



Acacia Elementary School Rachel McCormick, Principal

School Mission/Vision/Demographics

Our mission at Acacia is to provide an education of the highest quality, blending the resources of the home, school, and community. We are committed to empowering students to reach their full potential with rigorous academic standards. We develop confident children who can collaborate, create, and communicate in a constantly evolving world.

Acacia Elementary School in Fullerton, California, serves a diverse student population of approximately 645 students in grades TK–6. The school's demographic composition includes about 33% White, 25% Asian, 28% Hispanic, 9% identifying as two or more races, and 2% Black students. Approximately 33% qualify for free or reduced-price lunch.

Acacia staff is committed to the belief that all students can and will learn and achieve at high levels. They use instructional pedagogy such as differentiated instruction, flexible grouping, targeted intervention, rigor and relevance, GATE strategies, project-based learning, and enrichment to ensure student achievement. Technology is thoughtfully integrated for increased student engagement and achievement. Additionally, Acacia School offers a one-to-one iPad program school-wide, TK through 6th grade. Teachers collaborate in grade level Professional Learning Communities (PLC) to develop SMART goals for student achievement in English language arts and mathematics based on current data and guaranteed and viable standards. Weekly PLC meetings focus on student learning and academic success for all students through the use of common formative assessments and monitoring of student progress.





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School Data

In the 2025 California School Dashboard, Acacia Elementary continued to demonstrate strong academic performance in both English Language Arts (ELA) and Mathematics, with students performing well above standard and maintaining the Green performance level in both areas. While there were slight declines in Distance from Standard (DFS) compared to the prior year, overall outcomes remain strong, and equity reports show the majority of student groups performing in Green or higher, with no groups in the lowest performance levels.

This strong performance is reinforced by 2025–26 i-Ready diagnostic data, which shows substantial growth across the year. In ELA, schoolwide DFS improved from -20.6 in the fall to -1.1 by spring (+19.5), with the percentage of students at or above grade level increasing from 34% to 52%, and 61% meeting growth goals. In Mathematics, DFS increased from -19.0 to 0.7 (+19.7), with students at grade level rising from 20% to 49%, and 60% meeting growth goals. Growth was evident across student groups and grade levels, with particularly strong progress in upper grades.

Notably, several student groups demonstrated accelerated growth, including English learners and long-term English learners, who showed significant gains in both DFS and on-grade-level performance. Upper grade levels, particularly Grades 5 and 6, also showed strong improvement, with Grade 6 reaching the highest levels of achievement in both ELA and Math. While some groups, including students with disabilities and economically disadvantaged students, continue to show lower overall performance, they also made measurable progress, highlighting the impact of targeted supports and interventions.

Overall, these results reflect a positive trajectory of growth and achievement across the school. Acacia's continued focus on data-driven instruction, targeted intervention, and equitable practices is contributing to strong outcomes, while also identifying key areas for continued focus to ensure all students reach grade-level standards.

Fiscal Information

Budget Information	
LCFF Supplemental	\$133,006
LCFF Base	\$88,091
Title I	N/A

SPSA Goal	Total Expenditures
Goal 1	\$111,240
Goal 2	\$16,382
Goal 3	\$90,275
Goal 4	\$3,200



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LCAP Goal 1: Student Achievement

At Acacia Elementary, Goal 1 is centered on ensuring that all students demonstrate proficiency or growth in English Language Arts (ELA) and Mathematics. This goal reflects our continued commitment to maintaining high levels of academic achievement while also addressing areas where improvement is needed. Overall, student performance remains strong, particularly in ELA, where students continue to perform above standard. However, recent data indicates a slight decline in ELA growth and a more notable decline in Mathematics performance, despite remaining in the high-performing range. This trend highlights the importance of taking intentional steps to maintain excellence while strengthening areas of concern.

A key focus of this goal is addressing achievement gaps among student groups. Students with Disabilities and English Learners continue to require additional support, particularly in Mathematics, where performance gaps are most pronounced. While English Learners are making progress in language acquisition, they continue to perform below their peers academically, reinforcing the need for integrated instructional supports within core instruction.

To address these needs, the school has implemented a comprehensive and strategic approach. Professional Learning Communities (PLCs) have been strengthened to ensure teachers have dedicated time to analyze student data, adjust instruction, and plan targeted interventions. A Math Focus Teacher has been added to provide consistent, targeted support for students who are not yet meeting standards. In addition, professional development opportunities continue to build teacher capacity in literacy, mathematics, and English Language Development. The school is also prioritizing the strengthening and alignment of schoolwide instructional practices through the use of substitute teachers to support instructional rounds and provide extended, purposeful planning time for teachers. These efforts are supported by the use of assessment tools and ongoing progress monitoring to ensure instructional decisions are data-driven and responsive to student needs.

Clear, measurable outcomes have been established to monitor progress toward this goal, including increasing SBAC performance in both ELA and Mathematics, reducing the number of students not meeting standards in the early grades, increasing English Learner progress on the ELPAC, and improving overall student growth as measured by district assessments.

Through reflection on implementation this past year, an important lesson emerged: intervention must be consistent and sustained to be effective. Previous math intervention efforts were limited in duration, which reduced their overall impact. Moving forward, the focus will be on providing year-long, targeted math intervention and earlier support to ensure all students have access to the instruction they need to succeed.

In summary, Goal 1 reflects Acacia's commitment to maintaining high achievement while strengthening instruction, closing achievement gaps, and ensuring continuous growth for every student.



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LCAP Goal 2: Digital and Informational Literacy

At Acacia Elementary, Goal 2 focuses on ensuring all students and staff have access to and effectively use 21st century learning tools to support instruction and student achievement. This work aligns with the district's commitment to equitable access and the development of digital literacy skills essential for future success.

Data indicates an opportunity to more intentionally leverage technology to support areas of need, particularly in Mathematics and among English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Through expanded use of digital tools, teachers are able to personalize learning, provide targeted intervention, and monitor student progress in real time.

To support this goal, the school is strengthening access to devices and digital platforms, providing focused professional learning for staff, and utilizing digital assessments and adaptive programs to guide instruction and support differentiation. Clear outcomes include ensuring all students have access to age-appropriate technology and receive instruction in digital literacy and citizenship.

In summary, Goal 2 reflects Acacia's commitment to using technology strategically to enhance instruction, close achievement gaps, and prepare students with the skills needed for future success.

LCAP Goal 3: Safe and Secure Environment

At Acacia Elementary, Goal 3 focuses on maintaining a safe, supportive, and inclusive environment that promotes student well-being and readiness to learn. Current data shows strong performance, with Chronic Absenteeism and Suspension Rates remaining in the Blue range, reflecting a positive school climate.

To sustain this success, the school continues implementing PBIS, Second Step, and schoolwide social-emotional practices, while providing targeted supports such as counseling, mental health resources, and attendance interventions for students in need. A key component of this work is the school counselor, who provides direct support to students through individual counseling, small groups, and social-emotional skill development, while also helping staff and families address behavioral and emotional needs early to prevent escalation.

Clear outcomes include maintaining strong attendance and behavior, ensuring all students participate in social-emotional learning, and increasing students' sense of safety and belonging.

In summary, Goal 3 reflects Acacia's commitment to sustaining a positive school climate where all students feel safe, supported, and connected.



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LCAP Goal 4: Parent and Community Engagement

At Acacia Elementary, Goal 4 focuses on strengthening communication and meaningful engagement with all families to support student success. This work reflects the school's commitment to building strong partnerships and ensuring all families feel informed, connected, and included in their child's education.

While overall engagement remains strong, data indicates a need to increase participation among English Learner and socioeconomically disadvantaged families, who may face barriers such as language, access, and scheduling. Strengthening equitable family engagement is essential to supporting student achievement and closing performance gaps.

To support this goal, the school continues to expand communication through newsletters, digital platforms, and direct outreach, while providing family events, workshops, and flexible opportunities for involvement. Increased emphasis is placed on multilingual communication and accessible formats to ensure all families can engage and support learning at home.

Clear outcomes include increasing participation in school events and meetings, as well as improving family feedback through survey data.

In summary, Goal 4 reflects Acacia's commitment to fostering strong, inclusive partnerships with families to support student learning and success.

Educational Partners

Acacia Elementary engaged in a collaborative, data-driven process to develop and refine the School Plan for Student Achievement (SPSA), ensuring alignment with LCAP and ESSA priorities while reflecting the needs of the school community. Throughout the school year, staff, families, and stakeholders analyzed schoolwide and subgroup data to identify strengths and areas for growth, then used this information to guide goal setting, strategy development, and resource allocation. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) played key roles in reviewing and approving the plan, while teachers and staff contributed through PLCs, leadership meetings, and professional development. Family and student input was gathered through surveys, meetings, and community engagement opportunities, and district support ensured alignment and compliance. This ongoing cycle of collaboration, feedback, and progress monitoring ensured the SPSA remains responsive, inclusive, and focused on improving outcomes for all students.

