

Almond Acres Charter Academy

School Accountability Report Card Reported Using Data from the 2018—19 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 eighth 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. AACA 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 AACA 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 where we are proud to be a part of.

Earnestly,
Bob Bourgault
Executive Director
Almond Acres

Contact

Almond Acres Charter Academy
1601 L St.

San Miguel, CA 93451-9107

Phone: 805-467-2095

Email: bbourgault@aacacademy.com

About This School

Contact Information (School Year 2019—20)

| District Contact Information (School Year 2019—20) | |
|--|--|
| District Name | San Miguel Joint Union |
| Phone Number | (805) 467-3216 |
| Superintendent | Karen Grandoli (Interim) |
| Email Address | kgrandoli@sanmiguelschools.org |
| Website | www.sanmiguelschools.org |

| School Contact Information (School Year 2019—20) | |
|--|--|
| School Name | Almond Acres Charter Academy |
| Street | 1601 L St. |
| City, State, Zip | San Miguel, Ca, 93451-9107 |
| Phone Number | 805-467-2095 |
| Principal | Mr. Bob Bourgault, Executive Director |
| Email Address | bbourgault@aacacademy.com |
| Website | http://www.aacacademy.com |
| County-District-School (CDS) Code | 40688250125807 |

Last updated: 1/15/2020

School Description and Mission Statement (School Year 2019—20)

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.

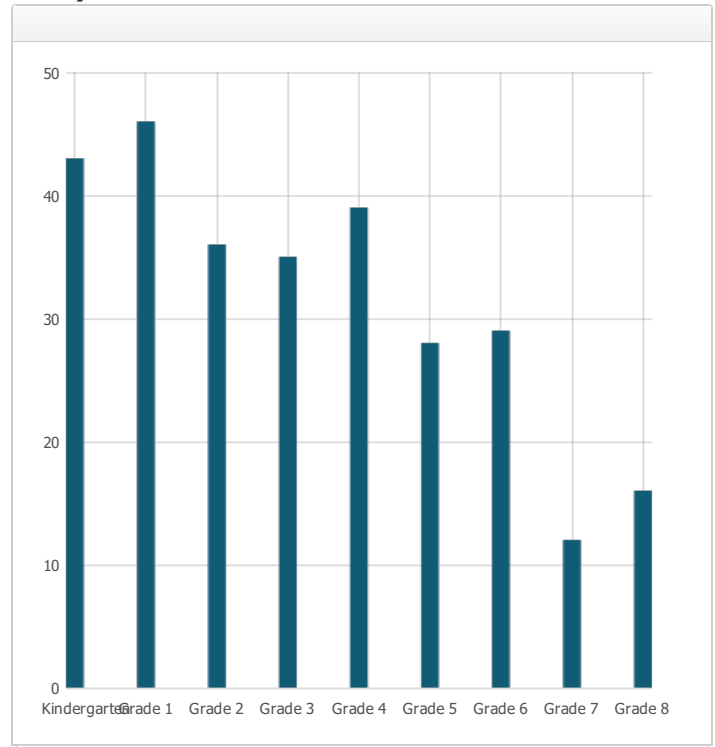
Our Philosophy:

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: 1/15/2020

Student Enrollment by Grade Level (School Year 2018—19)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Kindergarten | 43 |
| Grade 1 | 46 |
| Grade 2 | 36 |
| Grade 3 | 35 |
| Grade 4 | 39 |
| Grade 5 | 28 |
| Grade 6 | 29 |
| Grade 7 | 12 |
| Grade 8 | 16 |
| Total Enrollment | 284 |



Last updated: 1/15/2020

Student Enrollment by Student Group (School Year 2018—19)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 0.70 % |
| American Indian or Alaska Native | 0.40 % |
| Asian | 0.40 % |
| Filipino | % |
| Hispanic or Latino | 22.20 % |
| Native Hawaiian or Pacific Islander | % |
| White | 71.10 % |
| Two or More Races | 3.90 % |
| Student Group (Other) | Percent of Total Enrollment |
| Socioeconomically Disadvantaged | 26.40 % |
| English Learners | 6.70 % |
| Students with Disabilities | 13.40 % |
| Foster Youth | % |
| Homeless | 2.80 % |

A. Conditions of Learning

State Priority: Basic

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

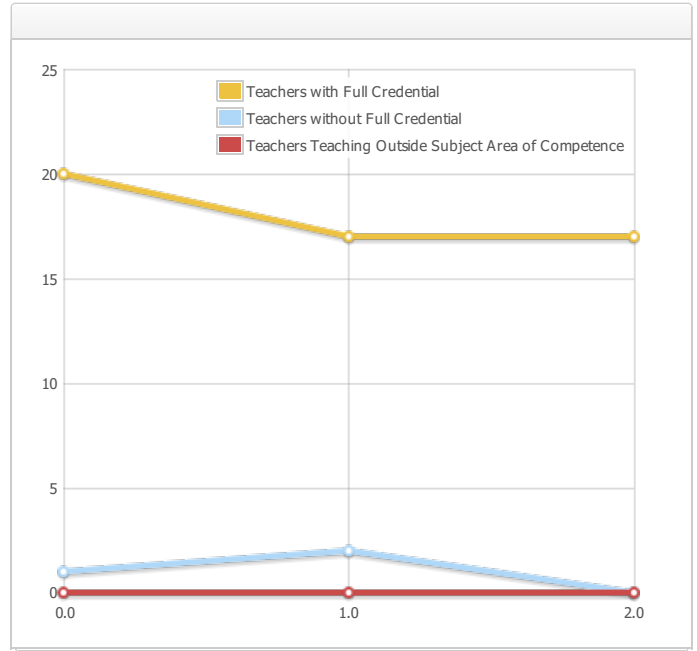
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

Almond Acres Charter Academy is an Independent Reporting School.

District information is included for comparison purposes only.

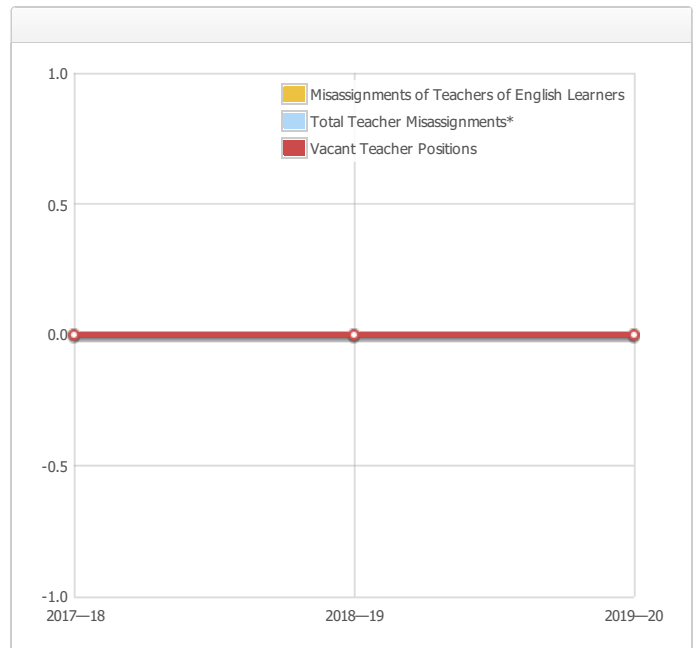
| Teachers | School 2017—18 | School 2018—19 | School 2019—20 | District 2019—20 |
|---|----------------|----------------|----------------|------------------|
| With Full Credential | 20 | 17 | 17 | |
| Without Full Credential | 1 | 2 | 0 | |
| Teachers Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | |



Last updated: 1/15/2020

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2017—18 | 2018—19 | 2019—20 |
|--|---------|---------|---------|
| 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: 1/15/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|---------------------------------|--|----------------------------|--|
| Reading/Language Arts | Daily 5/CAFE Common Core Maps Project Based Learning (PBL) Step Up to Writing 6 + 1 Writing Traits Scholastic Reader/Jr Scholastic SIPPS Phonics | Yes | 0.00 % |
| Mathematics | Daily 3 Big Ideas Math ST Math Project Based Learning (PBL) | Yes | 0.00 % |
| Science | Science Studies Weekly Project Based Learning (PBL) | Yes | 0.00 % |
| History-Social Science | Studies Weekly Project Based Learning (PBL) Scholastic Reader/Jr. Scholastic | Yes | 0.00 % |
| Foreign Language | | | 0.00 % |
| Health | Science Studies Weekly Health Connected (5-8) | Yes | 0.00 % |
| 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: 1/15/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2020

| System Inspected | Rating | Repair Needed and Action Taken or Planned |
|--|--------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | Good | |
| Interior: Interior Surfaces | Good | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | Fair | |
| Electrical: Electrical | Good | |
| Restrooms/Fountains: Restrooms, Sinks/Fountains | Fair | |
| Safety: Fire Safety, Hazardous Materials | Good | |

| | |
|--|------|
| Structural: Structural Damage, Roofs | Fair |
| External: Playground/School Grounds, Windows/Doors/Gates/Fences | Good |

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

| | |
|----------------|------|
| Overall Rating | Good |
|----------------|------|

Last updated: 1/23/2020

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 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts / Literacy (grades 3-8 and 11) | 42.0% | 45.0% | 39.0% | 41.0% | 50.0% | 50.0% |
| Mathematics (grades 3-8 and 11) | 36.0% | 40.0% | 36.0% | 37.0% | 38.0% | 39.0% |

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: 1/15/2020

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 138 | 132 | 95.65% | 4.35% | 45.45% |
| Male | 77 | 72 | 93.51% | 6.49% | 34.72% |
| Female | 61 | 60 | 98.36% | 1.64% | 58.33% |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | | | | | |
| Hispanic or Latino | 37 | 36 | 97.30% | 2.70% | 33.33% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 97 | 92 | 94.85% | 5.15% | 48.91% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 35 | 35 | 100.00% | 0.00% | 31.43% |
| English Learners | 19 | 19 | 100.00% | 0.00% | 15.79% |
| Students with Disabilities | 26 | 25 | 96.15% | 3.85% | 24.00% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/21/2020

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)**

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 138 | 131 | 94.93% | 5.07% | 39.69% |
| Male | 77 | 72 | 93.51% | 6.49% | 36.11% |
| Female | 61 | 59 | 96.72% | 3.28% | 44.07% |
| Black or African American | | | | | |
| American Indian or Alaska Native | | | | | |
| Asian | -- | -- | -- | -- | |
| Filipino | | | | | |
| Hispanic or Latino | 37 | 36 | 97.30% | 2.70% | 19.44% |
| Native Hawaiian or Pacific Islander | | | | | |
| White | 97 | 91 | 93.81% | 6.19% | 45.05% |
| Two or More Races | -- | -- | -- | -- | |
| Socioeconomically Disadvantaged | 35 | 35 | 100.00% | 0.00% | 22.86% |
| English Learners | 19 | 19 | 100.00% | 0.00% | 21.05% |
| Students with Disabilities | 26 | 24 | 92.31% | 7.69% | 16.67% |
| Students Receiving Migrant Education Services | | | | | |
| Foster Youth | | | | | |
| Homeless | -- | -- | -- | -- | -- |

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: 1/21/2020

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

| Subject | School 2017–18 | School 2018–19 | District 2017–18 | District 2018–19 | State 2017–18 | State 2018–19 |
|--|---------------------------|---------------------------|-----------------------------|-----------------------------|--------------------------|--------------------------|
| Science (grades 5, 8, and high school) | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/21/2020

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 2018—19)

| 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 | 22.70% | 36.40% | 13.60% |
| 7 | 27.30% | 18.20% | 18.20% |

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

Last updated: 1/27/2020

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 2019—20)

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. Parents also complete an Annual Quality Review Survey, are involved in the LCAP Advisory Group, parents get weekly messages/notifications/and parenting supports via Parent Square. 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

Last updated: 1/15/2020

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.

| Rate | School 2016—17 | School 2017—18 | School 2018—19 | District 2016—17 | District 2017—18 | District 2018—19 | State 2016—17 | State 2017—18 | State 2018—19 |
|-------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| Suspensions | 5.60% | 7.40% | 9.50% | 3.70% | 5.10% | 5.30% | 3.60% | 3.50% | 3.50% |
| Expulsions | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.00% | 0.10% | 0.10% | 0.10% |

Last updated: 1/15/2020

School Safety Plan (School Year 2019—20)

[Comprehensive School Safety Plan](#)

Last updated: 1/15/2020

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 (2016—17)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | | 2 | |
| 1 | 22.00 | | 2 | |
| 2 | 21.00 | 1 | 1 | |
| 3 | 16.00 | 2 | | |
| 4 | 20.00 | 1 | 1 | |
| 5 | 18.00 | 1 | | |
| 6 | 22.00 | | 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 | 21.00 | 1 | 1 | |
| 1 | 21.00 | 1 | 1 | |
| 2 | 23.00 | | 2 | |
| 3 | 22.00 | | 2 | |
| 4 | 15.00 | 2 | | |
| 5 | 20.00 | 2 | | |
| 6 | 22.00 | | 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 (2018—19)

| Grade Level | Average Class Size | Number of Classes * 1-20 | Number of Classes * 21-32 | Number of Classes * 33+ |
|-------------|--------------------|-----------------------------|------------------------------|----------------------------|
| K | 22.00 | | 2 | |
| 1 | 23.00 | | 2 | |
| 2 | 18.00 | 2 | | |
| 3 | 18.00 | 2 | | |
| 4 | 20.00 | 2 | | |
| 5 | 28.00 | | 1 | |
| 6 | 29.00 | | 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: 1/15/2020

Ratio of Academic Counselors to Pupils (School Year 2018—19)

| Title | Ratio** |
|-------------|---------|
| Counselors* | 50 |

*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.

**Average Number of Pupils per Counselor

Last updated: 1/15/2020

Student Support Services Staff (School Year 2018—19)

| Title | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 50.00 |
| Library Media Teacher (Librarian) | 0.00 |
| Library Media Services Staff (Paraprofessional) | 0.00 |
| Psychologist | 20.00 |
| Social Worker | 0.00 |
| Nurse | 5.00 |
| Speech/Language/Hearing Specialist | 80.00 |
| Resource Specialist (non-teaching) | 1.00 |
| Other | 2.50 |

*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: 1/15/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|-------------------------------------|--|--|-------------------------------|
| School Site | \$2905028.00 | \$3498.00 | \$6636.37 | \$49858.00 |
| District | N/A | N/A | -- | \$63937.00 |
| Percent Difference – School Site and District | N/A | N/A | -- | -- |
| State | N/A | N/A | \$7506.64 | \$64941.00 |
| Percent Difference – School Site and State | N/A | N/A | -- | -- |

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

Last updated: 1/21/2020

Types of Services Funded (Fiscal Year 2018—19)

A 1.6 FTE Intervention Specialist was hired to support underserved students. 4.61 FTE Paraeducators positions also support underserved.

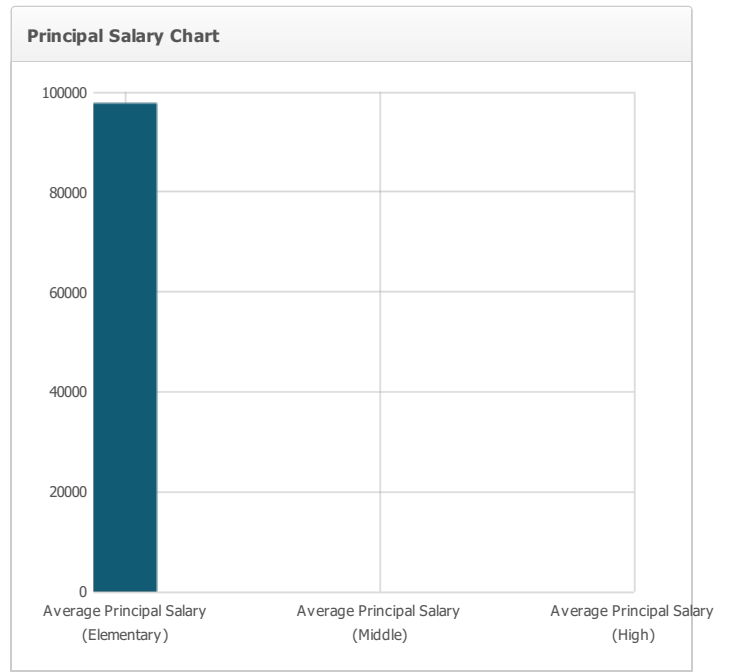
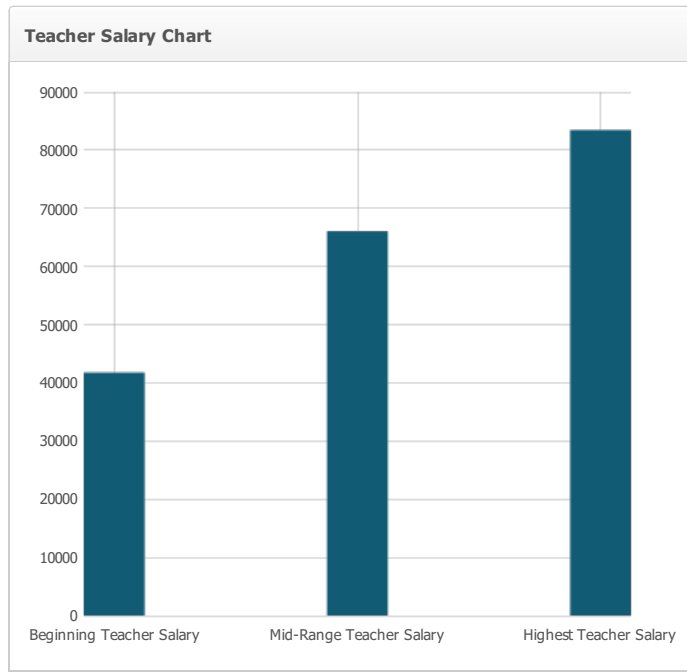
Last updated: 1/15/2020

Teacher and Administrative Salaries (Fiscal Year 2017–18)

The Teacher and Administrative Salary information will be forthcoming.

| Category | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$41,775 | \$45,252 |
| Mid-Range Teacher Salary | \$66,069 | \$65,210 |
| Highest Teacher Salary | \$83,457 | \$84,472 |
| Average Principal Salary (Elementary) | \$97,765 | \$107,614 |
| Average Principal Salary (Middle) | \$ | \$112,242 |
| Average Principal Salary (High) | \$ | -- |
| Superintendent Salary | \$151,000 | \$124,686 |
| Percent of Budget for Teacher Salaries | 31.00% | 31.00% |
| Percent of Budget for Administrative Salaries | 8.00% | 7.00% |

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



Last updated: 1/15/2020

Professional Development

| Measure | 2017–18 | 2018–19 | 2019–20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 11 | 11 | 11 |

Last updated: 1/15/2020