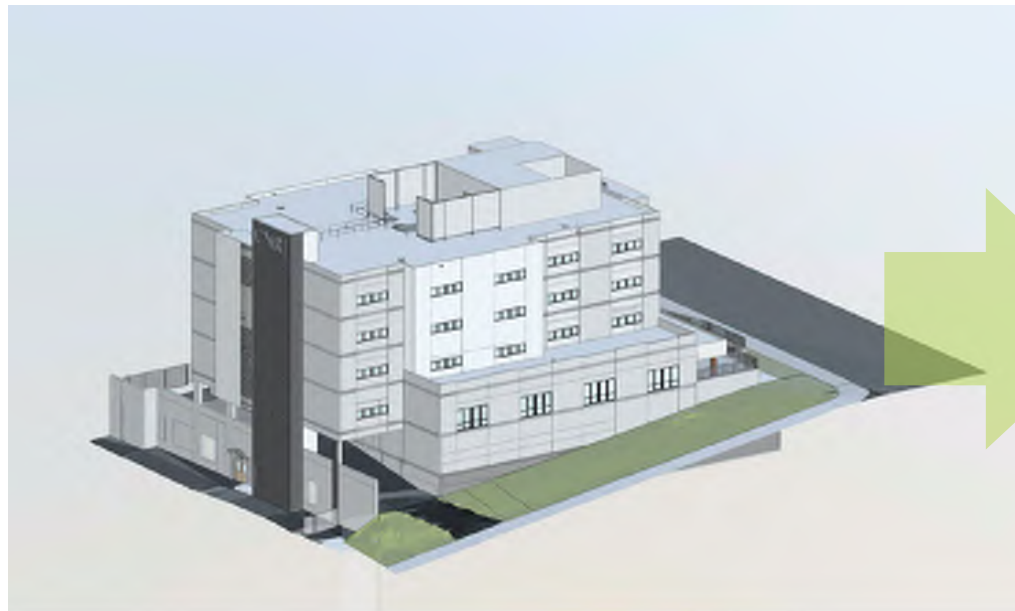
CARBON REDUCTION

- **All Electric Building:** All building systems will be electric, including HVAC, hot water heaters and food service equipment. EV charging will be available on site powered by future parking lot solar array.
- **Energy Efficient Improvements:** System upgrades of aged systems will reduce operational carbon and improve the overall operational efficiency. This will be accomplished through smart building technologies and building system automations and integrations.
- **Reduced Carbon Emissions:** Adapted structures emit less carbon over their lifespan compared to new construction that accepts the carbon debt from prior demolition. Over 90% of the existing concrete structure will remain as part of the new building. Offsetting landfill waste and minimizing embodied carbon.

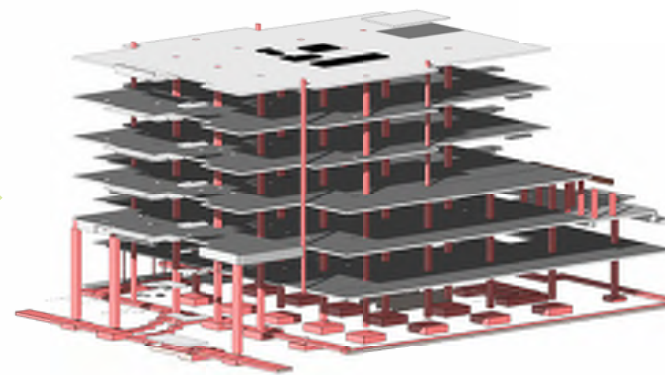
CONCEPT

Re imagining Old Buildings for New Uses: Adaptive reuse both sustainably extends the life of the building by reestablishing relevance with the community through revitalization. Sustainability was a key factor in design decisions regarding the creation of learning environments and accommodating operational effectiveness and energy efficiencies. High performance attributes for the facilities will include designs and materials that promote energy and water efficiency, maximize the use of natural lighting, improve indoor air quality, utilize recycled materials and create acoustical conditions that are conducive to optimal learning environments.

The most sustainable building is the one you don't build but is one already built and repurposed



EXISTING BUILDING



EXISTING CONCRETE STRUCTURE TO REMAIN

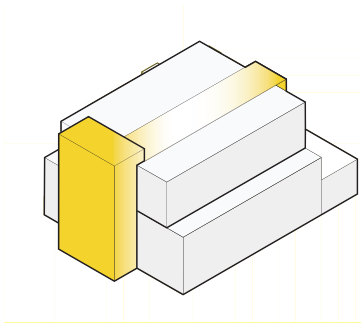


RE IMAGINED BUILDING

PHYSICAL ENVIRONMENT: DAYLIGHT & VIEWS

DESIGN DRIVERS

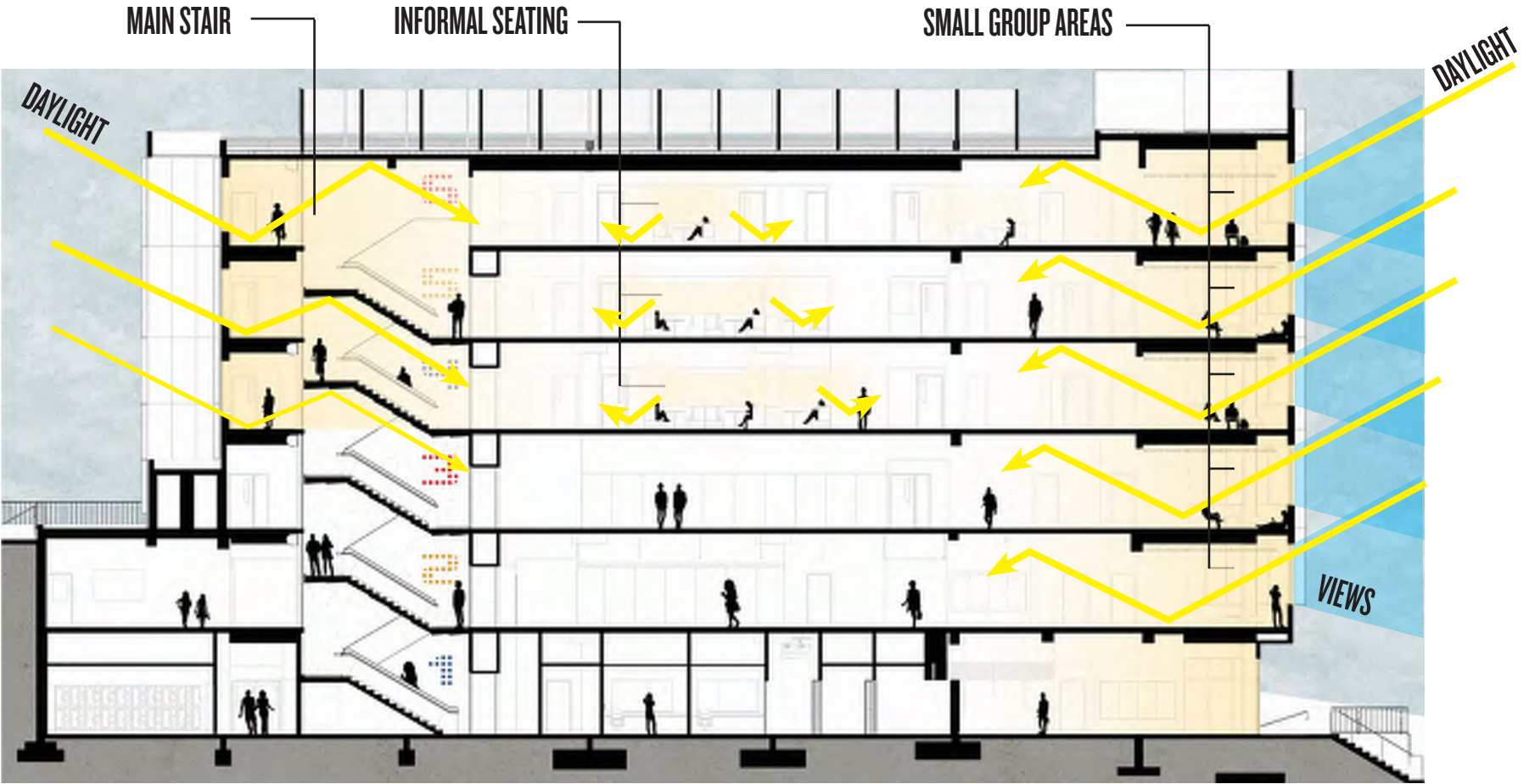
- Promote easy wayfinding & circulation
- Activate the corridors with small group seating areas
- Introduce daylight in building core



DAYLIGHT CONCEPT



MAIN STAIR



MAIN STAIR



INFORMAL SEATING



SMALL GROUP AREA

RESULTS OF THE PROCESS & PROJECT

EDUCATIONAL GOALS ACHIEVED

- 9-12 grade IB Diploma Program (IBDP) and IB Career-related Program (IBCP)
- Offer students relevant hands on career related studies
- Collaborative learning experiences for all students and teachers through group rooms, informal seating areas and flexible learning environments

DISTRICT GOALS ACHIEVED

- Establish the first ever 9-12 grades of Albert Einstein Academies
- Quality schools in all neighborhoods
- All electric campus & embodied carbon reduction
- Student safety & security

COMMUNITY GOALS ACHIEVED

- Revitalize a dilapidated building that had become of little use to the community
- Foster a transparent community based planning process with the neighbors, teachers, and administrators resulting in a design solution specific to the community needs

UNINTENDED RESULTS

- The opportunity to connect special education services and ASB to operate the thrift store and activate the main entry plaza.
- The synergy created by having a middle school and high school on the same site and resulting connected learning opportunities

