

# Almond Acres Charter Academy

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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, 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 LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

### DataQuest

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

### 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.

## Mr. Bob Bourgault, Executive Director

Principal, Almond Acres Charter Academy

### About Our School

Greetings,

Welcome to a virtual review of Almond Acres Charter Academy. We are currently enjoying our seventh year as a charter school. This report provides pertinent data of our students, families, and faculty. What it can't show are the smiles and enthusiasms of these people. I invite you to visit the school in person so you can shake the hands of confident kids, satisfied parents, and energetic teachers.

Our school is designed and dedicated to the true meaning of education. The word "educate" originates from the Latin word "educare" which means to nurture and draw out the learner, not to fill him/her up. AACAA works to maximize the learning capacity of all learners by nurturing the unique and amazing capacity within the brain of every child. We know that students are innately born with personal strengths and struggles that define how they are smart, how they learn best, and direct their personal aspirations in life. We nurture these capacities and help each student to become the very best version of themselves by igniting a passion and desire to learn. Project-based learning, service learning, and meaningful educational experiences within our community are our keys to unlocking outstanding learning and student success.

I encourage every student, family member, community partner, and friend of AACAA to share the gifts and talents they possess to create these amazing educational experiences for all students. A collective effort from families, school staff, and members of our community is truly creating a school we are proud to be a part of.

Earnestly,  
Bob Bourgault  
Executive Director

### Contact

Almond Acres Charter Academy  
1601 L St.  
San Miguel, CA 93451-9107

Phone: 805-467-2095  
E-mail: [bbourgault@aacacademy.com](mailto:bbourgault@aacacademy.com)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Miguel Joint Union
<b>Phone Number</b>	(805) 467-3216
<b>Superintendent</b>	Curt Dubost
<b>E-mail Address</b>	<a href="mailto:cdubost@sanmiguelschools.org">cdubost@sanmiguelschools.org</a>
<b>Web Site</b>	<a href="http://www.sanmiguelschools.org">www.sanmiguelschools.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Almond Acres Charter Academy
<b>Street</b>	1601 L St.
<b>City, State, Zip</b>	San Miguel, Ca, 93451-9107
<b>Phone Number</b>	805-467-2095
<b>Principal</b>	Mr. Bob Bourgault, Executive Director
<b>E-mail Address</b>	<a href="mailto:bbourgault@aacacademy.com">bbourgault@aacacademy.com</a>
<b>Web Site</b>	<a href="http://www.aacacademy.com">http://www.aacacademy.com</a>
<b>County-District-School (CDS) Code</b>	40688250125807

*Last updated: 1/10/2019*

### School Description and Mission Statement (School Year 2018—19)

School Mission:

Growing Great Kids!

Affirming the strengths and struggles of good citizens. Stretching positive and productive habits of mind. Celebrating the awakening of Creativity.

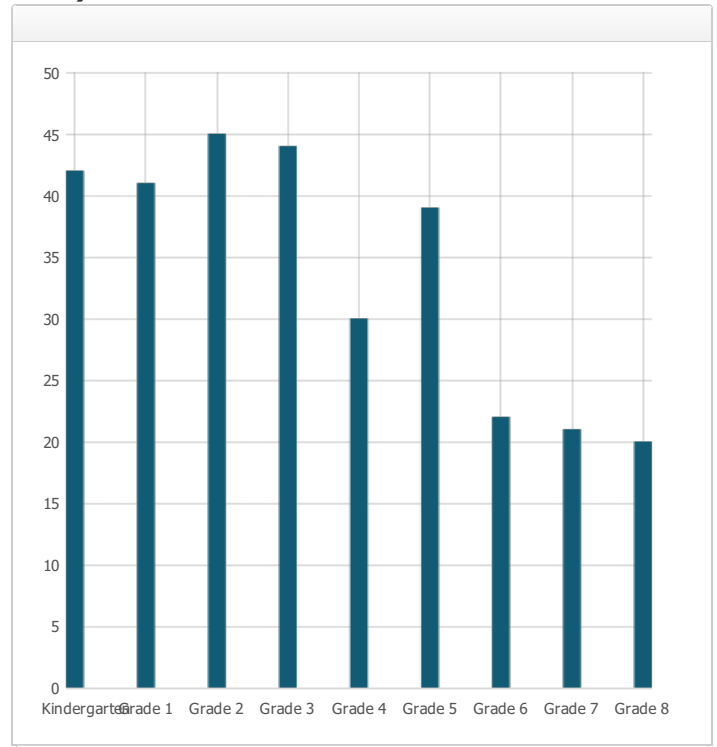
Our Philosophy:

Our philosophy is rooted in the reality that everyone is a unique combination of heart, mind, body, and soul. The four colors in motion and the reflective center in our logo display the idea that we are actively learning to be and become the very best versions of ourselves. Almond Acres Charter Academy is a place to support this growth while providing an engaging and challenging education environment for our students.

*Last updated: 1/14/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	42
Grade 1	41
Grade 2	45
Grade 3	44
Grade 4	30
Grade 5	39
Grade 6	22
Grade 7	21
Grade 8	20
<b>Total Enrollment</b>	<b>304</b>



Last updated: 1/10/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	%
American Indian or Alaska Native	0.3 %
Asian	0.3 %
Filipino	%
Hispanic or Latino	22.4 %
Native Hawaiian or Pacific Islander	%
White	71.4 %
Two or More Races	5.3 %
Other	0.3 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.0 %
English Learners	5.6 %
Students with Disabilities	16.1 %
Foster Youth	0.3 %

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

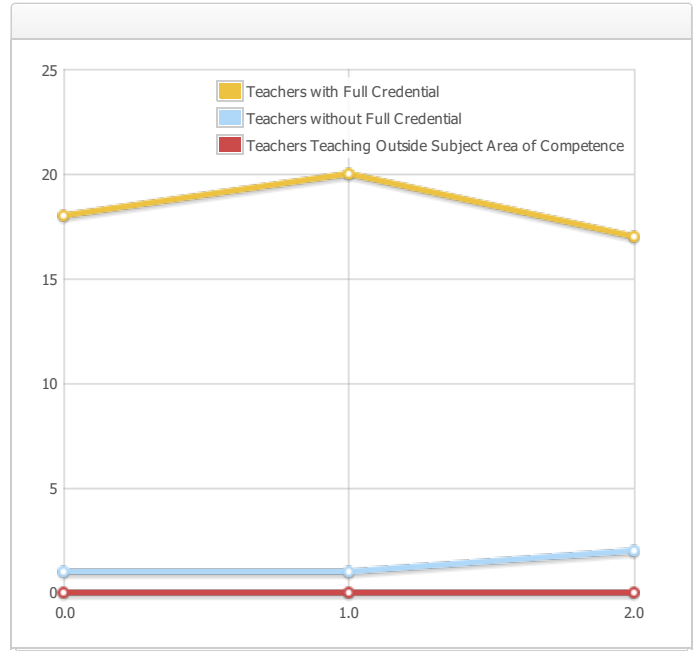
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

#### Teacher Credentials

Almond Acres Charter Academy is an Independent Reporting School.

District information is included for comparison purposes only.

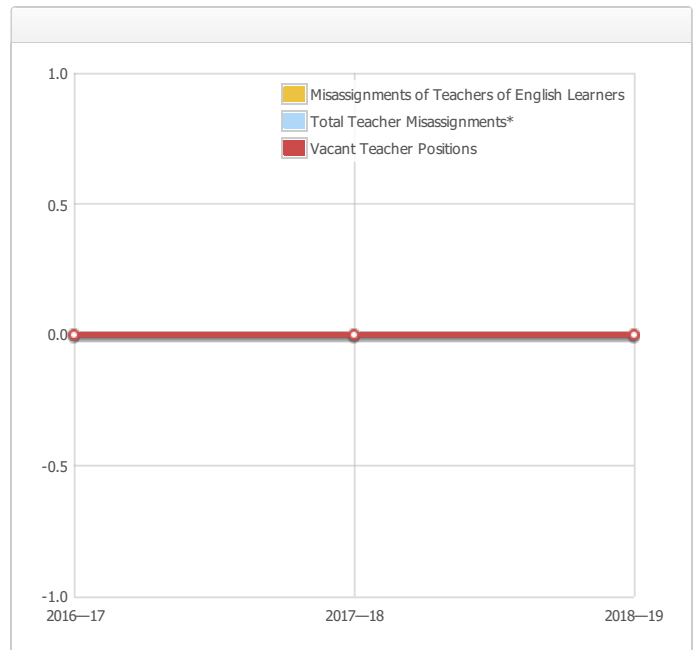
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	18	20	17	32
Without Full Credential	1	1	2	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/29/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



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.

Last updated: 1/16/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected: December 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Daily 5 Common Core Maps Project Based Learning (PBL) 6 + 1 Writing Traits Scholastic Reader/Jr. Scholastic	Yes	0.0 %
Mathematics	Daily 3 Singapore Math Eureka Math Big Ideas Math Project Based Learning (PBL)	Yes	0.0 %
Science	Science Studies Weekly Project Based Learning (PBL)	Yes	0.0 %
History-Social Science	Studies Weekly Project Based Learning (PBL) Scholastic Reader/Jr. Scholastic	Yes	0.0 %
Foreign Language	Duo Lingo	Yes	0.0 %
Health	Science Studies Weekly	Yes	0.0 %
Visual and Performing Arts	Common Core Maps Project Based Learning (PBL)	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/15/2019

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	

<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good

**Overall Facility Rate**

Year and month of the most recent FIT report: January 2019

Overall Rating	Good
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*Last updated: 1/16/2019*

## 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, which 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); and
- 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.

#### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	47.0%	42.0%	45.0%	39.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	43.0%	36.0%	36.0%	36.0%	37.0%	38.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/14/2019*



## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	149	91.98%	42.28%
Male	88	80	90.91%	32.50%
Female	74	69	93.24%	53.62%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	40	38	95.00%	23.68%
Native Hawaiian or Pacific Islander				
White	114	103	90.35%	47.57%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	46	95.83%	26.09%
English Learners	15	15	100.00%	13.33%
Students with Disabilities	29	29	100.00%	20.69%
Students Receiving Migrant Education Services				
Foster Youth				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/18/2019*

## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	162	149	91.98%	35.57%
Male	88	80	90.91%	33.75%
Female	74	69	93.24%	37.68%
Black or African American				
American Indian or Alaska Native				
Asian	--	--	--	
Filipino				
Hispanic or Latino	40	38	95.00%	21.05%
Native Hawaiian or Pacific Islander				
White	114	103	90.35%	36.89%
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	48	46	95.83%	23.91%
English Learners	15	15	100.00%	20.00%
Students with Disabilities	29	29	100.00%	13.79%
Students Receiving Migrant Education Services				
Foster Youth				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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.

*Last updated: 1/14/2019*

# 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

## California Physical Fitness Test Results (School Year 2017—18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.9%	25.0%	38.9%
7	15.0%	25.0%	30.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/18/2019*

## 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 for the school district and each school site

#### Opportunities for Parental Involvement (School Year 2018—19)

Parents/guardians are a vital and important resource to AACA. Their participation as instructional partners in the program and their support of the AACA mission are critical. To this end, AACA has established the AACA Program Site Council (PSC) to facilitate communication between all members of the organization, to bring needed human and financial resources, and to help meet the goals and objectives of the School. There are a variety of on-site and at-home, short-term and ongoing, day-time and evening opportunities to meet the varying schedules of parents/guardians. All requirements, job descriptions, responsibilities, and procedures for the PSC are outlined in the AACA Charter and Family Handbook that is available on the school website and in the front office of AACA. All parent participation opportunities are voluntary commitments to improve the quality of and capacity of school programs

# State Priority: Pupil Engagement

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

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

# State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

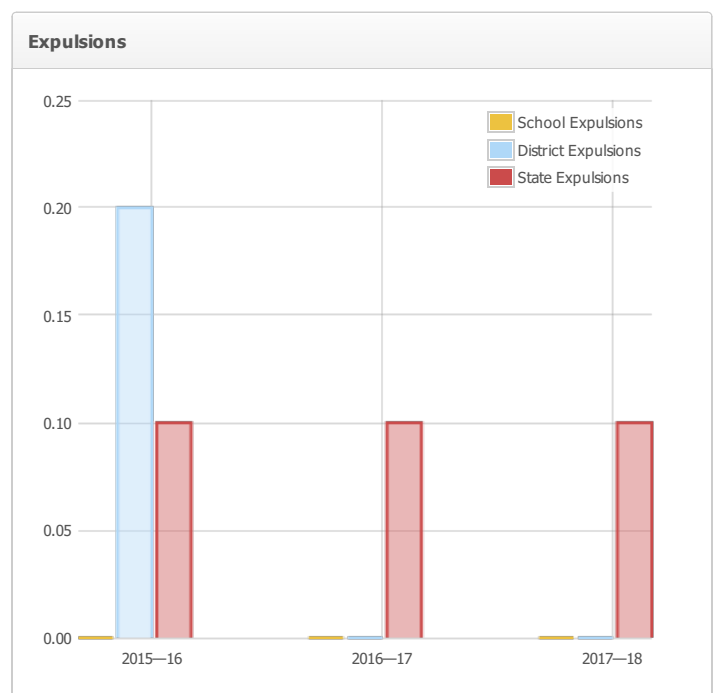
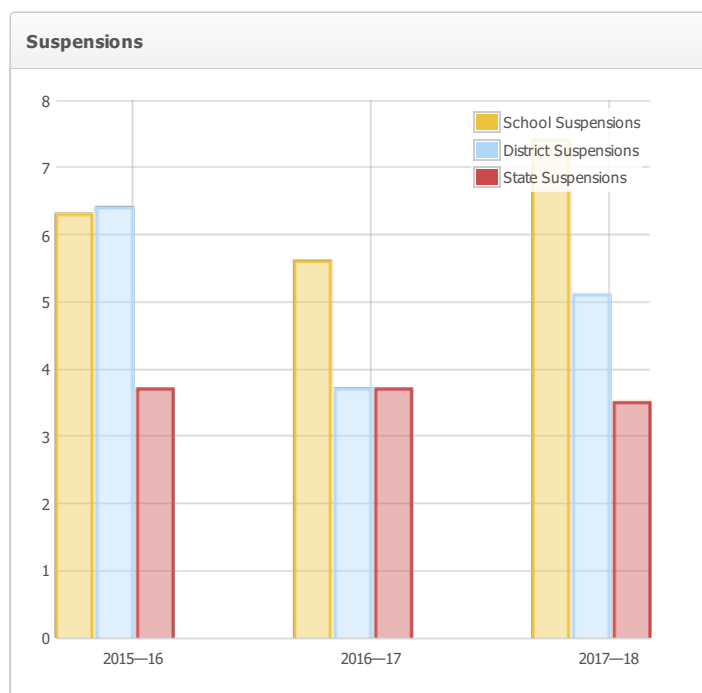
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

Almond Acres Charter Academy is an Independent Reporting School.

District information is provided for comparison purposes only.

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	6.3%	5.6%	7.4%	6.4%	3.7%	5.1%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/18/2019

## School Safety Plan (School Year 2018—19)

Safe School Plan

Almond Acres Charter Academy

Mission Statement

Growing Great Kids!  
 Affirm the strengths and struggles of TeRRiFiC citizens.  
 Stretch positive and productive habits of mind.  
 Celebrate the awakening of creative thinking.

Vision Statement

Almond Acres Charter Academy is dedicated to providing children with an education that will enable them to be accountable for their learning and success in today's complex society. Creating a learning environment that is relevant, active, and challenging to ensure our children remain engaged is essential to the education process.

AACA will do this by creating an environment that will foster children's intrinsic motivation to learn and offering a balanced educational program that places a strong emphasis on K-8 curriculum while infusing second language, technology, environmental studies, physical education, and the arts.

#### SMJUSD District Goal

San Miguel Joint Union School District will maintain schools where:

Students love learning and are expected to excel.

Parents are proud to send their children.

Staff works cooperatively and professionally to maximize student achievement in a happy, healthy workplace conducive to learning.

#### School Support Programs

Programs that Promote Safe & Drug Free  
Schools for all Students

Almond Acres Charter Academy

Character Counts

GREAT Program - SLO Sheriff's Department

Positive Behavioral Interventions & Support/Restorative Practices

Bully Prevention Programs

Internet Safety/Cyber Bullying Prevention

Enrichment Programs

Counseling Services, K-8

SLO County Drug and Alcohol Services Outreach

School Resource Officer

Fire Department - Home Safety Training

Program Site Council – Parent Meetings

Emergency Drills

Pathways Program 6th - 8th

Burn Relay  
Fire Department – Fire Safety Training

California Healthy Kids, Survey Online  
7th graders

On-site Parent Participation

School Support Programs

Support Staff

Almond Acres Charter Academy  
Bob Bourgault, Executive Director  
Pathways Program  
Pupil Personnel Services  
General Family Meetings & Workshops  
Eileen Higgins, Assistant Executive Director  
Restorative Practice  
Positive Behavioral Interventions & Support  
Saturday Family Participation Days  
Deputy Jeremy Nisse, School Resource Officer  
GREAT Program  
Campus Supervisors  
Daily Supervision  
Teacher Mentors  
Classroom Positive Behavior Intervention Systems

School Support Programs



Funding Cycle

Program  
Funding

School Safe and Violence Prevention Act (Assembly Bill 1113)

General Block Grant

Title IV Safe and Drug-Free Schools and Communities

General Block Grant

Crossing Guards

Funded by School

Yard Duty Supervisors

Funded by School

Discipline Policy and Practices

Existing school-site discipline rules and procedures are regularly reviewed to ensure compliance with all regulations and that they are being appropriately enforced and address student behavior problems and school safety issues. Family handbooks and the Annual Notice to Parents are given to all students and parents to read and sign at the beginning of the school year, as well as when new students enroll, that explain codes of conduct, unacceptable behavior, and disciplinary

consequences.

The school emphasis is on positive, proactive programs to encourage good behavior, not on reaching disciplinary policies.

To that end, we strive to provide positive opportunities for enrichment, acceleration and intervention, and student suspensions and expulsions are viewed, unless mandated by the nature of the offense, as a last resort to be used only when other means of correction have failed.

(BP 5131 – Conduct)  
 (BP/AR 5131.1 – Bus Conduct)  
 (BP/AR 5144 – Discipline)  
 (BP/AR 5144.1 – Suspension and Expulsion/Due Process)  
 (BP/AR 5144.2 – Suspension and Expulsion/Due Process—Students with Disabilities)

#### Legal Reference

EC 48900-48925 – Suspension or expulsion

#### School Site Uniform Policy

All students shall dress appropriately for school with attention to neatness, safety, and personal and public health. All clothing and grooming that may create a distraction, impede the educational process shall not be allowed. Administration will make final determination of whether a student's clothing meets the student uniform policy.

Hats and beanies are not to be worn indoors. Reminder: California state law requires safety headgear to be worn by any student that rides a bicycle to school. Hats are to be worn with bills forward.

To review the complete uniform policy, please refer to the Family Handbook.

(BP/AR 5132 – Dress and Grooming)  
 (BP/AR 5136 – Gangs)  
 (BP 5137 – Positive School Climate)

#### Child Abuse Reporting Procedures

Child Welfare Services (805) 781-1700 to report a SCAR  
 (You must call and fax or mail a written report)

All paid staff serving children are Mandated by California law to report any knowledge or suspicion that a child's safety or welfare is at risk. It is the responsibility of the mandated reporter to REPORT, not to investigate. Reports should be made immediately and no later than 24 hours after suspected abuse is observed.

There are two types of reporters

Mandated: those, such as school employees, who are required to report suspected child abuse. These reporters have a legal duty to report and can be held liable for not reporting.

Discretionary reporters: those who report simply because they develop a concern for a child's welfare.

#### Circumstances for Reporting:

ANY Reasonable Suspicion: if a person is suspicious, based on observations that could create a reasonable person with his/her training and experience to suspect child abuse.

Knowledge criteria: this includes actual observation of child abuse or obtaining knowledge of abuse.

Obstacles: many people are afraid to make a report because of denial, fear of making a mistake, fear that the parent may be angry, the belief that nothing happens when you make a report, or that it makes things worse.

You are LEGALLY responsible to report if you have "reasonable suspicion" of abuse and obtain this knowledge during the course of your work. You are NOT required to prove the abuse or collect evidence. You could be found legally liable if you do no report and the child victim or another child is further victimized because of your failure to report.

#### Types of Abuse:

Physical

Sexual Abuse – Assault or Exploitation

Emotional Abuse

Neglect – General, Severe, Caretaker Absences

#### What to report:

Physical injury inflicted by other than accidental means on a child. Consider developmental abilities when assessing injuries.

Sexual abuse and sexual exploitation. Perpetrators in most cases are family members. Unusual sexual behaviors that are not necessarily age appropriate should be reported. Again, we report based on concerns, we do not investigate.

Emotional Abuse is any act which results in mental suffering or when a child's emotional well-being is endangered. This includes verbal assaults, belittling, threats, blaming and screaming, continual negative mood, domestic violence that affects the child's emotional wellbeing, neglect, and emotional deprivation.

Intimate Partner Violence. California is one of the few states that mandates reports of abuse between adolescent/teenage couples.

Neglect is the #1 form of abuse. Neglect occurs when parents are unable or unwilling to provide the basic needs such as food, shelter, medical care, or educational needs. This also includes failure to protect a child.

Homelessness. In and of itself, it is not reportable unless it includes specific instances of physical abuse, neglect, sexual abuse or emotional abuse. The priority is to provide necessary shelter, food, medical care, education and services.

Substance/Alcohol abuse. Again, not necessarily reportable as "child abuse" unless it impacts the child's wellbeing and has ongoing endangerment.

Religious Considerations. Using spiritual means of healing instead of medical is not reportable unless it could result in the death or disfigurement of a child which would be a case of medical neglect.

#### Red Flags of Child Behaviors

Hostile, aggressive, verbally abusive towards others

Anxious, fearful or withdrawn

Self-injuries

Destruction

Frightened of going home

Frightened of parents/caretaker

Attempts to hide injuries

Frequent absences from school

Clingy, forms indiscriminate attachments

Tries to be perfect

#### Red Flags of Parent Behaviors

Mental health issues

Domestic violence

Unemployment

Poverty – inadequate food, clothing, shelter or medical care for the children

Lack of social support

History of abuse as a child

Substance abuse

Report any concerns about possible abuse to CWS as soon as possible, and no longer than 24 hours of becoming aware of suspected abuse. To report, call 805-781-1700 CWS or after hours 24 hour line 805-781- KIDS (5437). For immediate safety issues, contact Law Enforcement (911) and they will report to CWS.

(BP/AR 5141.4 – Child Abuse Prevention and Reporting)

#### School Support Programs

Programs to Meet Individual Needs of Students

Goal: Programs and strategies are consistently being used to create a safe and drug-free learning environment.

Counseling Services, K-8  
SLO County Drug and Alcohol Outreach Services  
Progressive Discipline Framework  
Student Attendance Accountability System  
Enrichment Programs  
Community Garden  
Shared Start/Habit of the Week  
General Family/Parenting Workshops

#### Safe School and Violence Prevention

Goal: To make the schools safer by reducing and preventing acts of violence on campus.

GREAT Program – Gang Resistance Education and Training  
Digital Citizenship/Cyberbullying Prevention  
Character Counts/Bullying Prevention  
School Resource Officer  
Yard duty staff  
Crossing guards  
Locked gate during school hours  
Check in process for all visitors  
Emergency Drills  
School Support Programs

#### Safe and Drug-Free Schools

Goal: To attain drug-free and violence free campuses where our students can achieve academic and social excellence.

SLO County Drug and Alcohol Outreach  
K-8 Internet Safety/Cyberbullying Prevention  
School Resource Officer  
Emergency Drills  
Bike Safety Assembly  
Healthy Kids Survey, Grade 7  
Middle School Health Curriculum

Student Counseling and Support Groups

Goal: To offer counseling and support to all students to meet their individual academic and social needs.

Full-time Counseling Services, K-8  
SLO County Drug and Alcohol Services Outreach  
GREAT Program – Gang Resistance Education and Training  
SRO – School Resource Officer  
Student Mentor Program  
SLO County Child Welfare Services

School Support Programs

Collaborative Relationships

Goal: Schools will work with the community, law enforcement agencies, school staff and parents to promote policies and decision-making in the schools.

Board of Trustees

PSC – Program Site Counsel

Junior Optimist Octagon International Club

Friends of the Garden

Sheriff's Department

Fire Department

School Support Programs

Community Support Programs

Goal: Students will work with the community and local organizations to provide enrichment and healthy living habits.

Cal Poly – Co-Teachers

Camp Roberts – Buzz Marathon

Lion’s Club – Health Screenings

Paso Robles Rotary

Paso Robles Optimist Club

Paso Robles Chamber of Commerce

Hispanic Business Association

Paso Robles Youth Arts Foundation

School Support Programs

Professional Development

Safety Committee

The safety committee consists of administrators, managers and staff. The committee encourages students and employees to maintain a healthy and safe campus and to report any safety hazards. The safety committee also provides safety training, including training on emergency preparedness, child abuse reporting, and general safety.

Administrative Leadership

Regular staff meetings are held and administrators provide clear and direct leadership, setting a positive and supportive tone for students and staff.

SAAS

Student Attendance Accountability System meetings help students and parents solve persistent school attendance problems through available school resources and monitoring.

CCSA

The California Charter Schools Association advances the charter school movement through state and local advocacy, leadership on accountability, and resources for member schools. CCSA is a trusted source of data and information on California's charter schools for parents, authorizers, legislators, the press and other interested groups.

CSDC

The nation's oldest charter support organization, the Charter Schools Development Center (CSDC), remains the most comprehensive resource center for charter schools anywhere in the country. Our leadership trainings publications, consulting, and membership program offer our clients over 20 years of experience in charter school start-up, operational support, and advocacy. We are recognized as the leading experts in charter school law, policy, finance, school design, authorizing, governance, and personnel.

**ASCD**

Formerly known as the Association for Supervision and Curriculum Development, is a membership-based nonprofit organization. While ASCD was initially founded with a focus on curriculum and supervision, the association now provides its members with professional development, educational leadership, and capacity building. Its mission is to develop programs, products, and services essential to the way educators learn, teach, and lead.

**CharterSafe**

CharterSAFE provides group self-insurance and risk management services designed specifically for California's charter schools.

**ACSA**

The Association of California School Administrators is the largest umbrella organization for school leaders in the United States. ACSA's top priority is advocating for public school students in kindergarten through grade 12, as well as adult learners. Our mission is to be the driving force of education in California and beyond.

**Scheduled Emergency Drills****Almond Acres Charter Academy****DATES****FIRE DRILLS**

(Monthly for Elem. Schools)

**EARTHQUAKE DRILLS**

(Every Quarter for Elem. Schools)

**OTHER DRILLS**

August

8/23 - 9:00 a.m.

September

9/18 - 11:00 a.m.

.

October

10/18 - 10:18 a.m.

10/18 - Shake Out

Bus Evacuation

November

11/15 - 9:00 p.m..

December

12/6 - 10:35 a.m.

**Shelter in Place**

January

1/14– 2:30 p.m.  
1

February

2/6 – 11:00 a.m.

March

3/15 – 11:00 a.m.

April

4/9 – 11:00 a.m.  
.

May

5/2 - 9:00

June

6/14 –10:00 a.m.

The Board shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. (Education Code 32282)

(BP/AR 3516 – Emergencies and Disaster Preparedness)  
(EC 32280-32289 – School Safety Plans)



Administration

Submission date: \_\_\_\_\_

Signature of approval: \_\_\_\_\_

School Board

Submission date: \_\_\_\_\_

Signature of approval: \_\_\_\_\_

Once approved, the Safe School Plan will be posted on the Almond Acres Charter Academy website at [www.aacademy.com](http://www.aacademy.com).

*Last updated: 1/16/2019*

## D. Other SARC Information

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

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	19.0	2		
3	19.0	2		
4	14.0	1		
5	21.0		1	
6	21.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		2	
1	22.0		2	
2	21.0	1	1	
3	16.0	2		
4	20.0	1	1	
5	18.0	1		
6	22.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	21.0	1	1	
1	21.0	1	1	
2	23.0		2	
3	22.0		2	
4	15.0	2		
5	20.0	2		
6	22.0		1	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/14/2019

**Academic Counselors and Other Support Staff (School Year 2017—18)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	290.0
Counselor (Social/Behavioral or Career Development)	0.5	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.2	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	2.0	N/A
Other		N/A

Note: Cells with N/A values 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.

*Last updated: 1/18/2019*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9689.0	\$2077.0	\$7612.0	--
District	N/A	N/A	--	--
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$7125.0	\$63218.0
Percent Difference – School Site and State	N/A	N/A	14.6%	--

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

*Last updated: 1/29/2019*

## Types of Services Funded (Fiscal Year 2017–18)

A 1.4 FTE Intervention Specialist was hired to support underserved students. 5.2 FTE Paraeducators positions also support underserved students.

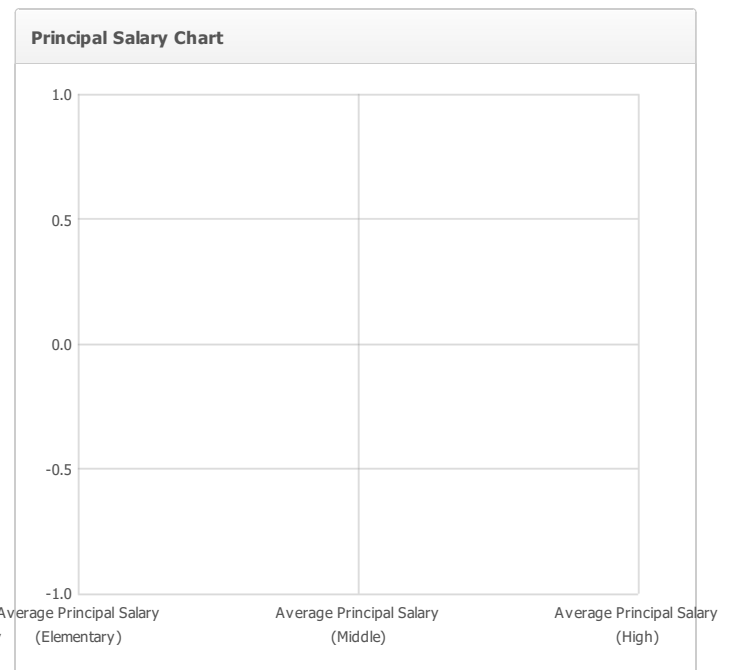
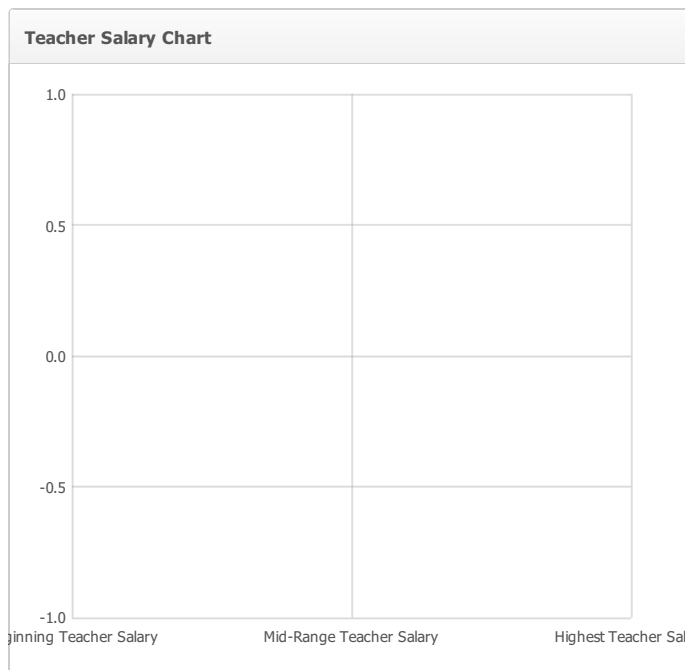
Last updated: 1/17/2019

## Teacher and Administrative Salaries (Fiscal Year 2016–17)

The Teacher and Administrative Salary information will be forthcoming.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	--	\$44,375
Mid-Range Teacher Salary	--	\$65,926
Highest Teacher Salary	--	\$82,489
Average Principal Salary (Elementary)	--	\$106,997
Average Principal Salary (Middle)	--	\$109,478
Average Principal Salary (High)	--	--
Superintendent Salary	--	\$121,894
Percent of Budget for Teacher Salaries	33.0%	32.0%
Percent of Budget for Administrative Salaries	9.0%	7.0%

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



Last updated: 1/23/2019

## Professional Development

1.4 FTE Intervention Specialists have been hired to support underserved students. Additionally, 5.2 FTE Paraeducators positions also support underserved students. Professional growth and training is determined by the goals of the charter and the data collected from formal student assessments and surveys from families and staff. For the 2018-2019 school year, there is a total of eleven Staff Development Days, seven of which took place before the school year started. Every Wednesday is an Early Release Day, where teachers participate in Professional Learning Communities (PLC's). New teachers participate in the TIP (Teacher Induction Program) Mentoring Program. Teachers and Administration attend multiple day conferences, including The Daily 5/CAFE Workshops, Google Classroom, and the California Charter School Association (CCSA) Annual Conference. All teachers develop a yearly professional growth plan and Professional Educator Portfolio that is monitored and evaluated by the administration. The teacher and Executive Director meet each trimester to review progress with each of the faculty coaches.

