



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	September 4, 2025	Septemberr 17, 2025

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. Acacia Magnet School held multiple meetings and planning sessions in the 2024-2025 school year with the goal of representing as many stakeholders as possible in our updated SPSA Plan.

2024/2025 SPSA dates:

August 27, 2024: Site Council meeting

September 3, 2024: Site Council meeting to vote and approve the 2024/2025 SPSA

September 17, 2024: Site Council meeting

October 15, 2024: Site Council meeting

November 19, 2024: Site Council meeting

December 17, 2024: Site Council meeting

January 21, 2025: Site Council meeting

February 18, 2025: Site Council meeting

March 18, 2025: Site Council meeting

April 15, 2025: Site Council meeting

May 20, 2025: Site Council meeting

FUTURE SITE COUNCIL DATES

August 26, 2025: Site Council: Complete SPSA monitoring tool to review. No quorum to vote.

September 4, 2025: Added meeting to vote for 2025/2026 SPSA

October 21, 2025: SPSA Progress towards goals discussion

November 18, 2025: (Review of Trimester 1 benchmark data and IXL and SRI diagnostic data)

December 16, 2025: SPSA progress towards goals discussion

January 20, 2026: SPSA progress towards goals discussion

February 17, 2026: SPSA Monitoring Tool exercise

March 17, 2026: SPSA data analysis (Review of Trimester 2 benchmark data)

April 21, 2026: SPSA progress towards goals discussion

May 19, 2026: Preliminary goal writing for 2026/2027 SPSA

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

N/A

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. Our school counselors also support students with attendance by checking in with students that begin showing patterns of chronic absenteeism to set goals and provide incentives.

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.

Professional Learning Community Focus:

As part of our PLC work, teachers and academic specialists meet regularly in collaborative teams to analyze both formative and summative assessment data. These cycles of inquiry are designed to:

Identify Student Needs: Examine patterns in benchmark results to determine which students and skills require additional support or enrichment.

Target Instruction: Plan and adjust instructional practices to address areas where students are not yet meeting benchmarks or showing adequate growth.

Reflect on Instructional Effectiveness: Evaluate the success of current instructional approaches, strategies, and grouping structures.

Adjust Interventions and Supports: Reconfigure flexible groups, refine intervention content, and redistribute instructional responsibilities based on ongoing evidence of student learning.

Ensure Shared Responsibility: Engage in collective accountability by communicating student progress transparently with families and maintaining a united focus on student success.

Through this collaborative process, PLCs create a culture where teachers learn from one another, use data as a tool for action, and stay collectively committed to ensuring high levels of growth for all students.

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
Total Enrollment				387	380	369

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
Grade3	59	57	71
Grade 4	62	60	57
Grade 5	50	60	60
Total Enrollment	387	380	369

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. During the 2024/2025 school year, Acacia Magnet School demonstrated strong growth in kindergarten, where the average scale score increased from 1396 to 1442 and the percentage of students scoring at Level 4 advanced from 4% to 29%, surpassing district averages. Grade 2 also showed notable improvement, with the average score rising from 1444 to 1484 and no students remaining at Level 1.
2. An area for growth is Grade 1, where scores declined from 1445 to 1425 and the percentage of students at Level 3 dropped from 42% to 20%, indicating a need for continued targeted early language support.
3. For the 2024/2025 school year, Acacia outperformed the district on average scale score (1480 vs. 1472) and had a lower share of Level 1 (8.5% vs. 17.1%). Acacia also had a higher combined share at Levels 3+4 (58.8% vs. 53.9%).

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	67	60	56	65	60	56	64	60	93.3	97	100.0
Grade 4	59	53	66	57	50	64	57	49	64	96.6	94.3	97.0
Grade 5	61	58	53	60	56	49	60	56	49	98.4	96.6	92.5
All Grades	180	178	179	173	171	173	173	169	173	96.1	96.1	96.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2431.	2410.		25.00	17.19	28.8	25.00	25.00	25.4	23.21	21.88	*	26.79	35.94	28.8
Grade 4	2460.	2503.		28.07	36.73	26.6	15.79	26.53	26.6	19.30	14.29	21.9	36.84	22.45	25.0
Grade 5	2497.	2481.		20.00	25.00	40.8	31.67	19.64	24.5	21.67	14.29	*	26.67	41.07	*
All Grades	N/A	N/A	N/A	24.28	25.44	31.2	24.28	23.67	25.4	21.39	17.16	19.1	30.06	33.73	23.7

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.21	15.63		51.79	64.06		25.00	20.31	
Grade 4	28.07	24.49		50.88	59.18		21.05	16.33	
Grade 5	21.67	16.07		60.00	60.71		18.33	23.21	
All Grades	24.28	18.34		54.34	61.54		21.39	20.12	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	16.07	12.50		60.71	53.13		23.21	34.38	
Grade 4	19.30	24.49		54.39	61.22		26.32	14.29	
Grade 5	20.00	19.64		50.00	44.64		30.00	35.71	
All Grades	18.50	18.34		54.91	52.66		26.59	28.99	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	14.29	14.06		66.07	68.75		19.64	17.19	
Grade 4	8.77	20.41		66.67	67.35		24.56	12.24	
Grade 5	16.67	5.36		66.67	73.21		16.67	21.43	
All Grades	13.29	13.02		66.47	69.82		20.23	17.16	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	23.21	10.94		55.36	65.63		21.43	23.44	
Grade 4	15.79	26.53		70.18	67.35		14.04	6.12	
Grade 5	18.33	21.43		63.33	55.36		18.33	23.21	
All Grades	19.08	18.93		63.01	62.72		17.92	18.34	

Conclusions based on this data:

- Grade 5 showed significant improvement in 2024/25, with the average score rising from 2481 to 2550, the percentage of students not meeting standard decreasing from 41% to 16%, and those exceeding standard nearly doubling from 20% to 40%
- Grade 3 also demonstrated recovery, with the percentage of students exceeding standard increasing from 17% in 2023/24 to 28% in 2024/25.
- An area of growth is sustaining progress in Grade 4, where the percentage of students exceeding standard declined from 36% in 2023/24 to 26% in 2024/25, indicating the need for more consistent support.

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	60	67	60	55	63	60	55	63	60	91.7	94	100.0
Grade 4	59	53	66	58	50	64	58	50	64	98.3	94.3	97.0
Grade 5	61	58	53	60	56	49	60	56	49	98.4	96.6	92.5
All Grades	180	178	179	173	169	173	173	169	173	96.1	94.9	96.6

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2420.	2431.		21.82	17.46	23.7	32.73	34.92	28.8	14.55	23.81	23.7	30.91	23.81	23.7
Grade 4	2471.	2482.		17.24	30.00	18.8	27.59	24.00	35.9	27.59	24.00	20.3	27.59	22.00	25.0
Grade 5	2461.	2466.		11.67	16.07	*	16.67	14.29	*	21.67	25.00	26.5	50.00	44.64	30.6
All Grades	N/A	N/A	N/A	16.76	20.71	20.8	25.43	24.85	29.5	21.39	24.26	25.5	36.42	30.18	26.0

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.82	23.81		54.55	52.38		23.64	23.81	
Grade 4	13.79	28.00		53.45	50.00		32.76	22.00	
Grade 5	10.00	17.86		40.00	33.93		50.00	48.21	
All Grades	15.03	23.08		49.13	45.56		35.84	31.36	

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	30.91	22.22		43.64	53.97		25.45	23.81	
Grade 4	24.14	28.00		48.28	42.00		27.59	30.00	
Grade 5	13.33	8.93		48.33	57.14		38.33	33.93	
All Grades	22.54	19.53		46.82	51.48		30.64	28.99	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	21.82	20.63		50.91	63.49		27.27	15.87	
Grade 4	25.86	34.00		50.00	52.00		24.14	14.00	
Grade 5	10.00	12.50		53.33	48.21		36.67	39.29	
All Grades	19.08	21.89		51.45	55.03		29.48	23.08	

Conclusions based on this data:

- Over the past three years, Grade 5 math performance has shown the most dramatic improvement. In 2022/23, half of the students (50%) did not meet standard, but by 2024/25 this percentage dropped to 30%. At the same time, students meeting or exceeding standards increased from 27% to 42%, and the average scale score rose steadily from 2461 to 2494. This reflects the positive impact of targeted math supports and stronger instructional practices at the upper grade level.
- Grade 3 demonstrated steady growth in math achievement over the three years, with average scale scores increasing from 2421 in 2022/23 to 2438 in 2024/25. The percentage of students not meeting standard declined from 30% to 25%, while the percentage exceeding standard improved from 21% to 23%. These gains highlight progress in building foundational math skills and ensuring more students are moving toward proficiency.
- Grade 4 showed strong improvement in 2023/24, with the percentage of students exceeding standards rising to 30%, but this dropped to 18% in 2024/25. While the percentage of students meeting standard increased to 35%, overall scale scores declined slightly, indicating uneven performance. This trend suggests a need for greater consistency in instruction, particularly in providing enrichment and challenge for students ready to exceed grade-level expectations.

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/ela/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1375.2	1438.2	1396.3	1393.6	1434.0	1408.8	1332.2	1447.6	1367.2	25	18	25
1	1443.3	1465.4	1444.6	1463.5	1485.1	1462.1	1422.7	1445.2	1426.6	29	13	14
2	1462.0	1472.1	1443.6	1464.1	1480.2	1465.3	1459.4	1463.7	1421.5	18	26	13
3	1450.2	1458.9	1480.8	1460.0	1468.9	1487.8	1439.8	1448.4	1473.4	18	16	25
4	1506.8	1507.8	*	1507.1	1512.0	*	1505.9	1503.1	*	19	20	9
5	1490.5	1528.2	1549.9	1480.6	1526.6	1564.7	1500.0	1529.4	1534.4	18	17	15
All Grades										127	110	101

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		
	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
K	0.00	22.22	4.00	20.00	44.44	24.00	44.00	16.67	52.00	36.00	16.67	20.00	25	18	25
1	6.90	15.38	0.00	24.14	53.85	42.86	51.72	15.38	28.57	17.24	15.38	28.57	29	13	14
2	5.56	3.85	7.69	44.44	57.69	30.77	27.78	26.92	38.46	22.22	11.54	23.08	18	26	13
3	5.56	0.00	8.00	33.33	37.50	56.00	33.33	25.00	24.00	27.78	37.50	12.00	18	16	25
4	21.05	10.00	*	31.58	55.00	*	36.84	15.00	*	10.53	20.00	*	19	20	*
5	0.00	17.65	26.67	27.78	52.94	60.00	61.11	17.65	6.67	11.11	11.76	6.67	18	17	15
All Grades	6.30	10.91	8.91	29.13	50.91	44.55	43.31	20.00	30.69	21.26	18.18	15.84	127	110	101

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		
	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
K	4.00	33.33	12.00	20.00	27.78	28.00	52.00	16.67	40.00	24.00	22.22	20.00	25	18	25
1	31.03	46.15	28.57	24.14	30.77	28.57	34.48	15.38	35.71	10.34	7.69	7.14	29	13	14
2	27.78	7.69	23.08	22.22	73.08	23.08	33.33	15.38	38.46	16.67	3.85	15.38	18	26	13
3	11.11	25.00	44.00	50.00	37.50	32.00	22.22	12.50	16.00	16.67	25.00	8.00	18	16	25
4	31.58	45.00	*	52.63	25.00	*	10.53	20.00	*	5.26	10.00	*	19	20	*
5	5.56	41.18	66.67	44.44	41.18	26.67	38.89	11.76	0.00	11.11	5.88	6.67	18	17	15
All Grades	18.90	30.91	34.65	33.86	41.82	30.69	33.07	15.45	23.76	14.17	11.82	10.89	127	110	101

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		
	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
K		22.22	0.00		27.78	27.78		33.33	33.33		16.67	16.67		18	18
1		0.00	0.00		61.54	61.54		15.38	15.38		23.08	23.08		13	13
2		3.85	3.85		46.15	46.15		30.77	30.77		19.23	19.23		26	26
3		0.00	0.00		12.50	12.50		37.50	37.50		50.00	50.00		16	16
4		5.00	5.00		25.00	25.00		35.00	35.00		35.00	35.00		20	20
5		11.76	11.76		17.65	17.65		58.82	58.82		11.76	11.76		17	17
All Grades	2.36	7.27	7.27	25.20	31.82	31.82	34.65	35.45	35.45	37.80	25.45	25.45	127	110	110

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	50.00	8.00	72.00	33.33	76.00	28.00	16.67	16.00	25	18	25
1	31.03	61.54	42.86	65.52	30.77	57.14	3.45	7.69	0.00	29	13	14
2	16.67	26.92	23.08	72.22	73.08	69.23	11.11	0.00	7.69	18	26	13
3	27.78	6.25	32.00	55.56	81.25	48.00	16.67	12.50	20.00	18	16	25
4	52.63	20.00	*	42.11	70.00	*	5.26	10.00	*	19	20	*
5	16.67	41.18	46.67	72.22	47.06	46.67	11.11	11.76	6.67	18	17	15
All Grades	23.62	32.73	29.70	63.78	58.18	59.41	12.60	9.09	10.89	127	110	101

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.00	22.22	16.00	52.00	44.44	52.00	36.00	33.33	32.00	25	18	25
1	27.59	38.46	14.29	51.72	53.85	71.43	20.69	7.69	14.29	29	13	14
2	27.78	19.23	23.08	44.44	76.92	61.54	27.78	3.85	15.38	18	26	13
3	27.78	43.75	52.00	50.00	25.00	36.00	22.22	31.25	12.00	18	16	25
4	36.84	65.00	*	52.63	25.00	*	10.53	10.00	*	19	20	*
5	11.11	70.59	86.67	66.67	29.41	6.67	22.22	0.00	6.67	18	17	15
All Grades	23.62	41.82	40.59	52.76	44.55	43.56	23.62	13.64	15.84	127	110	101

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	22.22	0.00	68.00	55.56	80.00	32.00	22.22	20.00	25	18	25
1	6.90	30.77	7.14	51.72	38.46	57.14	41.38	30.77	35.71	29	13	14
2	16.67	19.23	0.00	61.11	50.00	69.23	22.22	30.77	30.77	18	26	13
3	0.00	0.00	4.00	44.44	31.25	52.00	55.56	68.75	44.00	18	16	25
4	10.53	5.00	*	57.89	40.00	*	31.58	55.00	*	19	20	*
5	0.00	5.88	0.00	38.89	76.47	86.67	61.11	17.65	13.33	18	17	15
All Grades	5.51	13.64	1.98	54.33	49.09	67.33	40.16	37.27	30.69	127	110	101

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.00	44.44	16.00	44.00	27.78	68.00	48.00	27.78	16.00	25	18	25
1	0.00	0.00	0.00	68.97	76.92	71.43	31.03	23.08	28.57	29	13	14
2	22.22	7.69	7.69	50.00	76.92	61.54	27.78	15.38	30.77	18	26	13
3	5.56	18.75	4.00	72.22	62.50	80.00	22.22	18.75	16.00	18	16	25
4	15.79	40.00	*	68.42	40.00	*	15.79	20.00	*	19	20	*
5	5.56	23.53	20.00	72.22	70.59	73.33	22.22	5.88	6.67	18	17	15
All Grades	8.66	22.73	9.90	62.20	59.09	73.27	29.13	18.18	16.83	127	110	101

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

Student Population

The 2024 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.

2023-24 Student Population

Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
369	39.6%	29.3%	0.3%

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.

Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	108	29.3%
Foster Youth	1	0.3%
Homeless	47	12.7%
Socioeconomically Disadvantaged	146	39.6%
Students with Disabilities	68	18.4%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	2	0.5%
American Indian	1	0.3%
Asian	9	2.4%
Filipino	8	2.2%
Hispanic	195	52.8%
Two or More Races	13	3.5%
Pacific Islander	0	0.0%
White	141	38.2%

Conclusions based on this data:

1. Between the 2023 and 2024 school years, Acacia Magnet School's enrollment declined from 380 to 369 students, a modest decrease of 11 students. This small drop may reflect broader demographic shifts or changes in district enrollment patterns.
2. The percentage of socioeconomically disadvantaged students at Acacia Magnet School increased slightly from 38.2% in 2023 to 39.6% in 2024. This modest rise suggests a growing need for support services such as meal programs, academic interventions, and enhanced family engagement efforts to address the needs of an expanding underserved population.
3. The percentage of English Learners at Acacia Magnet School remained stable, shifting only slightly from 29.5% in 2023 to 29.3% in 2024. This consistency reflects ongoing linguistic diversity within the student population and highlights the continued need for strong English Learner instructional supports, particularly in light of recent declines in EL performance outcomes.

School and Student Performance Data

Overall Performance






The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  Red		

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

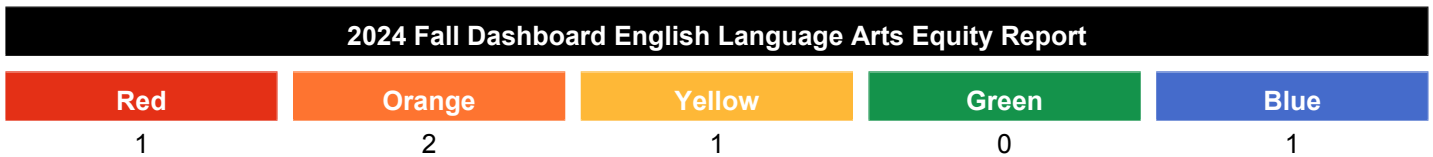
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.4 points below standard</p> <p>Maintained 1.4 points</p> <p>173 Students</p>	<p>English Learners</p> <p>Red</p> <p>72.8 points below standard</p> <p>Declined 4.1 points</p> <p>63 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>95.8 points below standard</p> <p>Increased 36.3 points</p> <p>22 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>42.1 points below standard</p> <p>Increased 7.1 points</p> <p>79 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>96.1 points below standard</p> <p>Increased 11.8 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>44.6 points below standard</p> <p>Declined 16.4 points</p> <p>94 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>46.1 points above standard</p> <p>Increased 19.2 points</p> <p>65 Students</p>

Conclusions based on this data:

- Between 2023 and 2024, Acacia Magnet School experienced a slight decline in overall English Language Arts (ELA) performance. In 2023, students scored 4 points below the standard and demonstrated significant growth with a 12.1-point gain, earning a Green performance level. However, in 2024, performance dropped slightly to 5.4 points below the standard, reflecting a 1.4-point decrease and resulting in a downgrade to the Orange performance level. This shift indicates a modest regression after previous gains.
- Achievement gaps among student subgroups in English Language Arts persisted or worsened from 2023 to 2024. Students with Disabilities showed improvement, moving from 107.9 points below standard in 2023 to 96.1 points below in 2024, a gain of 11.8 points, yet remained in the Orange performance level. In contrast, English Learners experienced a decline, dropping from 68.7 points below standard (Yellow) in 2023 to 72.8 points below (Red) in 2024, reflecting a 4.1-point decrease. These shifts indicate that while some progress was made, disparities in performance widened, particularly for English Learners.
- English-Only and White students demonstrated strong growth in English Language Arts from 2023 to 2024, further widening the performance gap between these groups and others. English-Only students increased their scores from 28 points above standard in 2023 to 36.5 points above in 2024, marking an 8.5-point gain. Similarly, White students improved from 26.9 points above standard (Green) to 46.1 points above (Blue), a substantial 19.2-point increase. These gains indicate that these groups not only met but significantly exceeded grade-level standards, reinforcing a persistent trend of performance advantage compared to other student populations.

School and Student Performance Data

Academic Performance Mathematics

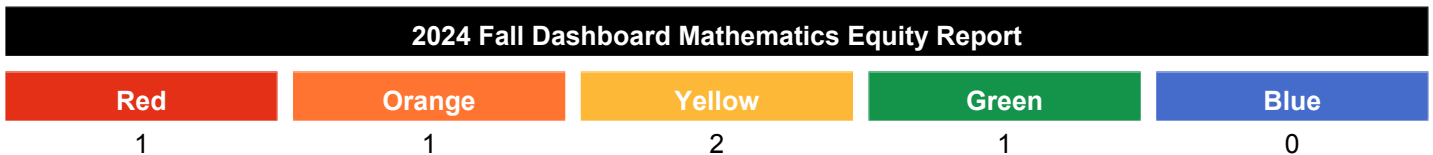
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>22.4 points below standard</p> <p>Increased 7.4 points</p> <p>172 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>83.6 points below standard</p> <p>Increased 7.1 points</p> <p>64 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p> No Performance Color</p> <p>96.8 points below standard</p> <p>Increased 13.7 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Orange</p> <p>66.6 points below standard</p> <p>Maintained 2.6 points</p> <p>79 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>134.8 points below standard</p> <p>Declined 7.0 points</p> <p>44 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>55.5 points below standard</p> <p>Increased 4.3 points</p> <p>93 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>21.8 points above standard</p> <p>Increased 14.6 points</p> <p>65 Students</p>

Conclusions based on this data:

- Between 2023 and 2024, overall student performance in mathematics at Acacia Magnet School showed clear improvement. In 2023, students scored 29.9 points below the standard, earning a Yellow performance rating. By 2024, this improved to 22.4 points below standard, reflecting a 7.4-point gain and an upgrade to the Green performance level. This growth indicates steady progress in meeting grade-level expectations in math across the school.
- From 2023 to 2024, student subgroups at Acacia Magnet School demonstrated mixed progress in mathematics. English Learners improved their performance from 90.7 points below standard to 83.6 points below, gaining 7.1 points while remaining in the Yellow performance band. Socioeconomically Disadvantaged students also made a modest improvement, moving from 69.1 to 66.6 points below standard, though their performance level held steady at Orange. In contrast, Students with Disabilities experienced a decline, dropping from 127.7 to 134.8 points below standard, remaining in the Red zone. These trends highlight continued disparities in achievement, with some groups improving while others fell further behind.
- From 2023 to 2024, English-Only and White students at Acacia Magnet School continued to outperform their peers in mathematics, showing notable gains that further widened existing achievement gaps. English-Only students improved from 1.2 points above standard to 15.9 points above, a 17.1-point increase. Similarly, White students grew from 7.2 points above standard to 21.8 points, gaining 14.6 points while maintaining their Green performance level. These significant improvements underscore a continued trend of higher achievement among these groups compared to their underserved peers.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Red 41.7% making progress. Number Students: 72 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 19.4%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 38.9%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 41.7%

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 Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Yellow <p>17.2% Chronically Absent</p> <p>Declined 8.5</p> <p>377 Students</p>	<p>English Learners</p>  Orange <p>24.3% Chronically Absent</p> <p>Declined 7.3</p> <p>115 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>0 Students</p>
<p>Foster Youth</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p>  Orange <p>26% Chronically Absent</p> <p>Declined 8.2</p> <p>50 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>25.5% Chronically Absent</p> <p>Declined 7.3</p> <p>161 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>26.6% Chronically Absent</p> <p>Declined 10.6</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>21.9% Chronically Absent</p> <p>Declined 9.9</p> <p>201 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>23.1% Chronically Absent</p> <p>Maintained 0</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>9.9% Chronically Absent</p> <p>Declined 8</p> <p>142 Students</p>

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

Academic Engagement Graduation Rate

The 2024 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.”

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

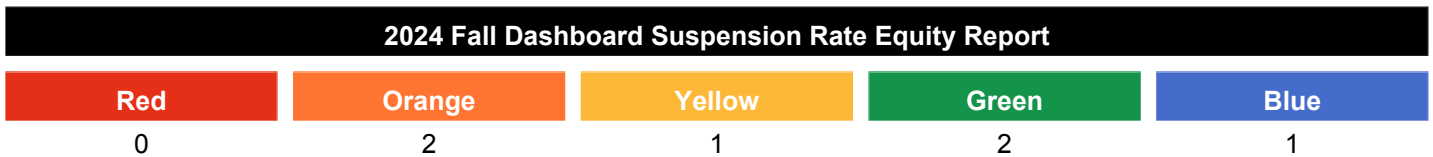
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p> Green</p> <p>1.6% suspended at least one day</p> <p>Declined 0.5%</p> <p>384 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0%</p> <p>118 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p> Orange</p> <p>3.9% suspended at least one day</p> <p>Increased 3.9%</p> <p>51 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Green</p> <p>1.8% suspended at least one day</p> <p>Declined 1.2%</p> <p>165 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>3.8% suspended at least one day</p> <p>Maintained 0%</p> <p>79 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>1% suspended at least one day</p> <p>Declined 1%</p> <p>203 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Increased 7.7%</p> <p>13 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>2.1% suspended at least one day</p> <p>Declined 0.4%</p> <p>146 Students</p>

Conclusions based on this data:

- 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%.
- 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.
- 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.
English Language Learners performed in the "Red" for ELA

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
2025 - 2026 CAASPP Scores ELA for ALL Students (SWD, EL, SED, GATE) 3rd - 5th grade	2024-2025 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 53% meeting or exceeding standards 4th grade: 53% meeting or exceeding standards 5th grade: 66% meeting or exceeding standards	2025-2026 CAASPP Scores ELA (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 56% meeting or exceeding standards 4th grade: 56% meeting or exceeding standards 5th grade: 69% meeting or exceeding standards
2025 - 2026 CAASPP Scores Math for ALL Students (SWD, EL, SED, GATE, Homeless) 3rd-5th grade	2024-2025 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 53% meeting or exceeding standards 4th grade: 55% meeting or exceeding standards 5th grade: 42% meeting or exceeding standards	2025-2026 CAASPP Scores Math (% of ALL Students Meeting or Exceeding Standard): 3rd grade: 56% meeting or exceeding standards 4th grade: 58% meeting or exceeding standards 5th grade: 45% meeting or exceeding standards
2025 - 2026 ELA Benchmarks for ALL Students (SWD, EL, SED) K-2nd grade	2024-2025 ELA Benchmarks K: 68% of students met or exceeded benchmarks 1st: 77% of students met or exceeded benchmarks 2nd: 74%% of students met or exceeded benchmark	2025-2026 ELA Benchmarks K: 71% of students meeting or exceeding benchmarks 1st: 80% of students meeting or exceeding benchmarks 2nd: 77% of students meeting or exceeding benchmarks
2025 - 2026 Math Benchmarks for ALL Students (SWD, EL, SED) K-2nd grade	2024-2025 Math Benchmarks K: 92% of students met or exceeded benchmarks 1st: 79% of students met or exceeded benchmarks 2nd: 76% of students met or exceeded benchmarks	2025-2026 Math Benchmarks K: 95% of students meeting or exceeding benchmarks 1st: 82% of students meeting or exceeding benchmarks 2nd: 80% of student meeting or exceeding benchmarks
2025-2026 Number of students RFEP	2024-2025 ELPAC Results 82 students assessed: Level 1: 7 students (8.5%) Level 2: 26 students (31.7%) Level 3: 33 students (40.2%) Level 4: 16 students (19.5%)	2025-2026 ELPAC Results Move ALL students one level higher. 7 students at Level 1 move to Level 2 26 students at Level 2 move to Level 3 33 students at Level 3 move to Level 4

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	Academic Specialists: -Salaries to support the delivery to Tier III instruction	ALL Students (SWD, EL, SED, GATE,	50,014 Title I

	<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>	Foster/Homeless, African American)	1000-1999: Certificated Personnel Salaries Certificated Academic Specialist Salaries including Teacher Release Time & Stipends
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)	5,000 0TRM 1000-1999: Certificated Personnel Salaries Copier lease 1,000 0010 5000-5999: Services And Other Operating Expenditures Laminator Repair / Replacement 20,000 Title I 2000-2999: Classified Personnel Salaries PE Specialists' Salaries to facilitate grade level collaboration time 3,000 0010 4000-4999: Books And Supplies Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies
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)	6,500 Title I 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Software
1.4	Training, professional development, and conferences (Virtual Confratute, CAPS) 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.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	8,500 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to facilitate teacher release time for progress monitoring and trainings related to SEM model

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)	9,813 Title I 5800: Professional/Consulting Services And Operating Expenditures Staff to attend Virtual Confratute, CAPS
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	5,500 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)	
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	1,250 0010 3000-3999: Employee Benefits Special Education Training
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 classroom from paraprofessionals and from teachers during Excel /Daily 5 time.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	2,052 Title I 5000-5999: Services And Other Operating Expenditures Classroom Budgets

Annual Review

SPSA Year Reviewed: 2024-25

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.

During the 2024–2025 school year, Acacia Magnet School implemented targeted strategies to support ELA and Math achievement, with a focus on historically underserved student groups. Key efforts included Tier III intervention, PLC

collaboration, supplemental instructional tools, and participation in Year 1 of the CAPS program. CAPS had a positive impact on instructional practices and student growth, particularly by strengthening teacher collaboration and data-driven decision-making. Acacia saw approximately a 22% increase in ELA and a 11% increase in math (grades 3-5). While several grade levels met or exceeded growth targets, others showed minimal gains, reinforcing the need for continued targeted support and intervention.

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

There were no significant deviations from the planned implementation or budgeted expenditures for the 2024–2025 school year. Budget allocations aligned with key strategies, including staffing, instructional software, materials, and PLC support. Minor adjustments, such as increased funding for student incentives and software, were approved by the School Site Council and reflected in the updated SPSA. Overall, implementation remained consistent with the original plan, with small refinements made to enhance impact and equity.

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.

The overarching goal of improving student achievement in ELA and Math remains in place for the 2025–2026 school year. Based on data and stakeholder input, grade-level growth targets were slightly adjusted to reflect more ambitious yet realistic expectations. Metrics were refined to include both CAASPP scores and benchmarks, offering a clearer picture of progress, especially in early grades. Additional focus will be placed on ELD support and targeted small group instruction using adaptive tools like Reading Eggs and IXL.

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 in an inclusive environment

1. Broaden student awareness of seen and unseen disabilities by providing educational experiences through Inclusive Schools Week.
2. Record the number of participants in school activities (PTSA, ELAC, GATE) as measured by sign-in sheets and recorded volunteer hours during the 2025/2026 school year.
3. Provide students with at least one activity/event per month that promotes inclusion, diversity awareness, and/or school connectedness during the 2025/2026 school year.
4. 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.
5. Provide students with at least one SEL lesson per week in the classroom and/or through activities, guest speakers, projects, or assemblies during the 2025/2026 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	Acacia saw an increase in the number of SWD spending 80% or more of their school day in the general education setting. During the 24/25 school year, 77% of our SWD spent 80% or more of their day in the general education setting. This was a 9% increase from the 2023/2024 school year.	By the end of the 2025/2026 school year, 80% of our SWD will spend 80% or more of their day in the general education setting.
Chronic Absenteeism Rate	During the 2024/2025 school year, Acacia saw an increase in ADA from 93.59% to 94.23% (+0.64%) During the 2024/2025 school year, Acacia saw a decrease in chronic absenteeism from 17.2% to 14.56% (-2.64%)	By the end of the 2025/2026 school year, Acacia will increase ADA to 95% (+0.77%) By the end of the 2025/2026 school year, Acacia will decrease chronic absenteeism to 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 2025/2026 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.
Partner with CRPD to provide organized sports during lunch	Acacia Magnet School has partnered with CRPD to provide lunch time activities for students.	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	CVUSD Counselor-provided SEL lessons / Sanford Harmony and classroom instruction.	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	
2.4	According to the individual students' needs, work with IEP teams to increase participation in general education.	SWD	None Specified None Specified No expenditure necessary as curriculum is coming from counselors that are paid by the school district.
2.5	Family engagement (informational sessions, education, evening events)	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	None Specified None Specified Work with case manager and other site staff to ensure SWD are receiving FAPE
2.6	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)	Expenditures outlined in Goal #3
2.7	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	ALL Students (SWD, EL, SED, GATE, Foster/Homeless, African American)	4,000 0010 4000-4999: Books And Supplies Supplies for quiet, calming, and sensory activities in the Wellness Room and around campus.

	will design and implement activities related to the different months.		
2.8	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)	4,000 0010 5000-5999: Services And Other Operating Expenditures Speakers associated with the different recognition months 2,000 0010 4000-4999: Books And Supplies Materials and supplies for student council to use during recess activities
2.9	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)	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) None Specified
2.10	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)	None Specified None Specified District funded
2.11	CRPD Lunch Program	All Students	1,500 0010 4000-4999: Books And Supplies Books and novels related to diversity, equity, and inclusion
2.12	Try it You'll like it Nutrition Program	All Students	2,850 0010 5000-5999: Services And Other Operating Expenditures CRPD Lunch program for students

Annual Review

SPSA Year Reviewed: 2024-25

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 2024-2025. 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 2025-2026 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 2024-2025 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 2025/2026 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 2024-2025 school year Acacia's social media numbers were as follows: Instagram: 479 followers Facebook: 630 followers	During the 2025-2026 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	

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, Multicultural Night, Open House/SEMtastic Showcase. We will also offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.	All Students	1,500 0010 4000-4999: Books And Supplies Library Books & Media
3.9			

Annual Review

SPSA Year Reviewed: 2024-25

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 2025-2026. 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 2025-2026 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 2025-2026 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>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	<p>Academic Specialists Salaries (see goal 1)</p> <p>Benefits (see goal 1)</p> <p>Copier Leases (See goal 1)</p> <p>Professional Development Services and Fees at University of Connecticut 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>

<p>4.2</p>	<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>	<p>All Students</p>	<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>
<p>4.3</p>	<p>PLCs engage in data analysis for compacting, identifying areas for enrichment, and to identify learning targets.</p>	<p>All Students</p>	<p>3,260 0010 1000-1999: Certificated Personnel Salaries Teachers will analyze data through PLC time to identify learning targets.</p>
<p>4.4</p>	<p>Creation of shared Google Drive for SEM resources; teachers and staff upload folders and files</p>	<p>All Students</p>	<p>None Specified None Specified No expense. Google Drive software is available to all required staff members for this task.</p>
<p>4.5</p>	<p>Teachers will identify curriculum for the outdoor classroom. They will also identify permanent features to be added to the space for future lessons. 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.</p>	<p>All Students</p>	<p>3,108 OTRM 4000-4999: Books And Supplies Supplies for permanent features in the Outdoor classroom and materials and supplies for outdoor instruction.</p>
<p>4.6</p>	<p>Supplemental funds for GATE education. Provide for hands-on experiences such as games and puzzles, projects, field trips, virtual field trips, guest speakers, etc.</p>	<p>All Students</p>	<p>2,000 OTRM 4000-4999: Books And Supplies Supplemental materials for GATE activities, guest speakers, etc. (games / puzzles, supplies for projects, etc.)</p>
<p>4.7</p>	<p>Specialists for all students to expose students to a wider variety of curricular options.</p>	<p>All Students</p>	<p>15,488 OTRM 5000-5999: Services And Other Operating Expenditures Art and Movement Specialist</p>
<p>4.8</p>			

Annual Review

SPSA Year Reviewed: 2024-25

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 2025-2026 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	\$164,835.00
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	\$96,879.00

Subtotal of additional federal funds included for this school: \$96,879.00

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	\$42,360.00
OTRM	\$25,596.00

Subtotal of state or local funds included for this school: \$67,956.00

Total of federal, state, and/or local funds for this school: \$164,835.00

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	42,360	0.00
0TRM	25,596	0.00
Title I	96,879	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	42,360.00
0TRM	25,596.00
Title I	96,879.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	69,274.00
2000-2999: Classified Personnel Salaries	20,000.00
3000-3999: Employee Benefits	1,250.00
4000-4999: Books And Supplies	27,608.00
5000-5999: Services And Other Operating Expenditures	36,890.00
5800: Professional/Consulting Services And Operating Expenditures	9,813.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	5,760.00
3000-3999: Employee Benefits	0010	1,250.00

4000-4999: Books And Supplies	0010	22,500.00
5000-5999: Services And Other Operating Expenditures	0010	12,850.00
1000-1999: Certificated Personnel Salaries	OTRM	5,000.00
4000-4999: Books And Supplies	OTRM	5,108.00
5000-5999: Services And Other Operating Expenditures	OTRM	15,488.00
1000-1999: Certificated Personnel Salaries	Title I	58,514.00
2000-2999: Classified Personnel Salaries	Title I	20,000.00
5000-5999: Services And Other Operating Expenditures	Title I	8,552.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,813.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	112,629.00
Goal 2	14,350.00
Goal 3	4,000.00
Goal 4	33,856.00

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

Name of Members	Role
Caitlyn Gregory	Parent or Community Member
Claudia Ramirez	Other School Staff
Brett Lowry	Parent or Community Member
Cristine Lowry	Parent or Community Member
Maggie Villanueva	Classroom Teacher
Melony Holland	Classroom Teacher
Mandi Pollak	Parent or Community Member
Dennis Carter	Principal

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 4, 2025.

Attested:

	Principal, Dennis Carter on 9/4/2025
	SSC Chairperson, Caitlin Gregory on 9/4/2025

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.

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.

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.

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