

School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acacia Magnet School for Enriched Learning	56 73759 6055842	August 31, 2023	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Acacia Magnet School for Enriched Learning for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**  
The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Acacia Magnet School for Enriched Learning for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of

EC Section 64001 requires the development of the SPSA to include the following:

- \*\* A comprehensive needs assessment (pursuant to ESSA)
- \*\* Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- \*\* May include local data
- \*\* An identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

## Educational Partner Involvement

How, when, and with whom did Acacia Magnet School for Enriched Learning consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Acacia Magnet School for Enriched Learning administration collected and organized multiple sources of student performance data including CAASPP, CVUSD Benchmarks, Grades, and SRI results. Aspen Elementary held multiple meetings and planning sessions in the 2022-2023 school year with the goal of representing as many stakeholders as possible in our updated SPSA Plan.

2023/2024 SPSA dates:

8/31/2023: Site council meeting to vote and approve the 2023/2024 SPSA

9/6/2023: Site Council members completed the SPSA monitoring tool.

9/19/2023: Site Council meeting

10/17/2023: Site Council meeting

12/19/2023: Site Council meeting

1/16/2024: Site council meeting

2/20/2024: Site Council meeting

3/19/2024: Site Council meeting

4/20/2024: Site Council meeting

5/21/2024: Site Council meeting

## FUTURE SITE COUNCIL DATES

September 3rd: Site Council: Complete SPSA monitoring tool and vote on SPSA

September 17: Review CAASPP Data and Student progress from 2023/2024

October 15: SPSA Progress towards goals discussion

November 19: (Review of Trimester 1 benchmark data and IXL and SRI diagnostic data)

December 17: SPSA progress towards goals discussion

January 21: SPSA progress towards goals discussion

February 18: SPSA Monitoring Tool exercise

March 18: SPSA data analysis (Review of Trimester 2 benchmark data)

April 15: SPSA progress towards goals discussion

May 20: Preliminary goal writing for 2025/2026

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Acacia Magnet School for Enriched Learning is committed to providing a high-quality educational experience to all its students. Despite our efforts, recent data indicates areas of concern that require immediate attention. This needs assessment aims to identify and address these areas, focusing on suspension rates, chronic absenteeism among English Language Learners (ELL) and students with disabilities, and low performance in English Language Arts (ELA) and mathematics among students with disabilities. Information taken from the California Student Dashboard outline the following areas that require significant improvement:

At Acacia Magnet School Students with Disabilities score in Red in ELA and math. As a district, CVUSD is in differentiated assistance in the area of mathematics for our McKinney-Vento/Foster students.

At Acacia Magnet School, students English Learners and Students, Disabilities scored in the orange in Chronic absenteeism. As a district, CVUSD is in differentiated assistance in the area of Chronic Absenteeism with our African American students.

At Acacia Magnet School all students scored in the Orange in the area of suspension rates. CVUSD is in differentiated assistance for McKinney- Vento/Foster student in the area of suspension.

#### English Language Arts/Math Performance

To support Acacia's students with disabilities in the area of ELA, case managers will take time to review IEP's to ensure students with disabilities have the necessary accommodation to support in accessing the curriculum.

Case managers will work closely with the GE teachers to support in providing accommodations to students with disabilities.

Case managers to track student progress at progress and grade reporting periods. If students with disabilities are having not accessing the curriculum, the case manager will call and IEP meeting to discuss what additional supports can be put in place.

Case managers to look at all CAASPP accommodations to ensure students with disabilities are receiving proper accommodations to support accessing CAASPP.

Targeted Tier II Support for our McKinney-Vento/Foster youth in the area of ELA and math.

Acacia Magnet School for Enriched Learning is dedicated to addressing suspension rates for all students and chronic absenteeism among English Language Learners (ELL), students with disabilities, and our African American students through a variety of innovative and student-centered approaches.

#### Restorative Practices/CHAMPS

To support Acacia's suspension rate, combining restorative practices with the CHAMPS framework offers a comprehensive and proactive approach to student behavior. Restorative practices foster a sense of community, accountability, and empathy by emphasizing the repair of harm and restoration of relationships rather than relying on traditional punitive measures. Through reflective dialogues and conflict resolution, students learn the impact of their actions, enhance decision-making skills, and strengthen connections with peers and teachers, thereby reducing misbehavior and promoting a culture of respect and inclusivity. Complementing this, CHAMPS provides students with clear expectations for Conversation, Help, Activity, Movement, Participation, and Success, creating a structured and predictable learning environment. This clarity in expectations minimizes misunderstandings and encourages positive behavior, leading to a more collaborative classroom atmosphere. Together, restorative practices and CHAMPS contribute to a safer, more supportive, and productive school climate. Teachers will continue to engage in professional development related to both strategies, ensuring their effective implementation in support of student behavior.

#### Wellness Room and Clinician Support

To support students with chronic absenteeism, Acacia has established a wellness room where students can seek refuge when they are upset or emotional. This room offers a calming environment for students to gather themselves and participate in soothing activities and sensory activities when needed. Additionally, a wellness clinician will be available five days a week to further support students' social, emotional, and behavioral needs, ensuring they have access to professional guidance and assistance.

#### Schoolwide Enrichment Model (SEM)

One of the key strategies we employ to address chronic absenteeism is the Schoolwide Enrichment Model (SEM). This model engages students by offering enrichment clusters that align with their interests and passions. By allowing students to explore topics they are passionate about, we foster a love for learning that significantly reduces absenteeism, making school a place where students are eager to attend.

#### Addressing Chronic Absenteeism and Suspension Rates through Regular Spirit Assemblies

Regular Spirit Assemblies, intentionally designed to promote inclusivity, will be held to foster school spirit and a sense of belonging and community. These assemblies will feature topics and activities that excite students about school and provide opportunities to engage with lessons from the school's DEI curriculum and the school district's diversity celebrations and initiatives. Planned by grade levels and executed by students and teachers, these assemblies aim to make students feel connected to their school community, thereby reducing both chronic absenteeism and suspension rates.

#### Comprehensive Counseling Support

To address both suspensions and chronic absenteeism, Acacia Magnet School provides comprehensive support through our school counselor. The counselor offers individual and group therapy to help students navigate social-emotional challenges at school. Additionally, she conducts lessons for teachers and students in the classroom to promote social-emotional learning and foster a supportive school environment. Our bilingual counselor can also effectively follow up with families, ensuring that students with disabilities and ELL receive the specific support they need to overcome barriers to regular attendance.

#### Professional Development in Restorative Justice and CHAMPS

To further address chronic absenteeism among students with disabilities and ELL, as well as reduce suspension rates for all students, Acacia provides professional development for all staff in Restorative Justice and CHAMPS. These programs aim to decrease disruptive behaviors, engage students more effectively, maintain order, and improve communication with students. Restorative Justice helps students understand the consequences of their actions and interactions with peers, fostering a more positive and inclusive school environment.

#### Social-Emotional Learning (SEL) and Diversity, Equity, and Inclusion (DEI) Education

At Acacia Magnet School, we are committed to reducing chronic absenteeism among students with disabilities and ELL through a comprehensive approach that incorporates social-emotional learning (SEL) and diversity, equity, and inclusion (DEI) education. Students participate in weekly video lessons on social-emotional learning, developed by CVUSD elementary counselors and facilitated by teachers. These lessons equip students with essential skills to manage emotions, build positive relationships, and make responsible decisions, which can improve their overall school experience and attendance.

Our school counselor regularly visits classrooms and facilitates school-wide assemblies to provide direct instruction and activities focused on SEL and DEI. These sessions are tailored to support the specific needs of students with disabilities and ELL, fostering an inclusive environment where all students feel valued and understood.

#### ELA/Math

Acacia Magnet School for Enriched Learning has implemented several strategic actions to support and enhance progress in English Language Arts (ELA) and math for students with disabilities and our McKinney-Vento/Foster populations. These actions are designed to foster collaboration, integrate technology, apply innovative teaching practices, and provide targeted interventions, ensuring that all students achieve their fullest potential.

A team of teachers will participate in The CAPS Network, a three-year professional development for principals and teachers to deepen their understanding of the PLC process to support the alignment of equitable school systems with intervention/extension systems of support and develop evidence-based action plans based on data to address progress in ELA and math.

**Collaborative Planning:** Teachers utilize their planning time to collaborate with colleagues, designing and evaluating instruction, and assessing student progress. This collaboration ensures that instructional strategies are effectively meeting the diverse needs of students.

**Technology Integration:** By incorporating technology into teaching, educators augment creativity, collaboration, communication, and critical thinking. This integration helps to engage students and enhance their learning experiences.

**Curriculum Enrichment:** The curriculum is infused with the Schoolwide Enrichment Model (SEM) Enrichment Triad and best practices. This approach promotes a more dynamic and engaging learning environment, tailored to student interests and strengths.

**Ongoing Assessment and Evaluation:** Regular assessment and evaluation of learning enable teachers to make instructional adjustments to maximize student learning outcomes. This process ensures that teaching strategies are continually refined based on student performance data.

**Professional Development:** Teachers participate in and implement best practices from professional development related to integrating English Language Development (ELD) standards into core instruction. This training enhances the quality of ELA, ELD, and math instruction provided to students.

**Universal Design for Learning (UDL) Strategies:** SEM practices and UDL strategies are integrated to identify and eliminate barriers to student learning. This approach ensures that instruction is accessible and effective for all students, particularly those with disabilities. Our teachers will continue to engage in professional development as a part of CVUSD's UDL journey. This continued professional development will support teachers in intentionally designing first instruction that achieves equitable outcomes for all learners through the implementation of targeted UDL checkpoints and considerations that promote DEI and SEL which is in direct alignment with CVUSD's UDL goal.

#### Data-Driven Instructional Adjustments:

Teachers and academic specialists meet regularly to analyze formative and summative benchmark assessment data.

This analysis is used to:

Review and target instruction for areas of need and students not meeting benchmarks or making growth.

Evaluate the effectiveness of instructional groups and approaches.

Adjust flexible groups and intervention content, strategies, and teaching assignments based on data-driven needs.

Communicate progress to parents, ensuring they are informed and engaged in their child's learning.

#### Supplemental Instructional Support:

Various supplemental instructional supports are provided, including SEM online curriculum, Boom Cards, Brain Pop, Scholastic Reader online subscriptions, academic interventions, Excel Time with a focus on ELD groups, Specialized Academic Instruction (SAI) for students with disabilities according to their Individualized Education Plans (IEPs), and additional small group or one-on-one time.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Students with Disabilities in the area of English Language Arts and Math

## **Other Needs**

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

As a district CVUSD is in differentiated assistance for the following students in listed performance areas:

Math: Homeless

Suspension: Foster Students

Chronic Absenteeism: African Americans

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Acacia Magnet School for Enriched Learning. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.26%	0.27%	0	1	1
African American	1.03%	1.32%	0.54%	4	5	2
Asian	2.84%	2.63%	2.44%	11	10	9
Filipino	0.78%	1.84%	2.17%	3	7	8
Hispanic/Latino	49.87%	49.21%	52.85%	193	187	195
Pacific Islander	0.26%	0%	%	1	0	
White	41.60%	41.32%	38.21%	161	157	141
Multiple/No Response	3.62%	3.42%	3.52%	14	13	13
<b>Total Enrollment</b>				<b>387</b>	<b>380</b>	<b>369</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	83	70	51
Grade 1	71	64	47
Grade 2	62	69	61
Grade 3	59	57	71
Grade 4	62	60	57
Grade 5	50	60	60
<b>Total Enrollment</b>	<b>387</b>	<b>380</b>	<b>369</b>

#### Conclusions based on this data:

- Declining overall enrollment with significant changes in lower grades: The total student population has decreased from 387 in 2021-22 to 369 in 2023-24, a drop of about 4.7%. This decline is most pronounced in the lower grades, particularly Kindergarten and Grade 1. Kindergarten enrollment has decreased dramatically from 83 students in 2021-22 to 51 students in 2023-24, a 38.6% reduction. This trend could have significant implications for future enrollment in higher grades and overall school planning.
- Shifting racial/ethnic composition with Hispanic/Latino students becoming a larger majority: The Hispanic/Latino student population has grown from 49.87% in 2021-22 to 52.85% in 2023-24, while the White student population has decreased from 41.60% to 38.21% over the same period. This shift indicates a growing diversity in the school,



with Hispanic/Latino students now representing a clear majority. Other notable changes include an increase in Filipino students (from 0.78% to 2.17%) and a decrease in African American students (from 1.03% to 0.54%)

3. Uneven distribution of enrollment changes across grade levels: While lower grades (K-1) show significant enrollment declines, upper grades (3-5) remain relatively stable or show slight increases. For example, Grade 3 enrollment has increased from 59 to 71 students over the three-year period. This uneven distribution suggests that the school may need to adapt its resources and teaching strategies to accommodate changing class sizes at different grade levels.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	125	112	106	34.5%	32.3%	28.7%
Fluent English Proficient (FEP)	16	16	26	6.5%	4.1%	7.0%
Reclassified Fluent English Proficient (RFEP)				7.8%		

### Conclusions based on this data:

1. Acacia has seen a decrease in the number of English Learners from the 21/22 school year to the 23/24
2. During the 23/24 school year, Acacia saw a significant increase in the number and percentage of students reclassified as Fluent English Proficient. 26 (24.5%) of students were reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	60	71	57	56	65	57	56	65	98.3	93.3	92
Grade 4	60	59	57	58	57	50	58	57	50	96.7	96.6	88
Grade 5	49	61	60	48	60	56	48	60	56	98.0	98.4	93
All Grades	167	180	188	163	173	171	163	173	171	97.6	96.1	91

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2428.	2431.	2406	29.82	25.00	17	19.30	25.00	25	21.05	23.21	22	29.82	26.79	37
Grade 4	2458.	2460.	2496	20.69	28.07	36	27.59	15.79	26	22.41	19.30	14	29.31	36.84	24
Grade 5	2454.	2497.	2481	14.58	20.00	25	18.75	31.67	20	20.83	21.67	14	45.83	26.67	41
All Grades	N/A	N/A	N/A	22.09	24.28	25	22.09	24.28	23	21.47	21.39	17	34.36	30.06	35

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.81	23.21		56.14	51.79		21.05	25.00	
Grade 4	17.24	28.07		62.07	50.88		20.69	21.05	
Grade 5	12.50	21.67		58.33	60.00		29.17	18.33	
All Grades	17.79	24.28		58.90	54.34		23.31	21.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.54	16.07		52.63	60.71		29.82	23.21	
Grade 4	17.24	19.30		60.34	54.39		22.41	26.32	
Grade 5	8.33	20.00		39.58	50.00		52.08	30.00	
All Grades	14.72	18.50		51.53	54.91		33.74	26.59	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	19.30	14.29		64.91	66.07		15.79	19.64	
Grade 4	10.34	8.77		68.97	66.67		20.69	24.56	
Grade 5	12.50	16.67		79.17	66.67		8.33	16.67	
All Grades	14.11	13.29		70.55	66.47		15.34	20.23	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.81	23.21		61.40	55.36		15.79	21.43	
Grade 4	12.07	15.79		63.79	70.18		24.14	14.04	
Grade 5	6.25	18.33		64.58	63.33		29.17	18.33	
All Grades	14.11	19.08		63.19	63.01		22.70	17.92	

**Conclusions based on this data:**

- Overall, ELA performance is showing a gradual improvement: There's a consistent increase in the percentage of students meeting or exceeding standards across all grades, rising from 44.18% in 2021-22 to 48.56% in 2022-23, with a projected 48% in 2023-24. This suggests that the ELA curriculum and instruction are becoming more effective over time.
- Significant performance variations and improvements exist between grade levels: Grade 4 shows the highest performance in 2023-24, with a projected 62% of students meeting or exceeding standards. Grade 5 has shown remarkable improvement, increasing from 33.33% in 2021-22 to 51.67% in 2022-23. These variations highlight the importance of targeted interventions and support for specific grade levels.
- Students show strengths in reading but face challenges in listening skills: The "Reading" domain consistently shows the strongest performance, with 78.62% of students at or above standard in 2022-23. However, there's a slight decline in "Listening" skills, with the percentage of students below standard increasing from 15.34% to 20.23% over the two years. This suggests a need for increased focus on developing effective communication and listening skills.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	58	60	71	56	55	63	56	55	63	96.6	91.7	89
Grade 4	60	59	57	59	58	50	59	58	50	98.3	98.3	88
Grade 5	49	61	60	49	60	56	48	60	56	100.0	98.4	93
All Grades	167	180	198	164	173	169	163	173	169	98.2	96.1	90

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2432.	2420.	2432	23.21	21.82	17	30.36	32.73	35	21.43	14.55	24	25.00	30.91	24
Grade 4	2451.	2471.	2483	22.03	17.24	30	16.95	27.59	24	20.34	27.59	24	40.68	27.59	22
Grade 5	2432.	2461.	2466	2.08	11.67	16	16.67	16.67	14	25.00	21.67	25	56.25	50.00	45
All Grades	N/A	N/A	N/A	16.56	16.76	21	21.47	25.43	25	22.09	21.39	24	39.88	36.42	30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.36	21.82		44.64	54.55		25.00	23.64	
Grade 4	18.64	13.79		38.98	53.45		42.37	32.76	
Grade 5	4.17	10.00		50.00	40.00		45.83	50.00	
All Grades	18.40	15.03		44.17	49.13		37.42	35.84	

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	26.79	30.91		50.00	43.64		23.21	25.45	
Grade 4	22.41	24.14		37.93	48.28		39.66	27.59	
Grade 5	8.33	13.33		39.58	48.33		52.08	38.33	
All Grades	19.75	22.54		42.59	46.82		37.65	30.64	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.86	21.82		67.86	50.91		14.29	27.27	
Grade 4	22.41	25.86		41.38	50.00		36.21	24.14	
Grade 5	6.25	10.00		47.92	53.33		45.83	36.67	
All Grades	16.05	19.08		52.47	51.45		31.48	29.48	

**Conclusions based on this data:**

- Overall math performance is showing a gradual improvement: There's a consistent increase in the percentage of students meeting or exceeding standards across all grades, rising from 38.03% in 2021-22 to a projected 46% in 2023-24. Simultaneously, the percentage of students not meeting standards has decreased from 39.88% to 30% over the same period.
- Significant performance variations exist between grade levels: Grade 3 consistently outperforms other grades, with over 50% of students meeting or exceeding standards each year. In contrast, Grade 5 shows the lowest performance, although it has shown substantial improvement over the three years, increasing from 18.75% to a projected 30% of students meeting or exceeding standards.
- Students show strengths in problem-solving but struggle with fundamental concepts: The "Problem Solving & Modeling/Data Analysis" domain shows the strongest performance, with 69.36% of students at or above standard in 2022-23. However, students appear to struggle more with "Concepts & Procedures," where 35.84% were below standard in the same year. This suggests a need for increased focus on foundational mathematical concepts and procedures.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1429.0	1375.2	1438.2	1445.5	1393.6	1434.0	1390.5	1332.2	1447.6	35	25	18
<b>1</b>	1449.3	1443.3	1465.4	1455.8	1463.5	1485.1	1442.5	1422.7	1445.2	20	29	13
<b>2</b>	1471.9	1462.0	1472.1	1471.5	1464.1	1480.2	1471.8	1459.4	1463.7	17	18	26
<b>3</b>	1485.6	1450.2	1458.9	1488.9	1460.0	1468.9	1481.7	1439.8	1448.4	22	18	16
<b>4</b>	1514.7	1506.8	1507.8	1528.2	1507.1	1512.0	1500.5	1505.9	1503.1	19	19	20
<b>5</b>	1499.5	1490.5	1528.2	1494.4	1480.6	1526.6	1504.0	1500.0	1529.4	20	18	17
<b>All Grades</b>										133	127	110

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.71	0.00	22.22	31.43	20.00	44.44	34.29	44.00	16.67	8.57	36.00	16.67	35	25	18
<b>1</b>	20.00	6.90	15.38	30.00	24.14	53.85	20.00	51.72	15.38	30.00	17.24	15.38	20	29	13
<b>2</b>	5.88	5.56	3.85	52.94	44.44	57.69	23.53	27.78	26.92	17.65	22.22	11.54	17	18	26
<b>3</b>	4.55	5.56	0.00	36.36	33.33	37.50	50.00	33.33	25.00	9.09	27.78	37.50	22	18	16
<b>4</b>	15.79	21.05	10.00	47.37	31.58	55.00	31.58	36.84	15.00	5.26	10.53	20.00	19	19	20
<b>5</b>	15.00	0.00	17.65	40.00	27.78	52.94	20.00	61.11	17.65	25.00	11.11	11.76	20	18	17
<b>All Grades</b>	15.79	6.30	10.91	38.35	29.13	50.91	30.83	43.31	20.00	15.04	21.26	18.18	133	127	110

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.71	4.00	33.33	40.00	20.00	27.78	25.71	52.00	16.67	8.57	24.00	22.22	35	25	18
<b>1</b>	25.00	31.03	46.15	35.00	24.14	30.77	20.00	34.48	15.38	20.00	10.34	7.69	20	29	13
<b>2</b>	29.41	27.78	7.69	29.41	22.22	73.08	23.53	33.33	15.38	17.65	16.67	3.85	17	18	26
<b>3</b>	18.18	11.11	25.00	63.64	50.00	37.50	9.09	22.22	12.50	9.09	16.67	25.00	22	18	16
<b>4</b>	47.37	31.58	45.00	31.58	52.63	25.00	21.05	10.53	20.00	0.00	5.26	10.00	19	19	20
<b>5</b>	45.00	5.56	41.18	20.00	44.44	41.18	10.00	38.89	11.76	25.00	11.11	5.88	20	18	17
<b>All Grades</b>	30.83	18.90	30.91	37.59	33.86	41.82	18.80	33.07	15.45	12.78	14.17	11.82	133	127	110

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.43	0.00	22.22	17.14	12.00	27.78	54.29	40.00	33.33	17.14	48.00	16.67	35	25	18
<b>1</b>	10.00	3.45	0.00	35.00	13.79	61.54	15.00	41.38	15.38	40.00	41.38	23.08	20	29	13
<b>2</b>	0.00	5.56	3.85	52.94	55.56	46.15	29.41	11.11	30.77	17.65	27.78	19.23	17	18	26
<b>3</b>	9.09	0.00	0.00	9.09	27.78	12.50	40.91	33.33	37.50	40.91	38.89	50.00	22	18	16
<b>4</b>	5.26	5.26	5.00	21.05	31.58	25.00	42.11	36.84	35.00	31.58	26.32	35.00	19	19	20
<b>5</b>	0.00	0.00	11.76	15.00	22.22	17.65	55.00	38.89	58.82	30.00	38.89	11.76	20	18	17
<b>All Grades</b>	6.77	2.36	7.27	23.31	25.20	31.82	41.35	34.65	35.45	28.57	37.80	25.45	133	127	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	34.29	0.00	50.00	62.86	72.00	33.33	2.86	28.00	16.67	35	25	18
<b>1</b>	35.00	31.03	61.54	50.00	65.52	30.77	15.00	3.45	7.69	20	29	13
<b>2</b>	17.65	16.67	26.92	76.47	72.22	73.08	5.88	11.11	0.00	17	18	26
<b>3</b>	22.73	27.78	6.25	59.09	55.56	81.25	18.18	16.67	12.50	22	18	16
<b>4</b>	31.58	52.63	20.00	57.89	42.11	70.00	10.53	5.26	10.00	19	19	20
<b>5</b>	15.00	16.67	41.18	65.00	72.22	47.06	20.00	11.11	11.76	20	18	17
<b>All Grades</b>	27.07	23.62	32.73	61.65	63.78	58.18	11.28	12.60	9.09	133	127	110



Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.71	12.00	22.22	45.71	52.00	44.44	28.57	36.00	33.33	35	25	18
<b>1</b>	15.00	27.59	38.46	60.00	51.72	53.85	25.00	20.69	7.69	20	29	13
<b>2</b>	29.41	27.78	19.23	47.06	44.44	76.92	23.53	27.78	3.85	17	18	26
<b>3</b>	50.00	27.78	43.75	40.91	50.00	25.00	9.09	22.22	31.25	22	18	16
<b>4</b>	68.42	36.84	65.00	31.58	52.63	25.00	0.00	10.53	10.00	19	19	20
<b>5</b>	55.00	11.11	70.59	20.00	66.67	29.41	25.00	22.22	0.00	20	18	17
<b>All Grades</b>	39.10	23.62	41.82	41.35	52.76	44.55	19.55	23.62	13.64	133	127	110

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	0.00	22.22	94.29	68.00	55.56	5.71	32.00	22.22	35	25	18
<b>1</b>	20.00	6.90	30.77	40.00	51.72	38.46	40.00	41.38	30.77	20	29	13
<b>2</b>	17.65	16.67	19.23	70.59	61.11	50.00	11.76	22.22	30.77	17	18	26
<b>3</b>	0.00	0.00	0.00	45.45	44.44	31.25	54.55	55.56	68.75	22	18	16
<b>4</b>	0.00	10.53	5.00	68.42	57.89	40.00	31.58	31.58	55.00	19	19	20
<b>5</b>	0.00	0.00	5.88	65.00	38.89	76.47	35.00	61.11	17.65	20	18	17
<b>All Grades</b>	5.26	5.51	13.64	66.92	54.33	49.09	27.82	40.16	37.27	133	127	110

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	22.86	8.00	44.44	45.71	44.00	27.78	31.43	48.00	27.78	35	25	18
<b>1</b>	10.00	0.00	0.00	50.00	68.97	76.92	40.00	31.03	23.08	20	29	13
<b>2</b>	5.88	22.22	7.69	70.59	50.00	76.92	23.53	27.78	15.38	17	18	26
<b>3</b>	13.64	5.56	18.75	59.09	72.22	62.50	27.27	22.22	18.75	22	18	16
<b>4</b>	10.53	15.79	40.00	68.42	68.42	40.00	21.05	15.79	20.00	19	19	20
<b>5</b>	5.00	5.56	23.53	65.00	72.22	70.59	30.00	22.22	5.88	20	18	17
<b>All Grades</b>	12.78	8.66	22.73	57.89	62.20	59.09	29.32	29.13	18.18	133	127	110

**Conclusions based on this data:**

- Overall English language proficiency is improving. There's a notable increase in the percentage of students performing at higher levels (Level 3 and Level 4) from 2021-22 to 2022-23. This suggests that the English language development programs are becoming more effective over time.
- Lower grades show stronger performance: Students in kindergarten through 2nd grade consistently demonstrate higher levels of English proficiency compared to students in grades 3-5. This indicates that early intervention and support for English language learners may be particularly effective.

For example, in 2022-23:

K-2: 66.66% to 69.23% at Levels 3 and 4

3-5: 37.50% to 70.59% at Levels 3 and 4

This indicates that earlier intervention and support may be more effective in developing English language proficiency.

3. Speaking and listening skills outpace reading and writing: Across all grade levels, students show stronger performance in the speaking and listening domains compared to reading and writing. This suggests a need for increased focus on literacy skills, especially reading comprehension and written expression.

In 2022-23:

Speaking: 41.82% Well Developed

Listening: 32.73% Well Developed

Writing: 22.73% Well Developed

Reading: 13.64% Well Developed

This suggests a need for increased focus on literacy skills, particularly reading comprehension and written expression.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>380</b>	<b>38.2</b>	<b>29.5</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Acacia Magnet School for Enriched Learning.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	112	29.5
Foster Youth		
Homeless	25	6.6
Socioeconomically Disadvantaged	145	38.2
Students with Disabilities	51	13.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
American Indian	1	0.3
Asian	10	2.6
Filipino	7	1.8
Hispanic	187	49.2
Two or More Races	13	3.4
White	157	41.3

### Conclusions based on this data:

1. Acacia Magnet School for Enriched Learning has a diverse student population, with Hispanic students (49.2%) and White students (41.3%) forming the two largest ethnic groups. This nearly even split between these two groups,

along with smaller percentages of other ethnicities, suggests a multicultural learning environment that could provide rich opportunities for cultural exchange and understanding.

2. A substantial portion of the student body requires extra support in their education. 29.5% of students are English Learners, meaning nearly one in three students is working on English proficiency alongside their regular studies. Additionally, 13.4% of students have disabilities. This high percentage of students with additional learning needs suggests that the school must have robust support systems and differentiated instruction strategies in place.
3. 38.2% of students are classified as socioeconomically disadvantaged, indicating that more than one-third of the student population may face economic hardships that could impact their education. Furthermore, 6.6% of students are homeless, which is a significant number that likely requires special attention and support services. These statistics highlight the importance of programs and resources to support students from disadvantaged backgrounds and ensure equal educational opportunities.

# School and Student Performance Data

## Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Blue		

### Conclusions based on this data:

1. Significant improvement in English Learner progress: The school has made exceptional strides in supporting its English Learner population. With a Blue rating (the highest possible) and a 32% increase in students making progress, this is a standout area of success. Given that 29.5% of the student population are English Learners, this progress is particularly impactful and suggests effective strategies are in place to support language acquisition.

2. Academic performance is improving, but challenges remain: Both English Language Arts (ELA) and Mathematics show improvement, with ELA increasing by 12.1 points (Green rating) and Math increasing by 9.7 points (Yellow rating). However, the school is still performing below the standard in both areas (4 points below in ELA and 29.9 points below in Math). This indicates that while positive progress is being made, there's still room for improvement, particularly in Mathematics.
3. Equity and behavioral concerns need attention: The suspension rate has increased by 0.8%, earning an Orange rating. More concerning is the equity report for suspensions, which shows 5 student groups in the Orange category. This suggests that behavioral issues and disciplinary practices may be disproportionately affecting certain student groups. Additionally, the Chronic Absenteeism rate of 25.7%, while improved, is still high and could be impacting overall academic performance.

# School and Student Performance Data

## Academic Performance English Language Arts

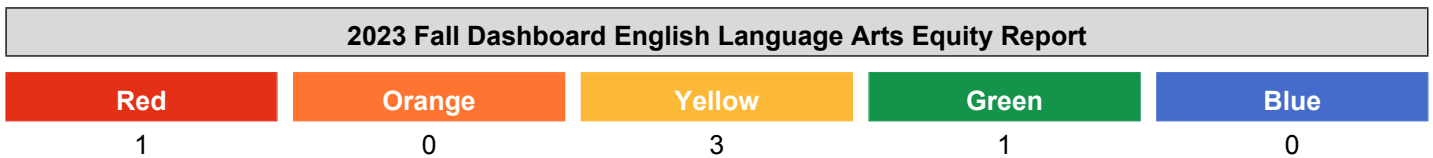
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Green	 Yellow	 No Performance Color
4 points below standard Increased +12.1 points	68.7 points below standard Increased +8 points	0 Students
167 Students	56 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
132.1 points below standard 13 Students	 Yellow	 Red
	49.1 points below standard Increased Significantly +15.9 points	107.9 points below standard Decreased Significantly -24.1 points
	75 Students	37 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.2 points below standard Increased Significantly +18.9 points 89 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students	 Green 26.9 points above standard Decreased -7 points 60 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
97.4 points below standard Decreased -3.8 points 44 Students	36.7 points above standard 12 Students	28 points above standard Increased +10.8 points 106 Students

#### Conclusions based on this data:

1. This data is several years old and does not accurately reflect the current situation at Acacia. At the time that this data was current, ELs and Socioeconomically Disadvantaged students, while still below standard, increased their performance in ELA by 20.9 and 12.6 points, respectively.
2. All student groups experienced growth in ELA. Teachers attributed this to the implementation of Excel and Daily 5 groups to provide students with targeted instruction across the grade level.
3. Students with Disabilities fell the most points below standard and were an area of focus for the school. This group is very dynamic as Acacia receives new students in our specialized program from other schools throughout the year. These students with disabilities are working below grade levels at their schools and they move to Acacia to receive specialized academic instruction to help them improve their academic performance.



# School and Student Performance Data

## Academic Performance Mathematics

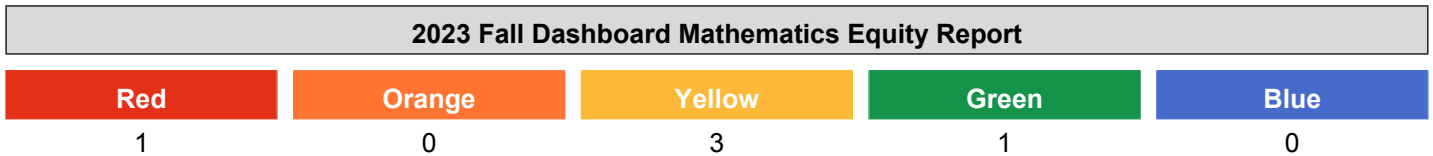
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.






Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow	 Yellow	 No Performance Color
29.9 points below standard Increased +9.7 points	90.7 points below standard Increased +5 points	0 Students
167 Students	56 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
110.5 points below standard 13 Students	 Yellow	 Red
	69.1 points below standard Increased Significantly +20.1 points	127.7 points below standard Decreased Significantly -16.4 points
	76 Students	37 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  3 Students	 No Performance Color 0 Students	Less than 11 Students  7 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 59.8 points below standard Increased +8.4 points  89 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students	 Green 7.2 points above standard Maintained -2.7 points  61 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
107.7 points below standard Decreased -3.2 points  44 Students	28.3 points below standard  12 Students	1.2 points below standard Increased +5.6 points  106 Students

#### Conclusions based on this data:

1. This data is several years old and does not accurately reflect the current situation at Acacia. While increases were made by most student groups at the time reflected in the data, math scores were still below the standard and were an area of concern for all students, even though only grades 3-5 are assessed during CAASPP testing.
2. At the time, English Learners made gains compared to the previous year, but still fell significantly below standard. This group would have benefited from increased exposure to practice exams and test taking strategies. Computer literacy also, historically, been a challenge for English Learners, but the group, as a whole, has gained much more computer literacy as a result of Remote instruction and learning and the district's 1:1 Chromebook initiative.
3. Students with Disabilities fell the most points below standard, and continue to be an area of focus for the school. This group benefits from increased exposure to practice exams, test taking strategies, computer literacy, and accommodated and modified instruction.

# School and Student Performance Data

## Academic Performance English Learner Progress

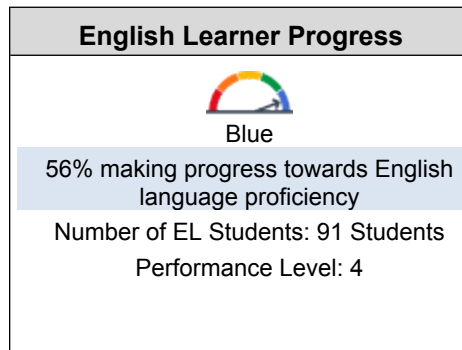
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	28	0	51

#### Conclusions based on this data:

- Nearly half of the students that were assessed in the recorded year advanced at least one level in the exam scoring.
- 14.6% of the students decreased in their ELPI level. The school should look at the data for common areas that challenge the students in this category.
- 55.1% of English learners made progress towards English language proficiency. This is an area where the school can always improve so that a higher percentage of students are making progress.

# School and Student Performance Data

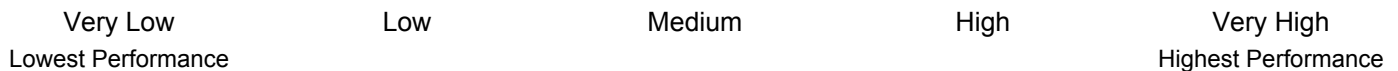
## Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

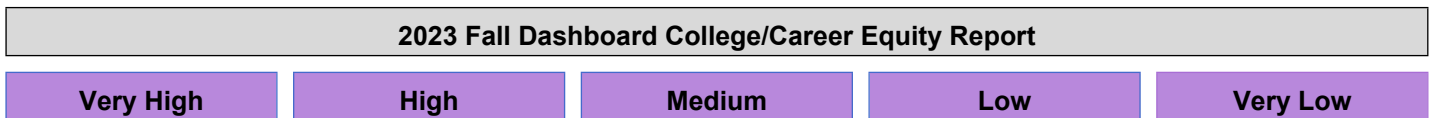
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

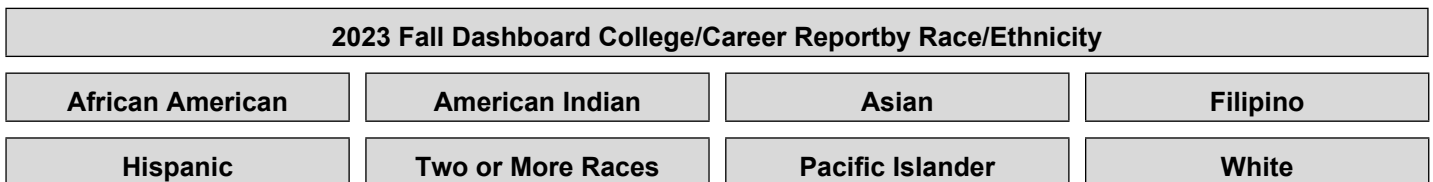
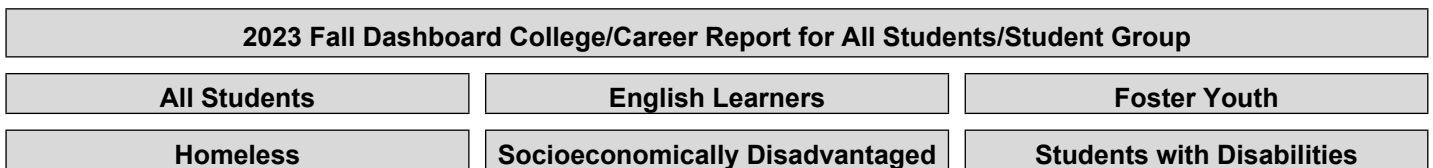
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 25.7% Chronically Absent Declined Significantly -4.5 393 Students	 Orange 31.7% Chronically Absent Declined -8.6 120 Students	Less than 11 Students 1 Student
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
34.2% Chronically Absent Declined -1.5 38 Students	 Yellow 32.7% Chronically Absent Declined Significantly -7.8 165 Students	 Orange 37.2% Chronically Absent Declined -3.3 78 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  5 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  7 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 31.8% Chronically Absent Declined Significantly -4.8 195 Students	23.1% Chronically Absent Increased 8.8 13 Students	 No Performance Color 0 Students	 Yellow 17.9% Chronically Absent Declined Significantly -6 162 Students

**Conclusions based on this data:**

1. At the time of the data, Chronic Absenteeism had increased for English learners, SED, and SWD.
2. Hispanic students, as a student group, had the lowest rate of absenteeism in the school.
3. Acacia did not have an attendance incentive program in place. The school has not implemented an attendance policy since the start of the COVID-19 pandemic in order to follow quarantine guidelines and to ensure the health and safety of all students.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

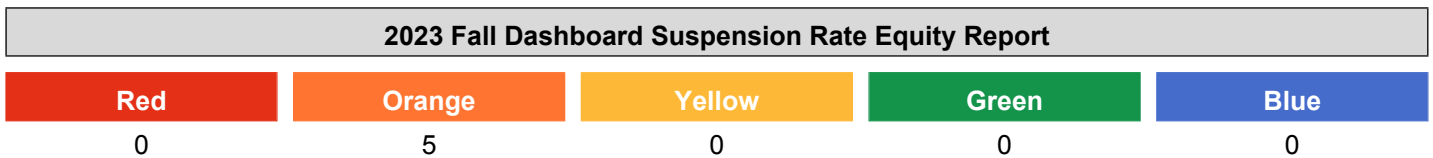
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 0.8 396 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.9 120 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 1 Student</p>
<p><b>Homeless</b></p> <p>0% suspended at least one day</p> <p>Maintained 0 39 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 1.8 167 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Increased 0.3 79 Students</p>

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	0% suspended at least one day  Maintained 0 11 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange  2% suspended at least one day  Increased 0.6 197 Students	0% suspended at least one day  Maintained 0 13 Students	 No Performance Color  0 Students	 Orange  2.5% suspended at least one day  Increased 1.3 162 Students

**Conclusions based on this data:**

1. Overall increase in suspension rates with concerning equity issues: The school's overall suspension rate increased from 1.2% in 2022 to 2% in 2023, earning an orange rating. This increase is reflected across all major student groups, indicating a school-wide trend rather than an isolated issue. However, the increases are not uniform, suggesting potential equity concerns. For example, the rate for Socioeconomically Disadvantaged students increased by 1.8%, while the rate for Hispanic students increased by 0.6%.
2. Students with Disabilities are disproportionately affected: With a suspension rate of 3.8%, Students with Disabilities have the highest suspension rate among all student groups, and it increased by 0.3% from the previous year. This suggests that the school may need to review and potentially revise its disciplinary practices and support systems for students with disabilities to ensure they are not being disproportionately impacted.
3. Contrasting performance between student groups requires attention: While some student groups (Asian, Homeless, and Two or More Races) maintained a 0% suspension rate, others saw significant increases. For instance, White students saw an increase of 1.3%, and English Learners an increase of 0.9%. This disparity in suspension rates between different student groups points to a need for the school to examine its disciplinary policies and practices to ensure they are being applied equitably and to identify any underlying factors contributing to these differences.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Improve student achievement in English Language Arts & Math

1. All general education students (students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney-Vento (Foster/homeless), Gifted and Talented Education (GATE)) in grades 3-5 will increase their CAASPP test scores by a minimum of 3% or maintain in the blue or green bands in ELA.
2. All general education students (students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney-Vento (Foster/homeless), Gifted and Talented Education (GATE)) in grades 3-5 will increase their CAASPP test scores by a minimum of 3% or maintain in the blue or green bands in math.
3. All general education students, (students with disabilities (SWD), English Learners (EL), and Socio-Economically Disadvantaged (SED), McKinney Vento (Foster/homeless), Gifted and Talented (GATE)) in K - 5 will demonstrate a 3% increase and/or maintain 85% or higher in ELA as measured by District Benchmarks.
4. All general education students, (students with disabilities (SWD), English Learners (EL), Socio-Economically Disadvantaged (SED), McKinney-Vento (Foster/homeless), Gifted and Talented Education (GATE)) in grades TK - 5 will demonstrate a 3% increase and/or maintain 85% or higher in math as measured by District Benchmarks.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students with Disabilities performed in the "Red" for ELA and Math.  
McKinney-Vento (Foster/Homeless Students) were amongst the lowest performing student groups in math.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 - 2024 CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE) 3rd - 5th grade	2023-2024 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 42% meeting or exceeding standards 4th grade: 62% meeting or exceeding standards 5th grade: 45% meeting or exceeding standards	2024-2025 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 45% meeting or exceeding standards 4th grade: 65% meeting or exceeding standards 5th grade: 48% meeting or exceeding standards
2023 - 2024 CAASPP Scores Math for ALL Students (SWD, EL, SED, GATE, Homeless) 3rd-5th grade	2023-2024 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 52% meeting or exceeding standards 4th grade: 54% meeting or exceeding standards 5th grade: 30% meeting or exceeding standards	2024-2025 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 55% meeting or exceeding standards 4th grade: 57% meeting or exceeding standards 5th grade: 33% meeting or exceeding standards
2023 - 2024 ELA Benchmarks for ALL Students (SWD, EL, SED) K-2nd grade	2023-2024 ELA Benchmarks K: 77% of students met or exceeded benchmarks 1st: 82% of students met or exceeded benchmarks 2nd: 83% of students met or exceeded benchmarks 3rd: 62% of students met or exceeded benchmarks 4th: 89% of students met or exceeded benchmarks 5th: 60% of students met or exceeded benchmarks	2024-2025 ELA Benchmarks K: 80% of students meeting or exceeding benchmarks 1st: 85% of students meeting or exceeding benchmarks 2nd: 86% of students meeting or exceeding benchmarks 3rd: 65% of students meeting or exceeding benchmarks 4th: 92% of students meeting or exceeding benchmarks 5th: 63% of students meeting or exceeding benchmarks
2023 - 2024 Math Benchmarks for ALL Students (SWD, EL, SED) K-2nd grade	2023-2024 Math Benchmarks K: 82% of students met or exceeded benchmarks 1st: 90% of students met or exceeded benchmarks 2nd: 78% of students met or exceeded benchmarks 3rd: 82% of students met or exceeded benchmarks 4th: 85% of students met or exceeded benchmarks 5th: 58% of students met or exceeded benchmarks	2024-2025 Math Benchmarks K: 85% of students meeting or exceeding benchmarks 1st: 93% of students meeting or exceeding benchmarks 2nd: 81% of student meeting or exceeding benchmarks 3rd: 85% of students meeting or exceeding benchmarks 4th: 88% of students meeting or exceeding benchmarks 5th: 61% of students meeting or exceeding benchmarks
2023-2024 Number of students RFEP	2024-2024 ELPAC Results 111 students assessed. 21 students reclassified (18.9%)	2024-2025 ELPAC Results Increase number of students reclassified by 3% (21.9%)

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Academic Specialists:</p> <ul style="list-style-type: none"> <li>Salaries to support the delivery to Tier III instruction</li> </ul> <p>Teachers: Release for opportunities to collaborate in professional learning communities (PLC) with grade and across grade level teachers to implement with fidelity, school-wide goals. Teachers review and analyze data for implementation of best practices, lesson planning and assessments in alignment with school-wide and SPSA goals.</p> <p>SPED teacher release to review all students with IEP's to ensure students are accessing the general education setting as much as appropriate.</p>	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	<p>42,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Academic Specialist Salaries including Teacher Release Time &amp; Stipends 9,000 OTRM 1000-1999: Certificated Personnel Salaries Certificated Academic Specialist Salaries</p>
1.2	<p>Training, professional development, and conferences that are aligned to state standards and SPSA goals, to increase knowledge base on differentiation and/or intervention strategies to build teacher repertoire for general education, EL, GATE, SED, and SWD students.</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>Integration of SEM practices and UDL strategies to identify and eliminate student barriers to learning.</p>	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	<p>5,000 OTRM 1000-1999: Certificated Personnel Salaries Copier lease 1,000 0010 5000-5999: Services And Other Operating Expenditures Laminator Repair / Replacement 13,646 Title I 2000-2999: Classified Personnel Salaries PE Specialists' Salaries to facilitate grade level collaboration time</p> <p>7,000 0010 4000-4999: Books And Supplies Instructional Materials &amp; Supplies including technology hardware, software and support/ student incentives, as well as books and supplies</p>
1.3	Supplemental Instructional Support including SEM online curriculum, Boom Cards, Brain Pop, Scholastic Reader online subscription, Academic Intervention, Reading Eggs, Math Seeds, Excel Time with focus on ELD groups, SAI for SWD according to IEP, and additional small group or 1:1 time.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	<p>3,014 Title I 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Software</p>

			2,486 0010 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Software
1.4	Training, professional development, and conferences (CUE, Special Education Symposium, ACSA, CAPS, UDL) that are aligned to state standards and SPSA goals, to increase knowledge base on differentiation and/or intervention strategies to build teacher repertoire for general education, EL, GATE, SED, and SWD students	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	3,050 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to facilitate teacher release time for progress monitoring.
1.5	Purchase supplemental classroom software, materials, updates, and supplies to support instruction and student learning (Math Seeds, Reading Eggs, Book Cards).	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	7,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff to attend conferences
1.6	After school support programs for students - Safe Passages and Extending Learning Opportunities Program (ELOP)	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	
1.7	Purchase education and instructional materials to support the building of the outdoor classroom.	ALL students	2,950 0010 4000-4999: Books And Supplies Outdoor classroom materials and supplies
1.8	Classroom budgets	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	2,950 Title I 5000-5999: Services And Other Operating Expenditures
1.9	Special Education Teachers to attend Special Education Symposium: Case Manager to attend full day professional development related to best practices in special education.	SWD	3,000 0010 3000-3999: Employee Benefits Student incentives and rewards
1.10	English Language instruction will focus on helping students work toward a higher achievement on ELPAC testing and ultimately toward reclassification. To accomplish this we will monitor student progress through LAT meetings. The ELD Advisor teacher will attend district-provided professional development on best practices for English Language instruction and will share these strategies with staff.  Students will use language support educational technology such as Smarty Ants, IXL, Math Seeds, Reading Eggs.  English Learners will receive designated and embedded ELD instruction in small group within the	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	No additional funding required

classroom from paraprofessionals and from teachers during Excel /Daily 5 time.		
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# Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The above goal was implemented during the 2023-2024 school year. For the 2024-2025 school year, the goal continues to be inclusive of multiple ELA and Math data targets. Pursuant to the discussion with School Site Council, it was agreed that the above goal will be implemented in the 2024-2025 school year with adjustments being made to targeted growth in all areas in order to allow for adequate and continued progress

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2024-2025 school year.

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

Our overall goal remains unchanged, but we have adjusted the metrics we will use to measure outcomes. This year's goals will continue to be measurable to be able to substantiate growth using CAASPP Scores and CVUSD Benchmarks

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Implement targeted actions that support social-emotional and physical well-being for all students**

1. Broaden student awareness of seen and unseen disabilities by providing educational experiences through Inclusive Schools Week.
2. Provide communication to parents/community to promote school focuses (Diversity, Equity, Inclusion (DEI), school culture, social emotional learning, student learning) and school events/programs via the school website, weekly Smore, and email blasts once a week during the 2024/2025 school year.
3. Record the number of participants in school activities (PTSA, ELAC, GATE) as measured by sign-in sheets and recorded volunteer hours during the 2024/2025 school year.
4. Provide students with at least one activity/event per month that promotes inclusion, diversity awareness, and/or school connectedness during the 2024/2025 school year.
5. The GATE facilitator will offer an activity for GATE students once a month alternating grade levels each month with up to 50% of GATE students participating.
6. Provide students with at least one SEL lesson per week in the classroom and/or through activities, guest speakers, projects, or assemblies during the 2024/2025 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Acacia Magnet School for Enriched Learning scored in the "Orange" for School Climate. All students and subgroups will be targeted for implementation of these strategies including but not limited to: English Learners, McKinney-Vento (foster/homeless), SWD, and Low SES.

Evidence and data show that students who have positive connections at school through activities, clubs, electives, athletics, leadership, and performing arts, also demonstrate higher achievement levels and better attendance.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Least Restrictive Environment (LRE) Data	As of 6/13/2024, 68.4 percent of our SWD spent 80% or more of their school day in the general education setting. This was 1.6% decrease from the 2023 school year.	By the end of the 2024/25 school year, 75% of our SWD will spend 80% or more of their day in the general education setting.
Chronic Absenteeism Rate	Acacia saw an increase in ADA from 92.20% to 93.74% (+1.54%) Acacia saw a decrease in chronic absenteeism from 25.70% to 17.12% (-8.58%)	Acacia will increase ADA to 95% (+1.26%) Acacia will decrease chronic absenteeism by 5% to 12.12% or better.
Continue to develop supports for Tier 1, Tier 2, & Tier 3 behavioral needs.	Currently, Acacia's school counselor, and special education teacher provide strategies and supports for Tier 1, Tier2, and Tier 3 behavioral needs.	Acacia will see a reduction in behavioral issues across all tiers, supporting better classroom management leading to students being able to focus on their academic work thus leading to improved academic outcomes and engagement. The ongoing involvement of the counselor and special education teacher will promote a collaborative approach among staff, leading to more cohesive and integrated support for students.
Wellness Room tracking	Currently, Acacia Magnet School utilizes its Wellness Room to support students who require additional social emotional support.	Overall improvement of student mental health and overall well-being measured through student self-report surveys, observations by school counselors, and reductions in reported stress and anxiety levels among students who utilize the Wellness Room.
Professional Development for teachers and staff in the area of Diversity, Equity, and Inclusion and Restorative Practices to increase cultural awareness.	Currently, the principal, and four teachers have been trained through the district in Restorative Practices. Partnering with the Assistant Director of DEI, teachers and staff will continue to receive training in Diversity, Equity, and Inclusion and Restorative Practices. This professional development will carry on throughout the year in staff meetings and professional learning days.	Decrease in the number of overall disciplinary actions during the 24/25 school year. Create a positive school climate by fostering a sense of belonging and respect as evidenced by increase in student and staff surveys. Create positive school climate to build a supportive learning environment.
LCAP Spring Survey		Increase the percentage of parent and caregivers who take the survey by 10% from baseline..
Partner with CRPD to provide organized sports during lunch	During the 2023/2024 school year, Acacia partnered with CRPD to provide lunch time activities for students to engage.	Students will continue to learn how to engage as a team and work collaboratively with peers engaging in team activities during lunch.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Provide general education class placements to all students, including students with disabilities.	SWD	None Specified None Specified Part of classroom placement practice to ensure that all students, including SWD, are assigned to a general education class.
2.2	School and district staff analyze LRE data and work together to provide strategies for co-teaching, inclusion, and successful integration into the general education classroom.	SWD	None Specified None Specified SPED and General Ed teachers will collaborate to meet the needs of SWD in the general education classroom. Team will work on strategies for co-teaching, inclusion, and successful integration into the general education classroom.
2.3			
2.4	According to the individual students' needs, work with IEP teams to increase participation in general education.	SWD	None Specified None Specified Work with case manager and other site staff to ensure SWD are receiving FAPE
2.5	CVUSD Counselor-provided SEL lessons / Sanford Harmony and classroom instruction.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	None Specified None Specified No expenditure necessary as curriculum is coming from counselors that are paid by the school district.
2.6	Family engagement (informational sessions, education, evening events)	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	Expenditures outlined in Goal #3
2.7	Continue to implement and expand the Wellness Room where students can have quiet, safe spaces to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, etc. and to color and engage in other calming activities. Sensory binds for indoor and outdoor spaces for students to access as needed.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	4,050 0010 4000-4999: Books And Supplies Supplies for quiet, calming, and sensory activities in the Wellness Room and around campus.
2.8	Observe district initiative months, including Inclusive Schools Week, Hispanic Heritage Month, National Bullying Prevention Month, National Black History Month, National Women's History Month, Lunar New Year, Asian/Pacific Islander Heritage Month, and others. Guest speakers and assemblies in relation to these different months. Student Council will design and implement activities related to the different months.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	3,101 0010 5000-5999: Services And Other Operating Expenditures Speakers associated with the different recognition months 3,101 0010 4000-4999: Books And Supplies



			Materials and supplies for student council to use during recess activities
<b>2.9</b>	Regular Spirit Assemblies, intentionally designed to promote inclusivity, will be held to generate school spirit and a sense of belonging and community. Topics and activities will help students feel excited about school and give them opportunities to engage with lessons from the school's DEI curriculum and the school district's diversity celebrations and initiatives. Assemblies will be planned by grade levels and executed by students and teachers in the grade level.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified
<b>2.10</b>	School counselor will provide individual and group therapy support for students to help them navigate social-emotional challenges at school. She will also provide lessons for teachers and in the classroom. Our counselor is bilingual and she can also effectively follow-up with families when students have specific needs.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	None Specified None Specified District funded  Counselor is a CVUSD employee and her salary is paid by the school district.
<b>2.11</b>	Purchase books in library and classroom libraries to expand offerings related to diversity, equity, and inclusion	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	5,000 0010 4000-4999: Books And Supplies Books and novels related to diversity, equity, and inclusion
<b>2.12</b>	Professional development for staff to attend conferences related to SEM, Restorative Practices, and CHAMPS	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conference attendance for select staff members who will return and train other staff
<b>2.13</b>	Partnership with CRPD to provide organized team sports during lunch	EL, SWD, SES	5,000 Title I 5000-5999: Services And Other Operating Expenditures CRPD support
<b>2.14</b>	Try it You'll like it Nutrition Program	All Students	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified

## Annual Review

## SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Goal 2 was implemented effectively in 2023-2024. Our school counselor continued to provide support for our students on campus offering social groups, counseling sessions individually and in small group. Acacia continued to celebrate Inclusive Schools Week, Multi-Cultural Night, and Pride Month. Acacia has built up the Wellness Room being intentional about creating a space that supports students social emotional and sensory needs.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2024-2025 school year.

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

Our overall goal is relatively similar with minimal changes, but we have adjusted the metrics we will use to measure the outcomes. These changes are designed to continue to promote a culture of inclusion and foster authentic and meaningful experiences for all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### School-to-home communication and parent and family engagement.

Acacia Magnet School will improve school-to-home communication for all families via the school website, social media, newsletters, and other appropriate means. We will increase outreach to parents in the form of school activities, workshops, classes, general support, and resources. We will communicate consistently with parents in a language that they understand.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Enhance parent engagement and foster a sense of belonging within the Acacia Magnet School community. Ensure parents are informed about and have access to educational resources that will strengthen their parenting skills and support their children's academic achievement and social-emotional well-being.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parent views of the Acacia Smore	Although Acacia had 66 ELAC members, the 66 members were not consistently in attendance at the ELAC meetings.	Acacia will increase the number of parents consistently in attendance at its ELAC meetings.
PTA Sign up Genius: Count the number of parents volunteering at school events.	During the 2023-2024 school year Acacia had a total of 89 parents attend PTA Association meetings. Numbers ranged from 11-25 parents.	Acacia will increase the number of social media followers for the 2024/2025 school year by 2%
Attendance sheets at all specialized parent group meetings	We have improved tremendously in communicating all messages in English and Spanish. We will continue with this practice.	Acacia will continue to work with its School Outreach and Bilingual Facilitator to ensure all communications continue to be sent in Spanish.
Number of followers on Instagram	During the 2023-2024 school year Acacia's social media numbers were as follows: Instagram: 479 followers Facebook: 630 followers	During the 2024-2025 school year, Acacia will increase the total number of parents attending PTA Association meetings to a total of 100.

Continue providing school-to-home communication English and Spanish.	We have improved tremendously in communicating all messages in English and Spanish. We will continue with this practice.	School will continue to offer language support to parents in all school-to-home communication.
Social Media Manager		Social media manager will coordinate with school principal to advertise school events, share important notices and updates, improve school branding, and to improve the content and frequency of school-to-home communication.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Social Media Manager	All Students	2,500 0010 1000-1999: Certificated Personnel Salaries Hire staff member or parent or outside contributor to maintain and update school website and manage social media
3.2	Increase school to home communication.	All Students	None Specified S'more Newsletter. Principal will work with social media manager to generate weekly newsletter using S'more template. Newsletter will incorporate school announcements, grade-level updates.  Cost of S'more subscription is covered by the school district.  Increased use of Q SMS feature and social media stories and posts.
3.3	Strategic use of SMS messaging for most important message. Many parents do not have email addresses and it is often difficult to leave them voice messages because their voicemail is not set up or it is full. Messages will be in English and Spanish.	All Students	None Specified There is no cost for the school site associated with this feature as it is available through the existing Blackboard application.
3.4	Additional translation services by EL Facilitator and Outreach Assistant, including translation services	English Language Learners, SWD, SED	2,000 OTRM

			2000-2999: Classified Personnel Salaries Translation services outside of normal work hours
3.5	Support from Title I Counselor in working with families, providing resources to the school and families, supporting with attendance, etc.	All Students	
3.6	Family events that build school community. These events are often sponsored by PTA. Some typical events include Movie Night, Reading Night, SEMtastic Science (or Math) Night, Bingo Night, Multicultural Night, Back-to-School Night, and Open House.  We will also offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.	All Students	2,500 0010 4000-4999: Books And Supplies SEM Science or Math Night Supplies
3.9			

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Goal 4 was successfully implemented last year. We expect our parent education opportunities to continue to grow in 2024-2025. Each parent stakeholder group met regularly throughout the year, and PTA exceeded its goal in the number of memberships. We also saw an increase in the number of parents attending ELAC meetings. Multiple community building events were held last year, including Family Reading Night, Movie Nights, Walk and Roll, and APEX Fun Run. Our school continues to partner with our stakeholders to increase parent involvement in all school activities.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2024-2025 school year.

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

Our overall goal remains unchanged, but we have adjusted the metrics we will use to measure outcomes. Details are listed above in Annual Measurable Outcome in Goal 3.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Schoolwide Enrichment Model (SEM)

Acacia Magnet School will further improve the quantity and quality of the opportunities for gifted education available through the Schoolwide Enrichment Model (SEM) by offering Enrichment opportunities, incorporating curriculum infusion of the enrichment triad into the classroom curriculum, and providing advanced learning opportunities for students through Daily 3/5, curriculum compacting, passion pursuits, Enrichment Clusters, and students identifying and setting personal and academic goals

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Acacia Magnet School will continue to develop and strengthen the programs within the Schoolwide Enrichment Model (SEM) with training for teachers and planning time for enrichment activities.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEM Model will be presented to all staff members and refresher courses will be offered to veteran Acacia faculty throughout the year.	Currently, 76% of Acacia teachers have attended Confratute and/or CAG.	90% of all teachers will have attended at least one PD in gifted education by the end of the school year. 100% of teachers will have attended by the end of the 2024-2025 school year.
Access to The Daily Cafe (Daily 3/5, Math Daily 3)	Currently, teachers provide students with Daily 5/Daily 3 rotations which supports aspects of Acacia's school-wide enrichment model (SEM)	We will have consistent rotations of Enrichment Clusters in all 3 trimesters. The expected outcome is for students to gain exposure to a wider variety of enrichment activities and to gain a better understanding of their personal passions and interests.
Enrichment Clusters	Roughly 40% of the current Acacia teaching staff has not been trained in the Schoolwide Enrichment Model	By the end of the year, all Acacia teachers will be familiar with key components of SEM and best practice for SEM implementation.
	Introduce platform to students to be used for curriculum compacting, Daily 3/5 rotations, and individual pursuits at home.	For all eligible students to engage with the online curriculum on a regular basis before the end of the school year.

	Acacia currently offers students opportunities to engage in Enrichment Clusters weekly.	Acacia will increase enrichment clusters based on family and staff recommendations and resources.
	The foundation for the outdoor classroom has been put into place. At this point it is a blank slate.	Design the learning spaces and activities in the outdoor classroom. The goal is for each grade level to create one lesson in each of the following subject areas: math, science, art.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Continue Professional Development for teachers and staff on Schoolwide Enrichment Model (SEM) and gifted education principles, methods, and clusters. Provide discussion and reflection time for SEM-R, homework philosophy, and other best practices from Confratute and California Association for the Gifted conference (CAG).</p> <p>Experienced and SEM-trained teachers at Acacia will provide regular SEM training and resources at staff meetings so new staff can be informed on SEM theory and practice.</p>	All Students	26,986 Title I 5000-5999: Services And Other Operating Expenditures Professional Development - University of Connecticut for Schoolwide Enrichment Model, VCOE support, California Association for the Gifted (CAG), Daily 5 online workshops, other conference registrations 3,000 0010 1000-1999: Certificated Personnel Salaries Certificated Academic & PE Specialists, MTSS Team, Teacher Release Time & Hourly Rate (see goal 1) 3,000 Title I 1000-1999: Certificated Personnel Salaries
4.2	<p>Individualized Homework Philosophy to support SEM.</p> <p>Work collaboratively to infuse grade level curriculum with Enrichment Triad approach of SEM.</p> <p>Continue to use SEM practices as opportunities for inclusion for students with disabilities.</p> <p>Incorporate structures for goal setting, time management, executive functioning, and accountability in planning and reporting on progress with passion pursuits.</p>	All Students	Academic Specialists Salaries (see goal 1)  Benefits (see goal 1)  Copier Leases (See goal 1)  Professional Development Services and Fees at University of Connecticut

			<p>Schoolwide Enrichment Model (See goal 1)</p> <p>Instructional materials and 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>
<b>4.3</b>	<p>Continue enrichment clusters:  1) October-November  2) January-March  3) April-May</p> <p>Implement Homework Philosophy based on students' individual goals and passions and Excel time for grades 3-5 which must include an SEM group in which teachers will facilitate and support students on how to develop sound research questions and conduct their investigations. Homework philosophy will incorporate structures to support students in time management, long-term planning, meeting deadlines, trial and error, and accountability.</p>	All Students	<p>5,000  0010  5000-5999: Services And Other Operating Expenditures Supplemental Field trip Expenses  5,000  0010  4000-4999: Books And Supplies  Enrichment Cluster Supplies and Additional Materials</p>
<b>4.4</b>	<p>PLCs engage in data analysis for compacting, identifying areas for enrichment, and to identify learning targets.</p>	All Students	<p>2,000  0010  1000-1999: Certificated Personnel Salaries  Teachers will analyze data through PLC time to identify learning targets.</p>
<b>4.5</b>	<p>Creation of shared Google Drive for SEM resources; teachers and staff upload folders and files</p>	All Students	<p>None Specified  None Specified  No expense. Google Drive software is available to all required staff members for this task.</p>
<b>4.6</b>	<p>Teachers will identify curriculum for the outdoor classroom. They will also identify permanent features to be added to the space for future lessons.</p>	All Students	<p>3,512  OTRM</p>



	Each grade level will create one lesson in each of the following subject areas: math, science, art. School will install a weather station that to teach student about weather.		4000-4999: Books And Supplies Supplies for permanent features in the Outdoor classroom and materials and supplies for outdoor instruction.
4.7	Supplemental funds for GATE education. Provide for hands-on experiences such as games and puzzles, projects, field trips, virtual field trips, guest speakers, etc.	All Students	2,000 OTRM 4000-4999: Books And Supplies Supplemental materials for GATE activities, guest speakers, etc. (games / puzzles, supplies for projects, etc.)  2,000 OTRM 5000-5999: Services And Other Operating Expenditures Field trips for GATE students
4.8	Specialists for all students to expose students to a wider variety of curricular options.	All Students	5,000 OTRM 2000-2999: Classified Personnel Salaries PTA will support funding for Art & CRPD Lunchtime support. School will provide additional funding.

## Annual Review

### SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Acacia Magnet School's schoolwide enrichment model requires teachers to utilize Renzulli Learning strategies in their classrooms. Teacher will continue to build their capacity in using GATE teaching strategies to support all students at Acacia.

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

Pursuant to the discussion of this year's School Site Council, it was agreed that the above goals should remain consistent with small adjustments being made to targeted growth and budget expenditures reflect current allocation of funds for the 2024-2025 school year.

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

Our overall goal remains unchanged, but we have adjusted the metrics we will use to measure outcomes. Details are listed above in Annual Measurable Outcome in Goal 4.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$189,846.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)
Title I	\$109,646.00

Subtotal of additional federal funds included for this school: \$109,646.00

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

State or Local Programs	Allocation (\$)
0010	\$51,688.00
OTRM	\$28,512.00

Subtotal of state or local funds included for this school: \$80,200.00

Total of federal, state, and/or local funds for this school: \$189,846.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0010	51,688	0.00
0TRM	28,512	0.00
Title I	109,646	0.00

## Expenditures by Funding Source

Funding Source	Amount
0010	51,688.00
0TRM	28,512.00
Title I	109,646.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	69,550.00
2000-2999: Classified Personnel Salaries	20,646.00
3000-3999: Employee Benefits	3,000.00
4000-4999: Books And Supplies	35,113.00
5000-5999: Services And Other Operating Expenditures	51,537.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	7,500.00
3000-3999: Employee Benefits	0010	3,000.00

4000-4999: Books And Supplies	0010	29,601.00
5000-5999: Services And Other Operating Expenditures	0010	11,587.00
1000-1999: Certificated Personnel Salaries	OTRM	14,000.00
2000-2999: Classified Personnel Salaries	OTRM	7,000.00
4000-4999: Books And Supplies	OTRM	5,512.00
5000-5999: Services And Other Operating Expenditures	OTRM	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	48,050.00
2000-2999: Classified Personnel Salaries	Title I	13,646.00
5000-5999: Services And Other Operating Expenditures	Title I	37,950.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,096.00
Goal 2	23,252.00
Goal 3	7,000.00
Goal 4	57,498.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Mandy Pollack	Parent or Community Member
Maggie Villanueva	Classroom Teacher
Krista Koch	Parent or Community Member
Caitlin Gregory	Parent or Community Member
Erin Hernandez	Parent or Community Member
Cristine Lowry	Other School Staff
Jill Onstot	Classroom Teacher
Dennis Carter	Principal
Melony Holland	Classroom Teacher

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.

# Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

Signature	Committee or Advisory Group Name
	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative
	Other: SSC Secretary

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.

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.

This SPSA was adopted by the SSC at a public meeting on September 3, 2024.

Attested:

	Principal, Dennis Carter on 9/3/2024
	SSC Chairperson, Caitlin Gregory on 9/3/2024

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities



This section is required for all schools eligible for ATSI and CSI.

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

**Note:** *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.



# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

**For additional CSI resources, please see the following links:**

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023