

School Year: 2018-2019

# Single Plan for Student Achievement (SPSA)

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Addendum.

| School Name                    | County-District-School (CDS) Code | School Based Council (SBC) Approval Date | Local Board Approval Date |
|--------------------------------|-----------------------------------|------------------------------------------|---------------------------|
| Accelerated Charter Elementary | 19 64733 0100743                  | July 23, 2018                            | July 26, 2018             |

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

## 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

Parents completed a survey May 14 – May 25, 2018 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 and 5 completed a survey to gather information about School Climate & Culture, Safety, Academic Communication and Supports, and College preparation in May 2018.

Surveys were completed by ACES Staff (Classified and Certificated) from May 14 -25, 2018. 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.

At SBC/ELAC meetings for the 2017-2018 school year (Aug. 28, 2017, Oct. 25, 2017, Jan. 31, 2018, Feb. 26, 2018, Apr. 18, 2018, Jun. 7, 2018) committee members reviewed CAASPP and internal data, ELD Dashboard, CA Accountability Dashboard (Spring & Fall 2017), 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.

## Goals & Strategies

### 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.*

## Basis for this Goal

| <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.)    |
| DRA (Developmental Reading Assessment) TK/K      | 4x/year            |
| DRA (Developmental Reading Assessment) 1st grade | 3x/year            |
| SRI (Scholastic Reading Inventory)               | 4x/year            |

### State measurements:

- CAASPP ELA/Math assessments (Spring 2017)
- CA School Dashboard (Spring/Fall 2017) & School Accountability Report Card (SARC)
- CELDT/ELPAC results (subgroup specific)
- Reclassification data (2016-2017)

We demonstrated academic progress even when taking into account our entire school population and staff moved in November 2016, two months after school started, into a newly built school building from three different locations.

**ELA:** The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2016 to Spring 2017, ACES students increased by 2.17% from 36% to 38.17% in the Met/Exceeds Standards. We decreased students in the Standard Not Met by 8.54%. On the Spring 2017 CAASPP/SBAC for ELA, our Latino, Socioeconomically Disadvantaged and Students with Disabilities (SWD) subgroups all increased in Met/Exceeds Standard (Latino +1.29, Socioeconomically Disadvantaged +1.77, and SWD +13.04. Our SWD showed a significant increase from 0% in Spring 2016 to 13% for Met/Exceeds Standard in Spring 2017. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase from Orange to Yellow for ELA where we showed an increase of 11.5 points.

**Math:** ACES students on the Spring 2017 CAASPP maintained in the Met/Exceeds Standard with 30.58% compared to 31% the previous year. Schoolwide students moved up by 5.64% from Standard Not Met to Standard Nearly Met from Spring 2016 to Spring 2017.

From Spring 2016 to Spring 2017 on the CAASPP/SBAC, all of our subgroups improved in Mathematics by decreasing the percentage of students from Standard Not Met to Standard Nearly Met. There was a decrease of 7.44% for English Learners, 5.71% for Latinos, 5.68% for Socioeconomically Disadvantaged, and 20.78% for our Students with Disabilities in the % Standard Nearly Met. We attribute the comparative success 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. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase for Math where we changed from Orange to Yellow and showed Increased with +4.1 points.

**English Learners Progress:** ACES was in the “High” status and Increased Significantly by 14% (Blue indicator) for Spring 2017 on the CA Accountability Dashboard. ELs demonstrated growth by making progress toward language proficiency from one year to the next on the California English

Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

**Attendance:** Student yearly attendance rates (ADA) have remained steady for the last three years, with 96.46% for 2016-2017, which plays an important role to support students' social and academic success. Attendance incentives including monthly and yearly awards are given to students. Parent workshops are provided and meetings are held with parents of chronically absent students to review impact of absences and provide support.

**Suspension Rate:** Our Fall 2017 CA Accountability Dashboard reflected a Green status (Very Low 0.2%) with Declined Significantly -1% change.

## Expected Annual Measureable Outcomes

| Metric/Indicator                                                                                                                         | Baseline                                         | 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: <b>Latino/Socioeconomically Disadvantaged</b> Progress in <b>ELA / Math</b> on SBAC | 35% / 35%                                        | 40% / 40%                                        |
| Implementation of State Standards/Pupil Achievement: <b>English Learner</b> Progress in <b>ELA</b> on SBAC                               | 16%                                              | 21%                                              |
| Implementation of State Standards/Pupil Achievement: <b>English Learner</b> in <b>Math</b> on SBAC                                       | 19%                                              | 25%                                              |
| Implementation of State Standards/Pupil Achievement: <b>SWD</b> in <b>ELA/Math</b> on SBAC                                               | 5% / 5%                                          | 10% / 10%                                        |
| Pupil Engagement – school attendance rates                                                                                               | At or above 98%                                  | 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)

## PLANNED STRATEGIES/ACTIVITIES

Complete a copy of the following table for each of the school's strategies/Activities. Duplicate the table, including Proposed Expenditures, as needed.

### 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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students 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 implementation plan for ELA curricular units and Systematic ELD including use of ELD portfolios to monitor student progress.

### 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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA and Math as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Provide intervention before/after the school day or on Saturday for identified TK-6 focus students including ELs struggling with grade level English language arts and Math CCSS.

### **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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA and Math as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Schedule initial training of teachers and instructional staff and follow up professional development activities.

### **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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Provide intervention (i.e. frontloading language arts vocabulary and skills support) before/after the school day or on Saturday for identified TK-6 focus students & ELs at Expanding level who are struggling with grade level English language arts CCSS.

Provide students with skill review and support with instructional aides.

## 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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in ELA as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Monthly Data articulation meetings with teachers, instructional coach and administrators to analyze data, students' ELA progress, strategies & interventions needed to ensure growth in ELA CCSS. ELA instruction will be guided based on data analysis and grade levels will use data binders.

## 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 2018–19 school year, ACES will refine and continue implementing a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in Mathematics as measured by state, district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Weekly/Monthly Data articulation meetings with teachers, instructional coach and administrators to analyze data, students' Math progress, strategies & interventions needed to ensure growth in Math CCSS. Math instruction will be guided based on data analysis and grade levels will use data binders.

Collect and analyze school-level summative and formative math data; identify needs of students and teachers; follow implementation plan for Eureka Math and interventions including use of exit tickets, weekly, and end of the unit assessments to monitor student progress.

Provide students with skill review and support with instructional aides.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

During 2018–19 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 benchmark assessments (weekly, monthly, quarterly, annually).

Continue cycle of inquiry with all ACES staff: monitor program implementation and analyze student data at the end of each grade marking period (2x year) as well as through the SSPT (Student Success and Progress Team) process.

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

During 2018–19 school year, ACES will establish and implement a monitoring program for TK-6th grade students to ensure they move towards proficiency or maintain proficiency in Mathematics as measured by district curricular and benchmark assessments (weekly, monthly, quarterly, annually).

Identify students by Sept. performing at the Intensive and Basic level in Mathematics on classroom assessments who require intervention before/during/after school including ELs and SWD.

Provide intervention before/after school or on Saturday for identified TK-6 focus students struggling with grade level Mathematics concepts/skills.

Monthly data articulation meetings with teachers and admin to analyze data, students progress in math, strategies, and interventions needed to ensure growth in Math CC standards. Math instruction will be based on data analysis and grade levels will use data binders.



## Goal 1 ANALYSIS

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

All ACES teachers were highly qualified for the 2017-18 school year and provided rigorous instruction throughout all the grade levels, TK-6, including Latino, Socioeconomically Disadvantaged, English Learners, and SWD students. Data binders were created with summative data analysis completed regularly by teachers as a grade level to create SMART goals and monitor the progress of their students.

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

The addition of an instructional coach will provide targeted professional development and instructional strategies for teachers to implement to support students in ELA, Math, & NGSS. Teachers with the support of an instructional coach and weekly collaboration, will support progress towards meeting schoolwide proficiency levels on the ELA and Math SBAC.

## 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

#### 2018-2019 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 SBC will determine activities, resources, and timelines for the 2018-2019 school year to implement plan created collaboratively. Results of plan will be measured by a student survey in March 2019 to determine effectiveness.



| <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.)    |
| DRA (Developmental Reading Assessment) TK/K      | 4x/year            |
| DRA (Developmental Reading Assessment) 1st grade | 3x/year            |
| SRI (Scholastic Reading Inventory)               | 4x/year            |

**State measurements:**

- CAASPP ELA/Math assessments (Spring 2017)
- CA School Dashboard (Spring/Fall 2017) & School Accountability Report Card (SARC)
- CELDT/ELPAC results (subgroup specific)
- Reclassification data (2016-2017)

We demonstrated academic progress even when taking into account our entire school population and staff moved in November 2016, two months after school started, into a newly built school building from three different locations.

**ELA:** The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2016 to Spring 2017, ACES students increased by 2.17% from 36% to 38.17% in the Met/Exceeds Standards. We decreased students in the Standard Not Met by 8.54%. On the Spring 2017 CAASPP/SBAC for ELA, our Latino, Socioeconomically Disadvantaged and Students with Disabilities (SWD) subgroups all increased in Met/Exceeds Standard (Latino +1.29, Socioeconomically Disadvantaged +1.77, and SWD +13.04. Our SWD showed a significant increase from 0% in Spring 2016 to 13% for Met/Exceeds Standard in Spring 2017. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase from Orange to Yellow for ELA where we showed an increase of 11.5 points.

**Math:** ACES students on the Spring 2017 CAASPP maintained in the Met/Exceeds Standard with 30.58% compared to 31% the previous year. Schoolwide students moved up by 5.64% from Standard Not Met to Standard Nearly Met from Spring 2016 to Spring 2017.

From Spring 2016 to Spring 2017 on the CAASPP/SBAC, all of our subgroups improved in Mathematics by decreasing the percentage of students from Standard Not Met to Standard Nearly Met. There was a decrease of 7.44% for English Learners, 5.71% for Latinos, 5.68% for Socioeconomically Disadvantaged, and 20.78% for our Students with Disabilities in the % Standard Nearly Met. We attribute the comparative success 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. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase for Math where we changed from Orange to Yellow and showed Increased with +4.1 points.

**English Learners Progress:** ACES was in the “High” status and Increased Significantly by 14% (Blue indicator) for Spring 2017 on the CA Accountability Dashboard. ELs demonstrated growth by making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

## Expected Annual Measureable Outcomes

| Metric/Indicator                                                               | Baseline                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Expected Outcome                                                                                   |
|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| 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.              |
| 4 <sup>th</sup> /5 <sup>th</sup> Gr. Student Survey – 2 <sup>nd</sup> semester | 79% school is sometimes clean<br>19% school is clean<br>33% students sometimes feel safe in common areas<br>59% students feel safe in common areas<br>90% students feel safe in classroom<br>7% students feel safe sometimes in classroom<br>3% students do not feel safe in classroom<br>87% feel teachers listen to them<br>12% feel teachers listen sometimes<br>32% reported no bullying<br>46% reported bullying sometimes<br>22% reported bullying at school | 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%                                    |
| 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%                                   |
| Implementation of State Standards: English Learner Progress in ELA on SBAC     | Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC: 10.2%                                                                                                                                                                                                                                                                                                                                                                | 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 13.04%; Math 4.35%                                                                                                                                                                                                                                                                                                                                                      | Implementation of State Standards: SWD Progress in ELA/Math on SBAC: 5% 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 2018–19 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 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.

## 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 2018–19 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 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 for TK-6 struggling students; provide ongoing monitoring (weekly, monthly, quarterly) to ensure proficiency on curricular assessments (mid-year/end-year).

### **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.

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.

### **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 2018–19 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 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.

### **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 2018–19, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers, Latinos, Socioeconomically 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.

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.

## **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 2018–19, the school will implement a school-wide reading intervention program to address the reading comprehension needs of struggling readers, Latinos, Socioeconomically 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 ELs 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.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

During 2018–19, 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.

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

## ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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 conditions and maintained clean. Monthly meetings are held with Facilities Director and weekly meeting 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 and Math. Growth was seen however the school is looking for higher growth and the support of an instructional coach and dedicated weekly data and instructional strategy meetings will improve student outcomes. Our PLC meets biweekly to continuously seek areas for improvement in instructions and needed resources for teachers and 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

#### 2018-2019 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 2018 to reassess indicators, identify areas of need, and to prioritize indicators for ACES to improve. Principal, staff, and SBC will determine activities, resources, and timelines for the 2018-2019 school year to implement plan created collaboratively. Results of plan will be measured with focus groups in January 2019 to monitor effectiveness.

#### ACES Adopted / Developed Measurement

#### Frequency

|                                                  |                    |
|--------------------------------------------------|--------------------|
| ELA/SLA/Math CCSS based curricular assessments   | Weekly/Module/Unit |
| Curriculum Writing Assessment                    | Unit (6-8 wks.)    |
| DRA (Developmental Reading Assessment) TK/K      | 4x/year            |
| DRA (Developmental Reading Assessment) 1st grade | 3x/year            |
| SRI (Scholastic Reading Inventory)               | 4x/year            |

#### State measurements:

- CAASPP ELA/Math assessments (Spring 2017)
- CA School Dashboard (Spring/Fall 2017) & School Accountability Report Card (SARC)
- CELDT/ELPAC results (subgroup specific)
- Reclassification data (2016-2017)

We demonstrated academic progress even when taking into account our entire school population and staff moved in November 2016, two months after school started, into a newly built school building from three different locations.



**ELA:** The following academic performance data highlight strengths in our English Language Arts program. Schoolwide on the CAASPP, from Spring 2016 to Spring 2017, ACES students increased by 2.17% from 36% to 38.17% in the Met/Exceeds Standards. We decreased students in the Standard Not Met by 8.54%. On the Spring 2017 CAASPP/SBAC for ELA, our Latino, Socioeconomically Disadvantaged and Students with Disabilities (SWD) subgroups all increased in Met/Exceeds Standard (Latino +1.29, Socioeconomically Disadvantaged +1.77, and SWD +13.04. Our SWD showed a significant increase from 0% in Spring 2016 to 13% for Met/Exceeds Standard in Spring 2017. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase from Orange to Yellow for ELA where we showed an increase of 11.5 points.

**Math:** ACES students on the Spring 2017 CAASPP maintained in the Met/Exceeds Standard with 30.58% compared to 31% the previous year. Schoolwide students moved up by 5.64% from Standard Not Met to Standard Nearly Met from Spring 2016 to Spring 2017.

From Spring 2016 to Spring 2017 on the CAASPP/SBAC, all of our subgroups improved in Mathematics by decreasing the percentage of students from Standard Not Met to Standard Nearly Met. There was a decrease of 7.44% for English Learners, 5.71% for Latinos, 5.68% for Socioeconomically Disadvantaged, and 20.78% for our Students with Disabilities in the % Standard Nearly Met. We attribute the comparative success 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. Growth noted on our Fall 2017 CA Accountability Dashboard reflected an increase for Math where we changed from Orange to Yellow and showed Increased with +4.1 points.

**English Learners Progress:** ACES was in the “High” status and Increased Significantly by 14% (Blue indicator) for Spring 2017 on the CA Accountability Dashboard. ELs demonstrated growth by making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

## ANNUAL MEASUREABLE OUTCOMES

| Metric/Indicator                          | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                          | Actual Outcomes                                                                                                                                                                             |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annual Parent Surveys                     | Parental Involvement - Revise as necessary and administer surveys to gain parent input and promote parental involvement in various programs at the school site.                                                                                                                                                                                                                                            | Parental Involvement – Surveys were revised as necessary and administered to parents in order to gain parent input and promote parental involvement in various programs at the school site. |
| 4th/5th Gr. Student Survey – 2nd semester | 33% students sometimes feel safe in common areas<br>59% students feel safe in common areas<br>90% students feel safe in classroom<br>7% students feel safe sometimes in classroom<br>3% students do not feel safe in classroom<br>87% feel teachers listen to them<br>12% feel teachers listen sometimes<br>32% reported no bullying<br>46% reported bullying sometimes<br>22% reported bullying at school |                                                                                                                                                                                             |

| Metric/Indicator                                                                                                                                                           | Expected Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Actual Outcomes                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                            | <p>61% report adults at school respect students<br/> 31% report adults at school sometimes respect them<br/> 8% report adults at school do not respect them<br/> 90% report teachers really care about them</p> <p>8% report teachers sometimes really care about them<br/> 2% report teachers do not really care about them<br/> 70% report they feel a part of the school<br/> 24% report they sometimes feel a part of the school<br/> 8% report they do not feel a part of the school</p> |                                                                                                                                                                                                                                                                                           |
| Suspension/Expulsion Rates & School Incident Reports                                                                                                                       | School Climate - Suspension/Expulsion Rates:<br>Less than 1% / 0%                                                                                                                                                                                                                                                                                                                                                                                                                             | School Climate – Suspension/Expulsion Rates:<br>0.2% (2016-17)                                                                                                                                                                                                                            |
| Course Access                                                                                                                                                              | Course Access: Programs and services are developed and provided to unduplicated pupils and students with disabilities                                                                                                                                                                                                                                                                                                                                                                         | 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) |
| Average Daily Attendance (ADA) & Annual Attendance Reports<br><br>(Total ADA is defined as the total days of student attendance divided by the total days of instruction.) | <ul style="list-style-type: none"> <li>• 98% ADA</li> <li>• 0% Chronically Absent</li> <li>• 0% Truant</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | <p>2017-2018:</p> <ul style="list-style-type: none"> <li>• 97% ADA</li> <li>• 7% Chronically Absent</li> <li>• 0.6% Truant</li> </ul>                                                                                                                                                     |

## 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 2018–19 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.

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 SSPT process to monitor students requiring additional behavioral supports.

## 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 2018–19 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 & other special awards for recognition as well as keeping accurate daily attendance records.

### 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 2018–19 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.

### ANALYSIS

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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, Socioeconomically 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, Socioeconomically 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: 2017–18

Complete a copy of the following table for each of the school's goals from the prior year SPSA. Duplicate the table as needed.

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

There were no material differences between Title I, II, and III proposed expenditures and estimated actual expenditures for the 2017-2018 school year.

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 provided to all students which includes Latinos, Socioeconomically 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.

# 2017-2018 Proposed Expenditures and Actual Expenditures

## ACCELERATED CHARTER ELEMENTARY

### TITLE I 2017-2018 Projected Spending Plan

2017-2018 Apportionments: \$ 216,418 FY 16-17 \$645  
 2016-2017 Carryover: \$ -  
 2017-2018 Total: \$ 216,418

|                                         | Spending Plan    | Actual Expenditures<br>7/1/17 - 6/30/18 | -           | Total Expenditures for<br>7/1/17 - 6/30/18 | CATEGORY / DESCRIPTION                                                       |
|-----------------------------------------|------------------|-----------------------------------------|-------------|--------------------------------------------|------------------------------------------------------------------------------|
| <b>Certificated</b>                     | <b>\$ 71,000</b> | <b>\$ 73,685</b>                        | <b>\$ -</b> | <b>\$ 73,685</b>                           | <b>Salaries &amp; Benefits - Certificated</b>                                |
|                                         |                  | \$ 73,685                               | \$ -        | \$ 73,685                                  | Assistant Principal (P. Del Castillo): 75%                                   |
| <b>Classified</b>                       | <b>\$ 84,485</b> | <b>\$ 97,491</b>                        | <b>\$ -</b> | <b>\$ 97,491</b>                           | <b>Salaries &amp; Benefits - Classified</b>                                  |
|                                         | \$ 20,998        | \$ 24,991                               | \$ -        | \$ 24,991                                  | Administrative Coordinator (E. Candelario) - 30%                             |
|                                         |                  | \$ 72,500                               | \$ -        | \$ 72,500                                  | Instructional Aides- J. Perez, R. Jackson, J.Riestra, R. Sanchez & S. Ruano  |
| <b>Professional Development</b>         | <b>\$ 19,500</b> | <b>\$ 25,254</b>                        | <b>\$ -</b> | <b>\$ 25,254</b>                           | <b>Professional Development</b>                                              |
|                                         |                  | \$ 2,986                                |             | \$ 2,986                                   | Teachers Extra Pay - PD & Committee Meetings                                 |
|                                         |                  | \$ 2,000                                |             | \$ 2,000                                   | The Davidson's Group-Grade Level Workshops                                   |
|                                         |                  | \$ 9,398                                |             | \$ 9,398                                   | EL Achieve                                                                   |
|                                         |                  | \$ 150                                  |             | \$ 150                                     | CAASPP Institute (E. Candelario)                                             |
|                                         |                  | \$ 100                                  |             | \$ 100                                     | LACOE - ELPAC Academy (S. Raudry & A. Claro)                                 |
|                                         |                  | \$ 198                                  |             | \$ 198                                     | Growing Educators-Smart Start                                                |
|                                         |                  | \$ 380                                  |             | \$ 380                                     | Hope King Teaching conference                                                |
|                                         |                  | \$ 3,566                                |             | \$ 3,566                                   | EDU Consulting                                                               |
|                                         |                  | \$ 477                                  |             | \$ 477                                     | Other Consultants                                                            |
|                                         |                  | \$ 6,000                                |             | \$ 6,000                                   | BTSA- New teacher induction training                                         |
| <b>Alternative Intervention/Support</b> | <b>\$ 10,000</b> | <b>\$ 16,818</b>                        | <b>\$ -</b> | <b>\$ 16,818</b>                           | <b>Alternative Intervention/Support</b>                                      |
|                                         |                  | \$ 8,099                                | \$ -        | \$ 8,099                                   | Teacher Extra Pay - Summer School                                            |
|                                         |                  | \$ 5,576                                |             | \$ 5,576                                   | Teacher Extra Pay - Tutoring & Saturday School                               |
|                                         |                  | \$ 3,033                                | \$ -        | \$ 3,033                                   | Vista Del Mar - Summer School                                                |
|                                         |                  | \$ 109                                  |             | \$ 109                                     | Evan Moor book                                                               |
| <b>Supplies</b>                         | <b>\$ 15,000</b> | <b>\$ 10,958</b>                        | <b>\$ -</b> | <b>\$ 10,958</b>                           | <b>Supplies</b>                                                              |
|                                         |                  | \$ 699                                  |             | \$ 699                                     | Teacher Reference Materials (Amazon)                                         |
|                                         |                  | \$ 971                                  |             | \$ 971                                     | Learning A-Z                                                                 |
|                                         |                  | \$ 1,800                                |             | \$ 1,800                                   | Reading Horizons                                                             |
|                                         |                  | \$ 1,949                                |             | \$ 1,949                                   | EL Achieve Support Kits                                                      |
|                                         |                  | \$ 39                                   |             | \$ 39                                      | ELD Supplemental Materials (Staples)                                         |
|                                         |                  | \$ 270                                  |             | \$ 270                                     | Starfall Educaton Foundation - Membership                                    |
|                                         |                  | \$ 20                                   |             | \$ 20                                      | Reading Fluency Passages                                                     |
|                                         |                  | \$ 939                                  |             | \$ 939                                     | Enrichment Week supplies                                                     |
|                                         |                  | \$ 1,275                                |             | \$ 1,275                                   | Brain Pop                                                                    |
|                                         |                  | \$ 2,911                                |             | \$ 2,911                                   | Illuminate                                                                   |
|                                         |                  | \$ 85                                   |             | \$ 85                                      | Wal Mart- summer school                                                      |
| <b>Parent Training</b>                  | <b>\$ 1,500</b>  | <b>\$ 750</b>                           | <b>\$ -</b> | <b>\$ 750</b>                              | <b>Parent Training</b>                                                       |
|                                         |                  | \$ 525                                  |             | \$ 525                                     | Alliance 2017 Summit And Parent Engagement (S.Raudry, M.Sanchez & B.Rosales) |
|                                         |                  | \$ 225                                  |             | \$ 225                                     | EB Alliance 2017 Summit & Parent Engagement (C. Reyes)                       |
| <b>Homeless</b>                         | <b>\$ 300</b>    | <b>\$ -</b>                             | <b>\$ -</b> | <b>\$ -</b>                                | <b>Homeless</b>                                                              |
| <b>Indirect Costs - 4.24%</b>           | <b>\$ 8,556</b>  | <b>\$ 8,803</b>                         | <b>\$ -</b> | <b>\$ 8,803</b>                            | <b>Indirect Costs - 4.24%</b>                                                |
|                                         | 210,341          | 233,760                                 | -           | 233,760                                    |                                                                              |

|  |  |
|--|--|
|  |  |
|  |  |

|                                   |             |
|-----------------------------------|-------------|
| Total Revenue                     | \$ 216,418  |
| Total Expenditures for the Year   | \$ 233,760  |
| Projected Balance as of 6/30/2018 | \$ (17,342) |

## Title II – EOY

| <b>ACCELERATED CHARTER ELEMENTARY<br/>2017 - 2018 TITLE II</b>             |        |                  |
|----------------------------------------------------------------------------|--------|------------------|
| FY2017-2018 APPORTIONMENT -PY \$20                                         | \$     | 22,846           |
| TOTAL EXPENDITURES                                                         | \$     | 22,846           |
| REMAINING BALANCE                                                          | \$     | 0                |
|                                                                            | OBJECT | TOTAL            |
| <b>PROFESSIONAL DEVELOPMENT<br/>(NEW TEACHER PD &amp; CURRICULUM WEEK)</b> |        |                  |
| TEACHERS:                                                                  |        |                  |
| SALARY                                                                     | 1110   | \$ 16,504        |
| STRS                                                                       | 3111   | \$ 2,382         |
| MEDICARE                                                                   | 3331   | \$ 239           |
| H&W                                                                        |        | \$ 2,165         |
| SUI                                                                        | 3511   | \$ 8             |
| W/C                                                                        | 3611   | \$ 338           |
| Administration- P. Del Castillo                                            |        | \$ 280           |
| <b><u>INDIRECT EXPENSE - 4.24%</u></b>                                     | 7310   | <b>\$ 929</b>    |
| <b>TOTAL</b>                                                               |        | <b>\$ 22,846</b> |



## TITLE III\_42030-EOY

| <b>ACCELERATED CHARTER ELEMENTARY<br/>2017 - 2018 TITLE III(LEP)</b> |        |                  |
|----------------------------------------------------------------------|--------|------------------|
| FY2017-2018 APPORTIONMENT - PY- \$990                                | \$     | 21,927           |
| TOTAL EXPENDITURES                                                   | \$     | 21,927           |
| REMAINING BALANCE                                                    | \$     | 0                |
|                                                                      | OBJECT | TOTAL            |
| <b>PROFESSIONAL DEVELOPMENT<br/>(CURRICULUM WEEK)</b>                |        |                  |
| TEACHERS:                                                            |        |                  |
| SALARY                                                               | 1110   | \$ 9,590         |
| STRS                                                                 | 3111   | \$ 1,384         |
| MEDICARE                                                             | 3331   | \$ 139           |
| H&W                                                                  | 3411   | \$ 1,401         |
| SUI                                                                  | 3511   | \$ 5             |
| W/C                                                                  | 3611   | \$ 197           |
| EL ACHIEVE                                                           | 5850   | \$ 7,670         |
| Administration- P. Del Castillo                                      |        | \$ 1,112         |
|                                                                      |        |                  |
|                                                                      |        |                  |
| <b>INDIRECT EXPENSE - 2%</b>                                         | 7310   | <b>\$ 430</b>    |
|                                                                      |        |                  |
| <b>TOTAL</b>                                                         |        | <b>\$ 21,927</b> |

# Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

| DESCRIPTION                                                             | AMOUNT     |
|-------------------------------------------------------------------------|------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ 261,191 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$ 261,191 |

## Consolidation of Funds

List the Federal programs that the school is consolidating in the schoolwide program. Adjust the table as needed.

| Federal Programs                                    | Allocation (\$) |
|-----------------------------------------------------|-----------------|
| Title I, Part A (Basic Grant)                       | \$216,418       |
| Title II, Part A (Supporting Effective Instruction) | \$22,846        |
| Title III, English Learner                          | \$21,927        |

Subtotal of consolidated federal funds for this school: \$ 261,191

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

| State or Local Programs | Allocation \$0 |
|-------------------------|----------------|
|                         | \$0            |

Subtotal of consolidated state or local funds for this school: \$ 261,191

Total of consolidated (federal, state, and/or local) funds for this school: \$261,191

# 2018-2019 Proposed Expenditures

---

## ACCELERATED CHARTER ELEMENTARY

---

### TITLE I 2018-2019 Projected Spending Plan

|                                     |            |
|-------------------------------------|------------|
| 2018-2019 estimated Apportionments: | \$ 216,418 |
| 2017-2018 Carryover:                | \$ -       |
| 2018-2019 Total:                    | \$ 216,418 |

| 2018-2019 Spending Plan                  | 2018/19<br>Spending Plan | CATEGORY / DESCRIPTION                        |
|------------------------------------------|--------------------------|-----------------------------------------------|
| <b>Certificated</b>                      | <b>\$ 73,000</b>         | <b>Salaries &amp; Benefits - Certificated</b> |
|                                          |                          | Assistant Principal - 75%                     |
|                                          |                          |                                               |
| <b>Classified</b>                        | <b>\$ 85,000</b>         | <b>Salaries &amp; Benefits - Classified</b>   |
|                                          |                          | Administrative Coordinator - 30%              |
|                                          |                          | Instructional Aides (5)                       |
|                                          |                          |                                               |
| <b>Professional Development</b>          | <b>\$ 20,000</b>         | <b>Professional Development</b>               |
|                                          |                          |                                               |
| <b>Alternative Intervention/Supports</b> | <b>\$ 8,000</b>          | <b>Alternative Intervention/Support</b>       |
|                                          |                          |                                               |
| <b>Instructional Resources/Supplies</b>  | <b>\$ 7,976</b>          | <b>Instructional Resources/Supplies</b>       |
|                                          |                          |                                               |
| <b>Parent Training</b>                   | <b>\$ 1,200</b>          | <b>Parent Training</b>                        |
|                                          |                          |                                               |
| <b>Homeless</b>                          | <b>\$ 200</b>            | <b>Homeless</b>                               |
|                                          |                          |                                               |
| <b>Indirect Costs - 5.11%</b>            | <b>\$ 10,521</b>         | <b>Indirect Costs - 5.11%</b>                 |
|                                          |                          |                                               |
|                                          | <b>205,897</b>           |                                               |

|                          |            |
|--------------------------|------------|
| 2018-2019 Total Title 1: | \$ 216,418 |
|                          |            |
|                          |            |

## 2018-2019 Proposed Expenditures

| <b>ACCELERATED CHARTER ELEMENTARY<br/>2018 - 2019 TITLE II</b>      |      |  |                  |
|---------------------------------------------------------------------|------|--|------------------|
| <b>FY2018-2019 Apportionment</b>                                    |      |  | <b>\$22,846</b>  |
| <b>Professional Development (New Teacher &amp; Curriculum Week)</b> |      |  |                  |
| TEACHERS:                                                           |      |  |                  |
| SALARY                                                              | 1110 |  |                  |
| STRS                                                                | 3111 |  |                  |
| MEDICARE                                                            | 3331 |  |                  |
| SUI                                                                 | 3511 |  |                  |
| W/C                                                                 | 3611 |  |                  |
|                                                                     |      |  |                  |
| <b>Indirect Expense - 5.11%</b>                                     |      |  | <b>\$1,168</b>   |
|                                                                     |      |  |                  |
| <b>Total</b>                                                        |      |  | <b>\$ 22,846</b> |

| <b>ACCELERATED CHARTER ELEMENTARY<br/>2018 - 2019 TITLE III English Learners</b> |        |                  |
|----------------------------------------------------------------------------------|--------|------------------|
| FY2018-2019 APPORTIONMENT - ESTIMATE                                             | \$     | 21,927           |
|                                                                                  |        |                  |
|                                                                                  | OBJECT | TOTAL            |
| <b>PROFESSIONAL DEVELOPMENT</b>                                                  |        |                  |
| TEACHERS:                                                                        |        |                  |
| SALARY                                                                           | 1110   |                  |
| STRS                                                                             | 3111   |                  |
| MEDICARE                                                                         | 3331   |                  |
| SUI                                                                              | 3511   |                  |
| W/C                                                                              | 3611   |                  |
|                                                                                  |        |                  |
| E.L ACHIEVE - WORKSHOPS                                                          | 5220   |                  |
|                                                                                  |        |                  |
| <b>INDIRECT EXPENSE - 2%</b>                                                     | 7310   | <b>\$ 439</b>    |
|                                                                                  |        |                  |
| <b>TOTAL</b>                                                                     |        | <b>\$ 21,927</b> |
|                                                                                  |        |                  |
|                                                                                  |        |                  |