

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Accelerated Charter Elementary	19 64733 0100743	June 14, 2019	June 27, 2019

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ACES parents completed an LCAP survey March 21 – March 29, 2019 to gather information about School Climate & Culture, School Safety, Academic Supports, Social-emotional, School Communication, and English Language Learners and College preparation. Students from grades 4, 5, & 6 completed an LCAP input survey to gather information about School Climate & Culture, Safety, Academic Communication and Supports, and College preparation in March 2019.

Surveys were completed by ACES Staff (Classified and Certificated) from April 8-12, 2019. Surveys asked for ratings covering School Climate & Culture, School Safety, Academic Expectations, Social-Emotional supports/services, Academic resources, Teacher Qualifications, College-going Culture, Collaboration with Community resources, and Decision-making processes. Teachers and administrators analyzed student data throughout the school year to identify areas that students and our subgroups (Economically Disadvantaged, Hispanic, English Learners, and Students with Disabilities) needed additional support and interventions to help them progress in Math and Language Arts.

At SSC & ELAC meetings for the 2018-2019 school year (Jul. 23, 2018, Aug. 28, 2018, Oct. 24, 2018, Nov. 28, 2018, Feb. 27, 2019, Mar. 27, 2019, Apr. 23, 2019, May 29, 2019 & Jun. 14, 2019) committee members reviewed CAASPP and internal data, CA Accountability Dashboard (2017 & 2018), school-wide interventions for various student subgroups, academic resources, Safe School plan, SPSA Plan to provide input for our school's LCAP based on data, student progress and by prioritizing needs for students schoolwide including our Socio-economically Disadvantaged, English Learners and students with disabilities.

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Each teacher will be highly qualified, have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment, promote a college going culture – college and career readiness and provide rigorous and relevant instruction that prepares

students for success at the next grade level with academic interventions in place to eliminate obstacles of student achievement.

Identified Need

<u>ACES Adopted / Developed Measurement</u>	<u>Frequency</u>
ELA/SLA/Math CCSS based curricular assessments	Weekly/Module/Unit
Curriculum Writing Assessment	Unit (6-8 wks.)
DRA2 (Developmental Reading Assessment) TK/K	4x/year
DRA2 (Developmental Reading Assessment) 1st grade	3x/year
SRI (Scholastic Reading Inventory)	4x/year

State measurements:

- CAASPP ELA/Math assessments (Spring 2018)
- CA School Dashboard (2018) & 2017-18 School Accountability Report Card (SARC)
- 2018 Summative ELPAC results (subgroup specific)
- Reclassification data (2018-2019)

We continue to demonstrate academic progress schoolwide in both ELA and Math with incremental increases in both curricular areas however our English Learners subgroup needs to demonstrate greater progress in ELA and Math.

ELA: Schoolwide our students maintained +1.6 points (Orange) on the CA Dashboard however are still 18.1 points below standard. To ensure students are reading at grade level, ACES is participating in the A2i Professional Support System that combines technology and professional development to increase literacy achievement for all students in grades K-3 by equipping and empowering educators to effectively individualize instruction in grades K-3. For 2018-2019, Kindergarten and First grade participated in the first year of a 3-year rollout with PD and implementation for Second grade in 2019-2020. Schoolwide all grades have access to Reading Horizons to address reading gaps and we targeted our struggling readers in 4th grade who participated in additional small group re-teaching and online interventions weekly.

Our English Learners student group performance on the ELA CAASPP was 37.7 points below standard (Orange) and declined 4.7 points. Our English Learner student subgroup showed a decrease in meeting standards in ELA of -1.69%.

There has been a demographic change in English Learner students who entered ACES. Due to opening of enrollment spaces, ACES has accepted 84 new EL students from 2016-18, whom did not participate in ACES' dual immersion or English Learner program since TK/Kindergarten.
SBAC

English Language Arts data was disaggregated for English Learner Students by Grade and Claim Levels. Claim Level data indicates a majority of current English Learners are at Below or Near Standard for ELA Claim 1-4.

	ELA Claim 1 Reading	ELA Claim 2 Writing	ELA Claim 3 Listening	ELA Claim 4 Research/Inquiry
Grade 3	13 Below Students 15 Near Students 1 Above Student	15 Below Students 13 Near Students 1 Above Student	11 Below Students 17 Near Students 0 Above Student	10 Below Students 17 Near Students 1 Above Student
Grade 4	13 Below Students 11 Near Students 1 Above Student	14 Below Students 11 Near Students 0 Above Student	8 Below Students 17 Near Students 0 Above Student	10 Below Students 16 Near Students 0 Above
Grade 5	12 Below Students 2 Near Students 0 Above Student	10 Below Students 4 Near Students 0 Above Student	12 Below Students 2 Near Students 0 Above Student	9 Below Students 5 Near Students 0 Above Student

Teachers and Administrators reviewed areas of need by grade levels:

- 3rd Grade has identified students need more practice with comprehension skills, such as analyzing texts, citing textual evidence, and referring back to text through Close Reading
- 4th Grade has identified students need to strategies to improve reading fluency and reading comprehension
- 5th Grade has identified students need support with reading comprehension, building academic vocabulary, and Close Reading strategies such as citing textual evidence and referring back to text
- All grade levels need support with Systematic ELD to build students' vocabulary, oral/written language structures in English
- Using IRPs (Individualized Reclassification Plans), teachers and students will set individualized goals to work towards to meet criteria for reclassification to English proficiency. These goals and areas to support students will be shared with parents at conferences and parent workshops.
- ACES will continue a strong implementation of Systematic ELD (designated ELD) and Integrated ELD for any subjects taught in English (Math, English Language Arts, etc.)
- It is important to note that our **English Learners** do well in comparison to the State, LAUSD, and they outperform LAUSD Resident Schools located within a 1.1-mile radius of ACES. However, we are striving to increase not only their Reclassification rate but their yearly academic performance in both Math and ELA through a thoughtful focus on their needs and daily implementation of Systematic ELD during Designated ELD and embedded in curricular areas taught in English including using SDAIE strategies.

Math: Schoolwide our students Maintained (Orange) with 0.8 points and were 40.6 points below standard. The numerically significant English Learner student subgroup showed a decrease of 4.40% and was 52.2 points below standard.

Our new English Learner students are not entering ACES at the same level of foundational math knowledge as the students who have continuously matriculated through ACES and have a familiarity with Eureka Math and the strategic tools used TK-5. Interventions are provided for these students in class as well as before/after school.

SBAC Math data was disaggregated for English Learner Students Grade Level and Claim Level. Claim Level Data indicates English Learners are mostly at Below and Near Standards for Claim 1-3 in SBAC Math:

	Math Claim 1 Concepts & Procedures	Math Claim 2 Problem Solving & Modeling/Data	Math Claim 3 Communicating Reasoning
Grade 3	13 Below Students 14 Near Students 1 Above Student	12 Below Students 15 Near Students 1 Above Student	15 Below Students 7 Near Students 5 Above Student
Grade 4	16 Below Students 7 Near Students 1 Above Student	12 Below Students 11 Near Students 1 Above Student	13 Below Students 12 Near Students 0 Above Student
Grade 5	14 Below Students 0 Near Students 0 Above Student	14 Below Students 0 Near Students 0 Above Student	13 Below Students 1 Near Students 0 Above Student

To progress our students to Above Standards in SBAC Math Claims 1-3, our school has been working on:

- Increased and systematic professional development in building teacher and student conceptual rather than procedural skills, along with how to facilitate student learning of 8 Standards of Mathematical Practices
- Implementation of 3 Math Strategies (*Which One Doesn't Belong*, *Number Talks*, and *Math Performance Tasks*) specifically increase student mastery of 8 Standards of Mathematical Practices and demonstration of Concepts & Procedures, Problem Solving & Modeling/Data, and Communicating Reasoning
- Strategies are implemented using scaffolds for ELs such as sentence stems, teacher modeling, bilingual pairs, repetition and practice

English Learners Progress: For the year 2017- 2018 ACES had 205 ELs tested on the ELPAC and scored as follows:

Overall 30.73% on Level 4, 39.51% on Level 3, 22.44% on Level 2, 7.32% on Level 1.

Oral Language 45.85% on Level 4, 38.05% on Level 3, 10.24% on Level 2, 5.85% on Level 1.

Written Language 23.41% on Level 4, 23.41% on Level 3, 35.61% on Level 2, 17.56% on Level 1

Students demonstrated strength in oral language and areas for improvement in Reading/Writing with 52%-60% scoring Somewhat/Moderately in these areas. This indicates a large percentage can be moved up to Well Developed with targeted interventions including the use of IRPs (Individualized Reclassification Plans). There is a need to improve reading comprehension for English learners (vocabulary development/strategy use, reading fluency, and reading comprehension strategies).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Basic Services - Highly Qualified/Credentialed teachers	100% of staff fully credentialed in content area	100% of staff fully credentialed in content area
Implementation of State Standards/Pupil Achievement: Latino/Economically Disadvantaged Progress in ELA / Math on SBAC	42.8% / 32.03%	40% / 40%
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	8.51%	21%
Implementation of State Standards/Pupil Achievement: English Learner in Math on SBAC	10.75%	25%
Implementation of State Standards/Pupil Achievement: SWD in ELA/Math on SBAC	15.39% / 19.23%	10% / 10%
Pupil Engagement – school attendance rates	95.39%	At or above 98%
Course Access	100% of students will be provided with the adopted course of study for grades TK-6. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)	100% of students will be provided with the adopted course of study for grades TK-6. Effectiveness surveys will be used to measure appropriateness and student growth. Each course of study shall be inclusive and shall offer courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will refine and implement a monitoring program for TK-6th grade students (Economically Disadvantaged, Hispanic, English Learners, and Students with disabilities) to ensure they move towards proficiency or maintain proficiency in ELA as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Collect and analyze school-level summative and formative student data; identify needs of students and teachers; follow an implementation plan for ELA and SLA curricular units and Systematic ELD including use of ELD portfolios to monitor student progress as well as IRPs (Individualized Reclassification Plans). Monthly meetings with Administrators, Instructional Coach and Grade levels will be held to ensure continuous improvement and refinement of effective instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Annual Review

SPSA Year Reviewed: 2018–19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

There was partial implementation of the strategies/activities this school year as well as the overall achievement of the goal partly due to a two-week work stoppage in January 2019. The students' instruction and learning was disrupted as mostly substitutes provided two weeks of instruction to students in TK-6th grade. Instead of collecting grade level data three times this year for our data wall

we collected at the beginning and end of the school year. Grade levels would normally have analyzed data mid-year and it impacted the grade levels pacing plans. Teachers adapted pacing by focusing on power standards for each grade level.

Teachers were however were able analyze their weekly or bi-weekly assessments to monitor student progress. School wide data was not readily available for leadership and teachers to evaluate progress towards the goal. All grade levels reported on end of the year data noting strengths as well areas of need and improvement for students and subgroups (Economically Disadvantaged, Hispanic, English Learners, and Students with disabilities).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There was a major difference in the intended implementation as well as the budgeted expenditures due to the two-week work stoppage.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This goal will continue for the following year as it is still applicable to meet the needs of our students.

Goal 2

ACES students will learn in a clean, safe and well-equipped school and will be provided with relevant, innovative and ample instructional resources.

Basis for this Goal

2019-2020 ACES Safe School Plan

Component Two: Place

Create and maintain a safe and clean physical environment

Goal: ACES students will have a clean, safe school environment where they can learn and play

Objective: Students will participate in focus groups and/or take a survey to determine areas to address by prioritizing area(s) to improve. Principal, staff, School Leadership Team (comprised of teachers and parents) and SSC will determine activities, resources, and timelines for the 2019-2020 school year to implement plan created collaboratively. Results of plan will be measured by a student survey in March 2020 to determine effectiveness.

<u>ACES Adopted / Developed Measurement</u>	<u>Frequency</u>
Student/parent surveys & focus groups	2x/year
Student discipline referrals to office	3x/year
ELA/SLA/Math CCSS based curricular assessments	Weekly/Module/Unit
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State measurements:

- CAASPP ELA/Math assessments (Spring 2018)
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- Summative 2018 ELPAC results (subgroup specific)
- Reclassification data (2018-2019)

ELA: The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2017 to Spring 2018, ACES students increased by +4.63% from 38.17% to 42.8% in the Met/Exceeds Standards. On the Spring 2018 CAASPP/SBAC for ELA, our Latino, Economically Disadvantaged and Students with Disabilities (SWD) subgroups all increased in Met/Exceeds Standard (Latino +5.62%, Economically Disadvantaged +4.8%, Hispanic +5.62%, and SWD +2.35%).

Math: A similar review also demonstrated overall schoolwide performance growth in Math from academic year 2016-2017 to 2017-2018 of +1.45%. Schoolwide our students Maintained (Orange) with 0.8 points and were 40.6 points below standard. The numerically significant English Learner student subgroup showed a decrease of 4.40% and was 52.2 points below standard. SWD increased from 4.35% to 19.23% Standard Met or Exceeded on the SBAC. Economically Disadvantaged increased by 1.94% from 29.9% to 31.85% Standard Met or Exceeded on SBAC. Our Hispanic students increased from +2.06% from 29.96% to 32.02% Standard Met or Exceeded on SBAC.

We attribute the incremental increases both schoolwide and the above subgroups to the consistency in the Eureka Math implementation, its academic rigor, math pacing plans, and quarterly grade-level data meetings where SMART Goals are developed. Our ELs need additional interventions and scaffolding during Math instruction to increase their performance on SBAC in Math.

English Learners Progress: For the 2018 year there is no comparative data. For the year 2018- 2019 SY ACES had 205 ELs tested on the ELPAC (English Language Proficiency Assessments for California) and scored as follows in the four levels:

Overall: 30.7% at Level 4 (Well Developed), 39.5% at Level 3 (Moderately Developed), 22.4% at Level 2 (Somewhat Developed), 7.3% at Level 1 (Beginning Stage)

Oral Language 45.85% at Level 4, 38.05% at Level 3, 10.24% at Level 2, 5.85% at Level 1.

Written Language 23.41% at Level 4, 23.41% at Level 3, 35.61% at Level 2, 17.56% at Level 1

Students demonstrated strength in oral language and a need for improvement in Reading/Writing with 52%-60% scoring at Somewhat/Moderately developed in these areas. This indicates a large percentage that can potentially be moved up to Well Developed with targeted interventions including the use of IRPs (Individualized Reclassification Plans).

English Learner Reclassification: Students re-designated to Fluent English proficient for 2018-2019 was 25.2%. This represents an increase of 10.8% compared to 14.4% in 2017-2018 SY.

Expected Annual Measureable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Implementation of Basic Services - Facilities	Basic Services – Facilities: 100% of school facilities are maintained in good repair.	Basic Services – Facilities: 100% of school facilities are maintained in good repair.
4th - 6th Gr. Student Survey – May 2019	<p>Highlights:</p> <ul style="list-style-type: none"> • High standards in academics-core subjects • Timely feedback about student work • Students who work hard will succeed (Dweck’s Growth Mindset) <p>Think Abouts:</p> <ul style="list-style-type: none"> • School cleanliness and good condition of bathrooms • School meals • Expanding student voice- involving students in decision making process; students show each other respect 	100% of ACES students will have a clean, safe school environment where they can learn and play
Implementation of State Standards: SBAC – ELA % Met/Exceeded	Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded: 38%	Implementation of State Standards: SBAC – ELA Met/Exceeded: 45% 42.8% Actual Outcome
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded: 30.58%	Implementation of State Standards: SBAC – Math Met/Exceeded: 35% 32.03% Actual Outcome
Implementation of State Standards: English Learner Progress in ELA on SBAC	Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC: 8.51%	Implementation of State Standards: English Learner Progress in ELA on SBAC: 15%
Implementation of State Standards: SWD Progress in ELA/Math on SBAC	Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC: ELA 15.39% / Math 19.23%	Implementation of State Standards: SWD Progress in ELA/Math on SBAC: 10% each for both ELA and Math

PLANNED STRATEGIES/ACTIVITIES

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA and ELD as measured by district curricular and school benchmark assessments (weekly, monthly, quarterly, annually).

Plan implementation and evaluation of Academic English language development program by: Selecting unit materials and supplementary instructional materials as well as teaching/learning goals/outcomes; scheduling initial training of teachers and instructional staff and follow up professional development activities including providing planning time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA and ELD as measured by district curricular and school benchmark assessments (weekly, monthly, quarterly, annually).

Teachers will utilize strategic criteria to identify focus students; teachers will provide small group differentiated instruction before/after school and in the summer for TK-6 struggling students; provide ongoing monitoring (weekly, monthly, quarterly) to ensure proficiency on curricular assessments (mid-year/end-year).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Using the cycle of inquiry model, teachers will implement the language arts intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs and areas for improvement.

Provide additional language arts intervention for intensive, strategic, and Expanding level English Learner students including the use of Reading Horizons and other supplemental intervention tools.

Grade-level teams will conduct monthly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. Instructional coach will provide additional support to teachers for data analysis meetings, action plans, & implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA as measured by district curricular and school benchmark assessments (weekly, monthly, quarterly, annually).

Provide additional language arts intervention for intensive, strategic, and Expanding level English Learner students. Provide students with skill review and support with instructional aides to do re-teaching and skill reinforcement. Instructional coach will provide additional support to teachers in planning and implementation of interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 SY, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers, Latinos, Economically Disadvantaged and English learners as measured by district benchmark and school curricular assessments (weekly, monthly, end of unit, annually).

Identify struggling readers and identify, screen and use a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.

Collect and analyze school-level summative and formative ELA and English learner data including SRI (Scholastic Reading Inventory); identify students from each grade level for reading interventions and their specific literacy needs.

Continue to develop reading intervention materials and resources; purchase supplementary instructional materials.

Provide additional reading intervention for students at intensive level and Expanding level EL students.

Develop reading intervention program goals, teaching and learning expectations and outcomes; review and evaluate reading intervention programs and benchmark assessments. Instructional coach will provide additional support to teachers in completing these tasks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 SY, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers, Latinos, Economically Disadvantaged and English learners as measured by district benchmark and curricular assessments (weekly, monthly, end of unit, annually).

Identify struggling readers and identify, screen and use a research-based reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.

Use Reading Horizons or similar program to address individual literacy needs of struggling students and English learners, measure growth, and accelerate reading fluency and comprehension.

Support students including English Learners with sight word fluency. Continue to develop reading intervention materials and resources; purchase supplementary instructional materials.

Provide additional reading intervention for students at intensive level and Expanding level EL students.

Develop reading intervention program goals, teaching and learning expectations and outcomes; review and evaluate reading intervention programs and benchmark assessments with the support of Administrators and the Instructional Coach.s

Proposed Expenditures for this Strategy/Activity

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Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 SY, the school will implement a school-wide Positive Behavior Support Plan to ensure all students feel safe and can learn at school daily including incentives and reinforcement for desired positive social and learning behaviors.

As part of MTSS, ACES will identify students needing additional social-emotional or behavioral supports through the SSPT process.

Develop intervention goals, teaching and learning expectations and outcomes for behavior; review and evaluate behavioral intervention plans and monitor student progress.

Provide parent workshops, conference attendance, and supports about behavior, discipline, and social-emotional well being for children

Proposed Expenditures for this Strategy/Activity

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Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

ACES moved into a newly constructed facility in November 2016 so the facility is in excellent condition and maintained in good repair. Monthly meetings are held with Facilities Director and weekly meetings with school custodians and campus aides to maintain cleanliness and make improvements.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Instructional supplies were provided to teachers and students based on areas to improve in ELA/SLA/ELD and Math. Growth was seen however the school is looking for higher growth and the continued support of an instructional coach and dedicated weekly data and instructional strategy meetings will improve student outcomes. Our Professional Learning Community Leadership team meets biweekly to continuously improve in instruction and acquire supplemental resources needed to accelerate learning for students.

Goal 3

ACES students will learn in a positive, welcoming, safe and supportive environment; parents, guardians, students, and community voices will be valued in enhancing student's success and stakeholders will demonstrate a commitment to uplift the community.

Basis for this Goal

May 2018 Parent Survey, Coffee with the Principal, Parent Meetings, Parent workshop feedback 2018-19

2019-2020 ACES Safe School Plan

Component One: People and Programs

Create and maintain a caring and connected school climate

Goal: Students at ACES will feel valued and that they have a voice to express themselves

Objective: Students in grades 4-6 will take a school culture survey by November 2019 to reassess indicators, identify areas of need, and to prioritize indicators for ACES to improve. Principal, staff, and SSC will determine activities, resources, and timelines for the 2019-2020 school year to implement plan created collaboratively. Results of plan will be measured with focus groups in January 2020 to monitor effectiveness.

ACES Adopted / Developed Measurement	Frequency
Student/Parent surveys & focus groups	2x/year
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- CELDT/ELPAC results (subgroup specific)

- Reclassification data (2016-2017)

ELA: The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2017 to Spring 2018, ACES students increased by +4.63% from 38.17% to 42.8% in the Met/Exceeds Standards. On the Spring 2018 CAASPP/SBAC for ELA, our Latino, Economically Disadvantaged and Students with Disabilities (SWD) subgroups all increased in Met/Exceeds Standard (Latino +5.62%, Economically Disadvantaged +4.8%, Hispanic +5.62%, and SWD +2.35%).

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We attribute the incremental increases both schoolwide and the above subgroups to the consistency in the Eureka Math implementation, its academic rigor, math pacing plans, and quarterly grade-level data meetings where SMART Goals are developed. Our ELs need additional interventions and scaffolding during Math instruction to increase their performance on SBAC in Math.

English Learners Progress: For the 2018 year there is no comparative data. For the year 2018- 2019 SY ACES had 205 ELs tested on the ELPAC (English Language Proficiency Assessments for California) and scored as follows in the four levels:

Overall: 30.7% at Level 4 (Well Developed), 39.5% at Level 3 (Moderately Developed), 22.4% at Level 2 (Somewhat Developed), 7.3% at Level 1 (Beginning Stage)

Oral Language 45.85% at Level 4, 38.05% at Level 3, 10.24% at Level 2, 5.85% at Level 1.

Written Language 23.41% at Level 4, 23.41% at Level 3, 35.61% at Level 2, 17.56% at Level 1

Students demonstrated strength in oral language and a need for improvement in Reading/Writing with 52%-60% scoring at Somewhat/Moderately developed in these areas. This indicates a large percentage that can potentially be moved up to Well Developed with targeted interventions including the use of IRPs (Individualized Reclassification Plans).

English Learner Reclassification: Students re-designated to Fluent English proficient for 2018-2019 was 25.2%. This represents an increase of 10.8% compared to 14.4% in 2017-2018 SY.

ANNUAL MEASUREABLE OUTCOMES

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Parent Surveys May 2019 Focus groups input	<p>Highlights:</p> <ul style="list-style-type: none"> High standards in academics-core subjects Timely feedback about student work & student academic progress Positive school climate & culture Strong communications systems in language you understand <p>Think Abouts:</p> <ul style="list-style-type: none"> Academic courses in other content areas such as Visual and Performing Arts Providing parents with additional support for students and parents (eg. Enrichment activities, 	<p>85% parent participation:</p> <ul style="list-style-type: none"> Parent meetings Parent conferences Participation in volunteering at school and school events <p>Provide & calendar parent workshops/trainings throughout the school year</p> <p>Create parent center to increase positive school</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>mental health/healthcare services, parent workshops, etc.)</p> <ul style="list-style-type: none"> • Parent Center to welcome and provide academic support and training for families 	<p>culture and being welcome as measured by survey (85%)</p>
<p>4th-6th Gr. Student Survey – 2nd semester</p>	<p>Highlights:</p> <ul style="list-style-type: none"> • High standards in academics-core subjects • Timely feedback about student work • Students who work hard will succeed (Dweck’s Growth Mindset) <p>Think Abouts:</p> <ul style="list-style-type: none"> • School cleanliness and good condition of bathrooms • School meals • Expanding student voice- involving students in decision making process; students show each other respect 	<ul style="list-style-type: none"> • School cleanliness and good condition of bathrooms (90%) • School meals (90%) • Expanding student voice- involving students in decision making process; students show each other respect (90%)
<p>Suspension/Expulsion Rates & School Incident Reports</p>	<p>School Climate - Suspension/Expulsion Rates: 0% (2018-2019)</p>	<p>School Climate – Suspension/Expulsion Rates: 0.1% (2019-20)</p>
<p>Course Access</p>	<p>Course Access: Programs and services are developed and provided to unduplicated pupils and students with disabilities</p>	<p>100% of students were provided with the adopted course of study for grades TK-6. Effectiveness surveys were used to measure appropriateness and student growth. Each course of study is inclusive and offered courses in all required areas of study based on EC 51210 & EC 51220 (a)-(i)</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Average Daily Attendance (ADA) & Annual Attendance Reports
Chronic absenteeism rate

(Total ADA is defined as the total days of student attendance divided by the total days of instruction.)

ADA: 95.39% (2018-2019)

Chronic absenteeism rate: 6.5% (2017-2018)

2019-2020:

- 98% ADA
- 6.0% Chronically Absent

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will implement and refine a monitoring program for TK-6th grade students to ensure they reach 98% attendance, have positive attitudes towards school, and have necessary non-cognitive skills necessary for academic success by identifying and prioritizing student groups (weekly, monthly, quarterly, annually).

Maintain positive school culture, monitor implementation through analysis of incident data & observations of PBIS implementation plan.

Teach and re-teach PBIS strategies and expectations, provide PD for staff on an ongoing basis including supports for implementing Second Step Program in classrooms and across the school. Use Restorative Justice practices to enhance school climate.

Use SSPT process to monitor students requiring additional behavioral supports (Tier 2/3).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will implement and refine a monitoring program for TK-6th grade students to ensure they reach 98% attendance, have positive attitudes towards school, and have necessary non-cognitive skills necessary for academic success by identifying and prioritizing student groups (weekly, monthly, quarterly, annually).

Inform parents of Attendance Policy/Expectations through RoboCalls, parent meetings, letters home, newsletters, & workshops.

Teachers will be responsible for submitting names for ACES recognition awards & other special awards for recognition including attendance as well as keeping accurate daily attendance records.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will implement and refine a monitoring program for TK-6th grade students to ensure they reach 98% attendance, have positive attitudes towards school, and have necessary non-cognitive skills necessary for academic success by identifying and prioritizing student groups (weekly, monthly, quarterly, annually).

Workshops on health, hygiene & safety related to students, parents, and staff to be provided.

Students socio-emotional needs will be addressed through the SSPT process, referrals, and parent requests on an ongoing basis. Interventions may include: referrals to community support agencies and in-house counseling groups as well as other school supports.

Proposed Expenditures for this Strategy/Activity

School Plan for Student Achievement| Page 19 of 4

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF, Federal Title I, II, III, Part A, State, Local

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During 2019–20 school year, ACES will implement and refine a monitoring program for TK-6th grade students to ensure they reach 98% attendance, have positive attitudes towards school, and have necessary academic and non-cognitive skills necessary for success at school by increasing opportunities for parental involvement. Workshops and trainings for parents will be provided throughout the school year to develop parent leadership. Students socio-emotional needs will be addressed through the SSPT process, referrals, and parent requests on an ongoing basis. Interventions may include: referrals to community support agencies and in-house counseling groups as well as other school supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Proposed Budget

LCFF, Federal Title I, II, III, Part A, State, Local

ANALYSIS

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

ACES seeks to support student academic success and social-emotional wellness and this is done through MTSS which includes the SSPT process. The school was successful this year with the implementation of the Scholar Debit card and Scholar store which provided incentives for students overall behavior and learning readiness which was run by the Administrator Coordinator with the support of staff and parents. Our PBIS plan was implemented schoolwide and reinforced in classrooms, common areas and by Administrators and our PLC. We are striving to continue building a positive schoolwide culture so all students including Latino, Economically Disadvantaged, English Learners and SWD can demonstrate academic progress in ELA and Math on internal and state assessments.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Looking at curricular assessments throughout the grade levels in ELA and Math, ACES does demonstrate growth. We are striving to increase the amount of growth schoolwide for our students including Latino, Economically Disadvantaged, English Learners and SWD by adopting Second Step (social-emotional curriculum) to further support students. Professional development along with goals for the school year will be created through the PLC

Annual Review and Update

SPSA Year Reviewed: 2018–19

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between Title I, II, & III proposed expenditures and estimated actual expenditures for the 2018-2019 school year. Title IV was new funding for our school this year. We did provide parent training with a grant from Abriendo Puertas this school year for parents of children 0-5. The school plans to allocate Title I funding for next year to continue the training and to develop parent leadership to lead these and other parent involvement opportunities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Additional support will be provided to all students which includes Latinos, Economically disadvantaged, English Learners and SWD. (See Goal 2, Activity 7; Goal 3, Activity 1 & 2)

Primary changes include addition of Instructional Coach to support teachers and administrators in implementation of research-based and effective instructional strategies to impact student outcomes for across core curricular areas as measured by internal and state assessments.

ACCELERATED CHARTER ELEMENTARY SCHOOL

TITLE I 2018-2019 Spending Plan

2018-2019 Apportionments:	\$219,852	<u>160014</u>
2017-2018 Carryover:	\$-	
2018-2019 Total:	\$219,852	

2018-2019 Spending Plan	2018/19 Spending Plan	Expenditures	CATEGORY / DESCRIPTION
Certificated	\$73,000	\$71,834	
		\$41,200	Instructional Coach - allocation
		\$30,634	
Classified	\$85,000	\$93,304	

		\$61,775	Instructional Aides
		\$22,363	Administrative Coordinator
		\$9,166	
Professional Development	\$20,000	\$26,949	
		\$225	Inner-City Arts- PD for N. Juarez
		\$200	CAASPP Institute - Raudry
		\$299	Registration Fee Winter Retreat - R. McCormack
		\$892	SOCAL Kindergarten Conference
		\$5,000	A2i Professional Development
		\$5,000	A2i Technology
		\$788	The Davidson Group Consultation 7/18
		\$832	PD Social Emotional Learning Workshop 8/14/18
		\$450	Bullying Prevention & Awareness Presentations 11/1/18
		\$2,772	WestEd Membership Fee 18-19 - improve mathematics instruction and student learning
		\$1,550	Eureka Math PD for 5th grade
		\$1,788	Bullying Training - all staff on 12/10
		\$7,154	MTSS Training - all staff on 09/17, 11/26, 12/17, 02/04
Supplemental Education/Tutoring	\$8,000	\$42,910	
		\$398	Committee for Children
		\$1,164	Learning A-Z LLC - Renewal
		\$750	Newsela, Inc.
TITLE I 2018-2019			Spending Plan (Cont.)
		\$8,557	Reading Horizons
		\$270	Starfall Education Foundation
		\$1,825	Houghton Mifflin - reading inventory subscription
		\$20,261	Summer School
		\$9,686	Teacher Extra Hours
Supplies	\$21,218	\$7,922	
		\$90	various supplies
		\$7,063	SS Early Learning - Committee for Children
		\$249	Spanish reading books

		\$520	Teaching Tubs storage carts
Parent Training	\$1,200	\$-	
Homeless	\$200	\$125	
		\$125	El Carrusel School Uniform - uniform for homeless
Indirect Costs - 5.11%	\$11,234	\$11,234	
	219,852	254,278	

2018-2019 Total Title 1:	\$219,852
2018-2019 Total Expenditures:	\$254,278
Remaining Balance	\$(34,426)

**2018-2019 TITLE II -
Spending Plan**

2018-2019 Apportionments:	\$24,654
2017-2018 Title II Carryover:	\$-
2018-2019 Total:	\$24,654

2018/1
9

CATEGORY / DESCRIPTION

Spending
Plan

Expenditures

Description

Ceritificated		23,394	Curriculum Week for New Teachers
	23,394		
Professional Development	-	-	
Indirect Costs - 5.11%	1,260	1,260	

24,654

24,654

2018-2019 Total Title II:	24,654
2018-2019 Total Expenditures:	24,654
Over/Under	0

Accelerated Charter Elementary
2018-2019 TITLE III - Spending Plan

2018-2019 Apportionments: \$23,287

2017-2018 Title III Carryover: \$-

2018-2019 Total: \$23,287

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Expenditures	
Professional Development	22,821	27,082	
		7,588	Curriculum Week for Teachers
		2,100	ELD Instruction Institute
		\$1,500	E.L. Achieve Renewal Fee - license renewal for website access. Can be Title III funds
		\$3,375	Subs to cover teachers attending ELD training
		\$12,519	ELD portfolios - planning
Parent Training	-	-	
Supplies	-	-	
Indirect Costs - 2.0%	466	466	
	23,287	27,548	

2018-2019 Total Title III:	23,287
2018-2019 Total Expenditures:	27,548
Over/Under	(4,261)

2018-2019 TITLE IV - Spending Plan

2018-2019 Apportionments: \$13,958

2017-2018 Title IV Carryover: \$-

2018-2019 Total: \$13,958

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Expenditures	
Cerificated	-	-	

Classified	-	-	
Professional Development	-	-	
Parent Training	-	-	
Supplies	13,679	16,984	
		16,984	Great Minds - math consumables
Indirect Costs - 2%	279	279	
	13,958	17,263	

2018-2019 Total Title IV:	13,958
2018-2019 Total Expenditures:	17,263
Over/Under	(3,305)

2018-2019 TITLE IV - Spending Plan

2018-2019 Apportionments:	\$13,958
2017-2018 Title IV Carryover:	\$-
<hr/>	
2018-2019 Total:	\$13,958

CATEGORY / DESCRIPTION	2018/19		Description
	Spending Plan	Expenditures	
Cerificated	-	-	

Classified	-	-	
Professional Development	-	-	
Parent Training	-	-	
Supplies	13,679	16,984	
		16,984	Great Minds - math consumables
Indirect Costs - 2%	279	279	
	13,958	17,263	

2018-2019 Total Title IV:	13,958
2018-2019 Total Expenditures:	17,263
Over/Under	(3,305)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application

\$ 261,191

DESCRIPTION**AMOUNT**

Total Federal Funds Provided to the School from the LEA for CSI

\$ 0

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA

\$ 261,191

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I, Part A (Basic Grant)	\$ 216,418
Title II, Part A (Supporting Effective Instruction)	\$ 22,846
Title III, Part A (English Learners)	\$ 21,927
Title IV, Part A (Student Support & Academic Enrichment)	\$ 13,958

Subtotal of additional federal funds included for this school: \$ 275,149

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$
	\$

Subtotal of state or local funds included for this school: \$ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: \$[Enter total funds here]