

# Acacia Elementary

## 2023–24 School Accountability Report Card

### Reported Using Data from the 2023–24 School Year

#### California Department of Education

**Address:** 1200 North Acacia Ave.  
Fullerton, CA , 92831-2102

**Principal:** Rachel McCormick, Principal

**Phone:** (714) 447-7700

**Grade Span:** K-6

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

## DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

## California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

## Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

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# About This School

## Rachel McCormick, Principal

📍 Principal, Acacia Elementary

## About Our School

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Acacia is a 2019 National Blue Ribbon School and 2023 California Distinguished school that provides a well rounded educational experience for all learners. We offer a Science Technology Engineering and Mathematics (STEM) program, have fully implemented 1:1 iPad program for TK-6 grade students, and provide multi-tiered systems of support. Increased student engagement, academic achievement, and higher average daily attendance are just some of the many benefits we have seen at Acacia School through thoughtful integration of technology, social-emotional learning, and instructional best practices. Our teachers have received extensive training in the use of technology to guide students to create, communicate, collaborate, and critically think using 21st Century learning skills. In addition, Acacia has a signature school-wide Readers and Writers workshop practice that differentiates students' learning and provides individualized instruction to maximize students' academic progress. At our school, children are excited about learning, love to come to school, and are increasing in confidence as differing levels, learning styles, and academic needs are addressed every day through individualized and differentiated academic opportunities.

## Contact

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Acacia Elementary  
1200 North Acacia Ave.  
Fullerton, CA 92831-2102

Phone: (714) 447-7700

Email: [rachel\\_mccormick@myfsd.org](mailto:rachel_mccormick@myfsd.org)

## Contact Information (School Year 2024–25)

### District Contact Information (School Year 2024–25)

<b>District Name</b>	Fullerton Elementary
<b>Phone Number</b>	(714) 447-7400
<b>Superintendent</b>	Pletka, Bob
<b>Email Address</b>	<a href="mailto:bob_pletka@myfsd.org">bob_pletka@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org">www.fullertonsd.org</a>

### School Contact Information (School Year 2024–25)

<b>School Name</b>	Acacia Elementary
<b>Street</b>	1200 North Acacia Ave.
<b>City, State, Zip</b>	Fullerton, CA , 92831-2102
<b>Phone Number</b>	(714) 447-7700
<b>Principal</b>	Rachel McCormick, Principal
<b>Email Address</b>	<a href="mailto:rachel_mccormick@myfsd.org">rachel_mccormick@myfsd.org</a>
<b>Website</b>	<a href="http://www.fullertonsd.org/acacia">www.fullertonsd.org/acacia</a>
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	30665066028005

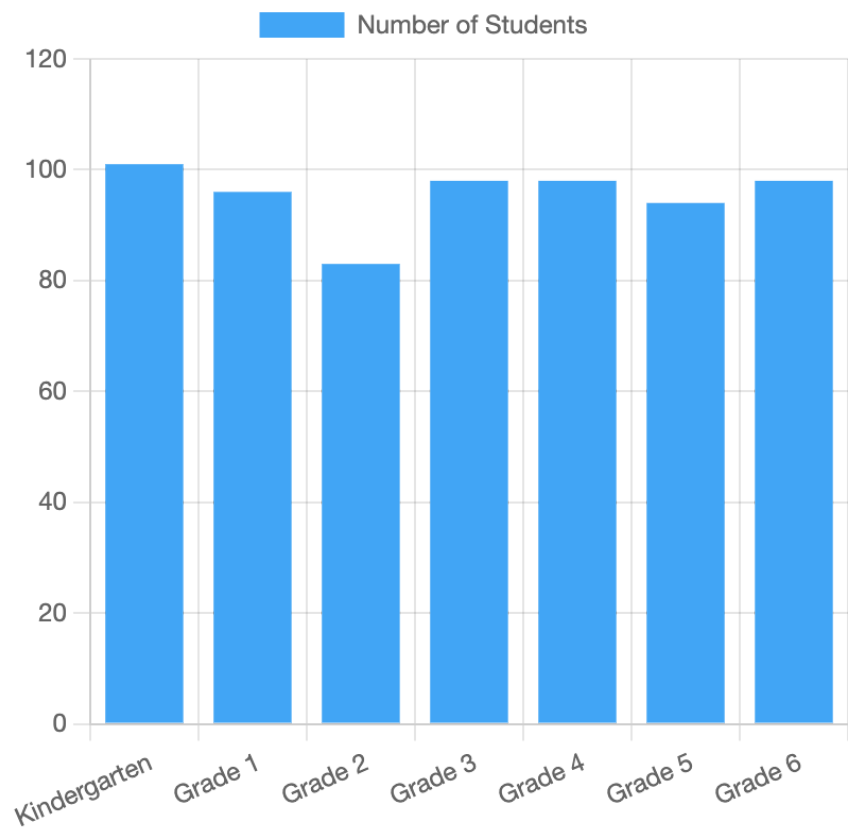
## School Description and Mission Statement (School Year 2024–25)

Acacia Elementary School is located in the eastern section of Fullerton and serves about 660 students. More than 50% of our student population chooses to come to Acacia from outside our boundary areas. Families are attracted to our outstanding curricular programs, excellent staff, and parent and community support. Our students have diverse strengths and needs: English Learners with more than 13 different home languages, students with disabilities, and identified Gifted students. Acacia staff is committed to the belief that all students can and will learn and achieve at high levels. Our mission is to provide an education of the highest quality, blending the resources of the home, school, and community. We are committed to empowering students to reach their full potential with rigorous academic standards. We develop confident children who can collaborate, create, critically think, and communicate in a constantly evolving world.

Vision Statement: 21st Century Learning for the whole child.

Student Enrollment by Grade Level (School Year 2023–24)

Grade Level	Number of Students
Kindergarten	101
Grade 1	96
Grade 2	83
Grade 3	98
Grade 4	98
Grade 5	94
Grade 6	98
Total Enrollment	668



Student Enrollment by Student Group (School Year 2023–24)

Student Group	Percent of Total Enrollment
Female	47.90%
Male	52.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.40%
Asian	24.60%
Black or African American	1.50%
Filipino	3.00%
Hispanic or Latino	26.30%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	9.40%
White	34.70%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.40%
Foster Youth	0.40%
Homeless	0.30%
Migrant	0.00%
Socioeconomically Disadvantaged	26.00%
Students with Disabilities	9.60%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	100.00%	464.40	92.23%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	1.00	0.20%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.42%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	2.40	0.49%	12115.80	4.41%
Unknown/Incomplete/NA	0.00	0.00%	33.40	6.65%	18854.30	6.86%
Total Teaching Positions	23.50	100.00%	503.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.30	99.63%	444.20	89.46%	234405.20	84.00%
Intern Credential Holders Properly Assigned	0.00	0.00%	0.00	0.00%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	2.10	0.43%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.12%	0.80	0.16%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.20%	49.30	9.94%	15831.90	5.67%
Total Teaching Positions	24.40	100.00%	496.60	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.50	97.92%	442.40	91.60%	231142.40	83.24%
Intern Credential Holders Properly Assigned	0.00	0.00%	2.00	0.41%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00%	5.50	1.15%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	3.20	0.67%	11746.90	4.23%
Unknown/Incomplete/NA	0.50	2.08%	29.70	6.17%	14303.80	5.15%
Total Teaching Positions	24.00	100.00%	483.00	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments  
(considered "ineffective" under ESSA)**

Authorization/Assignment	2020–21 Number	2021–22 Number	2022–23 Number
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

**Credentialed Teachers Assigned Out-of-Field  
(considered "out-of-field" under ESSA)**

Indicator	2020–21 Number	2021–22 Number	2022–23 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

## Class Assignments

Indicator	2020– 21 Percent	2021– 22 Percent	2022– 23 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00%	0%	0%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00%	0%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2024–25)

Year and month in which the data were collected: December 2024

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th Grade - McGraw Hill Education: Wonders / Yes / 2018  6th-8th Grade - McGraw Hill Education: Study Sync / Yes / 2018	0
Mathematics	K-6th Grade - Houghton Mifflin Company: Go Math / Yes / 2016	0
Science	K-6th Grade - Discovery: Science Techbook / Yes / 2020	0
History-Social Science	K-6th Grade - Houghton Mifflin History-Social Science / Yes / 2006	0
Foreign Language		0
Health	Dairy Council of California (grade-appropriate materials)  Too Good for Drugs (Gr. 4-6) Teen Talk	0
Visual and Performing Arts	"All the Arts for all the Kids" lessons/curriculum in visual art, music, dance, and theater Instrumental music (TK-6) / N/A  Quaver: Online Music Curriculum for General Music Program (3rd-6th) / N/A / 2024	0
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure that all schools are clean, safe, and functional. Listed below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Acacia Elementary School has 21 classrooms, a library media center, a computer lab and a multi-purpose room. The main campus was built in 1957. Additions were constructed in 1960 and 1965. Two portable classrooms were added in 1988 and two more were added in 1997 and another in 2013. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District has established cleaning standards for all schools in the district. A summary of these standards is available at the district maintenance office. The Maintenance and Operations staff works with the custodial staff to develop cleaning schedules to ensure a clean and safe school. The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior and exterior painting, and floor systems. During 2023-24, the District spent \$0 on Deferred Maintenance. For the 2024-25 school year, the District budgeted \$5 for Deferred Maintenance expenditures.

## School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: December 2024

Overall Rating	Good
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## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
English Language Arts / Literacy (grades 3-8 and 11)	82%	81%	57%	57%	46%	47%
Mathematics (grades 3-8 and 11)	78%	79%	49%	50%	34%	35%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	393	391	99.49%	0.51%	80.56%
Female	192	191	99.48%	0.52%	83.25%
Male	201	200	99.50%	0.50%	78.00%
American Indian or Alaska Native	--	--	--	--	--
Asian	105	104	99.05%	0.95%	92.31%
Black or African American	--	--	--	--	--
Filipino	12	12	100.00%	0.00%	58.33%
Hispanic or Latino	93	93	100.00%	0.00%	68.82%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	43	43	100.00%	0.00%	83.72%
White	131	130	99.24%	0.76%	81.54%
English Learners	13	12	92.31%	7.69%	58.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	131	99.24%	0.76%	70.23%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	40	100.00%	0.00%	50.00%

Note: ELA test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group for students taking and completing state-administered assessment Grades Three through Eight and Grade Eleven (School Year 2023–24)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	393	389	98.98%	1.02%	78.92%
Female	192	191	99.48%	0.52%	75.39%
Male	201	198	98.51%	1.49%	82.32%
American Indian or Alaska Native	--	--	--	--	--
Asian	105	105	100.00%	0.00%	91.43%
Black or African American	--	--	--	--	--
Filipino	12	12	100.00%	0.00%	66.67%
Hispanic or Latino	93	90	96.77%	3.23%	62.22%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	43	43	100.00%	0.00%	83.72%
White	131	130	99.24%	0.76%	80.77%
English Learners	13	12	92.31%	7.69%	83.33%
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	132	129	97.73%	2.27%	67.44%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	40	38	95.00%	5.00%	68.42%

Note: Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2022– 23	School 2023– 24	District 2022– 23	District 2023– 24	State 2022– 23	State 2023– 24
Science (grades 5, 8, and high school)	61.62%	62.50%	39.45%	41.22%	30.29%	30.73%

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science by Student Group**  
**Grades Five, Eight and High School (School Year 2023–24)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00%	0.00%	62.50%
Female	41	41	100.00%	0.00%	63.41%
Male	55	55	100.00%	0.00%	61.82%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	35	35	100.00%	0.00%	77.14%
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	16	16	100.00%	0.00%	68.75%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	--	--	--	--	--
White	29	29	100.00%	0.00%	55.17%
English Learners	0	0	0%	0%	0%
Foster Youth	0	0	0%	0%	0%
Homeless	--	--	--	--	--
Military	0	0	0%	0%	0%
Socioeconomically Disadvantaged	33	33	100.00%	0.00%	51.52%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	17	17	100.00%	0.00%	41.18%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

### California Physical Fitness Test Results (School Year 2023–24) Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	99%	100%	100%	99%	100%

Note: The admistration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

# C. Engagement

## State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

### Opportunities for Parental Involvement (School Year 2024–25)

Acacia School embraces our parents working together with us in the best interest of our students. We encourage parent participation in classrooms as well as volunteers in all school-related activities. Parents can support the school through involvement in PTA meetings, monthly PTA family events, our Acacia Elementary School Foundation, and Foundation events, Coffee with the Principal, Back to School Night, Open House, and Parent/Teacher Conferences. We also provide opportunities for collaboration and planning for our school together through the School Site Council, ELAC, and our school activity planning committees.

## State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2023–24)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	691	685	19	2.8%
Female	327	326	10	3.1%
Male	364	359	9	2.5%
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	170	168	0	0.0%
Black or African American	11	--	--	--
Filipino	20	20	0	0.0%
Hispanic or Latino	189	188	9	4.8%
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	63	63	2	3.2%
White	235	233	7	3.0%
English Learners	49	48	0	0.0%
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	235	233	12	5.2%
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	78	77	4	5.2%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

Rate	School 2021– 22	School 2022– 23	School 2023– 24	District 2021– 22	District 2022– 23	District 2023– 24	State 2021– 22	State 2022– 23	State 2023– 24
Suspensions	0.57%	0.68%	0.72%	1.35%	1.10%	1.33%	3.17%	3.60%	3.28%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.01%	0.00%	0.07%	0.08%	0.07%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2023–24)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.72%	0%
Female	0.61%	0%
Male	0.82%	0%
Non-Binary	0%	0%
American Indian or Alaska Native	0%	0%
Asian	1.18%	0%
Black or African American	0%	0%
Filipino	0%	0%
Hispanic or Latino	0.53%	0%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	0%	0%
White	0.85%	0%
English Learners	2.04%	0%
Foster Youth	0%	0%
Homeless	0%	0%
Socioeconomically Disadvantaged	0.85%	0%
Students Receiving Migrant Education Services	0%	0%
Students with Disabilities	3.85%	0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## School Safety Plan (School Year 2024–25)

A comprehensive school safety plan was developed and approved prior to March 1, 2000 in compliance with Education Code Sections 33126, 35256, and 32286 as well as applicable District policies and regulations. Each year, prior to March 1, the school's safety plan is reviewed, updated and discussed with staff and School Site Council. Annually, the school's staff reports on the status of its safety plan with the school leadership team, PTA and School Site Council. Status reports and updates are reviewed at the beginning of each school year and again in December before the finished School Safety Plan is approved by the members of the School Site Council on March 1. The key elements of the plan include: a) providing a safe teaching and learning environment for all students and staff members, b) ensuring that all students are safe and secure while at school sponsored activities, c) making district programs and community resources available to students and parents, and d) creating a school where students, programs, and community members interact in an atmosphere of mutual respect that enhances the environment for learning. Each year the school submits along with the safety plan a detailed "action plan" which addresses the identified areas the staff and School Site Council has brought forward as critical areas of concern or how they should improve. A copy of the plan is available at all times in the school office and will provide a more detailed description of each element of the plan including specific actions, resources and time lines to be implemented by the school. Copies are also available at the District Office in the office of Child Welfare and Attendance.

**Reviewed and Presented to Staff:** 2/5/25

## D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	22.00	1	3	
1	22.00	1	3	
2	29.00		3	
3	23.00	1	3	
4	25.00	1	1	
5	24.00	1	4	
6	13.00	7		1
Other**	4.00	2		

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

# Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	31.00	0	1	0
1	27.00	0	3	0
2	32.00	0	3	0
3	32.00	0	3	0
4	34.00	0	0	3
5	32.00	0	2	1
6	37.00	0	4	1
Other**	0.00	0	0	0

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	35.00		2	1
1	32.00		3	
2	31.00		2	
3	30.00		3	
4	33.00		1	
5	31.00		2	1
6	33.00		1	1
Other**	28.00		1	

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

\*\* "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2023–24)

Title	Ratio
Pupils to Academic Counselor*	1214.5

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

**Student Support Services Staff (School Year 2023–24)**

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.55
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.40
Social Worker	0.05
Nurse	0.25
Speech/Language/Hearing Specialist	0.40
Resource Specialist (non-teaching)	1.00
Other**	2.20

\* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

\*\* "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2022–23)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6584.00	\$255.00	\$6328.00	\$106391.00
District	N/A	N/A	\$6634.04	\$101846.00
Percent Difference – School Site and District	N/A	N/A	-4.60%	4.50%
State	N/A	N/A	\$10770.62	\$96325.00
Percent Difference – School Site and State	N/A	N/A	-4.20%	11.80%

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2023–24)

Primary Focus

- TK-8 Intervention Programs
- TK-8 English Language Development
- TK-8 Writing Strategies
- TK-8 Language Arts Strategies
- TK-8 Mathematics Strategies
- TK-8 Technology Integration
- TK-8 Social Emotional Learning

Delivery of Professional Development

- Staff Development Day
- Workshops
- Conferences
- After-school Workshops
- In-class Coaching
- Virtual Workshops/Trainings

- Professional Learning Communities

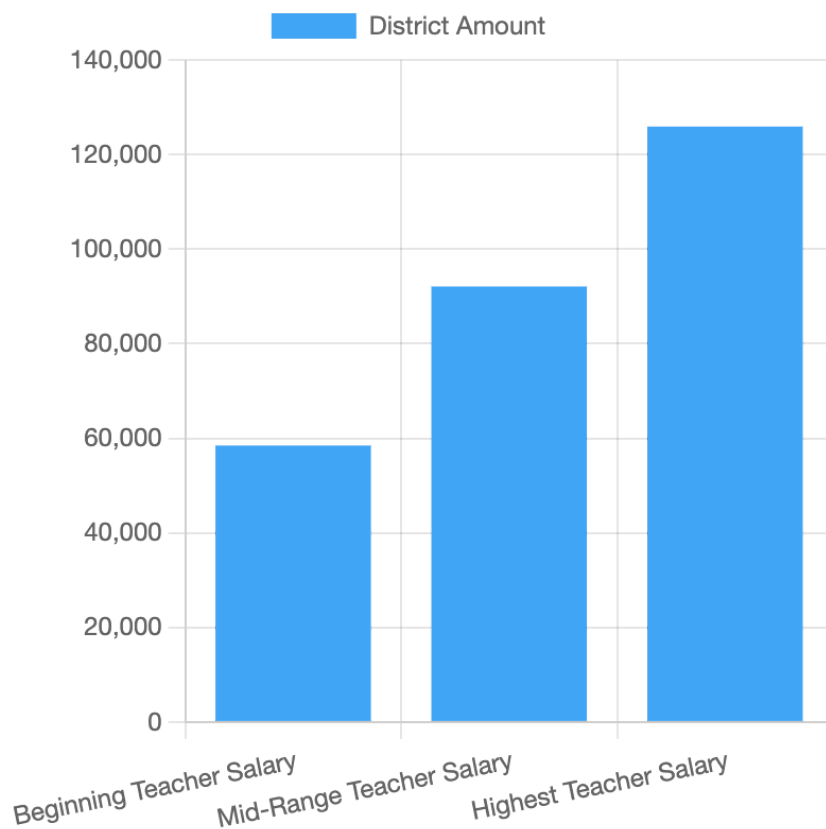
#### Other Related Professional Development Activities

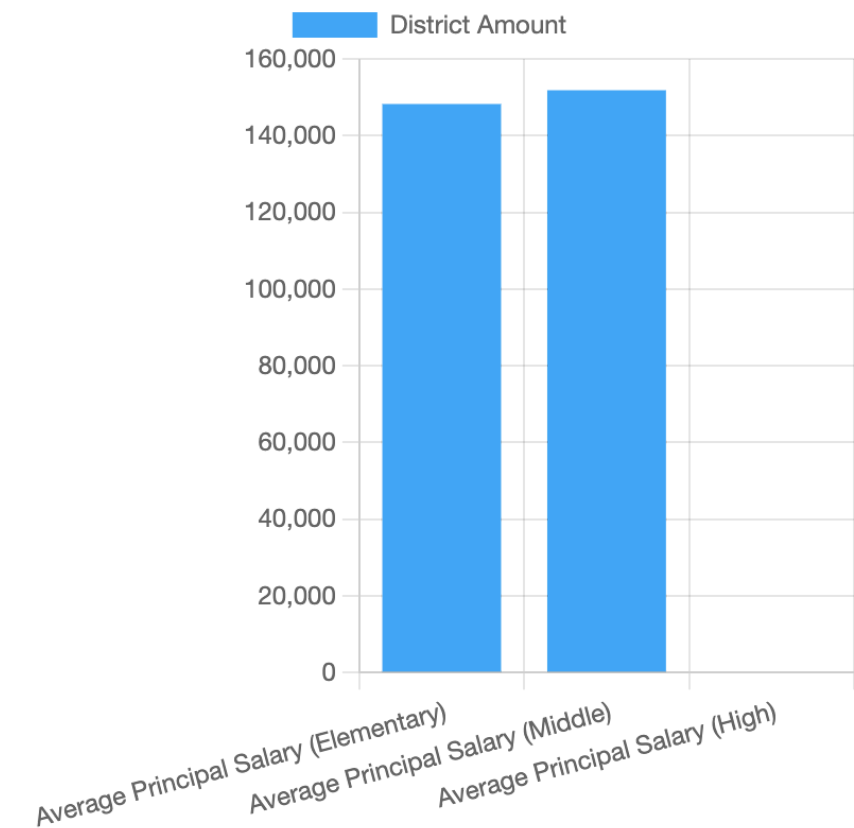
- Data-Driven instruction
- Technology Integration
- Designated/Integrated ELD
- Response to Intervention
- Thinking Maps
- Writer's Workshop
- Reader's Workshop
- NGSS Programs
- Mathematics Instructional Strategies
- English Language Arts Program
- Diversity, Equity, and Inclusion

## Teacher and Administrative Salaries (Fiscal Year 2022–23)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58465.00	\$58552.87
Mid-Range Teacher Salary	\$92095.00	\$93923.91
Highest Teacher Salary	\$125907.00	\$119489.34
Average Principal Salary (Elementary)	\$148249.00	\$149898.11
Average Principal Salary (Middle)	\$151836.00	\$157110.85
Average Principal Salary (High)	\$0.00	\$151698.00
Superintendent Salary	\$301366.00	\$270431.60
Percent of Budget for Teacher Salaries	0.31%	31.93%
Percent of Budget for Administrative Salaries	0.07%	5.62%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.





Professional Development

Measure	2022–23	2023–24	2024–25
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10