

School Year: **2021-22**



# 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 17, 2021	

## 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 2021-22 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 2021-22 SPSA goals support both the vision and mission of Acacia Magnet School and are in alignment with district LCAP goals. Based on careful evaluation of data by site leadership, site council, 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.



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# 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 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

- 88% of parents saying their children enjoy coming to school
- 92% of parents report that the school creates a positive environment for learning
- 87% of parents report indicating that they are informed of their students' academic progress.
- 88% of parents report feeling comfortable on campus and participating in school events
- 87% of parents report that students' differences were treated with respect.
- 96% of students feel their teachers care about them
- 96% of elementary students said they knew who to go to at school if they have a problem;
- 64% of middle school students and 67% of high school students feel comfortable going to a counselor
- 89% of middle school students and 84% of high school students report that a counselor is available when needed.
- 94% 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.
- 81% of certificated staff feel students are engaged and motivated
- 98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

## 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.

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 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.

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 CA (ELPAC), the IPT to assess native language as well as English fluency, 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, and School Site Council 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, 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 2021-22 school year, principals will track data using Mastery Connect, Canvas, ESGI, 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, Special Education, Homeless, and Foster.

Starting with the 2020-21 school year, CVUSD expanded their use of ESGI, an assessment platform that was previously used primarily in TK. CVUSD expanded use to include grades K-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 account for time restraints, remote delivery, and alignment with the essential standards. These measures will be available in multiple formats, including Seesaw, PDF, and Canvas.

## 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 two 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. 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. In August 2020, all Acacia teachers also received training in social-emotional learning, specifically the Sanford Harmony curriculum. This was provided by CVUSD elementary counselors. In the summer of 2021, teachers received instruction in implementing the new English Language Arts adoption. Teachers and staff participated in professional development on Diversity, Equity, and Inclusion. Teachers also participated in grade-level curriculum and pacing guides and assessment training. At these meetings, they also received training in implementing SEL curriculum and practices during Connections Week to start the school year.

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, 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 were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained 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 9-13, 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, Kami, 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 16th, 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 the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district's Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come 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.

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, 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 also 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 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 does specifically target 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.

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 an upper grade and lower grade lead teacher, as well as a Gifted and Talented Education (GATE) advisor and English Language Development (ELD) teachers 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, and GATE. The TOSAs provide ongoing 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 one hour each week of block planning time provided by our Specialists Schedule. 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 to 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 of grade level as well as vertical collaboration. 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 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 to monitor close contacts and COVID protocols. 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 teachers adhere to Board approved instructional minutes for all subject areas. School staff adhere to uninterrupted instructional blocks for Language Arts and Math instruction. Math and Language Arts blocks are prioritized in teacher planning in order to maximize student focus.

### 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, teachers also use IXL to support ELA and math instruction. This program allows students to work independently and to progress at their own pace.

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 will implement 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.

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: MTSS, PLC's, Universal Design for Learning, 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 free homework assistance program 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 nights 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 are offered to parents 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.

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**

August 19 - Meet with School Site Council (SSC) president to plan SPSA study session days

August 31 - SPSA planning / writing with SSC. We discussed the SPSA process for the year and how SSC members would be involved in the process.

September 3 - SPSA planning / writing with SSC

September 8 - SPSA planning / writing with SSC. Overview of the benchmark data that we will use this year to set goals.

September 9 - SSC Meeting (Election of officers and review of SPSA progress). We discussed the SPSA process for the year and how SSC members would be involved in the process. Reiterated from the first meeting because new members had joined the School Site Council.

September 10 - SPSA planning / writing with SSC

September 13 - SPSA planning / writing with SSC. Review of goals and action items.

September 15 - SPSA planning / writing with SSC

September 17 - School Site Council meeting. Present completed SPSA for discussion and approval.

#### FUTURE SITE COUNCIL DATES

October 19 - SPSA Monitoring Tool exercise

November 16 - SPSA data analysis (Review of Trimester 1 benchmark data)

December (No meeting)

January 18 - SPSA progress towards goals discussion

February 15 - SPSA Monitoring Tool exercise

March 15 - SPSA data analysis (Review of Trimester 2 benchmark data)

April 13 - SPSA progress towards goals discussion

May 17 - SPSA Monitoring Tool exercise and initial planning for 2022-2023

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.64%	1.05%	1.9%	6	4	7
Asian	4.38%	4.19%	3.5%	16	16	13
Filipino	1.37%	0.79%	1.6%	5	3	6
Hispanic/Latino	53.42%	51.83%	52.8%	195	198	196
Pacific Islander	%	0.26%	0.3%		1	1
White	34.79%	37.7%	37.2%	127	144	138
Two or More Responses	4.38%	4.19%	2.7%	16	16	10
Not Reported	%	0%	%		0	
<b>Total Enrollment</b>				365	382	371

## 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
<b>Total Enrollment</b>	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 is the last small class before upper grade class sizes approach capacity.
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)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52	No	64	49	No	63	49	No	63	94.2	No	98.4
Grade 4	59	No	48	58	No	47	58	No	47	98.3	No	97.9
Grade 5	51	No	59	49	No	58	49	No	58	96.1	No	98.3
All	162	No	171	156	No	168	156	No	168	96.3	No	98.2

\* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2461.	No	N/A	38.78	No	49.2	20.41	No	25.4	28.57	No	9.5	12.24	No	15.9
Grade 4	2472.	No	N/A	27.59	No	51.1	22.41	No	23.4	18.97	No	4.3	31.03	No	21.3
Grade 5	2520.	No	N/A	28.57	No	34.5	30.61	No	27.6	24.49	No	25.9	16.33	No	12.1
All Grades	N/A	N/A	N/A	31.41	No	43.9	24.36	No	25.1	23.72	No	13.5	20.51	No	15.8

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	36.73	No	No	46.94	No	No	16.33	No	No	
Grade 4	31.03	No	No	46.55	No	No	22.41	No	No	
Grade 5	34.69	No	No	44.90	No	No	20.41	No	No	
All Grades	33.97	No	No	46.15	No	No	19.87	No	No	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	32.65	No	No	51.02	No	No	16.33	No	No
Grade 4	29.31	No	No	48.28	No	No	22.41	No	No
Grade 5	36.73	No	No	32.65	No	No	30.61	No	No
All Grades	32.69	No	No	44.23	No	No	23.08	No	No

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	26.53	No	No	69.39	No	No	4.08	No	No
Grade 4	22.41	No	No	68.97	No	No	8.62	No	No
Grade 5	18.37	No	No	65.31	No	No	16.33	No	No
All Grades	22.44	No	No	67.95	No	No	9.62	No	No

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42.86	No	No	46.94	No	No	10.20	No	No
Grade 4	20.69	No	No	51.72	No	No	27.59	No	No
Grade 5	30.61	No	No	55.10	No	No	14.29	No	No
All Grades	30.77	No	No	51.28	No	No	17.95	No	No

**Conclusions based on this data:**

1. Data for the 20-21 school year is based on CVUSD district benchmark data. No students currently attending Acacia have ever participated in CAASPP. Performance data is limited compared to strand performance in CAASPP. Only data in relation to meeting the grade level standards is available.
2. 69% of all students in grades 3 - 5 met or exceed CVUSD benchmark standards. 74.6% in 3rd grade, 74.4% in 4th grade, and 62% in 5th grade. 5th grade had nearly 26% of students nearly meeting the standard (compared to 9.5% in 3rd grade and 4.3% in 4th grade). It would be beneficial to see a breakdown of the scores of these students to see if there are similarities in standards that can be addressed differently during instruction or reinforced more regularly.
3. The lack of similar and consistent data (CAASPP vs District benchmark exams) makes it difficult to evaluate the effectiveness of our school's novel-based ELA instruction or the impact of not being able to group students for Daily 3 or Daily 5 rotations. This data also does not tell us the impact of Remote vs Blended learning models.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	52	No	64	49	No	61	49	No	61	94.2	No	95.3
Grade 4	59	No	48	58	No	47	58	No	47	98.3	No	97.9
Grade 5	51	No	59	49	No	58	49	No	58	96.1	No	98.3
All	162	No		156	No	166	156	No	166	96.3	No	97.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2461.	No	No	32.65	No	72.1	28.57	No	13.1	26.53	No	6.6	12.24	No	8.2
Grade 4	2463.	No	No	15.52	No	48.9	25.86	No	19.1	32.76	No	17	25.86	No	14.9
Grade 5	2505.	No	No	18.37	No	34.5	28.57	No	15.5	26.53	No	19	26.53	No	31
All Grades	N/A	N/A	N/A	21.79	No	52.4	27.56	No	15.7	28.85	No	13.9	21.79	No	18.1

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	40.82	No	No	42.86	No	No	16.33	No	No	
Grade 4	22.41	No	No	41.38	No	No	36.21	No	No	
Grade 5	28.57	No	No	32.65	No	No	38.78	No	No	
All Grades	30.13	No	No	39.10	No	No	30.77	No	No	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42.86	No	No	42.86	No	No	14.29	No	No
Grade 4	15.52	No	No	50.00	No	No	34.48	No	No
Grade 5	24.49	No	No	48.98	No	No	26.53	No	No
All Grades	26.92	No	No	47.44	No	No	25.64	No	No

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	42.86	No	No	38.78	No	No	18.37	No	No
Grade 4	20.69	No	No	48.28	No	No	31.03	No	No
Grade 5	20.41	No	No	48.98	No	No	30.61	No	No
All Grades	27.56	No	No	45.51	No	No	26.92	No	No

**Conclusions based on this data:**

1. Data for the 20-21 school year is based on CVUSD district benchmark data. No students currently attending Acacia have ever participated in CAASPP. Performance data is limited compared to strand performance in CAASPP. Only data in relation to meeting the grade level standards is available.
2. 68.1% of all students in grades 3 - 5 met or exceed CVUSD benchmark standards. 85.2% in 3rd grade, 68.1% in 4th grade, and 50% in 5th grade. It would appear that students in 4th and 5th grade need more instructional and reinforcement support to meet district grade level standards.
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	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1432.5	1423.9	1442.9	1432.8	1408.0	1402.6	21	19
Grade 1	1466.9	1427.0	1467.0	1431.1	1466.2	1422.5	23	25
Grade 2	1473.9	1512.0	1475.4	1514.7	1471.8	1508.6	17	24
Grade 3	1483.4	1481.3	1479.5	1482.1	1486.7	1479.9	18	17
Grade 4	1520.9	1482.3	1521.5	1483.1	1519.7	1481.1	14	19
Grade 5	*	1553.5	*	1546.4	*	1560.2	*	12
All Grades							102	116

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.53	*	47.37	*	31.58	*	10.53	21	19
1	47.83	16.00	*	24.00	*	32.00	*	28.00	23	25
2	*	37.50	70.59	37.50	*	25.00		0.00	17	24
3	*	17.65	*	29.41	*	47.06	*	5.88	18	17
4	*	21.05	*	42.11	*	15.79		21.05	14	19
5	*	41.67	*	50.00	*	8.33	*	0.00	*	12
All Grades	27.45	23.28	42.16	37.07	20.59	27.59	*	12.07	102	116

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	26.32	*	26.32	*	31.58	*	15.79	21	19
1	60.87	24.00	*	28.00	*	28.00	*	20.00	23	25
2	*	62.50	*	25.00	*	12.50		0.00	17	24
3	*	35.29	*	35.29	*	11.76	*	17.65	18	17
4	*	47.37	*	26.32		10.53		15.79	14	19
5	*	75.00	*	25.00	*	0.00	*	0.00	*	12
All Grades	49.02	43.10	27.45	27.59	12.75	17.24	10.78	12.07	102	116

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	10.53	*	26.32	*	57.89	*	5.26	21	19
1	*	16.00	*	12.00	*	32.00	*	40.00	23	25
2	*	25.00	*	37.50	*	29.17	*	8.33	17	24
3		5.88	*	23.53	*	58.82	*	11.76	18	17
4	*	15.79	*	21.05	*	42.11	*	21.05	14	19
5		16.67	*	50.00	*	25.00	*	8.33	*	12
All Grades	17.65	15.52	34.31	26.72	32.35	40.52	15.69	17.24	102	116

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	17-18	18-19	17-18	18-19	17-18	18-19	
K	57.14	10.53	*	84.21	*	5.26	21	19	
1	65.22	40.00	*	40.00	*	20.00	23	25	
2	76.47	41.67	*	50.00		8.33	17	24	
3	*	11.76	61.11	64.71	*	23.53	18	17	
4	*	42.11	*	42.11		15.79	14	19	
5	*	25.00	*	75.00	*	0.00	*	12	
All	53.92	30.17	37.25	56.90	*	12.93	102	116	

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	21.05	61.90	47.37	*	31.58	21	19
1	65.22	20.00	*	64.00	*	16.00	23	25
2	*	70.83	64.71	29.17		0.00	17	24
3	*	35.29	*	58.82	*	5.88	18	17
4	78.57	42.11	*	42.11		15.79	14	19
5	*	100.00	*	0.00	*	0.00	*	12
All Grades	50.00	44.83	37.25	43.10	12.75	12.07	102	116

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	80.95	94.74	*	5.26	21	19
1	52.17	24.00	*	36.00	*	40.00	23	25
2	*	25.00	*	66.67	*	8.33	17	24
3	*	0.00	66.67	82.35	*	17.65	18	17
4	*	5.26	*	47.37	*	47.37	14	19
5		25.00	*	66.67	*	8.33	*	12
All Grades	19.61	13.79	51.96	63.79	28.43	22.41	102	116

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	17-18	18-19	17-18	18-19	17-18	18-19
K	*	47.37	*	31.58	*	21.05	21	19
1	*	4.00	60.87	60.00		36.00	23	25
2	*	16.67	64.71	70.83	*	12.50	17	24
3	*	11.76	72.22	82.35	*	5.88	18	17
4	*	15.79	*	68.42		15.79	14	19
5	*	41.67	*	50.00	*	8.33	*	12
All Grades	29.41	20.69	60.78	61.21	*	18.10	102	116

**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 3 school years prior.
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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>382</b>	<b>48.2</b>	<b>33.5</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	128	33.5
Homeless	3	0.8
Socioeconomically Disadvantaged	184	48.2
Students with Disabilities	59	15.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.0
Asian	16	4.2
Filipino	3	0.8
Hispanic	198	51.8
Two or More Races	16	4.2
Pacific Islander	1	0.3
White	144	37.7

### Conclusions based on this data:

- 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%).
- 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.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Acacia's suspension rate has remained excellent due to the implementation of Restorative Justice approaches.
2. Students performance in English Language Arts is improving. Students experienced growth in all student groups even though some groups are still performing below standard.
3. Student performance in Mathematics is 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p>Green</p> <p>19.4 points above standard</p> <p>Increased ++11.7 points</p> <p>157</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>9.1 points below standard</p> <p>Increased ++9.6 points</p> <p>81</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>6.7 points below standard</p> <p>Increased ++7.5 points</p> <p>96</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>68.7 points below standard</p> <p>Declined -14.9 points</p> <p>23</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 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
 Yellow 5.9 points below standard Increased ++4.5 points 96	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 Blue 50.7 points above standard Increased Significantly ++20.4 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 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 Increased ++13.1 points 43	38.6 points above standard Increased Significantly ++20.3 points 38	52.7 points above standard Increased Significantly ++15.8 points 73

**Conclusions based on this data:**

1. 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 attribute this to the implementation of Excel and Daily 5 groups to provide students with targeted instruction across the grade level.
3. Students with Disabilities fall the most points below standard and should be an area of focus for the school. This group may benefit from increased exposure to practice exams, test taking strategies, and computer literacy.

# School and Student Performance Data

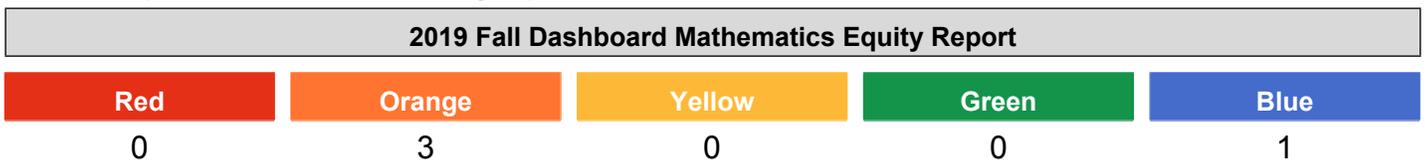
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

### 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 Declined -10 points 43	3.4 points below standard Increased ++10.9 points 38	29.6 points above standard Increased ++12.8 points 73

#### Conclusions based on this data:

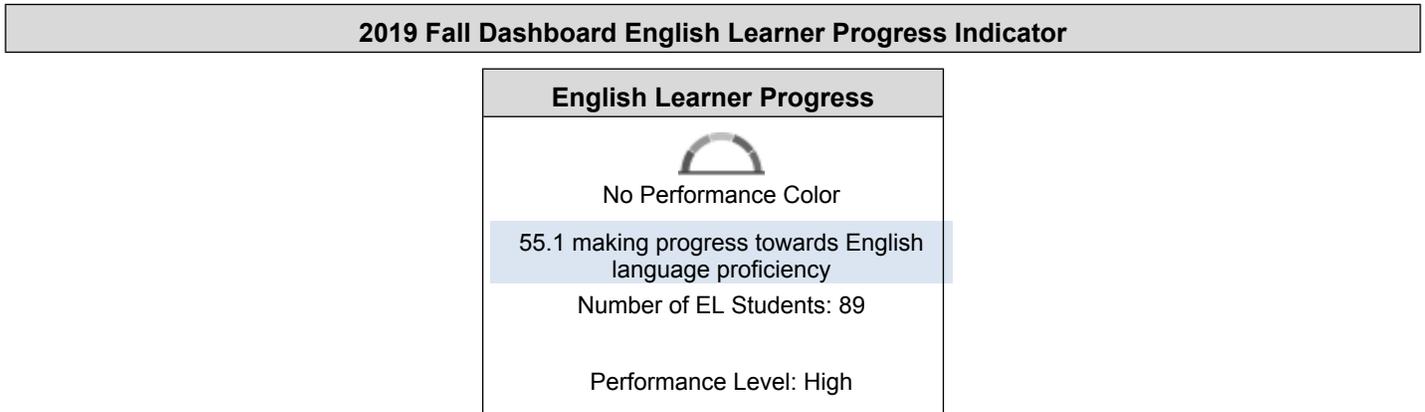
1. While increases were made by most student groups, math scores are still below the standard and should be a focus for all students, even though only grades 3-5 are assessed during CAASPP testing.
2. Current English Learners made gains since the previous year, but still fall significantly below standard. This group would benefit from increased exposure to practice exams and test taking strategies. Computer literacy has also, historically, been a challenge for English Learners, but the group, as a whole, is gaining much more computer literacy as a result of Remote instruction and learning.
3. Students with Disabilities fall the most points below standard, and should be an area of focus for the school. This group would benefit from increased exposure to practice exams, test taking strategies, and computer literacy.

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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 needs to look in the data for common areas that challenge the students in this category.
3. 55.1% of English learners are making progress towards English language proficiency. This is an area where the school can improve so that a higher percentage of students are making progress.

# School and Student Performance Data

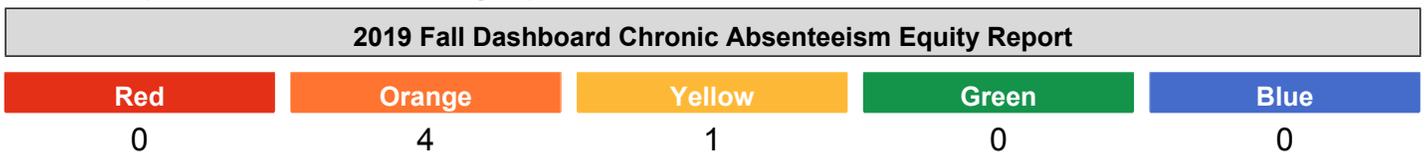
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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		
<p><b>All Students</b></p> <p>Yellow</p> <p>6.9</p> <p>Maintained +0.1</p> <p>377</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>8.2</p> <p>Increased +5.1</p> <p>122</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.4</p> <p>Increased +1.7</p> <p>203</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>14.1</p> <p>Increased +5.4</p> <p>64</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -8.3 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.9 Increased +0.8 203	 No Performance Color 11.1 Increased +11.1 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 10.8 Maintained +0.2 130

**Conclusions based on this data:**

- Chronic Absenteeism has increased for English learners, SED, and SWD.
- Hispanic students, as a student group, have the lowest rate of absenteeism in the school.
- Acacia does not currently have an attendance incentive program in place. The school needs to adopt and implement a system to motivate students to work towards improving attendance.

# School and Student Performance Data

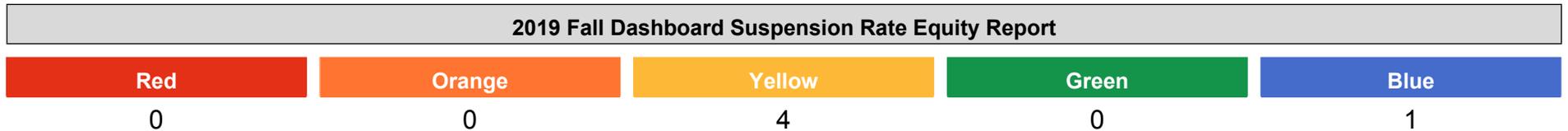
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

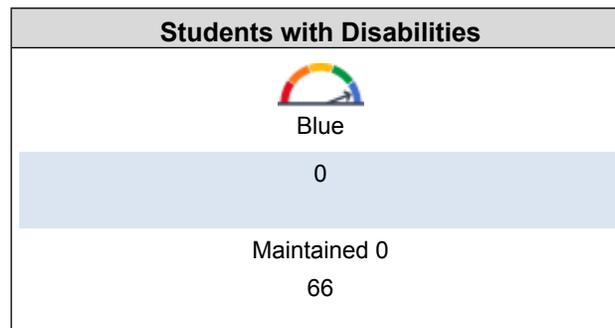
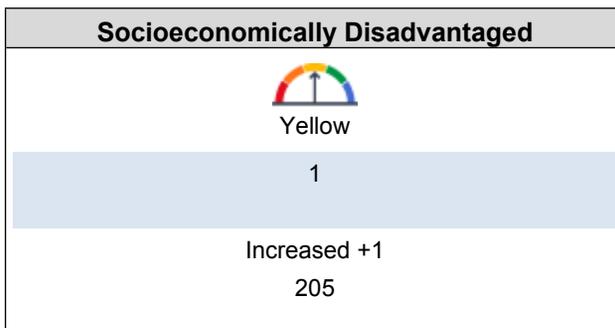
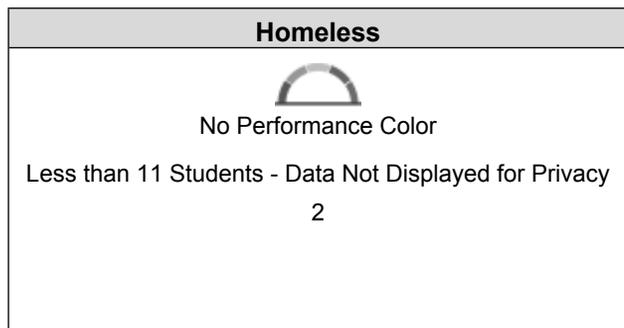
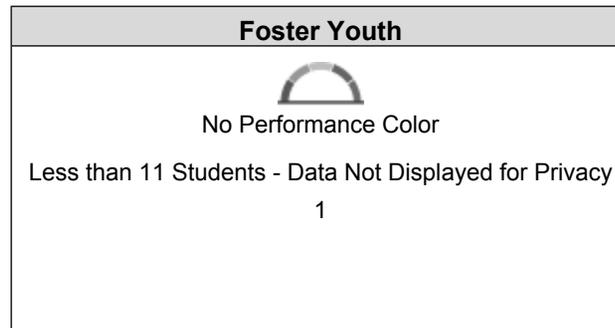
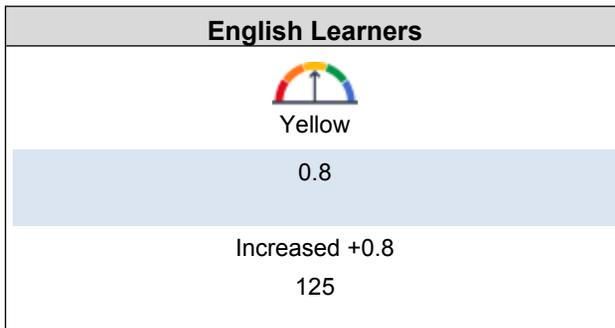
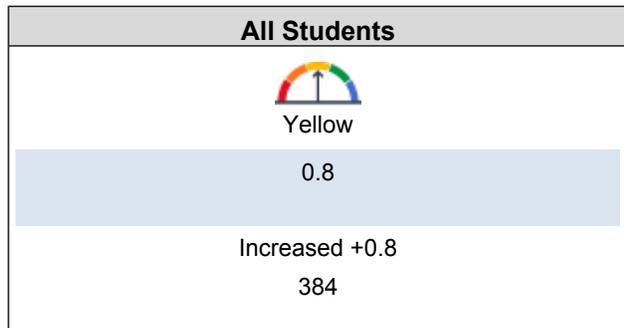


This section provides number of student groups in each color.



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**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 5		 No Performance Color 0 Maintained 0 16	 No Performance Color Less than 11 Students - Data Not 5
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 Increased +1 204	 No Performance Color 0 Maintained 0 20		 Yellow 0.7 Increased +0.7 134

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 are extremely low, including no suspensions in two of the previous 3 years.
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 -----

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## 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 a continuation of goals from the 2020-2021 school year based on analysis of district benchmark data. The grade-level goals are to be achieved by June 2022.

## 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. Teachers will use Trimester 1 Benchmark data as baseline scores to measure student achievement for the 2021-2022 school year.

## Annual Measurable Outcomes

Metric/Indicator

District Benchmarks (Grades TK-5).  
Teachers will use benchmark data to track the progress of students as students work

Baseline/Actual Outcome

Trimester benchmark provides teachers with baseline scores in ELA, math, and grade level essential standards.

Expected Outcome

Students will make growth in the identified areas per grade level as outlined in Goal #1. Teachers can look at areas of strength

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
to meet designated district benchmark standards in ELA and mathematics.		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)	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. Students will be grouped according to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		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.	Teachers will use SBAC data to improve their instructional practices in targeted areas and to support students according to their specific academic needs. There is no SBAC data from Spring 2021 but there are district benchmark scores. 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 2021.	80% of all K students will be able to read 85% of the K sight words (or 36/42 K sight words); 80% of all K students will be able to read and answer 75% of the addition and subtraction equations (or 3/4 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	Assessment scores from August / September 2021 and benchmark scores from May 2021.	The percentage of students meeting benchmarks in 1st grade will increase by 10% in the standards of reading fluency and math facts fluency
2nd Grade: Focus on reading fluency and math fluency	Assessment scores from August / September 2021 and benchmark scores from May 2021.	80% of students will meet or exceed benchmarks in reading fluency and math fluency
3rd Grade - Focus on proficiency on district ELA and Math benchmarks	Assessment scores from August / September 2021 and benchmark scores from May 2021.	(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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
4th Grade - Comprehension, vocabulary development, and SRI scores. Math - district math benchmark proficiency	Assessment scores from August / September 2021 and benchmark scores from May 2021.	(ELA) 70% of students will demonstrate growth in comprehension and vocabulary as measured by Scholastic Reading Inventory (SRI) scores and Lexia levels; (Math) 75% of students will score proficient or above on the end of year district benchmark exam
5th grade - (ELA) Meet SRI goal, Math - district math benchmark proficiency	Assessment scores from August / September 2021 and benchmark scores from May 2021.	All students will meet their yearly SRI growth goal as determined by SRI; (Math) 70% will score proficient or above on the end of year district benchmark exam
Grades 3 - 5: Improve SRI scores	Initial SRI score from August / September 2021.	70% of students in grades 3-5 will meet the 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 2018-2019 and from August / September 2021	The percentage of English Learners (ELs) earning Moderately or Well Developed (levels 3 or 4) on their ELPAC Summative score will increase by 3% compared to data from the 2018-2019 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: <ul style="list-style-type: none"> <li>Analyze benchmark/formative data for intervention (Reinforcement Activities software), academic specialist support, and ELD placement.</li> </ul>	August 2021 - October 2021	Principal Teachers Academic Specialists EL Facilitator (phone calls) Outreach Assistant (phone calls)	Certificated Academic Specialist Salaries including Teacher Release Time & Stipends Benefits	1000-1999: Certificated Personnel Salaries  3000-3999: Employee Benefits	Title I  Title I	71200  12000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> <li>• Discuss instructional levels of students and goal targets for the year.</li> <li>• Identify students below benchmarks who will participate in intervention and support programs.</li> <li>• Coordinate participation/inclusion in general education for SWD in special day classes (SDC).</li> <li>• Assign students to instructional groups for Excel Time and begin Excel groups and assign Academic Specialist and EL Paraprofessional support.</li> <li>• Communicate with parents about student levels, groups, learning needs, and student progress.</li> </ul>			Classified Specialist Salary - TK Support	2000-2999: Classified Personnel Salaries	OTRM	4000
			Certificated Academic Specialist Salaries	1000-1999: Certificated Personnel Salaries	OTRM	7847
			Benefits	3000-3999: Employee Benefits	OTRM	1750
<p>Implement core instructional approach including Excel Time.</p> <p>Teachers will use available planning time to collaborate with colleagues to design and evaluate instruction and to evaluate student progress.</p> <p>Integrate technology into teaching as a tool to augment creativity, collaboration, communication, and critical thinking.</p> <p>Infuse curriculum with SEM</p>	All year	Teachers Academic Specialists Principal	Academic Specialist Salaries (delineated above)			
			Copier purchase	5000-5999: Services And Other Operating Expenditures	Instruction	5000
			Laminator Repair / Replacement	5000-5999: Services And Other Operating Expenditures	Instruction	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Enrichment Triad and best practices.</p> <p>Assess and evaluate learning to make instructional adjustments to maximize student learning.</p> <p>Participate in and implement professional development best practices related to integrating the ELD standards into core instruction and providing high quality ELA, ELD, and Math instruction.</p> <p>Integration of SEM practices and UDL strategies to identify and eliminate student barriers to learning.</p>			PE Specialists' Salaries to facilitate grade level collaboration time	2000-2999: Classified Personnel Salaries	OTRM	15000
			PE Specialists' Benefits	3000-3999: Employee Benefits	OTRM	1800
			Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	Instruction	6500
			Instructional Materials & Supplies including technology hardware, software and support/ student incentives, as well as books and supplies	4000-4999: Books And Supplies	0860	3500
<p>Teachers and academic specialists meet and analyze formative and summative benchmark assessment data to</p> <ul style="list-style-type: none"> <li>Review and target instruction for areas of need and students not meeting benchmarks and/or making growth</li> <li>Evaluate effectiveness of instructional groups and approaches.</li> <li>Change flexible groups and intervention content, strategies, and teaching assignments</li> </ul>	End of Trimesters	Principal Teachers Academic Specialists	<p>Teacher Release Time (progress monitoring-delineated above)</p> <p>Instructional Materials &amp; Supplies including technology hardware, software and support/ student incentives, as well as books and supplies (delineated above)</p> <p>Academic Specialist Salaries &amp; Benefits (delineated above)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to meet the data-driven needs of students.</p> <ul style="list-style-type: none"> <li>Communicate progress to parents.</li> </ul>						
Supplemental Instructional Support including SEM online curriculum, Boom Cards, Brain Pop IXL, 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	1000-1999: Certificated Personnel Salaries	Instruction	7553
Purchase supplemental classroom materials, updates, and supplies to support instruction and student learning.	All year	Principal Office Staff Teachers	Student Recognition and Incentives	4000-4999: Books And Supplies	Title I	1000
			Additional Instructional Materials and Supplies (delineated above)			
			Classroom Furniture (flexible seating)	4000-4999: Books And Supplies	Instruction	5000
After School Intervention & K Camp	January-May	Academic Specialists	Academic Specialist Salary	1000-1999: Certificated Personnel Salaries	0860	4700
			Benefits	3000-3999: Employee Benefits	0860	540
Teachers will attend district-provided Professional Development for programs that support all aspects of this goal including: UDL, Lexia, IXL, Smarty Ants, Imagine Learning, etc.	August 2021 - ongoing	Principal Teachers				
Reintroduce Reading Counts reading incentive program	All year	Teachers Principal	Reading Counts Subscription	5000-5999: Services And Other Operating Expenditures	Instruction	1500
			Student incentives and rewards			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>Students will use language support educational technology such as Rosetta Stone, Smarty Ants, Imagine Learning, IXL, Lexia, Achieve 3000, etc.</p> <p>English Learners will receive individual and small group instructional support in class from paraprofessionals and from teachers during Excel / Daily 5 time.</p>	August 2021 - ongoing	Teachers ELD Teacher Advisor ELD Facilitator EL Paraprofessionals Principal	No expenditure necessary	None Specified	None Specified	

## Annual Review

### SPSA Year Reviewed: 2020-21

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, students made inconsistent academic progress in the 2020-2021 school year and teachers will need to spend significant effort throughout the 2021-2022 school year to identify and address 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 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 June of 2022, 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 adoption of a research-based social-emotional supplemental curriculum and structured play activities and the implementation of a wellness room. The school will also increase the percentage of students with disabilities (SWD) who spend at least 80% of the instructional day in the general education setting by 4%.

## 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 9/17/21 - 62.3% of SWD spend at least 80% of the school day in the general education setting. (was 55.5% on 12/17/20)

65% of SWD will spend at least 80% of the school day in the general education setting by the end of the 2021-2022 school year.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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.

We currently 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.

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 patient and supportive of all students and families, especially those of diverse backgrounds.

Structured recess and lunch recess activities designed to promote team building and social-emotional learning. We will partner with CRPD to give each class 2-3 opportunities per month to participate in the activities.

We do not have any survey data, but observation and anecdotal data from teachers suggests that students have struggled with the transition back to school, particularly interpersonal relationships, after 18 months of social distancing and forms of quarantine. Students are more emotional and are engaging in more rough and aggressive behavior on the playground. Teachers also report that students are engaging with teachers more like they typically would with a parent.

The structured play curriculum will be focused on team building, positive interactions with peers, problem solving, resilience, inclusion, and more. The expected outcome is for students to strengthen their interpersonal skills, have more patience and understanding with their peers, more personal grit and resolve, and they will also have fun along the way. As a result of the program we expect to see students struggle less with emotions, engage more appropriately with peers and adults, and we expect to see fewer disagreements on the playground that result in aggressive interactions.

Restorative Justice 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 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of students with high and chronic absenteeism rates, among other areas.	alternative to suspension. Principal will also use Restorative Justice practices to work towards resolving concerns that lead to Chronic Absenteeism.
Lessons, activities, and experiences (including Spirit Assemblies) to build awareness for students, staff, and families.	Students receive weekly video lessons in Social-emotional Learning from the CVUSD elementary counselors facilitated by teachers. Currently, these lessons are not solely focused on DEI education.	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 evaluate its impact by discussion at staff and stakeholder meetings (ELAC, SSC, Leadership, Staff Meetings, etc.). 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.
Family engagement (informational sessions, education, evening events)	Create a survey for parents to express areas of interest regarding the topics of DEI; Design and provide opportunities for education and experience	Offer 3-5 informational opportunities (meetings, videos, family evenings) that cover the topics where parents indicated interest. Increase participation in these activities for families by June 2022
Professional Development for teachers and staff in the area of Diversity, Equity, and Inclusion through offerings from VCOE, the school district, and the school site through staff meetings.	Teachers and staff have received district training in Diversity, Equity, and Inclusion, however, any additional formal training or professional development will be beneficial for all students and staff.	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.
We will establish a Wellness Room (modeled after the rooms at CVUSD high schools) where students can have a quiet,	Students currently do not have place to go when they are upset or emotional. They currently come to the office where there is	This room will be a calming location for students and staff who need a space to refocus and reset. Students who are not

**Metric/Indicator**

**Baseline/Actual Outcome**

**Expected Outcome**

safe space to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, color and engage in other calming activities

a lot of noise, traffic, and chaos. The new room will provide a space for students who need a few minutes to gather themselves.

able to mentally engage in class will have the ability to do so and return to class feeling reenergized and ready to learn.

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.	August	Teachers Principal	Part of classroom placement practice to ensure that all students including SWD are assigned to a Gen Ed class.	None Specified	None Specified	
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 meet with principal at the end of each trimester to review student progress and LRE data. Team will determine if LRE data for individual students can be adjusted based upon student achievement. 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, monthly special education team collaboration meetings with	Ongoing	Teachers Principal	Release Time substitute teacher costs	1000-1999: Certificated Personnel Salaries	Instruction	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
principal.  Staff and principal will receive PD on Restorative Justice interventions and practices. Staff and Principal will provide subsequent training to other teachers and staff.			Professional Development costs (delineated in Goal #1)  Instructional Materials (delineated in Goal #1)	5000-5999: Services And Other Operating Expenditures  4000-4999: Books And Supplies	Title I  Title I	
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	August 2021 - June 2022	Teachers	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)	August 2021-ongoing	School Outreach Assistant Principal Teachers PTA	Expenditures outlined in Goal #3			
We will establish a Wellness Room (modeled after the rooms at CVUSD high schools) where students can have a quiet, safe space to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, color and engage in other calming activities	October 2021 - ongoing	School Outreach Assistant Principal Teachers PTA	Supplies for quiet and calming activities	4000-4999: Books And Supplies	Instruction	1250
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.	August 2021 - ongoing	Principal Teachers	No additional cost to implement this action			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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.	August 2021 - ongoing	Principal Teachers Staff	Supplies for decorations and activities for Spirit Assemblies.	4000-4999: Books And Supplies	Instruction	1000
Structured recess and lunch recess activities designed to promote team building and social-emotional learning. We will partner with CRPD to give each class 2-3 opportunities per month to participate in the activities.	September 2021 - June 2021	Campus Safety Assistants Teachers CRPD partners Principal	CRPD employee to run structured play activities	2000-2999: Classified Personnel Salaries	Title I	10000

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

Teachers attended district provided professional development of Diversity, Equity and Inclusion in August 2021. Further professional development provided by the district and VCOE will be offered to teachers. We will reinstate the schoolwide regular assemblies to restore the sense of community many lost connection to during COVID 19, shortened schedules and remote learning. Staff will take

the opportunity to use this as a time to reconnect, get students excited about school and also encourage engagement of DEI curriculum and initiatives. SEL learning will be supported with the implementation of the Park and Recreation department coming daily to promote and provide students with skills and strategies to help assist their SEL needs.

We exceeded our goal of raising SWD in 80% General Education. We started at 55.5%, aimed for 58.5%, and are currently at 62.3% despite having 29 students on campus enrolled in a specialized program.

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 not able to hold school wide assemblies or spirit assemblies due to COVID 19 and shortened schedules in the 2020-2021 school year. Due to COVID restrictions, the inclusion of Special Education students was very limited. In addition, developing the DEI TOSA was a challenge due to COVID 19. Teachers were diligently working to maintain the curriculum for both in person learning and reinforcement time learning. Feeling overstretched already, teachers were not comfortable taking on the new role of DEI TOSA.

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.

Instead of pursuing the idea of a DEI TOSA, we will partner with CRPD to create DEI and SEL curriculum for structured play activities during lunchtime recess. Each class in a grade level will get to participate 2-3 times each month in these structured activities. The hope is to create activities similar to the Fulcrum / Stand Proud activities that 5th grade students receive.

The SSC feels that there is tremendous need to infuse DEI into the curriculum and educational experience of the Acacia students. Teachers will focus on diverse authors during the various district initiative months and they will highlight diverse artists during structured art and music time. The structured recess activities will also focus heavily on DEI (as well as SEL).

# 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

Survey data from 2018-2019 (LCAP and EL Needs Assessment) - no surveys were conducted in 2019-2020 or 2020-2021. We will complete site and district surveys this year to better understand the feelings and needs of students, staff, and parents.

### Baseline/Actual Outcome

Parent surveys (LCAP and EL Needs Assessment), SSC and PTA feedback, and individual conversations with parents from 2018-2019 indicated a preference for electronic communication (64% stated this is their preferred communication source)

### Expected Outcome

Principal will continue to use the S'more newsletter template to facilitate school-to-home communication with designated sections for grade level teams and school groups (PTA, GATE, ELAC, Site Council, Student Leadership, etc.). School will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and current information on the website (request from both SSC and PTA).	increase the percentage of parents accessing information from the website by 5% and those accessing information via the digital newsletter by 12%.
Record of website visits	Acacia would like to track and see how often people are accessing the website and the type of information they are seeking. CVUSD Tech Services will provide us with website user data showing the number of visits to the different pages of the website. Per CVUSD Tech Services, the analytics code was not previously attached to the website and is now available.	School will work with CVUSD Tech Services to learn how to gather data on interactions with the school website. The school will make the most commonly sought after information more easily accessible on the website via FAQ link and prominent placement of key links.
Attendance at site-provided outreach programs (including in-person and via Zoom and YouTube participation)	The school's outreach counselor holds regular workshops for parents, but attendance is inconsistent. We will begin to offer consistent classes and workshops including ESL, parent enrichment, guidance on supporting literacy and math development in the home, understanding SEL, and more. We will also survey parents and work with ELAC, PTA, and SSC to know what content parents are seeking. We will coordinate with parents that have a specific expertise and with local organizations to provide this content for families via the school's Title I Outreach Worker.	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.
Number of followers on Facebook, Instagram, Twitter, and YouTube	The school has a Facebook page, 2 Twitter accounts, and a YouTube channel. The school is starting an Instagram account. Facebook: 566 likes (people that follow the page)	School will advertise the Facebook, Instagram, Twitter, and YouTube accounts via Blackboard messaging, the S'more newsletter, etc. to increase followers. School will increase number of

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>@acaciamagnet (Twitter): 170 followers            @acacia_princpl (Twitter): 197 followers            YouTube channel subscribers: 66 subscribers            @acaciamagnet Instagram: 142 subscribers</p>	<p>followers on each platform by the following percentages:            Facebook: 5% (increase by 28 followers)            Instagram: 7% (increase by 10 followers)            @acaciamagnet: 6% (increase by 10 followers)            @acacia_princpl 5% (increase by 10 followers)            YouTube by 5% (4 additional subscribers)</p>
<p>More consistent translation of school-to-home communications</p>	<p>We still need to get better at sending home communications in Spanish. A lot of flyers are Spanish, but there is room for improvement. Videos have, traditionally, been sent home only in English.</p>	<p>By June of 2022, the school will send home all communications in both English and Spanish.</p>
<p>Attendance at parent meetings, including ELAC, PTA, parent-teacher conferences, etc. We will also track views of recorded meetings.</p>	<p>We need to begin to track, more closely, meeting attendance to establish baseline data for meeting attendance. We have found that recording messages leads to a high number of views. We have found that parents are more consistent in attending their appointments (conferences, IEPs, etc.) when meetings are held via Zoom.</p>	<p>By June 2022, we will increase the parent participation in ELAC meetings, PTA General Association meetings, and other parent presentation. It is not practical to propose an expected outcome metric without first establishing the baseline data. We will, also, continue to incorporate ways for parents to participate remotely or via video recording.</p>
<p>Outreach assistant support for students who are struggling with engagement and attendance.</p>	<p>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.</p>	<p>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.</p>

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
Work with CVUSD Tech Services to learn how to track website visits and other helpful website "tricks"	September 2021	Principal Site Leadership		None Specified	None Specified	
Hire knowledgeable individual to maintain and update the school website.	August 2021 - ongoing	Principal Staff member	Hire staff member or outside contributor to maintain and update school website. Pay will be a stipend.	1000-1999: Certificated Personnel Salaries	Instruction	1000
Increase school to home communication.	August 2021 - ongoing	Principal Teachers Site Council PTA ELAC	S'more Newsletter. Principal will 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	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.	August 2021 - Ongoing	Principal Teachers PTA	<p>Increase social media following. School has utilized Facebook 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.</p> <p>School will market the social media platforms via Blackboard messages, the school website, and monthly S'more newsletters.</p> <p>There is no additional cost for the school site associated with this goal as these platforms are free.</p>	None Specified	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.	August 2021 - 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	None Specified	
Parent Education Workshops and videos. We will provide live in-person and Zoom meetings (which we will record) and share	August 2021 - ongoing	Principal School Outreach Assistant Teachers	Outreach Assistant Salary	2000-2999: Classified Personnel Salaries	Title I	17000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
recorded messages to educate parents on important topics and school procedures. Messages will be delivered in English and in Spanish.		Office / classified staff	Parent Education	5000-5999: Services And Other Operating Expenditures	Title I	2000
Additional translation services by EL Facilitator and Outreach Assistant, including translation and recording of some videos and social media posts.	September 2021 - ongoing	Principal Bilingual Staff (Campus Safety Assistants, EL Facilitator, Outreach Assistant)	Translation services outside of normal work hours	2000-2999: Classified Personnel Salaries	0860	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 5 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.	September 2021 - ongoing	Principal Teachers Office Staff Bilingual Staff (Campus Safety Assistants, EL Facilitator, Outreach Assistant)	Video production services	5000-5999: Services And Other Operating Expenditures	Title I	1595
Support from District Social Worker in working with families, providing resources to the school and families, supporting with attendance, etc.	August 2021- Ongoing	District Social Worker	District Employee - no site expenditure	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>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.</p> <p>We will also offer Family Enrichment Exploration Opportunities for Family Engagement with SEM.</p>	August 2021 - Ongoing	PTA Principal Teachers Parent volunteers Classified staff	SEM Science or Math Night Supplies	4000-4999: Books And Supplies	Instruction	1500

## Annual Review

### SPSA Year Reviewed: 2020-21

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 well on this goal. We became much more consistent on sending S'more newsletters. We sent weekly announcements in via Google Slides. We made regular post updates on Facebook and Twitter regularly. We met our goal for increased followers on all social media platforms. We did not create our helpful video series for families, that is a goal that we would like to continue.

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 provide more 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.

# 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 (in-person and virtual), incorporating curriculum infusion of the enrichment triad into the classroom curriculum, and providing advanced learning opportunities for students through Daily 3/5, curriculum compacting, and passion pursuits.

## 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

Student Enrichment survey

Baseline/Actual Outcome

Create a survey for students regarding possible enrichment topics and satisfaction with current offerings.

Expected Outcome

Obtain measurable data that informs action steps to be taken in offering different enrichment topics. The data will tell us if students enjoyed a session and why and whether or not we should continue to offer a specific class. The data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		will also help us know how to improve any class that we offer on an ongoing basis.
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.
Number of teachers who attend PD in gifted education (CAG Annual Conference - California Association for the Gifted, Confratute, online trainings)	Currently, only 78% of Acacia teachers have attended Confratute and/or CAG. (Due to COVID, teachers were not able to travel in 2021 to Confratute).	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 2022-2023 school year.
Reinstitute Enrichment Clusters as an in-school program	Due to cohort requirements and smaller cohorts, we were not able to have Enrichment Clusters as an in-school program. We want to reinstitute the practice ASAP. We will begin with a modified format and expand as the COVID-19 restrictions and protocols allow.	We want to have consistent rotations of Enrichment Clusters during Trimesters 2 and 3. 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.
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.

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
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 Gifted Education conference (CAG).	Confratute in July. Ongoing throughout school year.	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	30800
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.	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)  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)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			PE Specialists benefits (see goal 1) Outreach assistant (see goal 1)			
<p>Offer 3 rounds of Enrichment Clusters: 1) October-November 2) January-March 3) April-May</p> <p>Implement Homework Philosophy and Excel time for grades 3-5 in which teachers will instruct and support students on how to develop sound research questions and conduct their investigations.</p>	October - June	Principal Teachers Academic Specialists Support Staff Outreach Specialists	<p>Academic Specialist Salaries (see goal 1) Benefits (see goal 1)</p> <p>Professional Development Services and Fees at University of Connecticut Schoolwide Enrichment Model (See goal 1)</p> <p>Supplemental Field trip Expenses</p> <p>Instructional materials and supplies including technology hardware, software and support, student incentives, as well as books and supplies (see goal 1)</p> <p>Enrichment Cluster Supplies and Additional Materials</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p>	<p>Instruction</p> <p>Title I</p>	<p>2750</p> <p>1500</p>
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.	September 2021 - June 2022	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.  (When purchased in 2021, subscription was good for the 2020-2021 and 2021-2022 school years)			
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	
Supplemental funds for GATE education. Provide for hands-on experiences such as games and puzzles, projects, field trips, virtual field trips, guest speakers, etc.	September 2021 - ongoing	Principal GATE Teacher Facilitator	Supplemental materials for GATE activities, guest speakers, etc. (games / puzzles, supplies for projects, etc.)	4000-4999: Books And Supplies	Instruction	1000
			Field trips for GATE students	5000-5999: Services And Other Operating Expenditures	Instruction	1000

## Annual Review

## **SPSA Year Reviewed: 2020-21**

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.

Due to restrictions in grouping and students participating in Remote learning, we were not able to have in-person Enrichment Clusters. We consistently offered virtual enrichment offerings throughout the Spring of 2021 but they were sparsely attended and only a handful of teachers participated. 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.

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 not able to offer in-person Enrichment Clusters last year but we did offer a consistent menu of virtual Enrichment Cluster offerings throughout the Spring. CAG and Confratute PD was available virtually and 4 staff members attended CAG and 9 attended Confratute. Because the conferences were virtual, we did not spend nearly as much money as budgeted because there were no travel expenses.

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.

Now that we have more flexibility in grouping students together, we will begin offering in-person Enrichment Clusters again. We will start with grade-level clusters and expand to offerings across grade-level spans. We can also take field trips again so we will spend money on those.

# 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 school closures and modified instructional models

## 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 level 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 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 and modified instructional models. 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

June 2021 Trimester 3 benchmark scores and August/September 2021 baseline benchmark scores.

With the support of district and site interventions, supplemental curriculum, ongoing formative assessments, and a district-wide focus on essential standards,

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

students will make noticeable academic growth between Trimesters 1 and 3, with a significantly higher percentage of students in all student groups meeting district benchmarks. Trimester 3 benchmarks inform teachers as they assign students to Excel / Daily 5 groups at the outset of the 2021-2022 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 offer diagnostic assessments to establish a baseline of student achievement.

Students will meet growth goals in each of the supplemental curriculum and intervention programs. These are measured in a variety of metrics - levels, number ranges, etc. If this supplemental curriculum proves to be effective, we will continue to use these programs year after year.

SBAC Scores in ELA and Math for grades 3-5

No current student at Acacia Magnet School has ever participated in CAASPP testing. May 2022 will, potentially, be the first time that we have participated in CAASPP testing in 3 years.

SBAC scores in May will provide us with good baseline data for understanding the extent of the cumulative learning loss since the interruption to traditional school started in March 2020. This data will allow us to set goals for future years as we continue to address the needs of learning loss as a result of COVID-19. Teachers evaluate SBAC data prior to the start of school each year to assign students to intervention groups and to assign them to appropriate supplemental intervention programs.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Social-emotional needs student survey results	Create a survey for students. Survey will tell us how students currently feel about a variety of topics and issues.	Survey results will help us target areas to focus instruction and support in SEL. Staff will access this data to understand student feelings regarding diversity, equity, and inclusion on our campus and students' specific SEL needs.
Social-emotional Competency marks from report cards in grades 3-5	We are in Year 2 of this practice. Teachers, students, and families are still learning how to understand these new marks.	This data will give us a better picture of individual areas of strength and needed growth in individual students, across a grade level, and throughout the school. Based on the data, we can provide reinforcement activities, intervention, Restorative practices, or other appropriate strategies to support student needs.
Structured recess and lunch recess activities designed to promote team building and social-emotional learning. We will partner with CRPD to give each class 2-3 opportunities per month to participate in the activities.	We do not have any survey data, but observation and anecdotal data from teachers suggests that students have struggled with the transition back to school, particularly interpersonal relationships, after 18 months of social distancing and forms of quarantine. Students are more emotional and are engaging in more rough and aggressive behavior on the playground. Teachers also report that students are engaging with teachers more like they typically would with a parent.	The structured play curriculum will be focused on team building, positive interactions with peers, problem solving, resilience, inclusion, and more. The expected outcome is for students to strengthen their interpersonal skills, have more patience and understanding with their peers, more personal grit and resolve, and they will also have fun along the way. As a result of the program we expect to see students struggle less with emotions, engage more appropriately with peers and adults, and we expect to see fewer disagreements on the playground that result in aggressive interactions.
We will establish a Wellness Room (modeled after the rooms at CVUSD high schools) where students can have a quiet, safe space to deescalate from a stressful situation, interact with comfort objects and	Students currently do not have place to go when they are upset or emotional. They currently come to the office where there is a lot of noise, traffic, and chaos. The new room will provide a space for students	This room will be a calming location for students and staff who need a space to refocus and reset. Students who are not able to mentally engage in class will have the ability to do so and return to class feeling reenergized and ready to learn.

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

comfortable furniture, color and engage in other calming activities

who need a few minutes to gather themselves.

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
Teachers will review trimester benchmark data and ongoing formative 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.	September 2021 - ongoing	Principal Classroom teachers Academic specialists EL paraprofessionals SPED paraprofessionals	See goal 1 for Academic Specialist and EL paraprofessional salaries info			
District-purchased supplemental digital curriculum (Lexia, IXL for Math, Achieve 3000)  Site purchased IXL licenses for ELA for all students.	September 2021- 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)  IXL subscription for ELA	None Specified  5000-5999: Services And Other Operating Expenditures	None Specified  Title I	  2150
SEL Education - CVUSD Counseling Curriculum / Sanford Harmony	August 2021 - June 2022	CVUSD Elementary Counselors Classroom Teachers	Counselors employed by and funded by CVUSD will provide this curriculum. Classroom teachers will deliver it. No additional expense.	None Specified	None Specified	

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).	September 2021 - June 2022	Academic Specialists Classified specialist	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.	None Specified	None Specified	
Use of novels at various Lexile levels for small group reading intervention or acceleration (including GATE)	August 2021 - June 2022	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	Instruction	2000
Supplemental electronic curriculum (Boom Cards, Scholastic Reader, Brain Pop)	August 2021 - June 2022	Principal Teachers Academic Specialists	Expenditure delineated in Goal #1	None Specified	None Specified	
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 teachers to spend less time on lesson design and creation and more time on planning interventions and providing feedback on students work and assessments.	August 2021 - June 2022	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	Instruction	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	August 2021 - June 2022	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 in working towards the essential standards.	1000-1999: Certificated Personnel Salaries	Instruction	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.	August 2021 - ongoing	CVUSD Counselors Classified Staff Principal	Training for classified staff to support social-emotional learning on campus.	None Specified	None Specified	
Social-emotional needs student survey. The purpose of this survey is to use kid-friendly language to ask students about their individual social-emotional competencies. We will ask about their experience at school and about carryover between home and school. Survey results will be anonymous.	September 2021 - ongoing (bi-annual)	Principal School Psychologist Classroom Teachers	We will use Google Forms to create a survey for students. No funds necessary as this is a free service through Google Apps.	None Specified	None Specified	
Social-emotional needs parent survey. We will ask parents about their perceptions of their students' social-emotional well-being both at school and at home. We will ask for feedback on desired topics for parent education in the realm of diversity, equity, and inclusion and social-emotional learning.	September 2021 - ongoing (bi-annual)	Classroom Teachers School Psychologist Parents Principal	We will use Google Forms to create a survey for parents. No funds necessary as this is a free service through Google Apps.	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring SEL Competency "grades" for students in grades 3-5. Classroom teachers can structure SEL lessons to address areas of deficiency. Counselor can run restorative circles and activities with targeted groups of students.	August 2021 - ongoing	Classroom Teachers School Counselor Principal	Evaluate data from Q. No expenditure required	None Specified	None Specified	
Structured recess and lunch recess activities designed to promote team building and social-emotional learning. We will partner with CRPD to give each class 2-3 opportunities per month to participate in the activities.	September 2021 - June 2021	Campus Safety Assistants Teachers CRPD partners Principal	See goal #2			
We will establish a Wellness Room (modeled after the rooms at CVUSD high schools) where students can have a quiet, safe space to deescalate from a stressful situation, interact with comfort objects and comfortable furniture, color and engage in other calming activities	October 2021 - ongoing	School Outreach Assistant Principal Teachers PTA	See goal #2			

## Annual Review

### SPSA Year Reviewed: 2020-21

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 in the Spring of 2021 implementing the strategies to meet this goal. We were not, however, able to hire a DEI TOSA who would have helped with some of the data acquisition and analysis. In addition, we were unable to hire individuals to support the Smarty Ants and Imagine Learning interventions for English Learners. We were successful in purchasing and implementing support software programs to support classroom instruction and for use during Reinforcement Activities.

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 2021-2022 school year. We were not able to hire individuals to support Smarty Ants and Imagine Learning despite much effort to do so. As a result, we did not spend the money allocated toward those individuals.

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 2020-2021 are good through the duration of the 2021-2022 school year so we do not need to make those purchases again. We will not be purchasing Waterford again because their price increased dramatically. We will be purchasing licenses for IXL for ELA since the school district is purchasing IXL licenses for math. We will be implementing an SEL curriculum during structured recess activities and we will be establishing a Wellness Room with the support of PTA.

# 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	\$235,935.00

## 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	\$149,245.00

Subtotal of additional federal funds included for this school: \$149,245.00

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 (\$)
0860	\$10,240.00
OTRM	\$30,397.00
Instruction	\$46,053.00

Subtotal of state or local funds included for this school: \$86,690.00

Total of federal, state, and/or local funds for this school: \$235,935.00

# 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
Instruction	46,053	0.00
OTRM	30,397	0.00
Title I	149,245	0.00
0860	10,240	0.00

## Expenditures by Funding Source

Funding Source	Amount
0860	10,240.00
OTRM	30,397.00
Instruction	46,053.00
Title I	149,245.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,800.00
2000-2999: Classified Personnel Salaries	47,500.00
3000-3999: Employee Benefits	16,090.00
4000-4999: Books And Supplies	26,750.00
5000-5999: Services And Other Operating Expenditures	47,795.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0860	4,700.00
2000-2999: Classified Personnel Salaries	0860	1,500.00

3000-3999: Employee Benefits	0860	540.00
4000-4999: Books And Supplies	0860	3,500.00
1000-1999: Certificated Personnel Salaries	OTRM	7,847.00
2000-2999: Classified Personnel Salaries	OTRM	19,000.00
3000-3999: Employee Benefits	OTRM	3,550.00
1000-1999: Certificated Personnel Salaries	Instruction	14,053.00
4000-4999: Books And Supplies	Instruction	20,750.00
5000-5999: Services And Other Operating Expenditures	Instruction	11,250.00
1000-1999: Certificated Personnel Salaries	Title I	71,200.00
2000-2999: Classified Personnel Salaries	Title I	27,000.00
3000-3999: Employee Benefits	Title I	12,000.00
4000-4999: Books And Supplies	Title I	2,500.00
5000-5999: Services And Other Operating Expenditures	Title I	36,545.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,890.00
Goal 2	14,750.00
Goal 3	24,595.00
Goal 4	37,050.00
Goal 5	9,650.00

# School Site Council Membership

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

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

Name of Members	Role
Amanda Dorado	Classroom Teacher
Darren Edwards	Parent or Community Member
Amanda Hubbard	Other School Staff
Cindy Liu	Parent or Community Member
Shabana Mather	Parent or Community Member
Elizabeth Neal	Parent or Community Member
Mandy Pollak	Parent or Community Member
Jennifer Reed	Classroom Teacher
Mary Beth Stovall	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.

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
On File	District Advisory Committee Representative
On File	English Learner Advisory Committee Representative
On File	Gifted and Talented Education Program Advisory Committee Representative
On File	School Site Representative
On File	Special Education Advisory Committee 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 17, 2021.

Attested:

On File

Principal, Bennett Wutkee on 9/17/21

On File

SSC Chairperson, Amanda Hubbard on 9/17/21

# Instructions

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

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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](mailto: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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.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/>

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