

The School Plan for Student Achievement

School: Acacia Magnet School for Enriched Learning
CDS Code: 56 73759 6055842
District: Conejo Valley Unified School District
Principal: Kirsten Walker
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Vision and Mission

Acacia Magnet School for Enriched Learning's Vision and Mission Statements

MISSION

With a focus on the individual student, we aim to challenge and enrich every child's education by facilitating both academic and affective learning opportunities to build a foundation for critical thinking, achievement, innovation, and success. Through the 3 E's of ENJOYMENT, ENTHUSIASM, and ENGAGEMENT all students can learn at high levels.

VISION

At Acacia Magnet School, we believe in the strengths, passions, talents, interests, and learning styles of our students. We are a Schoolwide Enrichment Model (SEM) school, which means that we offer a strength-based approach to high-level, student-driven, authentic learning that students experience both through enriched learning opportunities in the classroom curriculum as well as through our Enrichment Clusters. We strive to provide a positive learning community in a safe and supportive school where all of us can be enthusiastic and successful 21st century learners who embrace the 4 C's of Communication, Collaboration, Creativity, and Critical Thinking. Our approach encourages students to discover their strengths and interests, pursue their passions, and work toward personal learning goals both at school and at home. Students, parents, staff and community at Acacia Magnet School share this vision that serves as a basis for the development of our school goals, curriculum and educational program.

School Profile

Acacia Magnet School for Enriched Learning is a Schoolwide Enrichment Model (SEM) school and 2016 California Gold Ribbon Award school. With approximately 370 students, we take pride in being a diverse campus with several subgroups that include about 30% English Learners. We offer 3 CVUSD Specialized Academic Instruction (SAI) Program classes for students with disabilities including cognitive and speech/language delays, and we receive Title I funds to help bridge the achievement gap for students from lower income families and those needing additional intervention and support. Acacia mirrors real-world diversity that gives students an inclusive education with opportunities to celebrate individual strengths, to collaborate with peers, and to learn from one another.

At Acacia Magnet School we create joyful learning experiences that enhance overall achievement and self-confidence for all students. SEM is a research-based approach to high level learning and talent development that is based on best practices in gifted and talented education. The students' SEM experience includes grade level curriculum that is infused with the Enrichment Triad's 3 types of learning, our Enrichment Clusters, and designated grade level differentiation time called Excel Time. Our classroom teachers have attended a summer week-long conference at the University of Connecticut as a means of professional development and implementation of this personalized approach to education. Our Homework Philosophy supports SEM and the development of students' reading, passion pursuits, and self-directed learning goals. Furthermore, we provide specialized support during Excel Time for advanced learners to develop individual and small group passion projects and showcase them. The SEM model was purposefully chosen to support the needs of every Acacia learner through a unique path that stems from our district's Local Control Accountability Plan (LCAP) goals and our own School Plan for Student Achievement (SPSA) goals. We are particularly proud of increases in school choice and interdistrict transfer students. Acacia is a choice destination for high level learning, and we are pleased to be increasing in enrollment and warmly welcome our new students and families.

This year, we have focus on R-I-S-E, which stands for Reading, Innovation, Standards, and Empowerment. Reading is a focus with with Daily 5 (grades K-2) and SEM-R (grades 3-5) time during the school day. As a staff, teachers are reading and discussing Innovator's Mindset, a book by George Couros, to inspire and validate classroom innovations, and we continue to send teachers back to Confratute for professional learning opportunities that support innovative teaching and learning. As we infuse our curriculum with the SEM approach, we also make sure that we focus on the grade level standards, including how to support students who need foundational skill development as well as those ready for advanced learning opportunities. Our focus on empowerment starts with taking students beyond engagement to propel them to become active and reflective learners and then also seeks to empower our staff and parent community to support the SEM approach.

Acacia Magnet School for Enriched Learning is a truly remarkable place where students are making growth not only in academics, but are also coming into their own as they recognize their individual talents and areas of interest. Teachers' professionalism and passion create a positive learning environment where students are prepared to be 21st century learners and leaders.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Acacia conducts an annual School Site Council (SSC) Parent Survey each spring. SSC reviews these results in May and in the fall to inform our SPSA process. Our ELAC conducts an annual Needs Assessment each Spring and reports the results at the May ELAC meeting. We also receive CVUSD LCAP Survey results for our school from students (grade 4-5), teachers, classified staff, and parents. The CVUSD LCAP Survey took place in October 2017 and December 2018, and SSC expects to review the newest results once they become available.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All teachers receive at least one formal observation by the site administrator. Probationary and Temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades 3-5 took the CAASPP in language arts and math in Spring 2018. Students in grade 5 took the new pilot test in science. Special education students are assessed utilizing CAA in language arts and math or the SBAC, depending on their IEP. Students in grades TK-2 are assessed utilizing district benchmark assessments for ELA and Math. ELA assessments include: Reading Results, Scholastic Reading Inventory (SRI), unit tests, theme tests and teacher created formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC), A Developmental English Proficiency Test (ADEPT), the Idea Proficiency Test (IPT) Carousel of Ideas unit tests and listening and speaking assessments, and ongoing use of teacher developed formative and summative assessments

The findings from our detailed analysis of these results are reviewed by staff and outlined in the School and Student Performance Data section and specifically in each goal. Our teachers and SSC use CVUSD trimester benchmarks, SRI lexile information, and SBAC and ELPAC and IPT results to plan, implement, and modify instruction.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers administer district trimester benchmarks in English Language Arts and Math to guide instruction and plan for differentiation. Teachers use Unit and Theme tests and formative assessment practices to pre and post assess students to measure progress and determine areas for preteaching and reteaching. Our district utilizes EADMS, a student data management system, that allows us to pull reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers in grades 3-5 administer assessments online that can then be accessed at the district and site level for evaluation of student achievement and performance.

The findings from our detailed analysis of these results in the School and Student Performance Data section and are outlined specifically in each goal. Our teachers and SSC use CVUSD trimester benchmarks and SBAC and ELPAC results to plan, implement, and modify the instructional program and services.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of teachers are credentialed and properly assigned.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All district teachers attended 1 day of professional development before school began. All credentialed teachers also attend at least twelve hours of site-based or principal approved staff development in alignment with site/district LCAP goals. At Acacia Magnet School, all classroom teachers have attended Confratute at the University of Connecticut for specialized Schoolwide Enrichment Model (SEM) training.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Teachers new to a grade level or to our district are given professional development on grade level and content area materials and assessments including Writing, Reading, English Language Development, and Math. District teachers are offered ongoing professional development opportunities based on California State Standards and CAASPP assessment preparation. School sites design professional development opportunities at the site based on data analysis of students at that school as well as important trends related to the state standards and assessment.

Our Professional Development (PD) plans for this year include implementing our Schoolwide Enrichment Model (SEM) through a collaborative curriculum infusion and enhancement process, implementing the Next Generation Science Standards (NGSS), reading and discussing Innovator's Mindset, and supporting teacher's professional learning needs in Daily 5 practices. We also will work during staff meetings and release time to expand and enhance inclusion practices and support integrated and designated ELD instruction. As a district we have a commitment to introduce and explore Universal Design for Learning (UDL) to support inclusion and differentiated learning for all students including students with disabilities.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Schools have access to district-based TOSAs (Teachers on Special Assignment) with a focus on Professional Development in Technology. She leads district and site teacher trainings on California State Standards and our math adoption, coordinates teacher leaders to design professional development offered at school sites, and models best practices for instruction using the California State Standards. Instructional assistance and support are also provided in the area of technology by our Coordinator of Instructional Technology. The Coordinator performs tasks related to data analysis, assessment preparation, and alignment of assessments to California State Standards. The Coordinator also trains teachers on the use of technology for assessment and performance of students as well as data analysis or formative and summative assessments.

Each site has an upper grade and lower grade teacher leader as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) advisor who provide professional development on site and serve on our LCAP Leadership Team. We also have a site SEM teacher leader serves on our LCAP Leadership Team. This team of teacher leaders support the goals of each school site and are an integral part of each site's LCAP team.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

At Acacia, teachers have 1 hour each week of block planning time provided by our Specialist Schedule. Grade level teams meet to collaborate around student data, curriculum, and instruction. They plan weekly and unit lessons and pacing and review assessment data. They also communicate to the academic specialist teachers as a team. Our site also has implemented "Bank Time", or Common Planning Time. We have early Wednesdays that allow teachers 1 hour of grade level as well as vertical collaboration. This year our special education team has chosen to meet together along with the principal and coordinator 1 Wednesday per month to collaborate on improving LRE percentages, coordinating goals and services, and implementing best practices.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our district uses state-approved instructional materials in all subject areas including ELA materials and Mathematics. We enhance and infuse the curriculum with the SEM approach to help students meet and exceed grade level standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our school has developed Excel Time in accordance with CVUSD Multi-Tiered Systems of Support (MTSS). These instructional blocks of time allow flexible groupings of students by grade level and ELD level to meet their needs. Excel is organized by trimester, and teachers follow a cycle in which we review data, plan groups based on instructional needs, and deliver instruction and intervention with progress monitoring. Excel groups are typically 30 minutes, 3 days per week.

Kindergarten-1st grade use their Daily 5 time to meet the students' differentiated needs. Grades 2-5 have Excel Time with additional academic specialists to help meet all students' learning needs. Kinder has a 2-day per week after school intervention program. First grade uses Daily 5 and other class time for additional support. Grades 2-5 students needing support with their individual personal and academic goals are selected each trimester by teachers to receive support after school 2 days per week in a program called Goal Getters.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials and integrating the ELD standards.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Intervention materials from the adopted curricula are utilized for students requiring additional support.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers utilize whole group, small group and independent work times, as well as, one on one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum.

Excel Time further enables underperforming students to receive targeted instruction to meet their needs including students in special education who receive specialized academic instruction (SAI) and/or ELD and differentiated instruction during this time.

14. Research-based educational practices to raise student achievement

The following research-based educational practices are utilized: SDAIE strategies, Daily 5 and CAFE, differentiated instruction, Webb's Depth of Knowledge, direct instruction in small group and whole group settings, academic language instruction, productive partnering, and cooperative learning.

Schoolwide Enrichment Model (SEM) is based upon over 40 years of successful research and practice at raising student achievement. In addition, districtwide, we are learning about UDL and incorporating differentiation strategies for students with disabilities as well as all students. We are finding many commonalities in the approaches of SEM and UDL.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our Outreach Assistant helps to facilitate access to resources for families. She assists them in accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children succeed academically. Conejo Parks and Recreation District provides free homework assistance and other activities to students in a nearby large apartment complex with many under-achieving students where families are often struggling economically. Our school also shares a Title I funded Social Worker to further support families with attendance, home visits, and access to community resources. Our special education staff provide consultation, collaboration, and direct services to students based upon their IEP's.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

See goals and budget pages as part of SPSA.

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA.

Description of Barriers and Related School Goals

Declining enrollment and changing dynamics of school choice prompted us to seek out the Schoolwide Enrichment Model (SEM) and related Professional Development for it. We have evolved to become Acacia Magnet School for Enriched Learning and base our approach on best practices in Gifted and Talented Education. This is Year 4 of implementation of SEM with a focus on:

*Enhancing our SEM knowledge and instructional practices.

*Infusing our Curriculum with the Enrichment Triad's 3 Types of Learning.

*Continuing Total Talent Portfolios for students that track their strengths, interests, and learning styles.

*Implementing Enrichment Clusters where students are the drivers of learning in high level, interest-based groups who collaborate to create an authentic product or service.

*Focusing on public relations and parent outreach to attract and retain families at our school.

Our goals reflect SEM as a schoolwide approach, and SEM professional development and practices are woven through them all.

Now that our academic specialists have also attended Confratute and have more training in the enrichment side of the model, they are able to support allowing the classroom teacher to have more direct instructional time with students needing designated and integrated ELD instruction as well as academic support in ELA and Math. These specialist teachers can take students for enrichment so that the classroom teacher can focus on the targeted instructional needs of students not yet meeting standards.

In analyzing our student assessment data, some EL students continue to get "stuck" at level 3 and not make expected yearly growth goals for their individual lexiles. Our goals and instructional approaches this year are particularly focused on helping students push through level 3 and into higher EL levels and redesignation where they can think, comprehend, communicate, and achieve as well as their non-EL peers and also to support EL students in making yearly lexile growth ultimately toward proficiency. Using Daily 5 as the structure for ELA and integrated ELD instruction in grades K-2 is helping students meet individual learning goals and benchmarks.

Using SEM-R in grades 3-5 supports students reading books at their instructional level that they enjoy and provides time for weekly conferencing with the teacher to focus on key reading strategies.

This year districtwide, we are looking to increase participation in general education for students with disabilities and using least restrictive environment (LRE) percentages in students' IEP's as a programmatic as well as individual student measure. We are closely examining the percentage in general education that we are able to provide for our students in our SAI program classes and working collaboratively to meaningfully increase general education participation and an overall school philosophy of inclusion.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	51	56	45	50	53	45	50	53	97.8	98	94.6
Grade 4	50	48	52	50	46	50	50	46	50	100	95.8	96.2
Grade 5	66	53	54	65	53	54	65	53	54	98.5	100	100
All Grades	162	152	162	160	149	157	160	149	157	98.8	98	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2413.9	2444.5	2448.1	20	36.00	28.30	18	20.00	30.19	31	26.00	28.30	31	18.00	13.21
Grade 4	2458.1	2457.2	2500.3	30	21.74	40.00	20	26.09	24.00	16	21.74	18.00	34	30.43	18.00
Grade 5	2500.8	2478.6	2466.0	22	15.09	14.81	29	32.08	25.93	25	16.98	20.37	25	35.85	38.89
All Grades	N/A	N/A	N/A	24	24.16	27.39	23	26.17	26.75	24	21.48	22.29	29	28.19	23.57

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	20	20.00	32.08	40	46.00	47.17	40	34.00	20.75	
Grade 4	26	19.57	34.00	36	56.52	44.00	38	23.91	22.00	
Grade 5	28	22.64	16.67	43	37.74	40.74	29	39.62	42.59	
All Grades	25	20.81	27.39	40	46.31	43.95	35	32.89	28.66	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	40.00	33.96	47	42.00	47.17	27	18.00	18.87
Grade 4	28	32.61	46.00	44	41.30	38.00	28	26.09	16.00
Grade 5	26	22.64	14.81	51	39.62	50.00	23	37.74	35.19
All Grades	27	31.54	31.21	48	40.94	45.22	26	27.52	23.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	18.00	22.64	69	66.00	64.15	22	16.00	13.21
Grade 4	20	13.04	26.00	62	60.87	66.00	18	26.09	8.00
Grade 5	22	20.75	1.85	57	58.49	68.52	22	20.75	29.63
All Grades	18	17.45	16.56	62	61.74	66.24	21	20.81	17.20

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	38.00	37.74	44	46.00	49.06	31	16.00	13.21
Grade 4	18	19.57	40.00	54	52.17	38.00	28	28.26	22.00
Grade 5	26	16.98	25.93	58	56.60	42.59	15	26.42	31.48
All Grades	23	24.83	34.39	53	51.68	43.31	24	23.49	22.29

Conclusions based on this data:

1. Reading has the most students below standard and connects to our focus to support EL students in making lexile gains and ELD progress. Our 5th grade is addressing the instructional need with supplemental novels with higher level thinking prompts for thinking, discussion, and writing.
2. Writing is improving with fewer students below standard. We continue to implement Achieve 3000 to pair reading and writing in a similar format to SBAC.
3. The SEM foundation for students is becoming more apparent with 3rd and 4th grade scores continuing to improve, especially.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	51	56	45	50	53	45	50	53	97.8	98	94.6
Grade 4	50	48	52	50	46	50	50	46	50	100	95.8	96.2
Grade 5	66	53	54	65	53	54	65	53	54	98.5	100	100
All Grades	162	152	162	160	149	157	160	149	157	98.8	98	96.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2419.3	2444.4	2448.5	7	20.00	18.87	38	40.00	35.85	29	24.00	35.85	27	16.00	9.43
Grade 4	2464.0	2456.9	2497.6	12	10.87	32.00	26	21.74	26.00	46	45.65	28.00	16	21.74	14.00
Grade 5	2487.9	2479.1	2467.5	17	11.32	16.67	15	18.87	11.11	35	26.42	24.07	32	43.40	48.15
All Grades	N/A	N/A	N/A	13	14.09	22.29	25	26.85	24.20	37	31.54	29.30	26	27.52	24.20

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	18	30.00	30.19	49	46.00	47.17	33	24.00	22.64	
Grade 4	22	17.39	44.00	42	43.48	36.00	36	39.13	20.00	
Grade 5	18	16.98	18.52	37	30.19	27.78	45	52.83	53.70	
All Grades	19	21.48	30.57	42	39.60	36.94	39	38.93	32.48	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	26.00	35.85	56	60.00	49.06	24	14.00	15.09
Grade 4	16	19.57	30.00	46	47.83	46.00	38	32.61	24.00
Grade 5	22	16.98	16.67	38	37.74	35.19	40	45.28	48.15
All Grades	19	20.81	27.39	46	48.32	43.31	35	30.87	29.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	34.00	30.19	60	52.00	58.49	18	14.00	11.32
Grade 4	18	17.39	32.00	52	43.48	50.00	30	39.13	18.00
Grade 5	18	9.43	14.81	34	50.94	37.04	48	39.62	48.15
All Grades	19	20.13	25.48	47	48.99	48.41	34	30.87	26.11

Conclusions based on this data:

1. Open Response and Performance Task work continue to be important ongoing needs to help students achieve greater success on the math portion of SBAC.
2. Concepts and Procedures has the most students below standard and connects to our professional development focus on math fluency and flexibility. 5th grade needs to especially work to maintain momentum as mathematics gets more complex. They maintained the number of students below standard but need to decrease.
3. Fifth grade students have markedly lower levels of students below standards across all domains.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1432.5	1442.9	1408.0	21
Grade 1	1466.9	1467.0	1466.2	23
Grade 2	1473.9	1475.4	1471.8	17
Grade 3	1483.4	1479.5	1486.7	18
Grade 4	1520.9	1521.5	1519.7	14
Grade 5	*	*	*	*
All Grades				102

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	11	47.83	*	*	*	*	*	*	23
Grade 2	*	*	12	70.59	*	*			17
Grade 3	*	*	*	*	*	*	*	*	18
Grade 4	*	*	*	*	*	*			14
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	28	27.45	43	42.16	21	20.59	*	*	102

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	14	60.87	*	*	*	*	*	*	23
Grade 2	*	*	*	*	*	*			17
Grade 3	*	*	*	*	*	*	*	*	18
Grade 4	*	*	*	*					14
Grade 5	*	*	*	*	*	*	*	*	*
All Grades	50	49.02	28	27.45	13	12.75	11	10.78	102

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	21
Grade 1	*	*	*	*	*	*	*	*	23
Grade 2	*	*	*	*	*	*	*	*	17
Grade 3			*	*	*	*	*	*	18
Grade 4	*	*	*	*	*	*	*	*	14
Grade 5			*	*	*	*	*	*	*
All Grades	18	17.65	35	34.31	33	32.35	16	15.69	102

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	12	57.14	*	*	*	*	21
Grade 1	15	65.22	*	*	*	*	23
Grade 2	13	76.47	*	*			17
Grade 3	*	*	11	61.11	*	*	18
Grade 4	*	*	*	*			14
Grade 5	*	*	*	*	*	*	*
All Grades	55	53.92	38	37.25	*	*	102

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	13	61.90	*	*	21
Grade 1	15	65.22	*	*	*	*	23
Grade 2	*	*	11	64.71			17
Grade 3	*	*	*	*	*	*	18
Grade 4	11	78.57	*	*			14
Grade 5	*	*	*	*	*	*	*
All Grades	51	50.00	38	37.25	13	12.75	102

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	17	80.95	*	*	21
Grade 1	12	52.17	*	*	*	*	23
Grade 2	*	*	*	*	*	*	17
Grade 3	*	*	12	66.67	*	*	18
Grade 4	*	*	*	*	*	*	14
Grade 5			*	*	*	*	*
All Grades	20	19.61	53	51.96	29	28.43	102

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	21
Grade 1	*	*	14	60.87			23
Grade 2	*	*	11	64.71	*	*	17
Grade 3	*	*	13	72.22	*	*	18
Grade 4	*	*	*	*			14
Grade 5	*	*	*	*	*	*	*
All Grades	30	29.41	62	60.78	*	*	102

Conclusions based on this data:

1. With the new test, we are pleased to see the percentage reaching Well-developed. These students can access core content and will have ELD needs addressed through integrated and designated ELD instruction.
2. The reading and writing domains have the most students in the level 3 and below range. This year, we are using these domains as the entry points for ELD instruction and weaving Listening and Speaking into them. We will also focus January-March on ELPAC formatted tasks and practice.
3. Similar to CELDT, the most students are at level 3. We will use instructional resources and the ELD standards to propel students forward in ELD.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)

LEA/LCAP GOAL:

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes

SCHOOL GOAL #1:

Students will demonstrate positive academic growth in the subject areas of English Language Arts (ELA), Mathematics, and English Language Development (ELD).

English Language Arts - Students will meet or exceed grade level proficiency targets in English Language Arts and demonstrate positive academic growth for the school year.

- Kinder Letter Sounds - 90%
- 1st Grade BPST -85% / Fluency 70%
- 2nd Grade Fluency - 65% / Lexile Benchmark of 500 - 50%
- 3rd Grade Fluency - 70% / Lexile Benchmark of 600 - 60% / 3rd Grade SBAC 62%
- 4th Grade Lexile Benchmark of 750 - 70% / 4th Grade SBAC 68%
- 5th Grade Lexile Benchmark of 850 - 70% / 5th Grade SBAC 45%
- In Grades 3-5, 75% of students will meet their SRI expected growth targets.
- All targeted groups (EL, Hispanic, SED, SWD) will be at or above district averages on the Grades 3-5 ELA Trimester Benchmark tests.
- Students will be proficient or above on the SBAC at the following levels (increase of 4%):

3rd Grade

All-62%, Hispanic/Latino-53%, White-66%, Low Income-52%, English Learner-23%

4th Grade

All-68%, Hispanic/Latino-60%, White-60%, Low Income-52%, English Learner-33%

80% of students below proficient will decrease their Distance from Met (DFM)

5th Grade

All-45%, Hispanic/Latino-35%, White-57%, Low Income-30%, English Learner-30%

50% of students below proficient will decrease their Distance from Met (DFM)

Mathematics - Students will meet or exceed grade level proficiency targets in Mathematics and demonstrate positive academic growth for the school year.

Students achieving 75% or higher on district math benchmarks:

K-2 (75% of standards at level 3 on Trimester 3 report card)

Kinder-90%, 1st-70%, 2nd-86%

Grades 3-5 students scoring a 75% or higher on Trimester 3 Math Benchmark Assessment

3rd-87%, 4th-66%, 5th-66%

All targeted groups (EL, Hispanic, SED, SWD) will be at or above district averages on the Grades 3-5 Math Trimester Benchmark tests.

Students will be proficient or above on the SBAC at the following levels (increase of 4%):

Data Used to Form this Goal:

SSC and staff reviewed SPSA data from 2017-2018 school year, as summarized in the Comprehensive Needs Assessment in this plan. SSC and staff also reviewed 2017-18 SPSA Goal Data including Trimester Benchmarks and beginning of year pretest data to set measurable and attainable goals for June.

Findings from the Analysis of this Data:

For 17-18 English Language Arts, students demonstrated end of year proficiency at the following percentages:

SRI Lexile: 2nd-38%, 3rd-62%, 4th-65%, 5th-35%

SRI Lexile Growth Goals: 3rd-68%, 4th-71%, 5th-33%

Grade level teams noted that consistent implementation of SEM-R correlated with the higher percentages of students meeting their individual lexile goals. For the 18-19 school year, SEM-R will be a focus with a goal of 4 days per week in all grades 3-5 classrooms.

Fluency: 1st-55%, 2nd-69%, 3rd-57%

BPST: 1st - 70% (3 on report card)

Letter Sounds: Kinder - 85%

On the 2018 English Language Arts SBAC, students demonstrated proficiency at or above the following percentages:

3rd Grade

All-58%, Hispanic/Latino-49%, White-62%, Low Income-48%, English Learner-19%, Students with Disabilities (SWD)-*too small to report

4th Grade

All-64%, Hispanic/Latino-56%, English Learner-29%, Students with Disabilities (SWD)-*too small to report

5th Grade

All-41%, Hispanic/Latino-31%, White-53%, Low Income-26%, Students with Disabilities (SWD)-*too small to report

We also looked at the “Distance from Met” (DFM) report for grades 4 and 5 and found that on the ELA test 75% of 4th grade students and 46% of 5th grade students who were below proficiency on the 2017 test improved their scores on the 2018 test and decreased their “Distance from Met”. We noted that students with IEP’s (4th grade SWD 38% improved scores / 5th grade 50% improved scores) struggled to improve their scores, and these students commonly had their distance from met increase as the standards and expectations increased grade to grade. We note that with more students from our SDC classes now taking the SBAC rather than the CAA, there will be an increase in scores below proficiency and a likely increase in their “distance from met” year to year. Special Education and general education teachers will collaborate to provide more exposure to grade level standards and expectations in ELA and Math for our students in SDC classes. SDC students in grades 3-5 will begin using Achieve 3000 by Spring of 2019 which will differentiate the reading level of non-fiction text but provide exposure to deeper questioning.

For 18-19 English Language Arts, students demonstrated beginning of the year proficiency at the following percentages:

SRI Lexile: 2nd (350) - 20%, 3rd (500) - 48%, 4th (600) - 70%, 5th (750) - 71%

Fluency: 1st (20 wpm) - 48% , 2nd (60 wpm) - 35%, 3rd (79 wpm) - 64%

BPST: 1st 30/40 - 76%

20+ Letter Sounds: Kinder - 44%

For 17-18 Math, students demonstrated end of year proficiency at the following percentages on Trimester 3 benchmarks:

Kinder-90%, 1st-66%, 2nd-82%, 3rd-87%, 4th-62%, 5th-35% (scores skewed by wrong answers on benchmark)

On the 2018 Mathematics SBAC, students demonstrated proficiency at or above the following percentages:

3rd Grade

All-55%, Hispanic/Latino-46%, White-64%, Low Income-42%, English Learner-25%, Students with Disabilities (SWD)-*too small to report

4th Grade-

All-58%, Hispanic/Latino-47%, Low Income-46%, English Learner-14%, Students with Disabilities (SWD)-*too small to report

5th Grade

All-28%, Hispanic/Latino-14%, White-47%, Low Income-13%, Students with Disabilities (SWD)-*too small to report

We also looked at the “Distance from Met” (DFM) report for grades 4 and 5 and found that on the Mathematics test 60% of 4th grade students and 22% of 5th grade students who were below proficiency on the 2017 test improved their scores on the 2018 test and decreased their “Distance from Met”. We noted that students with IEP’s struggled the most to improve their scores (4th grade SWD 0% improved and 5th grade SWD 17% improved). These students commonly had their distance from met increase as the standards and expectations increase grade to grade. We note that with more students from our SDC classes now taking the SBAC rather than the CAA, there will be an increase in scores below proficiency and a likely increase in their “distance from met” year to year.

How the School will Evaluate the Progress of this Goal:

At the end of each trimester, the school will monitor benchmarks and relevant assessment measures outlined in the goal. SSC and staff will review the data and plan instructional and intervention steps to address students' needs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs. 	September and October	Principal Teachers Academic Specialists	Certificated Academic Specialist Salaries including Teacher Release Time & Stipends	1000-1999: Certificated Personnel Salaries	Title I	98400
			Outreach Asst Salary	2000-2999: Classified Personnel Salaries	Title I	12208
			Classified Specialist Salary - TK Support	2000-2999: Classified Personnel Salaries	Title I	4600
			Benefits	3000-3999: Employee Benefits	Title I	19353
			Benefits	3000-3999: Employee Benefits	OTRM	200
			Parent Education	5000-5999: Services And Other Operating Expenditures	0860	200
			MTSS Team	1000-1999: Certificated Personnel Salaries	OTRM	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>	September-June Weekly and Unit-High quality first teaching strategies and then conduct and review formative and summative assessments.	Teachers Academic Specialists Principal	<p>Academic Specialist Salaries (delineated above)</p> <p>Copier Leases</p> <p>Laminator Repair</p> <p>PE Specialists' Salaries to facilitate grade level collaboration time</p> <p>PE Specialists' Benefits</p> <p>Professional Development - University of Connecticut for Schoolwide Enrichment Model, VCOE support, California Association for the Gifted (CAG), Daily 5 (Two Sisters), other conference registrations</p> <p>Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies</p> <p>Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>4000-4999: Books And Supplies</p>	<p>0860</p> <p>OTRM</p> <p>OPGR</p> <p>OTRM</p> <p>OTRM</p> <p>Title I</p> <p>OTRM</p> <p>0860</p>	<p>6900</p> <p>500</p> <p>14800</p> <p>3300</p> <p>40,000</p> <p>1330</p> <p>540</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	Title I	20300
Principal, teachers, and Intervention staff will meet and analyze formative and summative benchmark assessment data to <ul style="list-style-type: none"> Review and target instruction for areas of need and students not meeting benchmarks and/or making growth Evaluate progress monitoring for students in intervention programs and evaluate effectiveness of instructional groups and approaches. Change flexible groups and intervention content, strategies, and teaching assignments to meet the data-driven needs of students. Communicate progress to parents. 	End of Trimesters	Principal Teachers Academic Specialists	Teacher Release Time (progress monitoring-delineated above) MTSS Team (delineated above) Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies (delineated above) Academic Specialist Salaries & Benefits (delineated above)	1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	Title I OTRM Title I Title I	
Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.	All year	Principal Teachers Academic Specialists	Substitute Costs Instructional Support (delineated above) Benefits (delineated above)	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	0860 Title I Title I	650

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Paraprofessional Support (Summer K Camp)	2000-2999: Classified Personnel Salaries	0860	850
			After School Support Specialist	2000-2999: Classified Personnel Salaries	0860	900
			After School Support & K Camp Teacher - summer & school year	1000-1999: Certificated Personnel Salaries	0860	4200
				3000-3999: Employee Benefits	0860	1100
			Professional Development - Foundational Reading Skills for Upper grade EL students	5000-5999: Services And Other Operating Expenditures	0860	1400
Purchase supplemental classroom materials, updates, and supplies to support instruction and student learning.	All year	Principal Office Staff Teachers	Student Recognition and Incentives	4000-4999: Books And Supplies	Title I	500
			Additional Instructional Materials and Supplies (delineated above)	4000-4999: Books And Supplies	Title I	
After School Goal Getters, K Camp, and Support for students.	September-May	Principal Academic Specialists	Academic Specialist Salary (delineated above)	1000-1999: Certificated Personnel Salaries	0860	
			Benefits (delineated above)	3000-3999: Employee Benefits	0860	
			Academic Specialist Salary & Benefits (delineated above)	1000-1999: Certificated Personnel Salaries	Title I	
				3000-3999: Employee Benefits	Title I	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Mathematics
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #2:
Acacia Magnet School will increase opportunities for inclusion and meaningful participation in general education.
Data Used to Form this Goal:
SSC and staff reviewed Least Restrictive Environment (LRE) data and participation in general education percentages for students.
Findings from the Analysis of this Data:
As of 10/18, 45% of Acacia students with an IEP are in general education more than 80%. CVUSD has a target of >52.2%. Acacia has 3 special day classes on campus and students who receive specialized academic instruction in the learning center who spend less than 80% of their day in general education. Students with multiple services such as speech and language, counseling, and occupational therapy tend to be the students with lower percentages of general education.
How the School will Evaluate the Progress of this Goal:
In January and May, we will run the LRE report from SIRAS. As we work through IEP's this year, we are increasing general education time for special day class (SDC) students by starting each day in general education, going to lunch with general education, having TK-2 SDC students work in morning centers and Daily 5 rotations based on their individual needs, providing general education core literature participation for TK-5 SDC students (according to their IEP's), having TK-1 students work into Daily 3 / Math Centers based on individual needs, increasing time for science and social studies participation for TK-5 SDC students, and exploring and implementing co-teaching opportunities (at least 1/grade level by June 2018).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide general education class	August	Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
placements to all students.		Teachers				
School and district staff analyze LRE data	September & October January May	Teachers Principal Coordinator District Staff				
Professional learning opportunities through staff meetings, district PD offerings, VCOE/CRLP offerings, monthly special education team collaboration meetings with coordinator.	Ongoing	Principal Teachers Coordinator	Release Time (substitute costs-delineated previously) Professional Development costs (previously delineated) Instructional Materials (previously delineated)	1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I Title I OTRM	
According to the individual students' needs, work with IEP teams to increase participation in general education.	Ongoing	Principal Teachers Coordinator				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Schoolwide Enrichment Model (SEM)
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #3:
Acacia Magnet School will further implement the Schoolwide Enrichment Model (SEM) by continuing Enrichment Clusters, incorporating curriculum infusion of the enrichment triad into the classroom curriculum, and providing advanced learning opportunities for students through Excel time and compacting. Acacia will increase enrollment for the 2019-2020 school year to 380 students or more by attracting more school choice and interdistrict transfer students and minimizing school choice out of Acacia. Parent and student satisfaction levels will remain at 90% or higher on annual survey measures. With the Measure I outdoor facelift and landscaping work, the school will update the interior school office to set the tone for SEM as a welcoming and innovative school with new carpet, paint, and furnishings as well as decorations that highlight the school offerings.

Data Used to Form this Goal:

See data for goal for 1. Staff and SSC reviewed 2018 SSC Survey results, 2017 LCAP survey data, and 2018 Needs Assessment results. Staff also reviewed school choice application data. Current school enrollment is approximately 370 students.

2015-16 Choice out of Acacia including PI - 59 students

2016-17 Choice out of Acacia including PI - 28 students

2017-18 Choice out of Acacia - 26 students

2018-19 Choice out of Acacia - 6 students

2015-16 School Choice into Acacia - 7

2016-17 School Choice into Acacia - 15

2017-18 School Choice into Acacia - 28

2018-19 School Choice into Acacia - 40

SSC Survey satisfaction data remains high, and Homework Philosophy satisfaction increased.

Findings from the Analysis of this Data:

Based on analysis of academic data reviewed in goal 1 along with a review of school choice out of Acacia and into Acacia, our staff determined that Schoolwide Enrichment Model (SEM) as a transformation approach continues to support academic growth for students by focusing more on student strengths, interests, learning styles, and passions and using these as a means of accessing high level learning and achievement. Offering high quality, research-based enrichment with staff who are specially trained appeals to incoming parents who area looking for a high level, individualized, enriched learning environment for their children. Also, after reviewing research on the effectiveness of homework and our results from year 1, Acacia continues our Homework Philosophy that supports SEM. We continue to receive praise from across the community, and we hope that this will also be a draw for families to come to Acacia, as a new CVUSD Magnet School.

How the School will Evaluate the Progress of this Goal:

We will obtain student and facilitator feedback following enrichment cluster rounds, conduct the LCAP parent and student surveys, the Spring SSC survey with a section devoted to SEM and including feedback about the Homework Philosophy, and the annual EL Needs Assessment. We will also compare school choice application data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue Professional Development for teachers and staff on Schoolwide Enrichment Model (SEM) principles, methods, and clusters. Provide discussion and reflection time for SEM-R, Homework philosophy, and other best practices from Confratute.</p> <p>Design and plan 3 rounds of Enrichment Clusters. Grades TK-5 will view slide show of clusters and select 3 they would like to experience. Students will get 1 of their 3 choices.</p> <p>Provide PD to cluster facilitators and support to create their slides.</p> <p>Pass on Total Talent Portfolios and begin to add information from this year - interests, learning styles, strengths, passion projects and pursuits.</p> <p>Offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.</p>	<p>Confratute in July Ongoing efforts July-June</p>	<p>Principal Teachers Academic Specialists Support Staff</p>	Professional Development - University of Connecticut Confratute - Schoolwide Enrichment Model (SEM) 6 day training, VCOE support, California Association for the Gifted Conference, Daily 5 online workshops, and other professional learning opportunities (see goal 1)	5000-5999: Services And Other Operating Expenditures	Title I	
			Parent Education (see goal 1)	5000-5999: Services And Other Operating Expenditures	Title I	
			Certificated Academic & PE Specialists, MTSS Team, Teacher Release Time & Hourly Rate (see goal 1)	1000-1999: Certificated Personnel Salaries	OTRM	
			Benefits (see goal 1)	3000-3999: Employee Benefits	OTRM	
			Enrichment Cluster Supplies and Additional Materials	4000-4999: Books And Supplies	OTRM	2728
			Certificated & Classified Salaries and Benefits including Teacher Release Time and Stipends (see goal 1)	1000-1999: Certificated Personnel Salaries	Title I	
				2000-2999: Classified Personnel Salaries	Title I	
				3000-3999: Employee Benefits	Title I	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Family Enrichment Explorations / Family Engagement	5000-5999: Services And Other Operating Expenditures	Title I	1000
<p>Implement Homework Philosophy to support SEM.</p> <p>Work collaboratively to infuse grade level curriculum with Enrichment Triad approach of SEM.</p> <p>M3 Math compacting opportunity for students in grades 4/5.</p> <p>Infuse after school intervention with more joyful learning approach of SEM strategies and Personal and Academic Goal Work.</p> <p>Continue to use SEM practices as opportunities for inclusion for students with disabilities.</p>	September-June	Teachers Principal Academic Specialists Outreach Assistant	<p>Academic Specialist Salaries (see goal 1)</p> <p>Benefits</p> <p>Copier Leases (see goal 1)</p> <p>Professional Development Services & Fees - University of Connecticut for Schoolwide Enrichment Model (see goal 1)</p> <p>Instructional Materials & Supplies including technology hardware, software and support, student incentives, as well as books and supplies (see goal 1)</p> <p>PE Specialists' Salaries (see goal 1)</p> <p>PE Specialists' Benefits (see goal 1)</p> <p>Outreach Assistant (see goal 1)</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p> <p>OTRM</p> <p>Title I</p> <p>Title I</p> <p>OTRM</p> <p>OTRM</p> <p>Title I</p> <p>Title I</p>	
<p>Offer 3 rounds of Enrichment Clusters:</p> <p>1) October-November</p> <p>2) January-March</p> <p>3) April-May</p>	September-June	Principal Teachers Academic Specialists	<p>Academic Specialist Salaries (see goal 1)</p> <p>Benefits</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>3000-3999: Employee Benefits</p>	<p>Title I</p> <p>Title I</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Homework Philosophy and Advanced Excel time for grades 4/5 and 2/3 in which teachers will instruct and support students on how to develop sound research questions and conduct their investigations.			Professional Development Services & Fees - Univerisity of Connecticut for Schoolwide Enrichment Model (see goal 1)	5000-5999: Services And Other Operating Expenditures	Title I	
			Supplemental Field Trip Expenses	5000-5999: Services And Other Operating Expenditures	Title I	2000
			Instructional Materials & Supplies including Technology Hardware and Software Licenses and Support, student incentives as well as books (see goal 1)	4000-4999: Books And Supplies	Title I	
Update the front office with new furnishings and accessories to create a welcoming and modern entrance to our new Magnet School.	All year	Principal Office Staff	Office Furnishings & Accessories	4000-4999: Books And Supplies	OCBG	22326
			Office Furnishings & Accessories	4000-4999: Books And Supplies	OPGR	2428

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in English Language Development (ELD)
SCHOOL GOAL #1:
Provide support services to English Learners in order to increase language acquisition.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff			Salary and Benefits		0860	8,143.83
Support Staff			Salary and Benefits		0860	63,624.21
Professional Development			Costs for speakers, supplies, teacher release, etc..		0860	4262.03

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in All Subjects
SCHOOL GOAL #2:
Provide systems of support for English Learners, Socio-Economic Disadvantaged, Foster, Homeless, and Special Education students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	August-June		Salary & Benefits	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I	22,197.18
Classified Staff	August-June		Salary & Benefits	2000-2999: Classified Personnel Salaries 3000-3999: Employee Benefits	Title I	5,919.24
Instructional Materials & Supplies	August-June		Additional instructional materials and supplies	4000-4999: Books And Supplies	Title I	14,836.97

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
OCBG	22326	0.00
OPGR	2928	0.00
Title I	198361	0.00
OTRM	30058	0.00
0860	9840	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	9,840.00
OPGR	2,928.00
OTRM	30,058.00
OCBG	22,326.00
Title I	198,361.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	104,050.00
2000-2999: Classified Personnel Salaries	33,358.00
3000-3999: Employee Benefits	23,953.00
4000-4999: Books And Supplies	50,152.00
5000-5999: Services And Other Operating Expenditures	52,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0860	4,850.00
2000-2999: Classified Personnel Salaries	0860	1,750.00
3000-3999: Employee Benefits	0860	1,100.00
4000-4999: Books And Supplies	0860	540.00
5000-5999: Services And Other Operating	0860	1,600.00
4000-4999: Books And Supplies	OPGR	2,428.00
5000-5999: Services And Other Operating	OPGR	500.00
1000-1999: Certificated Personnel Salaries	OTRM	800.00
2000-2999: Classified Personnel Salaries	OTRM	14,800.00
3000-3999: Employee Benefits	OTRM	3,500.00
4000-4999: Books And Supplies	OTRM	4,058.00
5000-5999: Services And Other Operating	OTRM	6,900.00
4000-4999: Books And Supplies	OCBG	22,326.00
1000-1999: Certificated Personnel Salaries	Title I	98,400.00
2000-2999: Classified Personnel Salaries	Title I	16,808.00
3000-3999: Employee Benefits	Title I	19,353.00
4000-4999: Books And Supplies	Title I	20,800.00
5000-5999: Services And Other Operating	Title I	43,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	233,031.00
Goal 3	30,482.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kirsten Walker	X				
Allison Murphy (parent/shared				X	
Beth Neal (parent/shared position)				X	
Michelle Theobald				X	
Grettel Martinez				X	
Donna Cabrera				X	
Lisa Fine				X	
Brandon Fausset - Vice		X			
Patricia Hoxworth (Julia Penaflor-		X			
Stacey Lewis-Secretary			X		
Lisa Collins		X			
Numbers of members of each	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Eulalia

Signature

X Special Education Advisory Committee

[Signature]

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/18/18, 3/26/19.

Attested:

Kirsten Walker

Typed Name of School Principal

Kirsten Walker 3/26/19

Signature of School Principal Date

Allison Murphy

Typed Name of SSC Chairperson

Allison Murphy 4-25-19

Signature of SSC Chairperson Date

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

X Special Education Advisory Committee

Signature

Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 12/18/18, 3/26/19.

Attested:

Kirsten Walker

Typed Name of School Principal

Signature of School Principal

Date

Allison Murphy

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Acacia Elementary School

Funding Source: 0860

\$9,840.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Education	5000-5999: Services And Other Operating Expenditures	\$200.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs.
Substitute Costs	1000-1999: Certificated Personnel Salaries	\$650.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.
Paraprofessional Support (Summer K Camp)	2000-2999: Classified Personnel Salaries	\$850.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.
After School Support Specialist	2000-2999: Classified Personnel Salaries	\$900.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.

Acacia Elementary School

After School Support & K Camp Teacher - summer & school year	1000-1999: Certificated Personnel Salaries	\$4,200.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.
	3000-3999: Employee Benefits	\$1,100.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.
Professional Development - Foundational Reading Skills for Upper grade EL students	5000-5999: Services And Other Operating Expenditures	\$1,400.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Supplemental Instructional Support including SEM Enrichment, Academic Intervention, Excel Time with focus on ELD groups, SAI for students according to IEP's, and additional small group/1:1 time.

Acacia Elementary School

Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	\$540.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>
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0860 Total Expenditures: \$9,840.00

0860 Allocation Balance: \$0.00

Funding Source: OPR

\$2,928.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Acacia Elementary School

Office Furnishings & Accessories	4000-4999: Books And Supplies	\$2,428.00	Schoolwide Enrichment Model (SEM)	Update the front office with new furnishings and accessories to create a welcoming and modern entrance to our new Magnet School.
Laminator Repair	5000-5999: Services And Other Operating Expenditures	\$500.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>

OPGR Total Expenditures: \$2,928.00

OPGR Allocation Balance: \$0.00

Acacia Elementary School

Funding Source: OTRM

\$30,058.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PE Specialists' Salaries to facilitate grade level collaboration time	2000-2999: Classified Personnel Salaries	\$14,800.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>

Acacia Elementary School

PE Specialists' Benefits

3000-3999: Employee Benefits

\$3,300.00

Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)

Implement core instructional approach including Excel Time. Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.

Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.

Infuse curriculum with SEM Enrichment Triad and best practices.

Support 1 academic specialist with BTSA program through VCOE.

Assess and evaluate learning to make instructional adjustments to maximize student learning.

Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.

Examine and improve LRE percentages for students receiving SAI.

Introduce UDL and work collaboratively to enhance inclusion efforts.

Acacia Elementary School

MTSS Team	1000-1999: Certificated Personnel Salaries	\$800.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none">• Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement.• Discuss instructional levels of students and goal targets for the year.• Identify students below benchmarks who will participate in intervention and support programs.• Coordinate participation/inclusion in general education for students in special day classes (SDC).• Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support.• Communicate with parents about student levels, groups, and learning needs.
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Acacia Elementary School

Copier Leases	5000-5999: Services And Other Operating Expenditures	\$6,900.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>
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Acacia Elementary School

Benefits	3000-3999: Employee Benefits	\$200.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none">• Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement.• Discuss instructional levels of students and goal targets for the year.• Identify students below benchmarks who will participate in intervention and support programs.• Coordinate participation/inclusion in general education for students in special day classes (SDC).• Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support.• Communicate with parents about student levels, groups, and learning needs.
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Acacia Elementary School

Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	\$1,330.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>
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Acacia Elementary School

Enrichment Cluster Supplies and Additional Materials	4000-4999: Books And Supplies	\$2,728.00	Schoolwide Enrichment Model (SEM)	<p>Continue Professional Development for teachers and staff on Schoolwide Enrichment Model (SEM) principles, methods, and clusters. Provide discussion and reflection time for SEM-R, Homework philosophy, and other best practices from Confratute.</p> <p>Design and plan 3 rounds of Enrichment Clusters. Grades TK-5 will view slide show of clusters and select 3 they would like to experience. Students will get 1 of their 3 choices.</p> <p>Provide PD to cluster facilitators and support to create their slides.</p> <p>Pass on Total Talent Portfolios and begin to add information from this year - interests, learning styles, strengths, passion projects and pursuits.</p> <p>Offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.</p>
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OTRM Total Expenditures: \$30,058.00

OTRM Allocation Balance: \$0.00

Funding Source: OCBG

\$22,326.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Office Furnishings & Accessories	4000-4999: Books And Supplies	\$22,326.00	Schoolwide Enrichment Model (SEM)	Update the front office with new furnishings and accessories to create a welcoming and modern entrance to our new Magnet School.

OCBG Total Expenditures: \$22,326.00

OCBG Allocation Balance: \$0.00

Acacia Elementary School

Funding Source: Title I

\$198,361.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Enrichment Explorations / Family Engagement	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Schoolwide Enrichment Model (SEM)	<p>Continue Professional Development for teachers and staff on Schoolwide Enrichment Model (SEM) principles, methods, and clusters. Provide discussion and reflection time for SEM-R, Homework philosophy, and other best practices from Confratute.</p> <p>Design and plan 3 rounds of Enrichment Clusters. Grades TK-5 will view slide show of clusters and select 3 they would like to experience. Students will get 1 of their 3 choices.</p> <p>Provide PD to cluster facilitators and support to create their slides.</p> <p>Pass on Total Talent Portfolios and begin to add information from this year - interests, learning styles, strengths, passion projects and pursuits.</p> <p>Offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.</p>
Supplemental Field Trip Expenses	5000-5999: Services And Other Operating Expenditures	\$2,000.00	Schoolwide Enrichment Model (SEM)	<p>Offer 3 rounds of Enrichment Clusters:</p> <ol style="list-style-type: none"> 1) October-November 2) January-March 3) April-May <p>Implement Homework Philosophy and Advanced Excel time for grades 4/5 and 2/3 in which teachers will instruct and support students on how to develop sound research questions and conduct their investigations.</p>

Acacia Elementary School

Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	\$20,300.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p>
Student Recognition and Incentives	4000-4999: Books And Supplies	\$500.00	Positive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	<p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p> <p>Purchase supplemental classroom materials, updates, and supplies to support instruction and student learning.</p>

Acacia Elementary School

<p>Professional Development - University of Connecticut for Schoolwide Enrichment Model, VCOE support, California Association for the Gifted (CAG), Daily 5 (Two Sisters), other conference registrations</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>\$40,000.00</p>	<p>Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)</p>	<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will provide high quality, first teaching based on the California State Standards using adopted curriculum and supplemental materials. They will use block time and bank time to collaborate with colleagues to plan and evaluate instruction and student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM Enrichment Triad and best practices.</p> <p>Support 1 academic specialist with BTSA program through VCOE.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD and Math instruction.</p> <p>Examine and improve LRE percentages for students receiving SAI.</p> <p>Introduce UDL and work collaboratively to enhance inclusion efforts.</p>
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Acacia Elementary School

Certificated Academic Specialist Salaries including Teacher Release Time & Stipends	1000-1999: Certificated Personnel Salaries	\$98,400.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs.
Outreach Asst Salary	2000-2999: Classified Personnel Salaries	\$12,208.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs.

Acacia Elementary School

Classified Specialist Salary - TK Support	2000-2999: Classified Personnel Salaries	\$4,600.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs.
Benefits	3000-3999: Employee Benefits	\$19,353.00	Postive Academic Growth - English Language Arts (ELA), Math, English Language Development (ELD)	Grade level teams along with intervention team and principal meet to: <ul style="list-style-type: none"> Analyze end of year summative data and beginning of the year benchmark/formative data for intervention and ELD placement. Discuss instructional levels of students and goal targets for the year. Identify students below benchmarks who will participate in intervention and support programs. Coordinate participation/inclusion in general education for students in special day classes (SDC). Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. Communicate with parents about student levels, groups, and learning needs.
Title I Total Expenditures:		\$198,361.00		
Title I Allocation Balance:		\$0.00		
Acacia Elementary School Total Expenditures:		\$263,513.00		