



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acacia Elementary School	30-66506-6028005	April 13, 2026	May 12, 2026

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 Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

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 Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

Our school's plan for effectively meeting ESSA's planning requirements focuses on aligning federal, state, and local initiatives, including the Local Control and Accountability Plan (LCAP). This involves:

- **Comprehensive Needs Assessment:** Conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.
- **Goal Alignment:** Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.
- **Integration of Programs:** Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.
- **Targeted Interventions:** Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.
- **Stakeholder Engagement:** Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.
- **Ongoing Evaluation:** Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Acacia Elementary School engaged in a collaborative and data-driven process for developing, reviewing, and updating the School Plan for Student Achievement (SPSA). This process involved analyzing school-wide and subgroup data to identify strengths and areas for improvement, aligning goals with the Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements, and gathering stakeholder feedback through surveys, focus groups, and meetings. The timeline for this work spanned the school year, beginning with stakeholder consultations and data review in August and September, followed by drafting goals, strategies, and resource allocations from October to November. The draft SPSA was shared for feedback and approval between December and January, with progress monitoring and mid-year adjustments occurring from February to May. The process concluded with an annual review and priority setting in June and July. Key stakeholders included the School Site Council (SSC), which played a central role in approving and refining SPSA goals and budgets, and the English Learner Advisory Committee (ELAC), which ensured strategies met the needs of English Learners. Teachers and support staff contributed through professional learning community (PLC) meetings, Leadership Team meetings, and staff development days, while parents and families provided valuable input via surveys, workshops, and community forums. Student perspectives were gathered through surveys and focus groups, and district personnel offered technical assistance to ensure alignment with district priorities and compliance requirements. This inclusive approach ensured that the SPSA reflected the needs and priorities of the entire Acacia Elementary School community.

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.

According to the most recent California School Dashboard, Acacia Elementary School continues to demonstrate strong overall performance across multiple indicators, including English Language Arts, Mathematics, Chronic Absenteeism, and Suspension Rates. The school has maintained high levels of achievement and a positive school climate, reflecting a continued commitment to academic excellence, student engagement, and social-emotional well-being.

1. Academic Performance in English Language Arts (ELA) and Mathematics

Current Status: English Language Arts remains in the Blue performance category, while Mathematics continues to be in the Green category. These results indicate that students are performing above the state average, with steady progress toward higher levels of achievement in mathematics.

Next Steps:

- Maintain rigorous, standards-aligned instruction while refining differentiated learning strategies to meet diverse student needs
- Continue using data-driven practices to support all learners, with targeted attention to English Learners and Students with Disabilities
- Expand family engagement opportunities focused on supporting literacy and math skills at home

2. Chronic Absenteeism

Current Status: Chronic absenteeism remains in the Blue category, reflecting strong attendance rates and successful schoolwide efforts to keep students engaged and present.

Next Steps:

- Continue promoting positive attendance through recognition and incentives
- Strengthen early identification and intervention systems for students at risk of chronic absenteeism

3. Suspension Rates

Current Status: Suspension rates remain in the Blue category, demonstrating a positive and supportive school environment supported by effective behavior systems.

Next Steps:

- Continue implementation and refinement of Positive Behavioral Interventions and Supports (PBIS)
- Provide ongoing professional learning in social-emotional learning and restorative practices to sustain a strong school culture

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.

Based on the most recent California School Dashboard data, Acacia Elementary continues to demonstrate strong overall performance; however, subgroup data shows that English Learners and Students with Disabilities are still performing below the schoolwide average in both English Language Arts and mathematics. While there have been areas of growth, these gaps highlight the ongoing need to strengthen differentiated instruction and targeted supports. Ensuring equitable outcomes for all students remains a key priority, with a continued focus on accelerating achievement for these student groups.

To address these needs, Acacia Elementary has implemented several strategies aligned with its School Plan for Student Achievement:

- Targeted academic intervention and small-group instruction to support students performing below grade level, particularly English Learners and Students with Disabilities
- Ongoing data analysis through grade-level collaboration and professional learning communities (PLCs) to identify students needing additional support and adjust instruction accordingly
- Designated English Language Development (ELD) instruction to support language acquisition and academic vocabulary development for English Learners

- Use of formative assessments and consistent progress monitoring to guide instruction and ensure interventions are effective

Other Needs

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

In addition to the California School Dashboard, Acacia Elementary School utilizes locally collected data to identify specific student needs and measure pupil outcomes. This includes i-Ready data, formative assessments, attendance trends, behavioral data, and parent/student feedback to gain a deeper understanding of student engagement and achievement.

For instance, while the Dashboard highlights English Learners and students with disabilities as needing additional support in academic engagement, teacher observations and classroom assessments help tailor interventions, ensuring targeted and effective strategies.

By combining state and local data, Acacia remains committed to continuous improvement and student success.

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 Elementary School. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.42%	0.45%	0.45%	3	3	3
African American	1.25%	1.50%	1.97%	9	10	13
Asian	24.51%	24.55%	25.11%	176	164	166
Filipino	3.06%	2.99%	2.87%	22	20	19
Hispanic/Latino	26.18%	26.35%	27.53%	188	176	182
Pacific Islander	0%	%	%	0		
White	34.26%	34.73%	32.83%	246	232	217
Two or More Races	10.31%	9.43%	9.23%	74	63	61
Not Reported	0%	%	%	0		
Total Enrollment				718	668	661

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			23
Kindergarten	123	78	
Grade 1	81	96	
Grade 2	95	83	
Grade3	95	98	
Grade 4	102	98	
Grade 5	97	94	
Grade 6	125	98	
Total Enrollment	718	668	

Conclusions based on this data:

1.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	48	43	37	6.7%	6.4%	5.6%
Fluent English Proficient (FEP)	80	75	78	11.1%	11.2%	11.8%

Conclusions based on this data:

1.

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	95	100	85	95	99	85	95	99	85	100.0	99	100
Grade 4	98	98	99	98	98	98	98	98	98	100.0	100	99
Grade 5	99	96	99	99	95	98	99	95	98	100.0	99	99
Grade 6	124	99	95	123	99	94	123	99	94	99.2	100	98.9
All Grades	416	393	378	415	391	375	415	391	375	99.8	99.5	99.2

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	2515.	2500.	2491.	64.21	58.59	55.29	20.00	23.23	21.18	7.37	10.10	16.47	8.42	8.08	7.06
Grade 4	2568.	2555.	2551.	70.41	63.27	62.24	16.33	23.47	18.37	7.14	4.08	8.16	6.12	9.18	11.22
Grade 5	2569.	2583.	2574.	53.54	51.58	46.94	24.24	27.37	34.69	17.17	10.53	9.18	5.05	10.53	9.18
Grade 6	2614.	2594.	2620.	46.34	47.47	51.06	34.96	27.27	31.91	13.82	14.14	11.70	4.88	11.11	5.32
All Grades	N/A	N/A	N/A	57.83	55.24	53.87	24.58	25.32	26.67	11.57	9.72	11.20	6.02	9.72	8.27

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	50.53	38.38	36.47	44.21	54.55	56.47	5.26	7.07	7.06
Grade 4	44.90	40.82	41.84	51.02	55.10	50.00	4.08	4.08	8.16
Grade 5	30.30	36.84	30.61	63.64	54.74	61.22	6.06	8.42	8.16
Grade 6	43.90	43.43	38.30	44.72	44.44	52.13	11.38	12.12	9.57
All Grades	42.41	39.90	36.80	50.60	52.17	54.93	6.99	7.93	8.27

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	51.58	46.94	40.00	40.00	45.92	55.29	8.42	7.14	4.71
Grade 4	53.06	50.00	50.00	43.88	43.88	42.86	3.06	6.12	7.14
Grade 5	47.47	49.47	42.86	50.51	48.42	51.02	2.02	2.11	6.12
Grade 6	56.91	47.96	53.19	38.21	44.90	43.62	4.88	7.14	3.19
All Grades	52.53	48.59	46.67	42.89	45.76	48.00	4.58	5.66	5.33

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	38.95	21.43	15.29	58.95	72.45	77.65	2.11	6.12	7.06
Grade 4	28.57	24.49	25.51	68.37	71.43	70.41	3.06	4.08	4.08
Grade 5	25.25	24.21	21.43	67.68	69.47	74.49	7.07	6.32	4.08
Grade 6	28.46	16.16	22.34	68.29	75.76	75.53	3.25	8.08	2.13
All Grades	30.12	21.54	21.33	66.02	72.31	74.40	3.86	6.15	4.27

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	41.05	38.38	31.76	55.79	58.59	58.82	3.16	3.03	9.41
Grade 4	42.86	41.84	29.59	54.08	53.06	63.27	3.06	5.10	7.14
Grade 5	33.33	45.26	26.53	59.60	47.37	65.31	7.07	7.37	8.16
Grade 6	33.33	40.40	37.23	58.54	53.54	58.51	8.13	6.06	4.26
All Grades	37.35	41.43	31.20	57.11	53.20	61.60	5.54	5.37	7.20

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	95	100	85	94	100	85	94	100	85	98.9	100	100
Grade 4	98	98	99	98	97	99	98	97	99	100.0	99	100
Grade 5	99	96	99	99	95	98	99	95	98	100.0	99	99
Grade 6	124	99	95	124	97	94	124	97	94	100.0	98	98.9
All Grades	416	393	378	415	389	376	415	389	376	99.8	99	99.5

* 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	2521.	2513.	2494.	67.02	57.00	45.88	15.96	28.00	37.65	9.57	13.00	11.76	7.45	2.00	4.71
Grade 4	2563.	2557.	2540.	64.29	60.82	46.46	21.43	23.71	26.26	10.20	9.28	20.20	4.08	6.19	7.07
Grade 5	2565.	2572.	2565.	48.48	49.47	50.00	17.17	24.21	16.33	23.23	14.74	21.43	11.11	11.58	12.24
Grade 6	2622.	2612.	2627.	61.29	53.61	63.83	15.32	18.56	12.77	14.52	18.56	17.02	8.87	9.28	6.38
Grade 11															
All Grades	N/A	N/A	N/A	60.24	55.27	51.60	17.35	23.65	22.87	14.46	13.88	17.82	7.95	7.20	7.71

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	70.21	66.00	58.82	26.60	31.00	34.12	3.19	3.00	7.06
Grade 4	67.35	68.04	58.59	27.55	24.74	32.32	5.10	7.22	9.09
Grade 5	42.42	50.53	46.94	44.44	34.74	42.86	13.13	14.74	10.20
Grade 6	63.71	58.76	63.83	26.61	29.90	28.72	9.68	11.34	7.45
Grade 11									
All Grades	60.96	60.93	56.91	31.08	30.08	34.57	7.95	9.00	8.51

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	59.57	48.00	45.88	29.79	45.00	47.06	10.64	7.00	7.06
Grade 4	55.10	47.42	36.36	37.76	44.33	55.56	7.14	8.25	8.08
Grade 5	41.41	44.21	37.76	48.48	43.16	50.00	10.10	12.63	12.24
Grade 6	50.00	41.24	44.68	38.71	51.55	45.74	11.29	7.22	9.57
All Grades	51.33	45.24	40.96	38.80	46.02	49.73	9.88	8.74	9.31

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	64.89	60.00	45.88	29.79	38.00	52.94	5.32	2.00	1.18
Grade 4	59.18	49.48	45.45	33.67	43.30	43.43	7.14	7.22	11.11
Grade 5	33.33	34.74	35.71	59.60	58.95	48.98	7.07	6.32	15.31
Grade 6	43.55	44.33	52.13	50.81	51.55	41.49	5.65	4.12	6.38
All Grades	49.64	47.30	44.68	44.10	47.81	46.54	6.27	4.88	8.78

Conclusions based on this data:

1.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1446.7	1446.3	*	1432.8	1457.0	*	1478.6	1421.4	*	12	12	4
1	*	*	*	*	*	*	*	*	*	*	9	8
2	*	*	*	*	*	*	*	*	*	9	*	10
3	*	*	*	*	*	*	*	*	*	6	5	*
4	*	*	*	*	*	*	*	*	*	*	7	4
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades										38	37	30

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		
	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
K	25.00	16.67	*	25.00	50.00	*	50.00	25.00	*	0.00	8.33	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.58	24.32	33.33	39.47	35.14	33.33	26.32	29.73	23.33	2.63	10.81	10.00	38	37	30

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		
	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
K	16.67	25.00	*	33.33	33.33	*	41.67	33.33	*	8.33	8.33	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	42.11	32.43	50.00	39.47	32.43	16.67	13.16	24.32	20.00	5.26	10.81	13.33	38	37	30

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		
	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
K	33.33	33.33	*	33.33	16.67	*	33.33	50.00	*	0.00	0.00	*	12	12	*
1	16.67	*	*	41.67	*	*	41.67	*	*	0.00	*	*	12	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*		*	*	
All Grades	21.05	16.22	13.33	42.11	35.14	40.00	23.68	35.14	36.67	13.16	13.51	10.00	38	37	30

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.33	25.00	*	83.33	58.33	*	8.33	16.67	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	28.95	37.84	43.33	68.42	48.65	50.00	2.63	13.51	6.67	38	37	30

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	16.67	25.00	*	58.33	58.33	*	25.00	16.67	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	50.00	32.43	36.67	39.47	54.05	43.33	10.53	13.51	20.00	38	37	30

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	25.00	8.33	*	75.00	83.33	*	0.00	8.33	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	23.68	8.11	20.00	65.79	70.27	63.33	10.53	21.62	16.67	38	37	30

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	75.00	33.33	*	25.00	66.67	*	0.00	0.00	*	12	12	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*		*	*		*	*		*	*		*
6	*	*		*	*		*	*		*	*	
All Grades	56.76	35.14	36.67	43.24	56.76	56.67	0.00	8.11	6.67	37	37	30

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
661	33.3%	5.6%	0.3%
Total Number of Students enrolled in Acacia Elementary School.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	37	5.6%
Foster Youth	2	0.3%
Homeless	3	0.5%
Socioeconomically Disadvantaged	220	33.3%
Students with Disabilities	54	8.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2%
American Indian	3	0.5%
Asian	166	25.1%
Filipino	19	2.9%
Hispanic	182	27.5%
Two or More Races	61	9.2%
Pacific Islander	0	0.0%
White	217	32.8%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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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.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Blue	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Language Arts

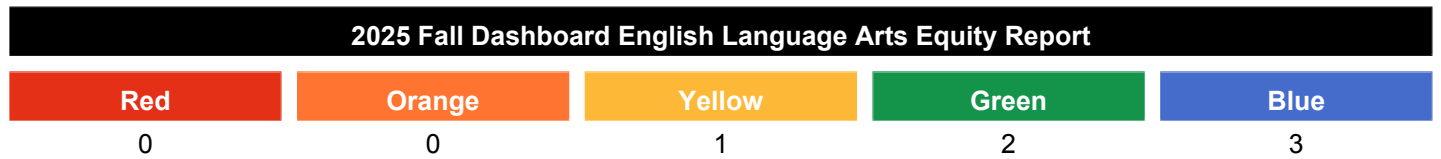
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 74.5 points above standard Maintained -0.6 points 372 Students	English Learners  No Performance Color 46.9 points above standard Declined 11.6 points 28 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  Blue 47.9 points above standard Maintained 1.3 points 126 Students

Students with Disabilities  Yellow 8 points above standard Maintained 1.5 points 39 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 109.8 points above standard Maintained -2.5 points 99 Students	Filipino  No Performance Color 26.9 points above standard Declined 21.9 points 11 Students	Hispanic  Green 42.9 points above standard Increased 11 points 95 Students
Two or More Races  Blue 91.9 points above standard Increased 3 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 71.4 points above standard Declined 5.1 points 120 Students

Conclusions based on this data:

- Acacia Elementary excels in English Language Arts (ELA), with most students meeting or exceeding state standards. The school's ELA performance surpasses district and state averages, reflecting strong instruction and support.
 - Overall Performance: High proficiency in ELA assessments.
 - Student Groups: English Language Learners and socioeconomically disadvantaged students show strong progress.
 - Comparative Performance: Scores exceed district and state averages.
 - Continuous Improvement: Ongoing professional development and targeted student interventions support growth.

Acacia Elementary's commitment to academic excellence is evident in its strong ELA outcomes.

School and Student Performance Data

Academic Performance Mathematics

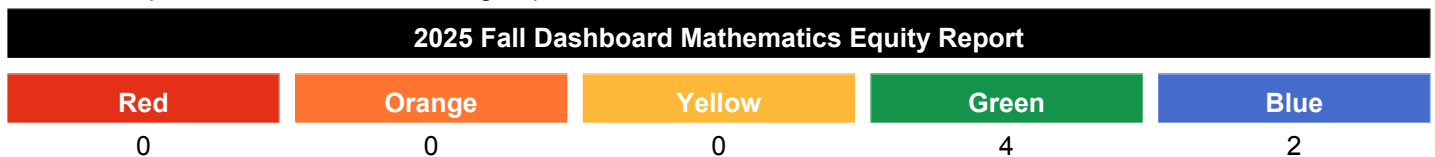
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Green 55.6 points above standard Declined 8.6 points 372 Students	English Learners No Performance Color 48.6 points above standard Declined 12.7 points 28 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged Green 32.1 points above standard Declined 6 points 126 Students

Students with Disabilities  Green 0.4 points above standard Declined 30.9 points 39 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 108.8 points above standard Maintained 2.8 points 99 Students	Filipino  No Performance Color 33.2 points above standard Maintained -1.2 points 11 Students	Hispanic  Green 12.8 points above standard Declined 5.9 points 95 Students
Two or More Races  Blue 56.6 points above standard Maintained 1 points 39 Students	Pacific Islander  No Performance Color 0 Students	White  Green 50.8 points above standard Declined 19.8 points 120 Students

Conclusions based on this data:

- Acacia Elementary demonstrates strong proficiency in Mathematics, with most students meeting or exceeding state standards. The school outperforms district and state averages, reflecting effective instruction and support.
 - Overall Performance: High achievement in Math assessments.
 - Student Groups: English Language Learners and socioeconomically disadvantaged students show solid progress.
 - Comparative Performance: Scores surpass district and state levels.
 - Continuous Improvement: Ongoing teacher development and student support programs enhance growth.

Acacia Elementary's commitment to academic excellence is evident in its strong Math performance.

School and Student Performance Data

Academic Performance Science

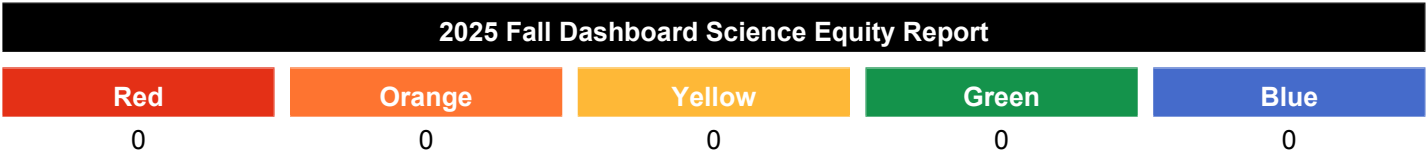
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Blue 69.9 science points Maintained 1.9 points 97 Students	English Learners  No Performance Color 67.5 science points 12 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 63.8 science points Maintained 0.4 points 28 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 75.3 science points Maintained 1 points 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 55.6 science points Declined 15.7 points 25 Students
Two or More Races  No Performance Color 78.2 science points 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 74.2 science points Increased 8.7 points 30 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 66.7 making progress. Number Students: 24 Students	 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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.2%	29.2%	0%	66.7%

Conclusions based on this data:

1. Acacia Elementary serves 24 English Learners (6.4% of students). The 2025 Dashboard shows that 67% are progressing toward English proficiency, an 11% increase from the previous year.
- Overall Performance: Almost all of EL students have maintained or show progress.
Trends: An increase in ELPI suggests current increased support is contributing to progress.
Next Steps: Targeted interventions and monitoring can improve outcomes.
Addressing this trend will help ensure stronger language development for EL students.

School and Student Performance Data

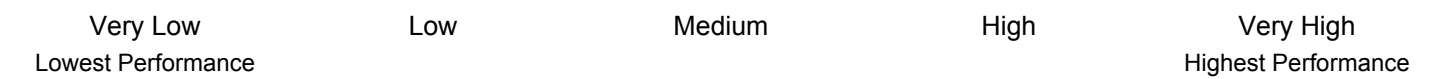
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance 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

Academic Engagement Chronic Absenteeism

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Blue

2.2% Chronically Absent

Declined 0.5

669 Students

English Learners



Green

2.4% Chronically Absent

Increased 2.4

42 Students

Long-Term English Learners

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Green

4.8% Chronically Absent

Maintained -0.3

227 Students

Students with Disabilities  Green 3.1% Chronically Absent Declined 2.1 64 Students	African American  No Performance Color 7.7% Chronically Absent 0 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Green 0.6% Chronically Absent Increased 0.6 172 Students	Filipino  No Performance Color 0% Chronically Absent Maintained 0 19 Students	Hispanic  Green 3.3% Chronically Absent Declined 1.5 182 Students
Two or More Races  Blue 1.6% Chronically Absent Declined 1.6 62 Students	Pacific Islander  No Performance Color 0 Students	White  Green 2.8% Chronically Absent Maintained -0.3 218 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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

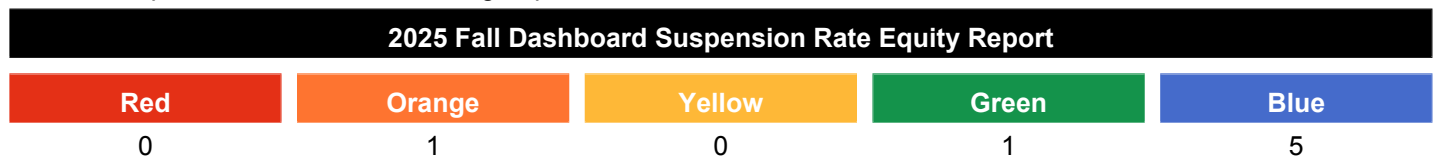
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.4% suspended at least one day Maintained -0.1% 678 Students	English Learners Blue 0% suspended at least one day Declined 2% 44 Students	Long-Term English Learners
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged Orange 1.3% suspended at least one day Increased 0.4% 235 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 2.6% 68 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Blue 0% suspended at least one day Declined 0.6% 172 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Hispanic  Blue 0.5% suspended at least one day Maintained 0% 188 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 63 Students	Pacific Islander  No Performance Color 0 Students	White  Green 0.9% suspended at least one day Maintained 0.1% 220 Students

Conclusions based on this data:

1.

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.

Student Achievement

ENGLISH LANGUAGE ARTS

Based on the 2026 Data, the percentage of students in grades 1 and 2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Based on the 2026 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 74 to 77

Based on the 2026 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

MATHEMATICS:

Based on the 2026 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the 2023 district diagnostic one results.

Based on the 2026 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 55 to 58

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 Student Achievement: All students will demonstrate proficiency or growth toward proficiency in ELA and Math

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.

Based on a review of the Dashboard and local data, the most significant area of need is in Mathematics. Although overall performance remains in the Blue range, the Distance from Standard (DFS) declined (-8.6), indicating a downward trend in student achievement. This decline is evident across multiple student groups, including Students with Disabilities (significant decline of -30.9 DFS), English Learners, and Hispanic students, highlighting a need for more targeted and sustained math intervention.

Achievement gaps are also present among student groups. Students with Disabilities demonstrate the largest performance gap in Mathematics, with performance well below standard compared to peers. English Learners, while showing progress in ELPAC (66.7% making progress), continue to perform below overall student groups in both ELA and Math, indicating a need for continued integrated ELD support within core instruction.

In ELA, overall performance remains strong (Blue), but there was a slight decline in DFS (-0.6), suggesting the need to maintain focus on differentiated instruction and early intervention, particularly in primary grades and for targeted subgroups.

To address these areas, the school has implemented and will expand targeted supports, including the addition of a math focus teacher to provide consistent intervention for grades 3–6, increased use of data-driven instruction during PLCs, and continued implementation of intervention programs and supplemental materials. Additional support for English Learners and Students with Disabilities will include targeted small group instruction and progress monitoring to reduce achievement gaps and improve overall outcomes.

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
SBAC	2026 Data	DFS Increase by 3
iReady	D2 2026 Data	Increase by 10%
K-1 Assessments	Fall 2026 Benchmark	Increase by 10%
ELPAC	2026 Data	Increase by 10%

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	Certificated Personnel: - A PE Teacher will provide instruction for students, to provide release times for grade levels to participate in Professional Learning Communities (PLC) biweekly for 50 minutes. PLC Teams discuss how to respond when students are not learning the G and V Standards, and identify interventions to help students at risk. - Substitute teachers will be paid to allow teachers to participate in professional development and training in their areas of Language Arts, Math, ELD, Glad strategies, Orton-Gillingham, and their professional growth goals. At the site level, teachers and support staff engage on professional development in order to increase their skills and best meet the needs of students.	All Students	15,138 LCFF - Base 1000-1999: Certificated Personnel Salaries P.E. Program 12,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute Teachers PD 5,500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher Stipend 10,322 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- Teacher substitutes will be utilized to support the following programs: Grade level meetings, Conducting Student Assessments, Round Tables/SIT Meetings, Teacher Evaluation Conferences, Classroom Walk Throughs/Instructional Rounds, and long-term planning and alignment. - Teacher stipends will be provided for after school programs including: FSD Fest, Hockey, High Reliability Schools, Robotics, STAGE, etc. Certificated Personnel: - A Math Focus Teacher will provide math intervention instruction for students who are not mastering the G and V Standards		1000-1999: Certificated Personnel Salaries Physical Education Charges 11,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Math Focus Teacher 11,700 LCFF - Base 1000-1999: Certificated Personnel Salaries Math Focus Teacher
1.2	Classified Personnel: Instructional aides will be hired to assist with the increased number of students in Kindergarten	All Students	17,721 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Kinder 200 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Overtime
1.3	Service Purchases: - Copier Machine Maintenance Contract and Laminator supplies will be purchased to maintain the copier machine and to assist in the duplication of intervention materials. - Reflex/Explore Learning contracts will be extended to provide intervention in Reading and Math. - Funds for the reproduction of instructional materials and overages on copy machine will be available to assist with the implementation of the CCSS. - Identified teachers will attend trainings/workshops such as GLAD Strategies, CGI, Writer's Workshop, Rtl, and technology to improve instruction. - Field Trips and Assemblies will be provided for students.	All Students	13630 LCFF - Base 5000-5999: Services And Other Operating Expenditures Copier Repairs 200 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Reproduction Charges 200 LCFF - Base 5000-5999: Services And Other Operating Expenditures Reproduction Charges 2,200 LCFF - Supplemental

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Teacher Conference Attendance
1.4	Instructional Purchases: - Support for SPED teachers will be given with instructional materials and strategies to better serve Students With Disabilities (SWD). - Materials will be purchased for the RtI intervention program to use with targeted students such Phonics for Reading, Phonemic Awareness SIPPS, LindaMood-Bell, Leveled Books, etc. - Additional supplemental materials will be purchased for Language Arts and Math instruction such as Orton-Gillingham, Simple Solutions, other curriculum and apps. - Books and additional materials will be purchased for the library to ensure our library is current and reflects our students' backgrounds. - Materials will be purchased for EL students to supplement ELD instruction (realia, poetry, books, amplifiers, SMART TVs, Apple TVs, and supplemental materials for Wonders Program etc.) to ensure full implementation of ELD and reinforcement of listening, speaking, reading and writing through out the day, integrating technology for engagement and achievement. - Materials for Interventions such as ALEKS licenses, and other apps	All Students	1,130 LCFF - Supplemental 4000-4999: Books And Supplies Materials Support SPED 1,005 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental RtI Materials 6,000 LCFF - Supplemental 4000-4999: Books And Supplies CCSS Supplemental ELA and Math Materials 1,000 LCFF - Supplemental 4000-4999: Books And Supplies Instructional/ELD Materials 675 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Intervention Materials (ALEKS) 1,619 LCFF - Base 4000-4999: Books And Supplies Instructional Materials/Library Book
1.6			
1.7			
1.8			

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The strategies and activities were implemented as planned and supported continued strong performance in ELA and Mathematics. PLC collaboration time allowed teachers to analyze data, adjust instruction, and plan targeted interventions. Supplemental supports, including instructional aides and intervention materials, contributed to meeting the needs of all student groups. While ELA outcomes remained strong, mathematics performance declined, indicating a need for more consistent and sustained intervention.

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

The primary difference was in the implementation of math intervention. Rather than providing support throughout the year, a substitute teacher was utilized to deliver intervention for grades 3–6 from February through April. This limited duration reduced the overall effectiveness of the intervention. As a result, adjustments have been made to prioritize consistent, year-long math support.

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.

To address identified needs, a math focus teacher will be added to provide targeted, year-long intervention for students in grades 3–6. Increased emphasis will be placed on data-driven instruction and ongoing progress monitoring during PLCs. Metrics and outcomes will remain unchanged; however, implementation will be strengthened through earlier and more consistent intervention. These changes are reflected in Strategy 1.1 (Certificated Personnel) and related intervention supports within Goal 1.

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.

Technology and Digital Literacy

All Acacia students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

A review of the 2025 California School Dashboard and local data indicates that while Acacia Elementary maintains strong overall performance, targeted areas for improvement remain, particularly in Mathematics and among specific student groups.

Mathematics performance remains in the Green level; however, a decline in Distance from Standard (DFS) and persistent gaps are evident. Students with Disabilities show the greatest need, performing below standard with significant decline. Socioeconomically disadvantaged students and English Learners also perform below schoolwide averages.

English Language Arts remains in the Blue range, though a slight decline in DFS highlights the need for continued instructional consistency. English Learner Progress reflects moderate growth, indicating a need for ongoing language development support.

Steps Taken to Address These Areas:

- Expand access to high-quality digital tools and adaptive platforms to support personalized learning, particularly in Mathematics.
- Use technology-based assessments and data systems to monitor progress and guide instruction in real time.
- Provide professional learning focused on effective technology integration to support differentiation and intervention.
- Increase access to engaging online resources to support English Learners and Students with Disabilities.
- Strengthen digital and informational literacy through consistent integration of technology across content areas.

These actions support equitable access to technology, personalized learning, and the development of digital literacy skills aligned to college and career readiness.

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
Access to age appropriate technology	Start of the school year - 0%	100% of all Students
Common Sense Media Lessons	Start of the school year - 0%	100% of all Students

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	Certificated Personnel: A stipend is paid for the Speech and Debate Teacher/Coach	All Students	2,800 LCFF - Base 1000-1999: Certificated Personnel Salaries Speech and Debate
2.2	Classified Personnel: Technology support will be provided by Tech I staff	All Students	9,882.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Tech I Support Staff
2.3	Service Purchases: Teachers will attend trainings/conferences to improve their instructional practices i.e. CUE and other technology conferences.	All Students	1,200.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Teachers Conference Attendance
2.4	Instructional Purchases: - Technology support/replacement for Student/Teacher needs iReady, iPads, Laptops, desktop computers, smart TVs, printers, apps, keyboards, earphones, cables, etc. will be purchased to provide students more opportunities to print, publish their final edited works, and support students' needs. - Computers, laptops, iPads, memory, cables, and other technology equipment and Apps, services will be purchased for teachers, Principal, Office Staff to access and run district, instructional and intervention programs, etc. to run efficiently. - Technology support/replacement for Student/Teacher needs STEAM Lab	All Students	1,000 LCFF - Supplemental 4000-4999: Books And Supplies Technology Support/Replacement 1,500 LCFF - Supplemental 4000-4999: Books And Supplies Technology Support/Replacement

Annual Review

SPSA Year Reviewed: 2025-26

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 strategies were largely implemented as planned, with consistent access to devices and digital platforms supporting daily instruction. Technology tools supported personalized learning and intervention, particularly in Mathematics. Professional development was provided, though implementation varied across classrooms. Overall, access and engagement increased, but more consistent and strategic use is needed to impact student outcomes and digital literacy.

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

Implementation remained closely aligned to the plan. Some adjustments were made to address device replacement and site needs. Professional development was offered, but variability in participation and application impacted consistency.

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 school will strengthen consistent use of technology to support instruction and close achievement gaps. This includes targeted professional development, increased use of digital assessment tools, and expanded use of adaptive platforms for differentiation. Clearer metrics will be established to monitor digital literacy and academic impact. These revisions are reflected in Goal 2 strategies and outcomes in the SPSA.

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.

Safe and Secure Environment

Acacia Elementary School will provide a welcoming, safe and secure environment for all members of our school community.

By Spring 2026, Acacia will maintain level 5 in Chronic Absenteeism and Suspension rates

100% of students will receive lessons in character development through the PBIS Program as measured by teachers' records. The number of suspensions will decrease as measured by suspension data contained in SWIS from the beginning of the 2024/2025 school year (August) compared to end of year SWIS data.

100% of students will participate in the Second Step Program with classroom lessons conducted throughout the year as measured by Second Step progress reports. Additionally, our school wide focus on social emotional learning provide strategies and tools for staff to further help students (morning greeting, morning meeting, calm corner, mindfulness etc.)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

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.

A review of the 2025 California School Dashboard and local data indicates that Acacia Elementary continues to demonstrate strong performance in school climate indicators, with Chronic Absenteeism and Suspension Rates both in the Blue performance level. These results reflect a positive school culture and effective systems of support.

Despite this success, continued attention is needed to maintain high levels of attendance and ensure consistency across all student groups. Local data indicates that a small number of students continue to demonstrate patterns of chronic absenteeism and require targeted intervention. Additionally, while suspension rates remain low overall, ongoing support is needed to address behavioral needs for specific students and ensure equitable outcomes.

Steps Taken to Address These Areas:

Continue implementation of PBIS with a focus on consistency across settings and targeted supports for students needing Tier 2 and Tier 3 interventions.

Strengthen social-emotional learning through Second Step and schoolwide practices (morning meetings, calm corners, and mindfulness strategies).

Provide targeted attendance interventions, including early identification, family communication, and support plans for at-risk students.

Maintain counseling and mental health supports to address student needs and prevent escalation of behaviors.

Reinforce positive behavior and attendance through recognition systems and schoolwide incentives.

These efforts are designed to sustain positive school climate outcomes, address the needs of targeted students, and ensure a safe, supportive environment for all.

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
Second Step	0% at start of the year	100% Completion at all grade levels
Dashboard Attendance	Dashboard Data	Decrease/Maintain
Dashboard Suspension	Dashboard Data	Decrease/Maintain
Survey Data	Feelings of Safe and Secure environment	Increase/Maintain

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	Certificated Personnel: - Teachers will be compensated at the hourly rate to work on the safety plan beyond the workday. In cooperation with District expectations, implement a district-wide plan to support the knowledge and training of all stakeholders to ensure safe work and school environments such as emergency preparedness and safety plans. - Teachers will be compensated at the hourly rate to plan for PBIS beyond the workday. - A school counselor will be funded 50% in order to assist with the implementation of academic and behavior programs. Identify and develop programs that support the emotional and physical well-being of all students and staff such as Lunch Bunch, individual and group counseling, Positive Behavior Intervention Supports (PBIS), Bullying/Cyber- bullying training,	All Students	1,000 LCFF - Base 1000-1999: Certificated Personnel Salaries Safety Planning 25,208 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School Counselor Salary 37,810 LCFF - Base 1000-1999: Certificated Personnel Salaries School Counselor Salary 1,994 LCFF - Base 1000-1999: Certificated Personnel Salaries PBIS Substitute Release Days & Extra Hours
3.2	Classified Personnel: Additional hours for noon supervisors will be provided to assist with the supervision before and during school.	All Students	2,000 LCFF - Base 2000-2999: Classified Personnel Salaries Additional Noon Supervisor Hours
3.3	Services Purchases: Counseling support from school psychologist, Mental Health Intern, and outside referrals to support teacher and student needs as well as crisis	All Students	15,120 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Counseling Services

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	prevention support from Mental Health Intern. Contract renewal for viewing programs/ movies during assemblies.		450 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Contract Renewal
3.4	Instructional materials: - Certificates and/or other awards will be purchased. Materials will be purchased to support our PBIS program. - Safety materials such as emergency equipment, batteries, containers, signs, cones, replacement of walkie talkies, cost estimates for facilities repairs/improvement etc. will be purchased. Replacement of Raptor System supplies for electronic badges. - Materials and furniture will be purchased to support flexible learning classrooms, STEM Lab, and library. - Materials will be purchased to support School Tours designed to advertise Acacia programs and projects.	All Students	1,293 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Materials 500 LCFF - Supplemental 4000-4999: Books And Supplies Safety Materials 100 LCFF - Base 4000-4999: Books And Supplies School Tours 4,800 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Furniture

Annual Review

SPSA Year Reviewed: 2025-26

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.

Strategies aligned to Goal 3 were implemented with a high level of fidelity. PBIS, Second Step, and schoolwide social-emotional practices were consistently integrated into daily routines, contributing to a positive school climate. Chronic Absenteeism and Suspension Rates remained in the Blue performance level, indicating strong outcomes. Counseling and mental health supports further strengthened student behavior and well-being. Overall, the strategies were effective in maintaining a safe, supportive environment for students.

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

Implementation closely aligned with the plan. Minor adjustments were made to allocate resources toward immediate student needs, including counseling support and supervision. No significant differences impacted the overall effectiveness of the goal.

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 school will refine and strengthen Tier 2 and Tier 3 supports to better address the needs of targeted students, particularly in attendance and behavior. Continued professional learning will focus on consistent PBIS implementation

and restorative practices. Additional emphasis will be placed on early identification and intervention for at-risk students. These refinements are reflected in the updated strategies and actions under Goal 3 in the SPSA.

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.

Parent Engagement

Acacia Elementary School will support excellent communication among all members of our school community and within our District as measured by the percentage of parents attending school conferences, BTSN, Family Nights, Open House, and other meetings/events and participation in groups and committees such as ELAC, SSC, PTA, and The Acacia Foundation.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

A review of the 2025 California School Dashboard and local data indicates that Acacia Elementary maintains strong overall performance in academic achievement and school climate, including high performance in English Language Arts and low rates of suspension and chronic absenteeism. While these outcomes reflect a positive and supportive school environment, continued growth is needed in strengthening equitable family engagement to support all student groups.

Dashboard data highlights performance differences among student groups, particularly for Students with Disabilities, English Learners, and socioeconomically disadvantaged students in Mathematics and English Learner Progress. These trends indicate a need to further engage and support families in understanding student progress and accessing resources to support learning at home.

Additionally, local data suggests variability in participation across parent groups, with lower engagement among English Learner and socioeconomically disadvantaged families, often due to barriers such as language, access, and scheduling.

Steps Taken to Address These Areas:

- Expand multilingual communication and outreach to ensure all families have access to school information and resources.
- Increase use of digital communication platforms to provide timely, accessible updates and resources.
- Provide workshops and family engagement opportunities focused on supporting student learning, particularly in Mathematics and literacy.
- Offer flexible meeting times and varied formats (in-person and virtual) to increase participation.
- Strengthen connections with families of targeted student groups to support student achievement and engagement.

These efforts aim to increase equitable family engagement, strengthen home-school partnerships, and support improved outcomes for all student groups.

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
School Survey	Fall and Winter Survey	Increase by 10%
Attendance at Parent Meetings	Sign in Sheets	Increase by 10%

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	Acacia School provides opportunities for all parents to participate. The following communication and meeting opportunities are available to all parents and community members: • Parent Survey • Monthly school newsletter • Acacia School website updated regularly • Classroom newsletters and web pages • Parent conferences • Parent information night • Back to School Night • Open House • PTA meetings and community building events • Foundation Meetings • Parent volunteers in the classrooms and at school functions • Collaborative school/parent staff committees • Teacher emails and phone calls home, Seesaw and/or Class Dojo or parent communication apps • Parent/principal emails, phone calls, and meetings with parents and community members • Weekly Smore and Connect Ed voice and email messages to keep all parents informed and involved • Coffee with the Principal • School Site Council meetings • ELAC/DELAC meetings	All Students	100 LCFF - Supplemental 4000-4999: Books And Supplies Materials and supplies 100 LCFF - Base 5000-5999: Services And Other Operating Expenditures Communications Postage 3,000 LCFF - Supplemental 4000-4999: Books And Supplies Communication Apps

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	- School assemblies and school-based events - Thursday Panda Folders with information and flyers, and PeachJar		
4.2			

Annual Review

SPSA Year Reviewed: 2025-26

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.

Strategies to increase parent engagement were implemented as planned, with consistent communication through newsletters, digital platforms, conferences, and school events. Opportunities for involvement, including PTA, SSC, ELAC, and family events, were well attended overall. Increased use of digital tools improved communication and access to information. While overall engagement remained strong, participation varied among student groups, indicating a need for more targeted outreach.

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

Implementation closely aligned with the plan. Minor adjustments were made to prioritize digital communication tools and materials to increase accessibility. No significant differences impacted the overall effectiveness of the goal.

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 school will strengthen targeted outreach to English Learner and socioeconomically disadvantaged families through expanded multilingual communication and more flexible engagement opportunities. Additional focus will be placed on providing workshops that support student learning at home, particularly in Mathematics and literacy. Communication methods will continue to be refined to ensure accessibility and consistency. These updates are reflected in the revised strategies and actions under Goal 4 in the SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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
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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
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Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	\$221,097.00
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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF - Base	\$88,091.00
LCFF - Supplemental	\$133,006.00

Subtotal of state or local funds included for this school: \$221,097.00

Total of federal, state, and/or local funds for this school: \$221,097.00

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	88,091.00
LCFF - Supplemental	133,006.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	134,472.00
2000-2999: Classified Personnel Salaries	44,923.00
4000-4999: Books And Supplies	23,722.00
5000-5999: Services And Other Operating Expenditures	17,980.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	70,442.00
2000-2999: Classified Personnel Salaries	LCFF - Base	2,000.00
4000-4999: Books And Supplies	LCFF - Base	1,719.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	13,930.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	64,030.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	42,923.00
4000-4999: Books And Supplies	LCFF - Supplemental	22,003.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	4,050.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	111,240.00
Goal 2	16,382.00
Goal 3	90,275.00
Goal 4	3,200.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Rachel McCormick	Principal
Tracey Anderson	Classroom Teacher
Kristine Roumiguere	Classroom Teacher
Nancy Regitz	Classroom Teacher
Charlene Ceron	Other School Staff
Alexander Brody	Parent or Community Member
Pamela Elwood	Parent or Community Member
Maureen Muir	Parent or Community Member
Jessika Villalva	Parent or Community Member
Judy Saechao	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Acacia Teacher Leadership Team

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 April 13, 2026.

Attested:



Principal, Rachel McCormick on April 13, 2026



SSC Chairperson, Pamela Elwood on April 13, 2026

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