School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Acacia Magnet School for Enriched Learning	56 73759 6055842	September 20, 2022	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

Acacia Magnet School for Enriched Learning implemented the Schoolwide Enrichment Model after a cohort of teachers and site administration attended training on gifted education at the University of Connecticut prior to the 2015-2016 school year. Acacia Magnet School's goals for the 2022-23 school year are aligned with CVUSD LCAP goals and ESSA as well as with the Acacia Magnet School's Mission and Vision Statements.

Mission Statement:

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

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

The 2022-23 SPSA goals support both the vision and mission of Acacia Magnet School and are in alignment with district LCAP goals. Based on collaboration with site leadership, site council, parents and teachers, the areas that required specific attention became evident; thus, we created detailed and meaningful goals to further the academic and social-emotional development of our students. Additionally, these goals serve to strengthen the progression of the Schoolwide Enrichment Model.

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

EC Section 64001 requires the development of the SPSA to include the following:
** A comprehensive needs assessment (pursuant to ESSA)
** Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
** May include local data
** An identification of the process for evaluating and monitoring the implementation of the SPSA and progress
towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

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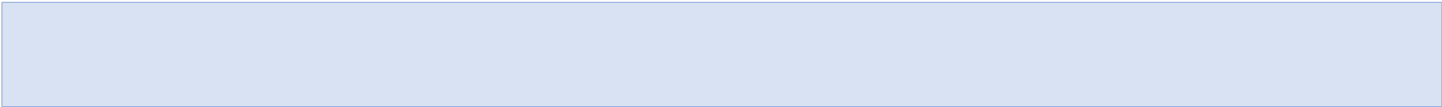
Table of Contents

Comprehensive Needs Assessment Components

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

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.
**86% of parents saying their children enjoy coming to school
**91% of parents report that the school creates a positive environment for learning
**86% of parents report indicating that they are informed of their students' academic progress.
**87% of parents report feeling comfortable on campus and participating in school events
**83% of parents report that students' differences were treated with respect.
**96% of elementary students feel their teachers care about them
**89% of elementary students said they knew who to go to at school if they have a problem
**59% of middle school students and 68% of high school students feel comfortable going to their counselor
**88% of middle school students and 87% of high school students report that a counselor is available when needed.
**93% of certificated staff know what to look for in students experiencing depression.
**92% of certificated staff feel confident that they can meet their students' learning needs.
**87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.
**79% of certificated staff feel students are engaged and motivated

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

At Acacia Magnet School, the principal visits each classroom regularly for informal observations in addition to the required formal observations. During visits, the principal interacts with students, participates in activities, and, when invited, provides guest lessons and rules reminders. During the 2022-2023 school year, teachers will learn about and participate in "Pineapple Chart" classroom observations as a form of informal and voluntary professional development.

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD

continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with the Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

At Acacia Magnet School, all stakeholders play a cyclical role in the implementation and monitoring of Daily 5/Excel time for both individual student progress as well as overall progress toward our School Plan for Student Achievement (SPSA) goals. Staff meeting time and collaborative release time allow teachers to review data, group students, and lesson plan to meet the needs of the students in their Daily 5/Excel groups. We follow a clearly delineated cycle for data analysis to determine individual student needs, identify learning groups for each grade level, and monitor progress to flex and change groups to meet the dynamic needs of students. Teachers collaborate at least once a trimester to match student needs with instructional approaches and materials to fill important learning gaps or accelerate student learning. In addition, teachers monitor student progress and modify groupings (adhering to COVID protocols) as needed, sometimes weekly or even on a daily basis, if required. Teachers have time for professional learning communities and grade level planning and data analysis multiple times each week as a result of the school district hiring PE teachers and Music teachers for the elementary schools.

Based on the analysis of district benchmark performance data in ELA and Math, staff determined the following target areas of focus for each grade level. The focus areas chosen in the primary grades (K-2) lay a foundation for higher-level skills in ELA and math in the upper grades. Focus areas are as follows:
Kindergarten - reading high frequency words and reading equation cards
Grade 1 and 2 - reading fluency and math facts fluency
Grade 3 - percentage of students demonstrating growth on district benchmarks for ELA and math
Grade 4: reading comprehension and vocabulary and growth on the math benchmark
Grade 5: students will improve their SRI scores and a higher percentage will score proficient on the math benchmark.

CVUSD students in grades TK-5 are assessed utilizing district benchmark assessments for ELA and math. ELA assessments include: local standards-based reading assessments, Scholastic Reading Inventory (SRI), trimester writing assessments, unit tests, theme tests, and teacher-created unit and formative assessments. Math assessments include: end of course exams, district benchmarks, unit tests, chapter tests and teacher created formative assessments. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish schoolwide goals. Assessment data is analyzed by the site principal, leadership team, School Site Council, and teachers to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

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

Acacia Magnet School teachers and SSC use CVUSD trimester benchmarks and SBAC and ELPAC results to plan, implement, and modify the instructional program and services. Staff uses reports from EADMS, Scholastic Reading Inventory, Achieve 3000, ESGI, EasyCBM, and more to inform instruction and assist in forming small learning groups with targeted goals. Teachers also use progress reports from Smarty Ants, Imagine Learning, Lexia, Achieve 3000, SRI, and IXL to monitor student progress and to set individual learning goals with students.

CVUSD TK-2 Teachers administer district trimester benchmarks in reading, writing and math to guide instruction and plan for differentiation. Grade 3-5 Teachers use SRI, unit tests and theme tests as pre and post assessments for students to measure progress and determine areas for pre-teaching and reteaching. Principals and teachers analyze student benchmark assessment data at the end of each trimester. For the 2022-23 school year, principals will continue to track data using Mastery Connect, Canvas, ESGI, Report Card data, and teacher record keeping sheets for student groups, classes, and grade levels. Performance data will be disaggregated and reported out to provide teachers with the opportunity to closely monitor the performance of all student groups, including English Learners, Socio-economically Disadvantaged, Race/Ethnicity, Special Education, Homeless, and Foster Youth.

CVUSD expanded the use of ESGI to include all teachers in grades TK-2. ESGI allows teachers to determine targeted achievement towards standards and provide individualized reports to teachers and parents. In addition, teachers are able to provide these reports to parents and families. Benchmark assessments in ELA and Math have been revised to align with the essential standards and curricula for each subject.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

At Acacia Magnet School, almost all classroom teachers have attended Confratute at the University of Connecticut for specialized Schoolwide Enrichment Model (SEM) training. We have not been able to attend in person for three years due to COVID travel restrictions. Staff who have not attended will receive first priority to attend once Confratute is available again for in-person attendance. In addition, many teachers have attended the California Association for the Gifted (CAG) conference each spring when the conference has been offered (the conference was not held in person during Spring 2022). In recent years, Acacia teachers worked with the NGSS Mentor Teachers from Thousand Oaks high school to provide NGSS-aligned lessons with hands-on opportunities. Teachers regularly complete PD in areas of personal and professional interest. Teachers and staff participated in professional development on Diversity, Equity, and Inclusion prior to the 2022-2023 school year. Teachers also participated in grade-level curriculum and pacing guides and assessment training. Teachers will learn about and participate in "Pineapple Chart" classroom observations as a form of informal and voluntary professional development.

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to "ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes." Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Social Emotional Learning, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum based professional learning opportunities.

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student's current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, "virtual office hours", opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students' academic, college and career, and social-emotional development.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, Mastery Connect, Eduprotocols, UDL, GATE, assessment, and student engagement strategies.

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

Acacia's Professional Development (PD) plans include implementing our Schoolwide Enrichment Model (SEM) through a collaborative curriculum infusion and enhancement process and supporting teacher's professional learning needs in Excel and Daily 5 practices. We also will work during staff meetings and release time to expand and enhance diversity, equity, and inclusion practices and support integrated and designated ELD instruction. Teachers readily attend offerings at the VCOE to enhance instruction. Our teachers have worked tirelessly to learn about and incorporate new technology to support digital instruction (including supporting students on Short-term Independent Study and COVID quarantine). Teacher are also acquiring training and working collaboratively in their PLCs to implement effective SEL and DEI strategies.

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it specifically targets student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.
Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites in using inclusive and supportive practices with students and families.

Additionally, English Learner Advisor Teachers and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students in the classroom. These sessions include access to activities, resources and strategies. These facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

Elementary school site reps will be trained this year on arts integration in the classroom using standards for drama/theater. These strategies also include social emotional learning and using instructional strategies for all learning modalities.

CVUSD will provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

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

Acacia Magnet School has grade span lead teachers for transitional kindergarten to 1st grade, 2nd to 3rd grade, 4th to 5th grade, and special education, as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) teacher advisor who provide professional development on site and serve on our LCAP Leadership Team.

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, Transitional Kindergarten, UDL and Intervention, and GATE. The TOSAs provide on-going professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

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

Acacia grade level teams receive multiple 30-minute blocks of time each week for collaboration, data analysis, and planning time provided by our Specialists Schedule and the district-hired music and physical education teachers. Grade level teams meet to collaborate on student data, curriculum, and instruction. They plan weekly and unit lessons and pacing and review assessment data. They also communicate with the academic specialist teachers as a team. Our site also has implemented "Bank Time", or Common Planning Time. We have early-release Wednesdays that allow teachers one hour in PLCs as grade level as well as vertical collaboration teams. The special education team, along with the principal, meets one Wednesday per month to collaborate on improving LRE percentages, coordinating goals and services, implementing diversity, equity, and inclusion and other best practices.

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focus areas of Universal Design for Learning, Diversity, Equity, and Inclusion, and social-emotional learning.

Teaching and Learning

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

Teachers at Acacia Magnet School enhance and infuse the curriculum with the SEM approach to help students meet and exceed grade level standards. Acacia uses a novel-based curriculum for English Language Arts instruction in grades 3-5. Acacia teachers will, however, administer Wonders unit exams and SRI exams to serve as District benchmark assessments for ELA. Acacia teachers review performance data to group students by ability in Excel or Daily 5 groups; teachers and academic specialists meet with students and provide targeted instruction and activities. Teachers monitor the placement of students in leveled groups. Teachers supplement instruction to provide remediation and extension with technology such as IXL, Lexia, Smarty Ants, Imagine Learning, and Achieve 3000.

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

CVUSD uses state-approved instructional materials in all subject areas including ELA and Mathematics. For the 2021-22 School Year, All TK-5 teachers are implementing the newly adopted ELA/ELD Wonders Program. In addition, CVUSD teachers and administrators created grade level pacing guides for ELA/ELD and Math for full implementation of standards based instruction. Teachers and administrators also developed and refined assessments to be used to monitor student progress toward state standards based on the consistent use of curriculum and instruction TK-5. Elementary teachers also focus on establishing learning routines and procedures to maximize students learning using the curriculum and materials at each grade level.

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

Acacia Magnet School teachers have developed Daily 5/Excel Time in accordance with CVUSD Multi-Tiered Systems of Support (MTSS). These instructional blocks of time allow flexible groupings of students by grade level and ELD level to meet their needs. Daily 5/ Excel is organized by trimester, and teachers follow a cycle in which we review data, plan groups based on instructional needs, and deliver instruction and intervention with progress monitoring. Daily 5 is five days a week and Excel groups are typically 30 minutes, 3 days per week.

CVUSD TK-5 Teacher teams collaborated to create grade level pacing guides to include units, themes, lessons, and assessments within a timeline that allows for monitoring students progress. Based on student data, interventions will be provided in ELA and Math including technology based programs, 1:1 and small group intervention with academic specialists, and classroom based interventions such as teacher-led small groups.

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

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

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

At Acacia, in addition to district provided resources teachers also use IXL to support ELA instruction. This program allows students to work independently and to progress at their own pace while monitoring their own progress and setting learning goals. Teacher and paraeducators also used Rosetta Stone to support ELD instruction.

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access.

At the elementary level, teachers implemented online supplemental intervention programs in literacy and math, such as: Lexia Reading, IXL Math and Achieve 3000. Elementary Academic Specialists support and provide small group instruction for students needing support in identified areas.

Opportunity and Equal Educational Access

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

Additional programs that we use to support our underperforming students at Acacia include IXL, EasyCBM, and Achieve 3000. English Learners work with Rosetta Stone software, as well. Teachers also have access to Boom Cards, Brain Pop, and Scholastic Readers to support all students in meeting standards. We also employ academic specialists who specialize on supporting specific grade spans (TK-1, 2-3, 4-5).

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. Teachers utilize whole group, small group and independent work times, as well as one-on-one student interventions during the instructional day to meet the individual instructional needs of students. Teachers incorporate scaffolding and differentiation into lessons in order to enable underperforming students to access the general curriculum. Targeted students also participate in scheduled intervention with classroom teachers and the credentialed intervention staff to receive targeted support in essential ELA and Math skills.

Evidence-based educational practices to raise student achievement

The Schoolwide Enrichment Model (SEM) is based on over 40 years of successful research and practice at raising student achievement.

The following research-based educational practices are utilized: Universal Design for Learning, Multi-Tiered Systems of Support (MTSS), PLC's,, Designated and Integrated ELD, differentiated instruction, Webb's Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Parental Engagement

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

The Acacia Magnet School Outreach Assistant helps to facilitate access to resources for families. She assists them in accessing healthcare, clothing and supplies, as well as provides parent education opportunities where they can learn how to support their children with respect to academics and social-emotional well-being. Conejo Parks and Recreation District provides a free on-campus homework assistance program (Safe Passages) and other activities to students from a nearby large apartment complex with many under-achieving students where families are often struggling economically. Our school also shares a Title I funded Social Worker to further support families with attendance, home visits, and access to community resources. Our special education staff provides consultation, collaboration, and direct services to students based upon their IEP's. Our PTA sponsors a variety of engaging and interactive in-school and evening enrichment opportunities for students and families throughout the school year.

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless student/family to check in on students attendance and to introduce themselves to their school liaison . The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

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

Acacia Magnet School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Acacia Magnet School's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Acacia Magnet School's parent DAC, GATE-DAC, DELAC, AAPAC, and LGBTQ+AC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication and planning.

Funding

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

Categorical Funds in CVUSD:
EIA funds are used to provide additional support and technology in the classroom.
EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
See goals and budget pages as part of SPSA.

Fiscal support (EPC)

The site receives federal funding in the form of EIA, EE, and Title 1. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the 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

May 17: School Site Council Meeting (SSC) - overview of SPSA planning process and budget allocation for 2022-2023

August 30: SSC meeting. Discussed SPSA planning and writing days. Provided SSC members with documents for reviewing previous plan and updating new plan.

September 1: SPSA planning / writing with SSC members

September 6: SPSA planning / writing with ELAC members, site leadership, and SSC members. Site Council elections. We discussed the SPSA process for the year and how SSC members would be involved in the process.

September 7: SPSA planning / writing with SSC members

September 8: SPSA planning / writing with SSC members and site leadership.

September 9: SPSA planning / writing with SSC members and site leadership. School Site Council meeting. Present completed SPSA for discussion and approval. Completion of SPSA Monitoring and Accountability Tool.

FUTURE SITE COUNCIL DATES

September 20: Site Council. Update on SPSA revisions and approval by School Board.

October 18: SPSA Monitoring Tool exercise

November 15: SPSA data analysis (Review of Trimester 1 benchmark data and IXL and SRI diagnostic data)

December 13: SPSA progress towards goals discussion

January 17: SPSA progress towards goals discussion

February 21: SPSA Monitoring Tool exercise

March 21: SPSA data analysis (Review of Trimester 2 benchmark data)

April 18: SPSA progress towards goals discussion

May 16: SPSA Monitoring Tool exercise and initial planning for 2022-2023

June 13: Preliminary goal writing for 2022-2023

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	81	89	87
Grade 1	64	63	59
Grade 2	51	64	55
Grade3	53	49	65
Grade 4	60	54	46
Grade 5	56	63	59
Total Enrollment	365	382	371

Conclusions based on this data:

1. The school is experiencing significant growth in the primary grades, particularly Kindergarten and First Grade. Overall school enrollment is increasing and school approaching it's capacity.

2. The 21-22 fifth grade class was the last small class before upper grade class sizes approach capacity. The 2022-2023 kindergarten class is small. We are hopeful that school choice applicants will fill in the class in the next few years.

3. Hispanic and White students account for the majority of the school's students (roughly 90% - up from 86.8 in 2017-18).

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	117	128	128	32.1%	33.5%	34.5%
Fluent English Proficient (FEP)	38	29	24	10.4%	7.6%	6.5%
Reclassified Fluent English Proficient (RFEP)	26	5	10	20.5%	4.3%	7.8%

Conclusions based on this data:

1. The percentage of EL students in relation to the overall school population has increased by 2.4% over the three years measured.

2. The number of English learners has increased but the number of students who start school with proficient English abilities has decreased significantly.

3. There was a significant decrease in the number of students who are RFEP from 2018-19 to 2019-20. The interruption in ELPAC testing due to COVID-19 played a key factor in the decline in students qualifying for RFEP status.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3	No	64	58	No	0	57	No	0	57	No	0.0	98
Grade 4	No	48	60	No	0	58	No	0	58	No	0.0	97
Grade 5	No	58	49	No	0	48	No	0	48	No	0.0	98
All	No	170	167	No	0	163	No	0	163	No	0.0	98

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3	No		24.28	No		29.82	No		19.30	No		21.05	No		29.82
Grade 4	No		24.58	No		20.69	No		27.59	No		22.41	No		29.31
Grade 5	No		24.54	No		14.58	No		18.75	No		20.83	No		45.83
All Grades	N/A	N/A	N/A	No		22.09	No		22.09	No		21.47	No		34.36

Conclusions based on this data:

1. Students in grades 3 and 4 scored above the school average and students in 5th grade performed below the school average.

2. Grades 3 and 4 performed at a similar level on CAASPP testing but 5th grade performed significantly lower. Additional data available at the site shows that 40% of the 5th grade are students with disabilities and they may have had a difficult time accessing the State exam. That as well as learning loss and changes in educational practices during the COVID-19 pandemic may have greatly influenced the scores of these students.

3. Due to the low scores in 5th grade (only 33.33% of the students met or exceeded the standards), it would appear that learning loss due to changes in education during the COVID-19 pandemic and the students taking SBAC testing for the first time may have influenced the grade level's scores.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3	No	64	58	No	0	56	No	0	56	No	0.0	97
Grade 4	No	48	60	No	0	58	No	0	58	No	0.0	97
Grade 5	No	58	49	No	0	48	No	0	48	No	0.0	98
All	No	170	167	No	0	162	No	0	162	No	0.0	97

<p style="text-align:center">Overall Participation for All Students</p>

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

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 3	No		2432.	No		23.21	No		30.36	No		21.43	No		25.00
Grade 4	No		2451.	No		22.41	No		17.24	No		20.69	No		39.66
Grade 5	No		2432.	No		2.08	No		16.67	No		25.00	No		56.25
All Grades	N/A	N/A	N/A	No		16.67	No		21.60	No		22.22	No		39.51

<p style="text-align:center">Overall Achievement for All Students</p>

Conclusions based on this data:

1. The school did a nice job testing almost all students (97% overall). 97% in 3rd and 4th grade and 98% in 5th grade.

2. It would appear that students in 5th grade need more instructional and reinforcement support to meet the State standards. It would be nice to see disaggregated data to understand exactly where their areas of struggle were.

3. The lack of disaggregated data makes it very difficult to know what the specific needs of students might be. It would be helpful to know if students are struggling with basic skills, reading within the curriculum, or other such factors.

School and Student Performance Data

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	1432.5	1423.9	1429.0	1442.9	1432.8	1445.5	1408.0	1402.6	1390.5	21	19	35
1	1466.9	1427.0	1449.3	1467.0	1431.1	1455.8	1466.2	1422.5	1442.5	23	25	20
2	1473.9	1512.0	1471.9	1475.4	1514.7	1471.5	1471.8	1508.6	1471.8	17	24	17
3	1483.4	1481.3	1485.6	1479.5	1482.1	1488.9	1486.7	1479.9	1481.7	18	17	22
4	1520.9	1482.3	1514.7	1521.5	1483.1	1528.2	1519.7	1481.1	1500.5	14	19	19
5	*	1553.5	1499.5	*	1546.4	1494.4	*	1560.2	1504.0	*	12	20
All Grades										102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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**		
	17-18	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**	**17-18**	**18-19**	**20-21**
K	*	10.53	25.71	*	47.37	31.43	*	31.58	34.29	*	10.53	8.57	21	19	35
1	47.83	16.00	20.00	*	24.00	30.00	*	32.00	20.00	*	28.00	30.00	23	25	20
2	*	37.50	5.88	70.59	37.50	52.94	*	25.00	23.53		0.00	17.65	17	24	17
3	*	17.65	4.55	*	29.41	36.36	*	47.06	50.00	*	5.88	9.09	18	17	22
4	*	21.05	15.79	*	42.11	47.37	*	15.79	31.58		21.05	5.26	14	19	19
5	*	41.67	15.00	*	50.00	40.00	*	8.33	20.00	*	0.00	25.00	*	12	20
All Grades	27.45	23.28	15.79	42.16	37.07	38.35	20.59	27.59	30.83	*	12.07	15.04	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	26.32	25.71	*	26.32	40.00	*	31.58	25.71	*	15.79	8.57	21	19	35
1	60.87	24.00	25.00	*	28.00	35.00	*	28.00	20.00	*	20.00	20.00	23	25	20
2	*	62.50	29.41	*	25.00	29.41	*	12.50	23.53		0.00	17.65	17	24	17
3	*	35.29	18.18	*	35.29	63.64	*	11.76	9.09	*	17.65	9.09	18	17	22
4	*	47.37	47.37	*	26.32	31.58		10.53	21.05		15.79	0.00	14	19	19
5	*	75.00	45.00	*	25.00	20.00	*	0.00	10.00	*	0.00	25.00	*	12	20
All Grades	49.02	43.10	30.83	27.45	27.59	37.59	12.75	17.24	18.80	10.78	12.07	12.78	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	10.53	11.43	*	26.32	17.14	*	57.89	54.29	*	5.26	17.14	21	19	35
1	*	16.00	10.00	*	12.00	35.00	*	32.00	15.00	*	40.00	40.00	23	25	20
2	*	25.00	0.00	*	37.50	52.94	*	29.17	29.41	*	8.33	17.65	17	24	17
3		5.88	9.09	*	23.53	9.09	*	58.82	40.91	*	11.76	40.91	18	17	22
4	*	15.79	5.26	*	21.05	21.05	*	42.11	42.11	*	21.05	31.58	14	19	19
5		16.67	0.00	*	50.00	15.00	*	25.00	55.00	*	8.33	30.00	*	12	20
All Grades	17.65	15.52	6.77	34.31	26.72	23.31	32.35	40.52	41.35	15.69	17.24	28.57	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	57.14	10.53	34.29	*	84.21	62.86	*	5.26	2.86	21	19	35
1	65.22	40.00	35.00	*	40.00	50.00	*	20.00	15.00	23	25	20
2	76.47	41.67	17.65	*	50.00	76.47		8.33	5.88	17	24	17
3	*	11.76	22.73	61.11	64.71	59.09	*	23.53	18.18	18	17	22
4	*	42.11	31.58	*	42.11	57.89		15.79	10.53	14	19	19
5	*	25.00	15.00	*	75.00	65.00	*	0.00	20.00	*	12	20
All Grades	53.92	30.17	27.07	37.25	56.90	61.65	*	12.93	11.28	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.05	25.71	61.90	47.37	45.71	*	31.58	28.57	21	19	35
1	65.22	20.00	15.00	*	64.00	60.00	*	16.00	25.00	23	25	20
2	*	70.83	29.41	64.71	29.17	47.06		0.00	23.53	17	24	17
3	*	35.29	50.00	*	58.82	40.91	*	5.88	9.09	18	17	22
4	78.57	42.11	68.42	*	42.11	31.58		15.79	0.00	14	19	19
5	*	100.00	55.00	*	0.00	20.00	*	0.00	25.00	*	12	20
All Grades	50.00	44.83	39.10	37.25	43.10	41.35	12.75	12.07	19.55	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	0.00	80.95	94.74	94.29	*	5.26	5.71	21	19	35
1	52.17	24.00	20.00	*	36.00	40.00	*	40.00	40.00	23	25	20
2	*	25.00	17.65	*	66.67	70.59	*	8.33	11.76	17	24	17
3	*	0.00	0.00	66.67	82.35	45.45	*	17.65	54.55	18	17	22
4	*	5.26	0.00	*	47.37	68.42	*	47.37	31.58	14	19	19
5		25.00	0.00	*	66.67	65.00	*	8.33	35.00	*	12	20
All Grades	19.61	13.79	5.26	51.96	63.79	66.92	28.43	22.41	27.82	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	47.37	22.86	*	31.58	45.71	*	21.05	31.43	21	19	35
1	*	4.00	10.00	60.87	60.00	50.00		36.00	40.00	23	25	20
2	*	16.67	5.88	64.71	70.83	70.59	*	12.50	23.53	17	24	17
3	*	11.76	13.64	72.22	82.35	59.09	*	5.88	27.27	18	17	22
4	*	15.79	10.53	*	68.42	68.42		15.79	21.05	14	19	19
5	*	41.67	5.00	*	50.00	65.00	*	8.33	30.00	*	12	20
All Grades	29.41	20.69	12.78	60.78	61.21	57.89	*	18.10	29.32	102	116	133

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on the available data, the majority of students scored in levels 2 (somewhat developed) and 3 (moderately developed). The most recent ELPAC data is from 2 school years ago.

2. The areas where the largest percentage of students still need to grow (students are Beginning, Somewhat, and Moderately Developed) are the Reading and Writing domains. These domains will continue to receive the bulk of the focus during targeted instruction time, in time that students spend with paraprofessionals, and in independent work time.

3. The ELPAC exam is still relatively new for teachers and school and district support staff because of the number of interruptions in its administration since it was implemented. Students will benefit and their scores will improve as staff becomes more familiar with the format, content, and expected outcomes of the exam and instructors can adjust instructional resources, strategies, and interim assessments accordingly.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
371	**44.5**	**34.5**	**0.3**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	128	34.5
Foster Youth	1	0.3
Homeless	7	1.9
Socioeconomically Disadvantaged	165	44.5
Students with Disabilities	61	16.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.9
American Indian or Alaska Native		
Asian	13	3.5
Filipino	6	1.6
Hispanic	196	52.8
Two or More Races	10	2.7
Native Hawaiian or Pacific Islander	1	0.3
White	138	37.2

Conclusions based on this data:

1. This data is 2 years-old. This data shows that Acacia has a diverse population including English Learners who make up 32.1% of our student body, and students designated as Socioeconomically Disadvantaged (53.2%). Additionally, 14.8% of our students are eligible for support through an Individualized Educational Plan (IEP). The percentage of students in these student groups has decreased compared to previous year's data (EL down 3%, SED down .7% and SWD down 0.4%.

2. The most prevalent race on campus is Hispanic. Many of these students are also English Learners and qualify as Socioeconomically Disadvantaged. The school made gains in all 3 student groups on the most recent CAASPP testing, but all 3 student groups are still score below standard in ELA and math.

3. 14.8% of Acacia students qualify for an Individualized Educational Plan (IEP). These students receive Special Education support in a variety of ways, including the specialized program for all grade levels for students who spend more than half of their day receiving Specialized Academic Instruction, the Learning Center program for students who spend the majority of their day in the General Education setting but still receive Specialized Academic Instruction as denoted in their IEPs, and students that receive Speech, Occupational Therapy, Physical Therapy, and other designated services. This number will decrease in the coming years as the Specialized Program at Acacia transitions to Aspen Elementary School.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
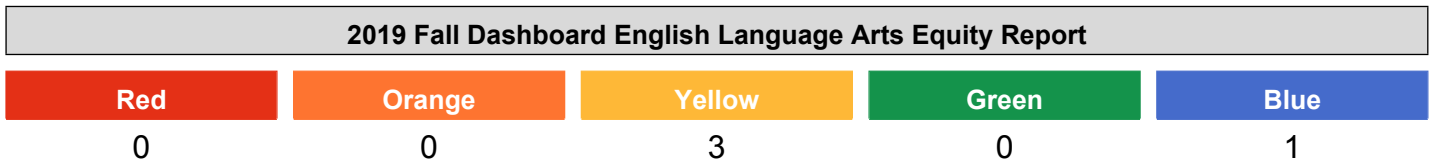
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Green		

Conclusions based on this data:

1. This data is several years old and does not accurately reflect the current situation at Acacia.

2. Students performance in English Language Arts was improving at the time this data was compiled. Students experienced growth in all student groups even though some groups are still performing below standard.

3. Student performance in Mathematics was improving. Students experienced growth or maintained progress in all student groups even though some groups are still performing below standard.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
19.4 points above standard	9.1 points below standard	0 Students
Increased ++11.7 points	Increased ++9.6 points	
157	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	6.7 points below standard	68.7 points below standard
	Increased ++7.5 points	Declined -14.9 points
1	96	23

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
		8	3

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Blue
5.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	50.7 points above standard
Increased ++4.5 points	8		Increased Significantly ++29.4 points
96			42

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.3 points below standard	38.6 points above standard	52.7 points above standard
Increased ++13.1 points	Increased Significantly ++20.3 points	Increased Significantly ++15.8 points
43	38	73

Conclusions based on this data:

1. This data is several years old and does not accurately reflect the current situation at Acacia. At the time that this data was current, ELs and Socioeconomically Disadvantaged students, while still below standard, increased their performance in ELA by 20.9 and 12.6 points, respectively.

2. All student groups experienced growth in ELA. Teachers attributed this to the implementation of Excel and Daily 5 groups to provide students with targeted instruction across the grade level.

3. Students with Disabilities fell the most points below standard and were an area of focus for the school. This group is very dynamic as Acacia receives new students in our specialized program from other schools throughout the year. These students with disabilities are working below grade levels at their schools and they move to Acacia to receive specialized academic instruction to help them improve their academic performance.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
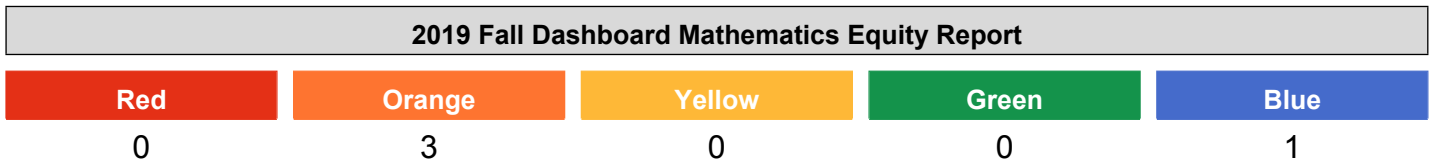
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	
3.7 points below standard	34.3 points below standard	
Increased ++4.3 points	Declined -3.4 points	
157	81	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	30.6 points below standard	104.5 points below standard
	Declined -3.7 points	Declined Significantly -33.7 points
1	96	23

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 28.5 points below standard Declined -5 points 96	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		Blue 31.7 points above standard Increased Significantly ++23.6 points 42

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
61.6 points below standard	3.4 points below standard	29.6 points above standard
Declined -10 points	Increased ++10.9 points	Increased ++12.8 points
43	38	73

Conclusions based on this data:

1. This data is several years old and does not accurately reflect the current situation at Acacia. While increases were made by most student groups at the time reflected in the data, math scores were still below the standard and were an area of concern for all students, even though only grades 3-5 are assessed during CAASPP testing.

2. At the time, English Learners made gains compared to the previous year, but still fell significantly below standard. This group would have benefited from increased exposure to practice exams and test taking strategies. Computer literacy also, historically, been a challenge for English Learners, but the group, as a whole, has gained much more computer literacy as a result of Remote instruction and learning and the district's 1:1 Chromebook initiative.

3. Students with Disabilities fell the most points below standard, and continue to be an area of focus for the school. This group benefits from increased exposure to practice exams, test taking strategies, computer literacy, and accommodated and modified instruction.

School and Student Performance Data

Academic Performance
## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
55.1 making progress towards English language proficiency
Number of EL Students: 89
Performance Level: High
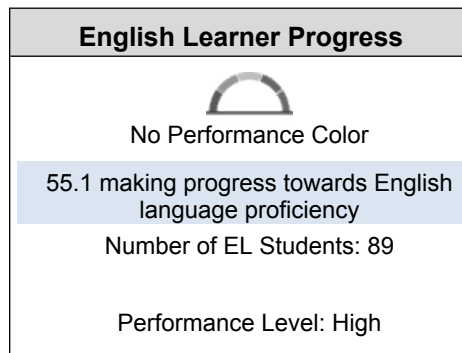
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
14.6	30.3	7.8	47.1

Conclusions based on this data:

1. Nearly half of the students that were assessed in the recorded year advanced at least one level in the exam scoring.

2. 14.6% of the students decreased in their ELPI level. The school should look at the data for common areas that challenge the students in this category.

3. 55.1% of English learners made progress towards English language proficiency. This is an area where the school can always improve so that a higher percentage of students are making progress.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.
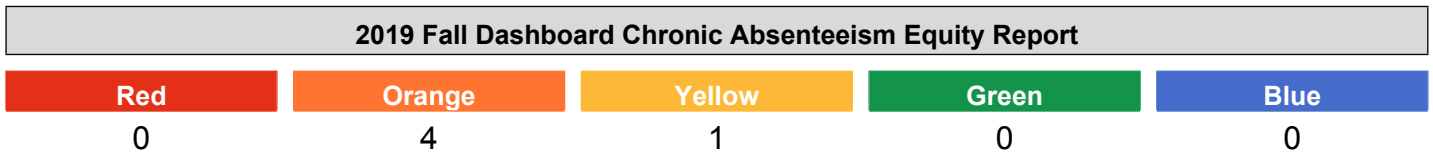
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	0	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
6.9	8.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained +0.1	Increased +5.1	
377	122	1
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
Less than 11 Students - Data Not Displayed for Privacy	9.4	14.1
	Increased +1.7	Increased +5.4
2	203	64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
		Declined -8.3	
5	0	16	5

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
4.9	11.1	Less than 11 Students - Data Not Displayed for Privacy	10.8
Increased +0.8	Increased +11.1		Maintained +0.2
203	18	0	130

Conclusions based on this data:

1. At the time of the data, Chronic Absenteeism had increased for English learners, SED, and SWD.

2. Hispanic students, as a student group, had the lowest rate of absenteeism in the school.

3. Acacia did not have an attendance incentive program in place. The school has not implemented an attendance policy since the start of the COVID-19 pandemic in order to follow quarantine guidelines and to ensure the health and safety of all students.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	4	0	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
0.8	0.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.8	Increased +0.8	1
384	125	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Blue
Less than 11 Students - Data Not Displayed for Privacy	1	0
2	Increased +1	Maintained 0
	205	66
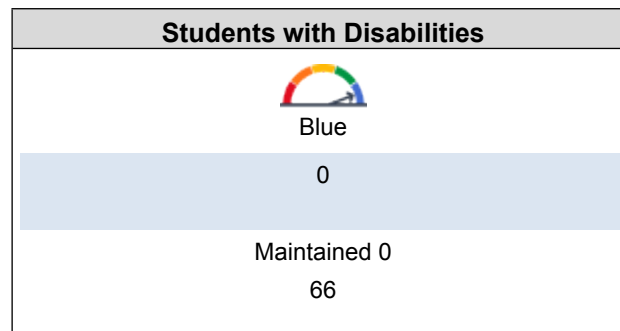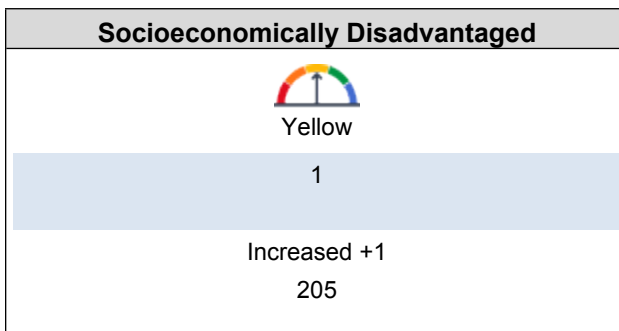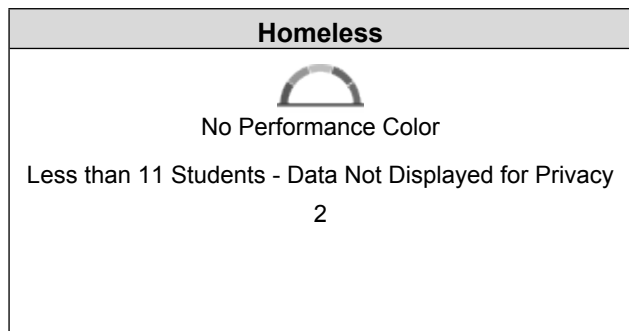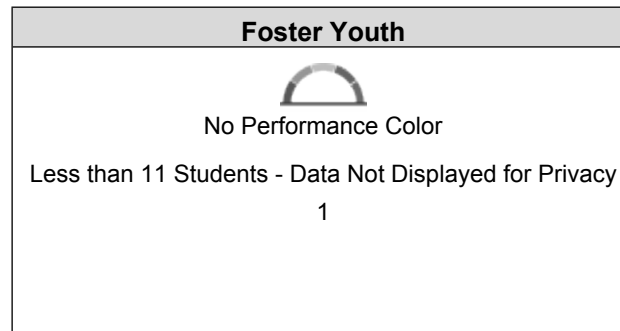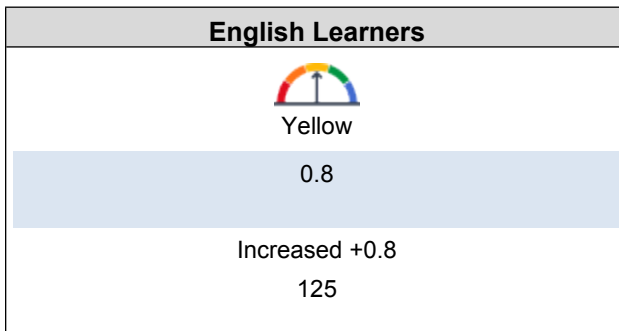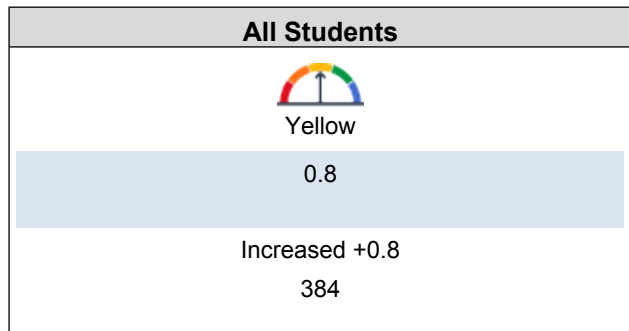
2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not		0	Less than 11 Students - Data Not
5		Maintained 0	5
		16	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		Yellow
1	0		0.7
Increased +1	Maintained 0		Increased +0.7
204	20		134
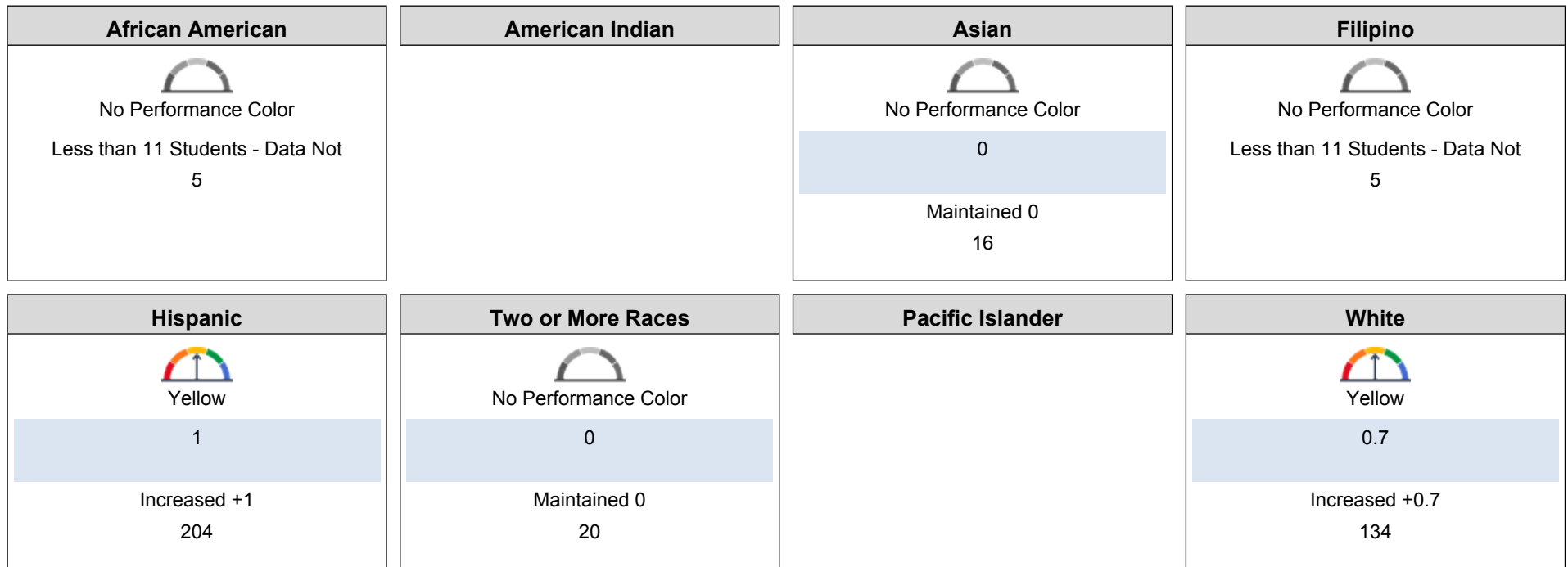
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0	0.8

Conclusions based on this data:

1. The school's suspension rates were extremely low, including no suspensions in two of the previous 3 years of reported data.

2. The consistent use of Restorative Justice approaches has helped the school greatly reduce the number of suspensions.

3. Acacia will continue to utilize Restorative Justice approaches to help students with social-emotional, decision-making, and discipline needs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

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

----

Goal 1

Students will demonstrate positive academic growth for the school year in the areas of ELA, Mathematics, and ELD.

Grade levels will focus one goal for English Language Arts (ELA) and another for Mathematics. The grade level goals are largely a continuation of goals from the 2021-2022 school year based on analysis of district benchmark data, CAASPP testing scores, and data from SRI, Lexia, and IXL online learning platforms. The grade-level goals are to be achieved by June 2023.

Identified Need

Integration of research-based instructional strategies to increase student achievement. Staff will focus on one area for growth per grade level in English Language Arts and one area for growth in Mathematics. Primary grades teachers will use Trimester 1 benchmark data and upper grades teachers will use SRI, Lexia, and IXL data as baseline scores to measure student achievement for the 2022-2023 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Benchmarks (grades TK-5) and diagnostic data from SRI, Lexia, and IXL.	Trimester benchmark data and additional diagnostic exams data provide teachers	Students will make growth in the identified areas per grade level as outlined in Goal

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Teachers will use benchmark data and diagnostic data from online learning platforms to track the progress of students as students work to meet designated end-of-year learning targets.	with baseline scores in ELA, math, and grade level essential standards.	#1.Teachers can look at areas of strength and needed growth for individual students and the class, as a whole, and provide targeted support during classroom instruction, Excel and Daily 5 time, and for student time with academic specialists and paraprofessionals.
SRI Scores	SRI scores allow teachers to track the growth in a student's reading fluency and comprehension. Each student takes SRI exams throughout the year and has individual growth goals. There are also grade level target ranges for SRI scores.	Teachers use SRI data in order to provide individualized instruction and individualized "homework" for students. Teachers also use SRI data for targeted instruction grouping. Teachers often group students with peers with similar academic needs in order to provide the most specific instruction, activities, and supports possible to support student needs. Teachers will often assign academic specialists to support students with lower SRI scores or teachers will assign these students additional activities from other software like Achieve 3000, IXL, Lexia, Smarty Ants, or Imagine Learning.
Instructional support software metrics (Achieve 3000, IXL, Lexia, Reading Eggs, Math Seeds, Boom Cards, etc.)	Teachers will evaluate scores and rate of progress from a variety of instructional support software to establish benchmark performances.	Based on student benchmark scores from the different support software, teachers will monitor student progress and participation and set individual goals with students based on baseline data. Goals will be both long term ("by the end of the school year") and short term ("in the next week or month").
ELPAC Scores (grades K-5)	ELPAC scores show teachers and school staff the specific strengths and areas for growth for individual students as they develop proficiency in the English language.	Teachers and school staff will use EPLAC data to place students in targeted academic instruction groups and to support students in accelerating their development of English language skills.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Students will be grouped according to ELPAC summative results and they will receive designated ELD instruction from teacher and EL paraprofessionals.
SBAC Scores (grades 3-5)	SBAC scores help teachers group students at the beginning of the school year. The scores also help teachers identify targeted instructional needs for students and areas for instructional focus for PLC discussions. We are still in need of disaggregated data to better understand the specific areas of strength and need in assessed student work.	Teachers will use SBAC data to improve their instructional practices in targeted areas and to support students according to their specific academic needs. Teachers will also assign SBAC Interim assessments and use data from these assessments to provide targeted instruction.
Kindergarten - focus on site words (ELA) and read addition and subtraction math equations (math)	Assessment scores from August / September.	80% of all K students will be able to read 90% of the K sight words (or 45/50 K sight words); 80% of all K students will be able to read and answer 5/6 of the addition and subtraction equations.
1st Grade: The percentage of students meeting benchmarks in 1st grade will increase by 10% in the standards of reading fluency and math facts fluency. Teachers will work on keyboard recognition and basic typing with students.	Informal data and assessment scores from the beginning of the year and progress reports and report cards from throughout the year. Typing - 1st grade students are not generally exposed to the keyboard or typing.	The percentage of students meeting benchmarks in 1st grade will increase by 10% in the standards of reading fluency and math facts fluency Typing - by the end of the year, students will have received 20 minutes per week of typing exposure and practice.
2nd Grade: Focus on reading fluency and math fluency. Grade level teachers will collaborate with 3rd grade teachers to prepare students for the increased writing expectations from 2nd to 3rd grade. 2nd grade will implement Type-to-Learn to increase keyboard familiarity and typing fluency.	Informal data and assessment scores from the beginning of the year and progress reports and report cards from throughout the year. Writing baseline - 2nd benchmark is to write a topic sentence, 2 facts, and a conclusion by the end of the school year.	80% of students will meet or exceed benchmarks in reading fluency and math fluency Writing - 2nd grade students will be able to write an 8 sentence paragraph with a topic with 3 ideas supported by details with a conclusion. Students will also use

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Teachers would like to increase the rigor to prepare students for the expectations of 3rd grade. Typing - 2nd grade students are not generally exposed to the keyboard or typing.	transition words and correct capitalization and punctuation. Typing - Students will be able to type a paragraph.
3rd Grade - Comprehension, vocabulary development, and SRI scores. Math - academic growth as measured by IXL data.	Assessment scores from the beginning of the school year and benchmark scores from the previous May.	(ELA) 75% of students will demonstrate growth on the end of year district benchmark exam; (Math) 80% of students will score proficient or above on the end of year district benchmark exam
4th Grade - Comprehension, vocabulary development, and SRI scores. Math - academic growth as measured by IXL data.	Diagnostic exams in September and May in SRI, Lexia, and IXL.	(ELA) 70% of students will demonstrate growth in comprehension and vocabulary as measured by Scholastic Reading Inventory (SRI) scores and Lexia levels; (Math) 70% of students will meet their growth goals as measured by IXL diagnostic data.
5th grade - (ELA) Comprehension, vocabulary development, and SRI scores. Math - academic growth as measured by IXL data.	Diagnostic exams in September and May in SRI, Lexia, and IXL.	(ELA) 75% of students will demonstrate growth in comprehension and vocabulary as measured by Scholastic Reading Inventory (SRI) scores and Lexia levels; (Math) 70% of students will meet their growth goals as measured by IXL diagnostic data.
Grades 3 - 5: Improve SRI scores	Diagnostic SRI score from the start of the school year.	70% of students in grades 3-5 will meet their personal year-end proficiency level or above as measured by the Scholastic Reading Inventory
Increase in the number of students who score Moderately or Well Developed on ELPAC Summative score.	ELPAC data from August / September and the previous May.	The percentage of English Learners (ELs) earning Moderately or Well Developed (levels 3 or 4) on their ELPAC Summative

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		score will increase by 3% compared to data from the previous school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams and academic specialists meet to: • Analyze benchmark/formative data for intervention (Reinforcement Activities software), academic specialist support, and ELD placement. • Discuss instructional levels of students and goal targets for the year. • Identify students below benchmarks who will participate in intervention and support programs. • Coordinate participation/inclusion in general education for SWD in special day classes (SDC). • Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support. • Communicate with	August - October	Principal Teachers Academic Specialists EL Facilitator (phone calls) Outreach Assistant (phone calls)	Certificated Academic Specialist Salaries including Teacher Release Time & Stipends	1000-1999: Certificated Personnel Salaries	Title I	60000
			Certificated Academic Specialist Salaries including Teacher Release Time & Stipends	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	20014
			Certificated Academic Specialist Salaries	1000-1999: Certificated Personnel Salaries	0TRM	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
parents about student levels, groups, learning needs, and student progress.						
Implement core instructional approach including Excel Time.

Teachers will use available planning time to collaborate with colleagues to design and evaluate instruction and to evaluate student progress.

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

Infuse curriculum with SEM Enrichment Triad and best practices.

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

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

Integration of SEM practices and UDL strategies to identify and eliminate student barriers to learning. | All year | Teachers Academic Specialists Principal | Academic Specialist Salaries (delineated above) | | | |
			Copier purchase	5000-5999: Services And Other Operating Expenditures	0010	5000
			Laminator Repair / Replacement	5000-5999: Services And Other Operating Expenditures	0010	1000
			PE Specialists' Salaries to facilitate grade level collaboration time	2000-2999: Classified Personnel Salaries	0TRM	15000
			Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	0010	6500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers and academic specialists meet and analyze formative and summative benchmark assessment data to • Review and target instruction for areas of need and students not meeting benchmarks and/or making growth • Evaluate effectiveness of instructional groups and approaches. • Change flexible groups and intervention content, strategies, and teaching assignments to meet the data-driven needs of students. • Communicate progress to parents.	End of Trimesters	Principal Teachers Academic Specialists	Substitute teachers to facilitate teacher release time for progress monitoring. Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies (delineated above) Academic Specialist Salaries & Benefits (delineated above)	1000-1999: Certificated Personnel Salaries	Title I	2500
Supplemental Instructional Support including SEM online curriculum, Boom Cards, Brain Pop Scholastic Reader online subscription, Academic Intervention, Excel Time with focus on ELD groups, SAI for SWD according to IEP, and additional small group or 1:1 time.	All year	Principal Teachers Academic Specialists	Supplemental Instructional Software	5000-5999: Services And Other Operating Expenditures	0010	7500
Purchase supplemental classroom software, materials, updates, and supplies to support instruction and student learning.	All year	Principal Office Staff Teachers	Student Recognition and Incentives Additional Instructional Materials and Supplies (delineated above)	4000-4999: Books And Supplies	Title I	1000
			Classroom Furniture (flexible seating)	4000-4999: Books And Supplies	0010	5000
After school support programs for students - Safe Passages and	All year	Teachers (from Acacia and	District funded			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Extending Learning Opportunities Program (ELOP)		CVUSD) Support Staff Administration				
Teachers will attend district-provided Professional Development for programs that support all aspects of this goal including: UDL, DEI, Lexia, IXL, Smarty Ants, Imagine Learning, etc.	August - ongoing	Principal Teachers Paraprofessionals CVUSD TOSAs	District funded			
Reintroduce Reading Counts reading incentive program	All year	Teachers Academic Specialists Principal	Reading Counts Subscription	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1500
			Student incentives and rewards	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	3000
English Language instruction will focus on helping students work toward a higher achievement on ELPAC testing and ultimately toward reclassification. To accomplish this we will monitor student progress through LAT meetings. The ELD Advisor teacher will attend district-provided professional development on best practices for English Language instruction and will share these strategies with staff. Students will use language support educational technology such as Rosetta Stone, Smarty Ants, Imagine Learning, IXL, Lexia, Achieve 3000, etc. English Learners will receive individual and small group instructional support in class from paraprofessionals and from	August - ongoing	Teachers ELD Teacher Advisor ELD Facilitator EL Paraprofessionals Principal	No additional funding required			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers during Excel / Daily 5 time.						
Grade levels will identify academic vocabulary specific to math word problems. Staff will work with students to understand the vocabulary and to formulate appropriate responses to the problems.	August - June	Teachers Academic Specialists EL Paraeducators	Additional paraeducator support	2000-2999: Classified Personnel Salaries	0860	5000

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The strategies and activities were successful in helping the school work towards the articulated goals. However, due to COVID-19 related school closures, modified grading policies, shortened school days, and inconsistent student participation in Reinforcement Activities during Distance Learning, and the general learning loss, students made inconsistent academic progress since the 2019-2020 school year and teachers will need to spend significant effort throughout the school year to continue identifying and addressing student learning loss, both academic and SEL.

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

The school implemented all of the intended programs, strategies, and activities designated in this goal from the previous school year.

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

Teachers and academic specialists will work closely together to assess students regularly, to modify groupings, and to provide targeted instruction. ELD support will be provided to students based on ELPAC data and not based on teacher observation. Teachers will evaluate standards, diagnostic data, and benchmark data to form academic and intervention groupings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Diversity, equity, and inclusion (DEI) and social-emotional learning.

LEA/LCAP Goal

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

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

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes--------

----

Goal 2

By the end of the school year, Acacia students, staff, and families will engage in regular lessons, activities, and experiences for exposure and understanding of diversity, equity, and inclusion (DEI) both in the educational setting and in our community. The school will provide these opportunities through the use of integrated curriculum, activities, and speakers. In conjunction, the school will also strive to maintain the social-emotional well-being of all students through the use of social-emotional curriculum, increased access to support personnel, and continued use of our wellness room and calming spaces. The school will continue to work to increase the percentage of students with disabilities (SWD) who spend at least 80% of the instructional day in the general education setting by 2%.

Identified Need

Bring awareness to students in an age-appropriate manner to issues affecting the diverse population of the school. Increase social-emotional competencies of students. Provide similar awareness to families to create a more unified school and neighborhood community.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SIRAS Statistical Report ("Percent in Regular Class")	As of 9/9/22 - 61.5% of SWD spend at least 80% of the school day in the general education setting (was 62.3% on 9/17/21). This number went down because, despite	63% of SWD will spend at least 80% of the school day in the general education setting by the end of the school year. In addition, at the end of the school year, 4 fifth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	many students with disabilities moving to middle school and the beginning of the transition of our specialized program to Aspen, we also received several students from other school that do not have specialized programs.	graders will transition to middle school from our specialized program no students in grades TK - 2 will be in the specialized program. Each child in the specialized program spends 50% or more of his or her school day in the special education setting. As the specialized program transitions to Aspen Elementary School, Acacia's LRE data of percentage of students with disabilities in general education 80% of the school day or more will increase.
Expand student awareness of diverse needs of others through Inclusive Schools Week, Hispanic Heritage Month, Black History Month, Women in History presentations, Multicultural Night and other recognitions of diverse individuals and groups who have made an impact in the local, national, and world communities. Incorporate special speakers or assemblies during these months.	We participate in the district initiatives and celebrations. However, our intention is to expand these discussions and mindsets to engage in continuous conversations that increase awareness and promote positive personal and collective growth. We will build intentional discussions into the curriculum of our structured play activities and into the classroom curriculum. We will bring in guest speakers and assemblies and student council will facilitate interactive activities for students during recess and lunch recess.	Students will engage with curriculum and participate in activities and events related to the intended topics. As a result, students and staff will be more knowledgeable, supportive, and appreciative of all students and families, including those of diverse backgrounds.
We have established a Wellness Room where students can have a quiet, safe space to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, and color and engage in other calming activities, etc. We will also create wellness space that students can access outdoors when an adult is not available to be inside the room to supervise.	Students have utilized this space when they have been upset or emotional. This room provides a space for students who need time to gather themselves and engage in calming activities. We will expand the space to the outdoor area adjacent to the Wellness Room.	Students will continue to use the room on an "as needed" basis. Attendance records will be maintained so that we can monitor those students who present with the most pressing needs for social-emotional support that may be interfering with their ability to access the curriculum at their highest level. The outdoor space will be accessible to students at all times. We will use sensory and movement equipment, create a calm zone or Zen garden, a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		water feature, and more to create a soothing space.
Restorative Justice and CHAMPS training for teachers, classified staff, and administration to support improved communication and relationships within the classroom and to help with the areas of discipline, alternatives to suspension, and concerns that affect student attendance (chronic absenteeism).	Restorative justice and CHAMPS practices will be used to improve communication and build relationships within the classroom and the school. These strategies and practices will reinforce the diversity, inclusion, and equity efforts. Teachers, staff, and the school principal will use Restorative Justice practices to help with managing student emotions and discipline, keeping the suspension rate as low as possible, and to understand and address the needs of students with high and chronic absenteeism rates, among other areas. CHAMPS will provide a consistent language and strategy throughout the campus as we work with students.	Restorative practices will be an ongoing topic at staff meetings and grade-level meetings. Grade level teams will work together to facilitate restorative dialogues between students. Campus Safety Assistants and Office Staff will use Restorative Justice language and approaches while working with students, especially those in states of high emotion. Principal will use Restorative Justice practice when working with students as an alternative to suspension. Principal will also use Restorative Justice practices to work towards resolving concerns that lead to Chronic Absenteeism. All staff will use CHAMPS to engage students, maintain order, and to communicate clearly with students.
Lessons, activities, experiences, and speakers/assemblies to build DEI awareness for students, staff, and families.	Students receive weekly video lessons in Social-emotional Learning from the CVUSD elementary counselors facilitated by teachers. The general education counselor will visit classrooms and provide instruction and activities on SEL and DEI to support student needs. Speaker series and recess activities will provide students with tangible experiences to inspire more in-depth understanding of DEI topics and concepts.	The school will provide at least one activity per month for students, staff, and teachers on DEI issues via classroom lessons or structured recess activities. We will also bring in 1 speaker or assembly each month related to the different district "months." Spirit Assemblies and structured recess activities are designed to engage students with their unique needs in mind with the goal of being more inclusive and to build SEL competencies. Topics and activities that align with national and local recognition initiatives are incorporated into these activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Expand variety of books and resources related to diversity, equity, and inclusion in our school and classroom libraries.	The library and classrooms currently have a limited number of diverse literature offerings for students. We will increase the offerings available to students.	As students see themselves more in the literature, they will gain confidence and engagement in school. They will feel acceptance and hope and increased self-worth. Each classroom and the library will receive a cash allotment from site funds to purchase an expanded offering of titles.
Professional Development for teachers and staff in the area of Diversity, Equity, and Inclusion.	Teachers and staff have received district training in Diversity, Equity, and Inclusion. This professional development will carry on throughout the year in staff meetings and professional learning days.	The training and professional development will equip staff with additional viewpoints, compassion, and understanding for all students and families in the school community. As a result, staff will be more patient and supportive of all students and families, especially those of diverse backgrounds. Staff will also be more intentional in seeking out and incorporating diverse curriculum into instruction.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide general education class placements to all students, including students with disabilities.	August	Teachers Case managers Principal	Part of classroom placement practice to ensure that all students, including SWD, are assigned to a general education class.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School and district staff analyze LRE data and work together to provide strategies for co-teaching, inclusion, and successful integration into the general education classroom.	Ongoing	Teachers (SPED and General ed) Principal Paraprofessionals	SPED and General Ed teachers will collaborate to meet the needs of SWD in the general education classroom. Team will work on strategies for co-teaching, inclusion, and successful integration into the general education classroom.	None Specified	None Specified	
Professional learning opportunities through staff meetings, district PD offerings, VCOE/CRLP offerings, special education team collaboration meetings with principal.	Ongoing	Teachers Principal	Release Time substitute teacher costs Professional Development costs (delineated in Goal #1) Instructional Materials (delineated in Goal #1)	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	2500
According to the individual students' needs, work with IEP teams to increase participation in general education.	Ongoing	Teachers Principal	Work with case manager and other site staff to provide FAPE.	None Specified	None Specified	
CVUSD Counselor-provided SEL lessons / Sanford Harmony and classroom instruction.	Yearlong	Teachers General education counselor	No expenditure necessary as curriculum is coming from counselors that are paid by the school district.	None Specified	None Specified	
Family engagement (informational sessions, education, evening events)	Yearlong	School Outreach Assistant Principal Teachers PTA	Expenditures outlined in Goal #3			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to implement and expand the Wellness Room and Wellness Garden where students can have quiet, safe spaces to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, etc. and to color and engage in other calming activities	Yearlong	School Outreach Assistant Principal Teachers PTA	Supplies for quiet and calming activities in the Wellness Room and for expansion into the Wellness Garden.	4000-4999: Books And Supplies	0010	5000
Observe district initiative months, including Inclusive Schools Week, Hispanic Heritage Month, National Bullying Prevention Month, National Black History Month, National Women's History Month, Lunar New Year, Asian/Pacific Islander Heritage Month, and others. Guest speakers and assemblies in relation to these different months. Student Council will design and implement activities related to the different months.	Yearlong	Principal Teachers Counselor Student Council	Speakers associated with the different recognition months

Materials and supplies for student council to use during recess activities | 5000-5999: Services And Other Operating Expenditures

4000-4999: Books And Supplies | 0010

0010 | 2500

2500 |
| Regular Spirit Assemblies, intentionally designed to promote inclusivity, will be held to generate school spirit and a sense of belonging and community. Topics and activities will help students feel excited about school and give them opportunities to engage with lessons from the school's DEI curriculum and the school district's diversity celebrations and initiatives. Assemblies will be planned by grade levels and executed by students and teachers in the grade level. | Yearlong | Principal Teachers Staff | Supplies for decorations and activities for Spirit Assemblies. | 4000-4999: Books And Supplies | 0010 | 1000 |
| Purchase books in library and classroom libraries to expand offerings related to diversity, equity, and inclusion | Throughout the school year | Librarian Teachers Principal | Books and novels related to diversity, equity, and inclusion | 4000-4999: Books And Supplies | 0010 | 3500 |

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School counselor will provide individual and group therapy support for students to help them navigate social-emotional challenges at school. She will also provide lessons for teachers and in the classroom. Our counselor is bilingual and she can also effectively follow-up with families when students have specific needs.	Ongoing	General Education Counselor Teachers	Counselor is a CVUSD employee and her salary is paid by the school district.			
Professional development for all staff in Restorative Justice and CHAMPS to decrease behaviors and to engage students, maintain order, and to communicate clearly with students. Restorative Justice will help students understand the cause and effect of their choices and interactions with peers.	Fall 2022	Classified Staff Teachers Principal	Conference attendance for select staff members who will return and train other staff	5800: Professional/Consulting Services And Operating Expenditures	Title I	3460

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

We are extremely thrilled about the creation and implementation of our Wellness Room. This space has been extremely successful in providing students with a safe and comfortable space that allows them to deescalate, when needed. The CRPD recess program was very successful and had a very positive impact on peer-to-peer interactions. Our staff has received some training on DEI but there is always room for more. It was great to hold assemblies again and the grade levels did a great job planning and running the assemblies.

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

We were very successful in implementing almost all of the planned goals and budget expenditures. The main area that we did not accomplish is bringing in an expert on Restorative Justice to train the staff or sending staff to Restorative Justice training.

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.

We will not be able to continue with the CRPD recess program, unfortunately; they had to discontinue the program due to a lack of staffing. We will continue to develop and expand the Wellness Room into the adjacent outdoor space to make a Wellness Garden. We would like more hands-on activities and guest speakers during the different recognition months to help students interact with the content at a higher level. We also have allocated funds for training in Restorative Justice and CHAMPS - nearly 50% of our teachers and most of our classified staff has never been trained in CHAMPS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 3

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

Identified Need

To increase parent connectedness and a sense of belonging to the Acacia Magnet School community. To be informed of and have access to education and resources that will improve their parenting capacity and enhance their children's academic success and social-emotional well-being.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of followers on Facebook, Instagram, Twitter, and YouTube	Facebook: 585 (up from 566 - increase of 3.3%) @acaciamagnet (Twitter): 191 (up from 170 - increase of 12.4%) @acacia_princpl (Twitter): 204 (up from 197 - increase of 3.5%)	School will advertise the Facebook, Instagram, Twitter, and YouTube accounts via Blackboard messaging, the S'more newsletter, etc. to increase followers. We will continue to post on a variety of social media. School will increase number of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	YouTube channel subscribers: 68 (up from 66 subscribers - increase of 3%) @acaciamagnet Instagram: 215 (up from 142 subscribers - increase of 51.4%)	followers on each platform by the following percentages: Facebook: 3% (increase by 17 followers) Instagram: 10% (increase by 21 followers) @acaciamagnet: 5% (increase by 10 followers) @acacia_princpl 5% (increase by 10 followers) YouTube by 5% (4 additional subscribers)
Addition of Parent Resources page on school website including tutorials and "How to" videos	There is not currently a dedicated page for parent resources on the school website. Parents have to search around the website in a hope to find desired content.	By the end of the school year we will have a parent resources page on the website with helpful content and links. Including school attendance policies and procedures, recorded "how to" videos, parenting resources, community resources (including how to apply for jobs), safety videos (parking lot, at home, strangers, etc.), resources on how to respond when your child feels bullied or harassed, how to connect with the school counselor, how to check Canvas to see what students are doing in class and need to turn in, how to complete the district's Annual Updates, and other topics that parents request throughout the year. Webpage will also include educational videos for parents on topics such as PTA, Site Council, ELAC, roles of paraprofessionals, Special Education, English Language Development, and more.
In-person workshops and parent education	Parents have requested information on how to support their child's social-emotional needs, how to support a child in crisis, how to understand and handle their	The school outreach worker will host a variety of parent education workshops and courses to support these needs. Classes will be held in the Parent Outreach room

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	child's behavior, how to support their child with homework, and more. The school is also aware of many families that do not have current contact data in Q.	and will be advertised and communicated to parents via WhatsApp and BlackBoard. The expected outcome is for families to feel more supported and engaged in the school community. Parents will apply the training they learn in the workshops to become more active participants in school programs, in supporting their students in working towards academic improvement, and in identifying and supporting student SEL needs.
Continue providing school-to-home communication English and Spanish.	We have improved tremendously in communicating all messages in English and Spanish. We will continue with this practice.	School will continue to offer language support to parents in all school-to-home communication.
Outreach assistant support for students who are struggling with engagement and attendance.	The School Outreach Assistant currently communicates with families via phone calls, emails, text / messaging, and Zoom. She provides information on school and community resources for students and families who are struggling with engagement and attendance.	As the School Outreach Assistant (SOA) checks in with students and meets with families, she will communicate with principal and teachers so appropriate next steps can be taken. A running record in the form of a Google sheet will keep track of attempts to communicate, problems identified, steps to be taken, and outcomes. SOA will also follow-up with individual students when they are on campus in order to built trust and capacity.
Social Media Manager	CVUSD is providing a stipend for a social media manager at each school to increase communication of school events and successes and to give parents more access to what is happening at school.	Social media manager will coordinate with school principal to advertise school events, share important notices and updates, improve school branding, and to improve the content and frequency of school-to-home communication.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Media Manager (hired Spring 2022)	Ongoing	Principal Social Media Manager	There is no cost to the school as this person receives a stipend from the school district. Social media manager will work with principal to improve content and frequency of school-to-home communication.	None Specified		
Hire knowledgeable individual to maintain and update the school website. We will also create a new Parent Resources page for our website where we will host a variety of helpful and informative content for parents in English and Spanish.	Ongoing	Principal Staff member Parent volunteer	Hire staff member or parent or outside contributor to maintain and update school website. Pay will be a stipend.	1000-1999: Certificated Personnel Salaries	0010	1500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase school to home communication.	Ongoing	Principal Social Media Manager Teachers Site Council PTA ELAC	S'more Newsletter. Principal will work with social media manager to generate bi-monthly newsletter using S'more template. Newsletter will incorporate school announcements, grade-level updates, and reports from district committee members that serve on the School Site Council. Cost of S'more subscription is covered by the school district. Increased use of Q SMS feature and social media stories and posts.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to increase Acacia Magnet's social media footprint.	Ongoing	Principal Social Media Manager Teachers PTA	Increase social media following. School has utilized Facebook, Instagram, and Twitter to highlight school achievements and to advertise upcoming events. The school has two Twitter accounts - one ran by a parent and overseen by the principal and the other by the principal. The PTA runs a Facebook page where they advertise events and post important reminders. School will market the social media platforms via Blackboard messages, the school website, and monthly S'more newsletters. There is no additional cost for the school site associated with this goal as these platforms are free.	None Specified		
Strategic use of SMS messaging for most important message. Many parents do not have email addresses and it is often difficult to leave them voice messages because their voicemail is not set up or it is full. Messages will be in English and Spanish.	Ongoing	Principal Office staff Teachers	There is no cost for the school site associated with this feature as it is available through the existing Blackboard application.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education Workshops and videos. We will provide live in-person and Zoom meetings (which we will record) and share recorded messages to educate parents on important topics and school procedures. Messages will be delivered in English and in Spanish.	Ongoing	Principal School Outreach Assistant Teachers Office / classified staff	Outreach Assistant Salary Parent Education	2000-2999: Classified Personnel Salaries 5000-5999: Services And Other Operating Expenditures	Title I Title I	17000 2000
Additional translation services by EL Facilitator and Outreach Assistant, including translation and recording of some videos and social media posts.	Ongoing	Principal Bilingual Staff (Campus Safety Assistants, EL Facilitator, Outreach Assistant)	Translation services outside of normal work hours	2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	1500
"Helpful Tips" instructional video series. We will create a series of videos to instruct parents on essential systems and practices. We will set a goal for creating 10 short instructional videos for parents on topics such as Q updates, how to communicate with your teacher, proper snacks for nutrition break, the SST process, how do I help my child if I don't speak English, what resources are available to me as a parent, parking lot etiquette and procedures, how to support independence for your child, how to read to your child at home, how to help your child develop number sense, how to support your child in his / her passion pursuits, etc.	Ongoing	Principal Teachers Office Staff Bilingual Staff (Campus Safety Assistants, EL Facilitator, Outreach Assistant)	Video production services	5000-5999: Services And Other Operating Expenditures	0010	1500
Support from District Social Worker in working with families,	Yearlong	District Social Worker	District Employee - no site expenditure	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
providing resources to the school and families, supporting with attendance, etc.						
Family events that build school community. These events are often sponsored by PTA. Some typical events include Movie Night, Reading Night, SEMtastic Science (or Math) Night, Bingo Night, Multicultural Night, Back-to-School Night, and Open House. We will also offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.	Throughout the school year.	PTA Principal Teachers Parent volunteers Classified staff	SEM Science or Math Night Supplies	4000-4999: Books And Supplies	0010	1500

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

We made good progress on this goal. We became much more consistent on sending S'more newsletters. Our social media manager did a great job making the newsletters more attractive and engaging. She also made regular post updates on Facebook, Instagram and Twitter. We continue to improve our presence and number of followers on all social media platforms; Instagram has shown to be the fastest growing social media platform. We did not create our helpful video series for families, that is a goal that we would like to continue. We did not track attendance at school events. That is not a goal that we will continue, instead will will focus on improving the quality of communication and content at these events.

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

We did not spend the money allocated to creating helpful videos for parents as we did not make progress on this goal. In addition, the principal updated and maintained the website so we did not spend money on an individual to do so.

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.

We want to provide more parent education opportunities on topics that are relevant to and requested by our parents. We will continue to provide information in Spanish, including video recordings and social media posts. We will create a series of helpful videos for parents to provide education and instruction on specific school systems and practices that will create a more beneficial educational experience for their students and a better sense of community for parents. We will also create a Parent Resources page on the school website.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Schoolwide Enrichment Model (SEM)

LEA/LCAP Goal

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

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

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes

Goal 4

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

Identified Need

To support the development and streamlining of programs within the Schoolwide Enrichment Model with training for teachers and planning time for enrichment activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of teachers who attend PD in gifted education (CAG Annual Conference - California Association for the Gifted, Confratute, online trainings)	Currently, only 60% of Acacia teachers have attended Confratute and/or CAG. (Due to COVID, teachers have not been able to travel to Confratute since 2019).	90% of all teachers will have attended at least one PD in gifted education by the end of the school year. 100% of teachers will have attended by the end of the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reinstitute Enrichment Clusters as an in-school program with regular rotations	Due to cohort requirements and smaller cohorts and contacting tracing, we were not able to have Enrichment Clusters as an in-school program. We want to reinstitute the program in the same format that we practiced prior to the COVID-19 pandemic.	We will have consistent rotations of Enrichment Clusters in all 3 trimesters. The expected outcome is for students to gain exposure to a wider variety of enrichment activities and to gain a better understanding of their personal passions and interests.
SEM Model will be presented to new staff members and refresher courses will be offered to veteran Acacia faculty throughout the year.	Roughly 40% of the current Acacia teaching staff has not been trained in the Schoolwide Enrichment Model	By the end of the year, all Acacia teachers will be familiar with key components of SEM and best practice for SEM implementation.
Participation in Renzulli Learning platform	Introduce platform to students to be used for curriculum compacting, Daily 3/5 rotations, and individual pursuits at home.	For all eligible students to engage with the online curriculum on a regular basis before the end of the school year.
Increase variety of enrichment activities and curriculum including art, music, and STEAM.	Acacia does not currently offer curriculum or specific instruction in these areas.	Students will receive at least 30 minutes weekly of art, music, or STEAM instruction.
SEM shared resources drive	Create a database of resources for teachers	Obtain resources for teachers to use when infusing the curriculum with SEM, planning cluster activities, and booking speakers so that teachers/ cluster facilitators do not have to "reinvent the wheel". Teachers will also have a repository of resources, activities, guest speakers, field trips, etc. to facilitate preparation and planning.
Use the outdoor classroom for enrichment activities and SEM instruction.	The foundation for the outdoor classroom has been put into place. At this point it is a blank slate.	Design the learning spaces and activities in the outdoor classroom. The goal is for each grade level to create one lesson in each of the following subject areas: math, science, art.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue Professional Development for teachers and staff on Schoolwide Enrichment Model (SEM) and gifted education principles, methods, and clusters. Provide discussion and reflection time for SEM-R, homework philosophy, and other best practices from Confratute and California Association for the Gifted conference (CAG). Experienced and SEM-trained teachers at Acacia will provide regular SEM training and resources at staff meetings so new staff can be informed on SEM theory and practice.	CAG Conference in February Confratute in July. Ongoing throughout school year during staff meetings and PLC time.	Principal Teachers Academic Specialists Support Staff Outreach Specialists	Professional Development - University of Connecticut for Schoolwide Enrichment Model, VCOE support, California Association for the Gifted (CAG), Daily 5 online workshops, other conference registrations Certificated Academic & PE Specialists, MTSS Team, Teacher Release Time & Hourly Rate (see goal 1)	5000-5999: Services And Other Operating Expenditures	Title I	32000
Individualized Homework Philosophy to support SEM. Work collaboratively to infuse grade level curriculum with Enrichment Triad approach of SEM. Continue to use SEM practices as opportunities for inclusion for students with disabilities. Incorporate structures for goal setting, time management, executive functioning, and accountability in planning and reporting on progress with passion pursuits.	Ongoing	Teachers Principal Academic Specialists Outreach Assistant	Academic Specialists Salaries (see goal 1) Benefits (see goal 1) Copier Leases (See goal 1) Professional Development Services and Fees at University of Connecticut Schoolwide Enrichment Model (See goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Instructional materials and supplies including technology hardware, software and support, student incentives, as well as books and supplies (see goal 1)			
			PE Specialists salaries (see goal 1)			
			PE Specialists benefits (see goal 1)			
			Outreach assistant (see goal 1)			
Offer 3 rounds of Enrichment Clusters: 1) October-November 2) January-March 3) April-May Implement Homework Philosophy based on students' individual goals and passions and Excel time for grades 3-5 which must include an SEM group in which teachers will facilitate and support students on how to develop sound research questions and conduct their investigations. Homework philosophy will incorporate structures to support students in time management, long-term planning, meeting deadlines, trial and error, and accountability.	October - June	Principal Teachers Academic Specialists Support Staff Outreach Specialists	Supplemental Field trip Expenses	5000-5999: Services And Other Operating Expenditures	0010	2000
			Enrichment Cluster Supplies and Additional Materials	4000-4999: Books And Supplies	0010	1500
PLCs engage in data analysis for compacting, identifying areas for enrichment, and to identify learning targets.	August and ongoing (specifically, at the end of each trimester)	Teachers Principal District Data Coordinator	Teachers will analyze data through PLC time to identify learning targets.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Use of Renzulli Learning platform to offer enrichment opportunities for curriculum compacting, Daily 3/5 rotations, and individual pursuits at home.	Yearlong	Teachers Principal Academic Specialists	Online repository of enrichment activities that students can complete independently. This is necessary since we are not able to run our normal Enrichment Cluster rotations.	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	3500
Creation of shared Google Drive for SEM resources; teachers and staff upload folders and files	September 2021 - ongoing	Teachers Academic Specialists Principal	No expense. Google Drive software is available to all required staff members for this task.	None Specified	None Specified	
Teachers will identify curriculum for the outdoor classroom. They will also identify permanent features to be added to the space for future lessons. Each grade level will create one lesson in each of the following subject areas: math, science, art. School will install a weather station that to teach student about weather.	Yearlong	Teachers Academic specialists Principal PTA School District	Supplies for permanent features in the Outdoor classroom and materials and supplies for outdoor instruction.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	5014
Supplemental funds for GATE education. Provide for hands-on experiences such as games and puzzles, projects, field trips, virtual field trips, guest speakers, etc.	Yearlong	Principal GATE Teacher Facilitator	Supplemental materials for GATE activities, guest speakers, etc. (games / puzzles, supplies for projects, etc.)	4000-4999: Books And Supplies	0TRM	618
			Field trips for GATE students	5000-5999: Services And Other Operating Expenditures	0TRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Music and art teachers and specialists for all students to expose students to a wider variety of curricular options.	Yearlong	Academic Specialists Teachers Principal PTA	PTA will provide the majority of the funding for art and music teachers. School will provide additional funding.	2000-2999: Classified Personnel Salaries	0TRM	7000
STEAM speaker series (grades 2-5) and afterschool Inventors club (5th grade)	Yearlong	Academic Specialists Teachers Parent volunteers Industry Professionals Volunteers Principal	No cost. This series is being coordinated by parent volunteers who want to provide the services at no cost to the school.			

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

The restrictions of COVID-19 made it difficult to carry out a lot of our actions to be taken in this area. We could not attend in-person PD and we could not group students flexibly for clusters. We would like more teachers to become familiar with Renzulli Learning and to utilize it in their classrooms.

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

Due to restrictions in grouping and students participating in Remote learning, we were not able to have in-person Enrichment Clusters in the traditional sense as we had hoped. Teachers rotated into different classes with interesting lessons but we could not

conduct a series of classes with mixed cohorts of students like in the past. We were not able to take enrichment field trips like we hoped because the COVID guidelines were too restrictive during the required time frame to coordinate field trips and order busses. CAG and Confratute were offered virtually only, there was no in-person option. As a result, many teachers signed up but it is unclear if they actually participated because the workshops were held in the early morning hours since Confratute is hosted on the East Coast. In addition, the offerings were not as rich as in traditional years.

Because the conferences were virtual, we did not spend nearly as much money as budgeted because there were no travel expenses. As a result, we used the money that we did not spend on Promethean ActivPanel boards for classrooms. These boards are incredible and teachers are quickly learning how to leverage their functionality to increase student access and engagement.

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.

We are super excited to use the outdoor classroom and provide students with engaging and interesting lessons in science, math, and art. We are also going to provide instruction in a wider variety of subject areas for most students, including art, music, and STEAM. Our site PD focus this year will be on helping the newer teachers understand the philosophy and theory of Schoolwide Enrichment Model and learning and implementing best practices.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning loss for all students due to COVID-19

LEA/LCAP Goal

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

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

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes --------

Goal 5

Teachers, specialists, and classified support staff will assess students at the start of the school year to determine baseline academic and social-emotional levels of all students (general education, SWD, EL, SED, GATE, and McKinney-Vento) compared to expected grade level performance. School administration, teachers, specialists, and classified personnel will design and implement targeted lessons, activities, and interventions to close the gap between current outcomes and grade level expectations. School administration will work with district-level specialists to provide teachers, specialists, and classified staff with necessary professional development to implement programs and best practices to address learning loss and social-emotional needs.

Identified Need

Address the learning loss and social-emotional needs of students due to COVID-19 school closures, modified instructional models, and interrupted education. Continue the process of a multi-year strategic plan to close the gap caused by interrupted education.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester Benchmark Scores for grades TK-5	Previous year Trimester 3 benchmark scores and current year August/September baseline benchmark scores.	With the support of district and site interventions, supplemental curriculum, and ongoing formative assessments students will make noticeable academic

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		growth between Trimesters 1 and 3, with a significantly higher percentage of students in all student groups meeting district benchmarks and academic growth goals. Trimester 3 benchmarks inform teachers teachers as they assign students to Excel / Daily 5 groups at the outset of the current school year and throughout the year as they modify groups. Teachers will continue this pattern of data analysis and student placement for the duration of each student's time at Acacia Magnet School.
Supplemental digital curriculum and intervention metrics (Rosetta Stone, Smarty Ants, Imagine Learning, Lexia, IXL, Achieve 3000)	Each of these supplemental curricula offers diagnostic assessments to establish a baseline of student achievement.	Students will meet growth goals in each of the supplemental curriculum and intervention platforms. These are measured in a variety of metrics - levels, number ranges, etc. This supplemental curriculum has proven to be effective in previous years and teachers will continue to use these programs to support and assess student needs and progress.
SBAC Scores in ELA and Math for grades 3-5	The current 4th and 5th grade students participated in CAASPP testing for the first time in May 2022. Their overall scores are available to teachers but disaggregated scores are still not available.	SBAC scores from May provide us with some baseline data for understanding the extent of the cumulative learning loss since the interruption to traditional school started in March 2020. This data assists us in setting goals for this and future years as we continue to address the needs of learning loss as a result of COVID-19. Teachers evaluate SBAC data to help inform their decisions as they assign students to intervention groups and assign them to appropriate supplemental intervention programs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
We have established a Wellness Room where students can have a quiet, safe space to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, and color and engage in other calming activities, etc.	Students have utilized this space when they have been upset or emotional. This room provides a space for students who need time to gather themselves and engage in calming activities.	Students will continue to use the room on an "as needed" basis. Attendance records will be maintained so that we can monitor those students who present with the most pressing needs for social-emotional support that may be interfering with their ability to access the curriculum at their highest level.
General Education counselor will provide SEL resources for teachers and lessons to students	The school district has increased Acacia's allotment of one English-speaking counselor one day per week to one bilingual counselor 2.5 days per week. With the increased allocation, the counselor will be able to provide more therapy for students, provide staff with more resources for students' social-emotional needs, and be more of a support to students teachers and staff on campus.	The general education counselor will provide one lesson in each classroom per month in addition to providing monthly curriculum for teachers to instruct students in social-emotional competencies.
Attendance - school will focus on improving the number of unexcused absences and on educating students and families on the value of strong attendance in increasing a student's academic performance.	Over the last 3 years attendance has declined due to quarantine requirements and families' desires to protect their children from possible exposure to COVID-19. At the same time, teachers are identifying deficits in academic ability of all students.	By focusing on reducing unexcused absences and working closely with families to educate them on the importance of regular attendance when a student is well enough to attend school, we expect to see students make consistent academic growth.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will review trimester benchmark data and ongoing formative assessments and diagnostic assessments and target specific students and skills to review and reteach. EL Paraprofessionals and Academic Specialists will support students individually and in small groups during instruction.	Start of school year - ongoing	Principal Classroom teachers Academic specialists EL paraprofessionals SPED paraprofessionals	See goal 1 for Academic Specialist and EL paraprofessional salaries info			
Utilize District-purchased supplemental digital curriculum (Lexia, IXL for Math and ELA, Achieve 3000) to assess student levels, set learning goals, and provide targeted instruction	Ongoing	Principal Classroom teachers Academic specialists EL paraprofessionals SPED paraprofessionals	Teachers, academic specialists, EL and SPED paraprofessionals will monitor student progress and support as needed. (funds allocated in goal #1)			
SEL Education - CVUSD Counseling Curriculum / Sanford Harmony. Monthly classroom lessons from Counselor and monthly lessons that the counselor provides to teachers. Teachers will also provide instruction on strengths of character using the curriculum available for free in Class Dojo.	Yearlong	CVUSD Elementary Counselors Classroom Teachers	Counselors employed by and funded by CVUSD will provide this curriculum. Classroom teachers will deliver it. No additional expense. Class Dojo is a free classroom management tool that teachers can use to maintain engagement and structure. Class Dojo also has high quality curriculum for teachers to instruct students on social-emotional competencies.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELD Intervention software (Smarty Ants, Imagine Learning, Rosetta Stone). The district has not renewed it's Rosetta Stone licenses. We will buy licenses for the students in most pressing need.	Ongoing	Academic Specialists ELD paraeducators Teachers Administration	Students will work on Smarty Ants and Imagine Learning during the school day and will receive support from staff during their regular working hours. No additional funds needed.			
			School will purchase a bundle of Rosetta Stone licenses for our newest language learners	5000-5999: Services And Other Operating Expenditures	0010	3000
Use of novels at various Lexile levels for small group reading intervention or acceleration (including GATE)	Ongoing	Classroom Teachers Academic Specialist EL Paraprofessionals SPED Paraprofessionals GATE Teacher Facilitator	Purchase additional or replacement novels for ELA novel-based curriculum to support students at a variety of reading levels.	4000-4999: Books And Supplies	0010	971
Supplemental electronic curriculum (Boom Cards, Scholastic Reader, Brain Pop)	Ongoing	Principal Teachers Academic Specialists	Expenditure delineated in Goal #1			
Teachers Pay Teachers site license. Teachers will have access to a vast library of lesson plans and materials created by and shared by other teachers. This will allow teaches to spend less time on lesson design and creation and more time on planning interventions and providing feedback on students work and assessments.	Ongoing	Teachers Academic Specialists	Site license for online repository of teacher created lesson plans and resources on a variety of topics and curriculum.	4000-4999: Books And Supplies	ESSER III - Learning Loss	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher release time for vertical articulation and planning targeted interventions	Yearlong	Teachers Academic Specialists Principal	Substitute teacher coverage so that classroom teachers can work together to plan interventions and discuss learning loss goals based on student performance	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3000
SEL / Restorative Practices Education for office staff and Campus Safety Assistants. The purpose is to provide awareness and strategies to classified staff members for working with students who are in an emotional state and for managing student conflicts and the initial stages of student discipline. This will allow for continuity in treatment of students in the classroom and throughout the campus.	Ongoing	CVUSD Counselors Classified Staff Principal	Training for classified staff to support social-emotional learning on campus.	None Specified	None Specified	
Purchase additional Promethean ActivPanel boards for classrooms that still do not have them. This will take 2-3 years to complete. Teachers who use these boards already rave about the functionality of the boards and the ways in which they facilitate student engagement and access to the curriculum.	Spring 2023	Principal Office Manager Site Tech	Purchase additional Promethean ActivPanel boards	4000-4999: Books And Supplies	Title I	5000
			Purchase additional Promethean ActivPanel boards	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	5000
School outreach assistant will provide training on regular school attendance. She will contact families after a student has recorded 4 unexcused absences and conduct an oral survey (that the school will create) in order to identify barriers or reasons that are keeping a student from attending school. Upon identifying the barriers, the school will work	Yearlong	Teacher School Outreach Assistant Office Staff District Social Worker Administration	No additional funding required.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to provide necessary supports for families.						
We will establish a system for recording attendance in the Wellness Room. Teachers will work with the counselor and special education staff to conduct child find on the most regular attendees in the room and to provide students with necessary supports. The PTA is a tremendous supporter of this project.	Ongoing	School Outreach Assistant Counselor PTA Teachers Administration	See goal #2			
CHAMPS Training - teachers and classified staff will receive professional development in CHAMPS training in order to consistently support student behavior needs and to maintain consistent structure throughout the school. This is necessary because one of the greatest observed needs with students as a result of learning loss is adherence to rules and structure and engagement and focus.	Ongoing	Teachers Academic Specialists Campus Safety Assistants Office Staff Principal	Training for all staff in CHAMPS theory and implementation	5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	2500
After school interventions. Acacia will host 2 afterschool intervention programs - Safe Passages (ran by CRPD) and ELOP (Extended Learning Opportunities Program) which is ran by CVUSD. Since Acacia does not have traditional homework, the "Homework Time" in these two programs will focus on literacy (ELA) and number sense (math). Acacia will work with CRPD and CVUSD to identify students for these programs.	Yearlong	District coordinator Principal CRPD Teachers	No associated costs. Programs are being funded by CVUSD and CRPD.			

Annual Review

SPSA Year Reviewed: 2021-22

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 deleted.

ANALYSIS

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

We did a nice job implementing the strategies to meet this goal. We had set an ambitious goal to create a Wellness Room and, through tremendous PTA support, we were able to build one and students accessed it regularly to great effect. Students using this space were able to return more quickly to class and engage in learning. In other areas, teachers and support staff have become more proficient identifying and effectively using online and digital resources to support student needs. Also, we restructured how we use our academic specialists. Now, instead of each of them supporting the whole school, they are each assigned a grade span. This allows them to specialize in the curriculum, become more adept at supporting social-emotional needs, and they are also more available and accessible to support individual students for targeted remediation.

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

We did not spend as much money on diverse literature as anticipated. This is still a focus of the school and we will continue this goal for the current school year. We were not able to attend anticipated professional development offerings in Palm Springs (CAG) and Connecticut (Confratute) so we used a lot of the excess funds to purchase 8 Promethean ActivPanel displays for classrooms. Teachers who already had these boards have raved about their functionality and the increased access to curriculum and engagement for students that they provide.

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.

Some of the supplemental software purchases that we made in previous years have expired and needed to be updated. We are also identifying better programs all of the time to meet instructional needs and canceling subscriptions to services that are no longer being used. The school district is also buying IXL licenses for English and math and we no longer need to purchase the ELA license. Last year we contracted with CRPD to implement an SEL curriculum during structured recess activities. It was a huge success and a service that we were looking forward to continuing. However, CRPD does not have the staffing they need to continue offering this service this school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$260,077.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$122,960.00

Subtotal of additional federal funds included for this school: $122,960.00

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

State or Local Programs	Allocation ($)
0010	$51,471.00
0860	$5,000.00
0TRM	$30,618.00
ESSER III - Learning Loss	$32,514.00
ESSER III - Other Allowable Uses	$17,514.00

Subtotal of state or local funds included for this school: $137,117.00

Total of federal, state, and/or local funds for this school: $260,077.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
0010	51471	0.00
0TRM	30618	0.00
Title I	122960	0.00
0860	5000	0.00
ESSER III - Learning Loss	32,514	0.00
ESSER III - Other Allowable Uses	17,514	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	51,471.00
0860	5,000.00
0TRM	30,618.00
ESSER III - Learning Loss	32,514.00
ESSER III - Other Allowable Uses	17,514.00
Title I	122,960.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	96,514.00
2000-2999: Classified Personnel Salaries	45,500.00
4000-4999: Books And Supplies	49,603.00
5000-5999: Services And Other Operating Expenditures	65,000.00
5800: Professional/Consulting Services And Operating Expenditures	3,460.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	1,500.00
4000-4999: Books And Supplies	0010	27,471.00
5000-5999: Services And Other Operating Expenditures	0010	22,500.00
2000-2999: Classified Personnel Salaries	0860	5,000.00
1000-1999: Certificated Personnel Salaries	0TRM	7,000.00
2000-2999: Classified Personnel Salaries	0TRM	22,000.00
4000-4999: Books And Supplies	0TRM	618.00
5000-5999: Services And Other Operating Expenditures	0TRM	1,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	22,514.00
2000-2999: Classified Personnel Salaries	ESSER III - Learning Loss	1,500.00
4000-4999: Books And Supplies	ESSER III - Learning Loss	2,500.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Learning Loss	6,000.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	3,000.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	13,014.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	62,500.00
2000-2999: Classified Personnel Salaries	Title I	17,000.00
4000-4999: Books And Supplies	Title I	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,460.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	140,014.00
Goal 2	20,460.00
Goal 3	25,000.00
Goal 4	52,632.00
Goal 5	21,971.00

School Site Council Membership and Assurances

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 (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 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
Elizabeth Adams	Parent or Community Member
Kaybree Crouch	Classroom Teacher
Amanda Dorado	Classroom Teacher
Caitlin Gregory	Parent or Community Member
Erin Hernandez	Parent or Community Member
Amanda Hubbard	Other School Staff
Shabana Mather	Parent or Community Member
Mandy Pollak	Parent or Community Member
Jennifer Reed	Classroom Teacher
Bennett Wutkee	Principal

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

Advisory Council Recommendations

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

Signature	Committee or Advisory Group Name
Mana Pollak	District Advisory Committee Representative
Mandy Pollak	English Learner Advisory Committee Representative
(signature)	Gifted and Talented Education Program Advisory Committee Representative
aind	School Site Representative
(signature)	Special Education Advisory Committee Representative
	African American District Advisory Council Representative
	Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on September 9, 2022.

Attested:

(signature)	Principal, Bennett Wutkee on 9/9/22
(signature)	SSC Chairperson, Amanda Hubbard on 9/9/22

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019