



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emperor Elementary	19 65052 6022933	2/29/24	July 24, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Emperor Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Emperor does not meet the criteria for CSI, TSI, or ATSI.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Emperor Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Emperor does not meet the criteria for CSI, TSI, or ATSI.

A component of the Every Student Succeeds Act (ESSA) requires each school receiving federal funds within a state to develop and implement an Accountability Plan that establishes long-term goals and indicators of success, addresses the needs of student groups, provides measurements of interim progress toward meeting long-term goals, and describes goals for improvement necessary to make significant progress in closing statewide proficiency gaps. As part of California's Local Control Funding Formula (LCFF), all Local Educational Agencies are required to prepare a Local Control Accountability Plan (LCAP) describing how the school intends to meet annual goals for students. This strategic plan addresses state and local priorities set forth by the California Department of Education (CDE). In addition, the LCAP must identify three years of annual goals for all students, as well as each district's Unduplicated Pupil population (Socio-economically Disadvantaged, English learners, and foster youth). The plan includes annual actions that district's will take to accomplish their goals, including and itemization of their expenditures to support their actions. Our school works closely with Temple City Unified School District's students, staff, parents, and community stakeholders to ensure that this plan is in alignment with ESSA and LCFF through the district's Local Control Accountability Plan (LCAP). Emperor Elementary has developed goals, in partnership with SSC, designed to improve English Language Arts, mathematics, social-emotional learning, visual and performing arts, and safety in alignment with District goals, as described in our Local Control Accountability Plan (LCAP). 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. The principal, 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. The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572 and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our school works closely with educational partners to review, implement, and monitor the Single Plan for Student Achievement (SPSA). Beginning with the staff during the Fall, the SPSA is reviewed with the staff while reinterpreting the latest data student achievement metrics are discussed and changes to the SPSA are made and annual goals are set. Throughout the school year, the SPSA is updated as new data is available through the California Dashboard and local assessments. This analysis continues getting feedback from parents, community members, and district office staff. The school conducts an annual needs assessment using various surveys and holds various family engagement meetings to get input. The SPSA is evaluated and refined with educational partner input. The draft is then proposed to the School Site Council (SSC) in May and is either approved or revised accordingly. The SPSA is reviewed at least four times a year by the School Site Council (SSC) and the Instructional Leadership Team (ILT). Our ELAC has the opportunity to give recommendations for the SPSA to our SSC at least four times per year.

We hold Title I meetings throughout the year for parents and students to help with school connectivity as well as monthly Coffee with the Principal meetings and PTA meetings. At all of these meetings, strategies are discussed with parents on how to assist their child in meeting academic content standards. A Parent-Compact is also signed by the parent agreeing to their role as partners in teaching and learning with the school site. Throughout the year, family events are held and align with our parent involvement policy.

Our Community liaison position is used to coordinate parent trainings as identified in the Local Control Accountability Plan. The District and sites have updated their respective websites to improve communication with all stakeholders.

Further, each site works collaboratively with a community-based educational foundation to help support students and parents.

Principals work together with district administration once per month to review implementation and expenditures related to the SPSA and the LCAP alignment. These monthly meeting provide time for administration to regularly monitor and update the metrics, strategies, implementation, effectiveness, and budget. (Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29)

In 2023-24, our site held SSC meetings on the following dates where educational partners were able to give input:
9/28/23, 2/29/24, 4/11/24,5/16/24

Our site held ELAC meetings on the following dates where parents of English learners had the opportunity to give input into the SPSA: 9/26/23, 11/14/23, 12/8/23, 2/15/24, 4/26/24

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

We identified that our students with disabilities and English learners as student group that needs additional supports. We found that we need to focus on engaging our parents of students with disabilities and English Learners. Parent/caregiver interest and involvement in their child's academic work can have profound effects on behavioral and academic outcomes. However, some parents face physical, linguistic, emotional, and cultural barriers that disproportionately impact the parents of students who already face additional challenges at school. As a school and a system leaders can organize and invest to lower these barriers to better engage with parents.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Our school had the following red state indicators on the 2023 Dashboard: NA

Our school had the following orange state indicators on the 2023 Dashboard: NA

We will do the following to address these areas of growth: NA

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Our school had the following student groups that were two or more performance levels below the "all student" performance level: Our Hispanic and students with disabilities subgroups were 2 or more performance levels below "all student" performance levels in the area of math.

We will do the following to address these areas of growth: We will continue to provide learning opportunities for students in these subgroups to support growth. We will also provide teacher training and development that will help with ways to support these students in the classroom.

Other Needs

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

Annually each site holds a site engagement meeting and the following data points are highlighted. The educational partners have an opportunity to weigh in on the needs of the school related to each goal in the SPSA. The following

data points are reviewed as SPSA goals, strategies, and activities are created each year. The site uses the SPSA Evaluation to also determine the necessary needs and changes to the School Plan for Student Achievement.

The District K12 Insight Local Climate Survey taken by students, parents, and staff, provides quantifiable data regarding school culture and climate.

The 2023-24 Local School Climate Survey for parents and students was administered during in winter of 2023. At our school, we had the following numbers of participants for each participating groups:

Parents-39

Students-189

In the K12 local climate survey, we learned the following about our engagement groups:

75% of the parents, are considered low income.

5% of the students, consider themselves to be newcomers

Here are two data points that we can celebrate:

90% of parents said that the school meets the social emotional needs of our students.

88% of students said that they feel safe at school.

Here are two data points that show our opportunities:

12% of parents said that there are not enough parent engagement opportunities for our families.

12% of students said that they don't have a staff member that they can go to talk to at school

During our SPSA Needs Assessment Engagement Meeting, educational partners made the following recommendations for the school site council and district parent advisory council to consider for the 24-25 school year:

1. Implement and maintain opportunities for parent engagement.
2. Provide opportunities to support multilingual families and how they can better support their students.
3. Continue to provide opportunities (ie learning walks) for teachers, that focus on student engagement strategies, and ways to better support second language learners.

Informal, qualitative survey information is collected monthly at Coffee with the principal and leadership meetings.

Throughout the year, site ELAC, SSC, and PTA meetings provide opportunities for parents to give feedback to staff. Talking Tours are conducted once a year with selected students to discuss their insight into the survey data.

The 2023-24 California Healthy Kids Survey for parents and students was administered during in winter of 2024. The California Healthy Kids Survey indicated that we should focus on family engagement.

Classroom Observations:

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Site administration had a focus of increasing the amount of Checking for Understanding opportunities within the instructional day throughout the school year. Three staff meetings focused on the implementation of strategies taken from Teach Like a Champion. Site and district administration visited classrooms to support teachers with the implementation of checking for understanding strategies.

The school site instructional leadership team, consisting of one teacher from each grade level, walked through classrooms to conduct site level learning walks with the principal.

The purpose of classroom observations is to observe for student learning. Administrators and mentor teachers provide feedback to teachers to strengthen instruction. Additionally, probationary teachers have opportunities to observe best practices from tenured teachers on site and at other schools to further refine teaching practices. Each year, the site administrator performs three documented walk-throughs of each classroom using our TCUSD classroom observation protocol. Each tenured classroom teacher is formally observed at least once every other year with the criteria outlined by the California Standards for the Teaching Profession. In addition to regular classroom walk-throughs and observations by the site administrator, teachers work in collaboration and participate in learning walks, classroom visitations, and exchange ideas and best practices. Teachers continue to focus on a high level of student engagement, collaboration, and deeper learning. In summary, faculty members are passionate about teaching and reaching all students, treating students with respect, and all members of the school community are eager to learn and help create future leaders. In summary, Principals would like to take their teams to visit other school sites next year and to walk together as a site leadership team at each school.

Local Assessments:

Our school utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Through this collaborative process School-wide SMART Goals were developed in the

areas of ELA and Math for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum, Instruction, Assessment, and Professional Development that will support achieving the SMART Goals.

ELA SMART Goal: On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 76% to 77%

Our English Learners, identified as LTELS or at risk of LTEL, will decrease by 3 students.

Math SMART Goal: Math will increase from 72% to 73%

SBAC data is utilized along with formative and summative assessments, ELA and Math Assessments aligned with CCSS. These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and enrichment. Teachers meet during Professional Learning Communities (PLC) to review data and plan multi-tiered interventions based on student needs. In addition to the K-8 Iready data, we will continue to use data from the 2023 Dashboard to meet State Indicators and monitor growth. Teachers will monitor the growth of student groups, such as EL progress during the PLCs.

Baseline ELA IReady Data for August 2023

Grade/ Percent Exceeded or Met standard

K/ NA

1st/ 33%

2nd/ 56 %

3rd/ 58%

4th/ 46%

5th/ 58%

6th/ 61%

Baseline Math Iready Data ELA for August 2023

Grade/ Percent Exceed or Met standard

K/ na

1st/ 25 %

2nd/ 26%

3rd/ 36%

4th/ 44%

5th/ 57%

6th/ 66%

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the Common Core Standards in ELA and Math to monitor student progress and modify instruction. Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student groups that we will progress monitor regularly. Here are the end of the year benchmarks that we are striving to reach for each grade level:

ELA IReady Data for January 2024

Grade/ Percent Exceeded or Met standard

K/ NA

1st/ 71%

2nd/ 75%

3rd/ 77%

4th/ 61%

5th/ 90%

6th/ 75%

Math Iready Data ELA for January 2024

Grade/ Percent Exceed or Met standard

K/ na

1st/ 54%

2nd/ 65 %

3rd/ 61%

4th/ 62 %

5th/ 72%

6th/ 67%

Professional Development

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An instructional coach provides ongoing site specific professional development in

collaboration with teachers and based on their needs. The Language and Literacy TOSA and Special Ed TOSA models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The TOSA collaborates with teachers to meet their individualized professional development support needs and conducts data chats with all EL students to help support the teacher with DELD and IELD instructional practices. An on-site Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

In order to delve into deep discussions about instructional practices and student achievement, the continued development PLCs is a focus. The PLCs meet once a month during Early Release days for collaboration time. By using common assessments or pacing the PLCs can compare data and extract key areas that need improvement and areas of success across all teams. The Instructional Leadership team, includes teacher leaders, department chairs, counselors and administrators meet monthly to move forward with site policies, curriculum development and development of consistency across the grades. Further professional development on PLCs, data analysis and SMART goals is necessary to maximize the effectiveness of our collaborative practices. Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

The data on the following pages within this plan were also analyzed to help create the actions within this plan. Based on the needs assessment process, this plan will focus on:

1. Student Outcomes that include interventions, enrichments and EL supports
2. Engagement, which will include strategies to engage parents, students and staff
3. School Climate, which will include PBIS, mental health supports, and safe environments

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Emperor Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	0.71%	0.49%	0.32%	4	3	2
Asian	57.68%	60.36%	61.81%	323	367	390
Filipino	2.32%	2.3%	2.38%	13	14	15
Hispanic/Latino	25.89%	23.85%	22.66%	145	145	143
Pacific Islander	0.36%	0.33%	0.48%	2	2	3
White	6.79%	5.59%	4.75%	38	34	30
Multiple/No Response	5.54%	6.41%	6.81%	31	39	43
Total Enrollment				560	608	631

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	76	84	71
Grade 1	62	79	86
Grade 2	67	71	88
Grade3	80	79	76
Grade 4	94	100	85
Grade 5	85	103	99
Grade 6	96	92	104
Total Enrollment	560	608	631

Conclusions based on this data:

- Each student group has continually maintained over the past three years.
- Enrollment has fluctuated over the past 3 years, with a gradual increase in enrollment. The number of students in each subgroup have remained consistent in enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	135	172	193	26.20%	24.1%	30.6%
Fluent English Proficient (FEP)	125	143	130	21.80%	22.3%	20.6%
Reclassified Fluent English Proficient (RFEP)			80	0.0%		12%

Conclusions based on this data:

1. The amount of English Learners enrolled has increased from 24% to 30% with a slight decrease of Fluent English Proficient students from 22% to 20%.
2. 12% of our students are in the RFEP category.
3. Overall, the numbers for each student group has been consistent throughout the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	88	79	0	85	78	0	85	78	0.0	96.6	98.7
Grade 4	97	97	98	0	94	96	0	94	96	0.0	96.9	98.0
Grade 5	115	93	102	0	93	100	0	93	100	0.0	100.0	98.0
Grade 6	95	101	93	0	98	91	0	98	91	0.0	97.0	97.8
All Grades	417	379	372	0	370	365	0	370	365	0.0	97.6	98.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2461.	2464.		41.18	34.62		18.82	37.18		23.53	19.23		16.47	8.97
Grade 4		2530.	2538.		54.26	60.42		20.21	16.67		10.64	10.42		14.89	12.50
Grade 5		2564.	2546.		60.22	39.00		15.05	31.00		9.68	16.00		15.05	14.00
Grade 6		2577.	2619.		31.63	60.44		36.73	23.08		23.47	12.09		8.16	4.40
All Grades	N/A	N/A	N/A		46.76	49.04		22.97	26.58		16.76	14.25		13.51	10.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.65	34.62		48.24	60.26		14.12	5.13
Grade 4		44.68	44.79		48.94	51.04		6.38	4.17
Grade 5		31.18	34.00		59.14	53.00		9.68	13.00
Grade 6		36.73	49.45		52.04	46.15		11.22	4.40
All Grades		37.57	40.82		52.16	52.33		10.27	6.85

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.41	19.23		51.76	69.23		18.82	11.54
Grade 4		40.43	36.46		50.00	53.13		9.57	10.42
Grade 5		50.54	44.00		37.63	42.00		11.83	14.00
Grade 6		29.59	54.95		55.10	37.36		15.31	7.69
All Grades		37.57	39.45		48.65	49.59		13.78	10.96

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.53	14.10		71.76	73.08		4.71	12.82
Grade 4		18.09	25.00		74.47	68.75		7.45	6.25
Grade 5		24.73	16.00		67.74	80.00		7.53	4.00
Grade 6		23.47	20.88		73.47	72.53		3.06	6.59
All Grades		22.43	19.18		71.89	73.70		5.68	7.12

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.88	23.08		62.35	62.82		11.76	14.10
Grade 4		32.98	35.42		57.45	58.33		9.57	6.25
Grade 5		40.86	24.00		47.31	63.00		11.83	13.00
Grade 6		28.57	49.45		63.27	43.96		8.16	6.59
All Grades		32.16	33.15		57.57	56.99		10.27	9.86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Data from assessments from the 22/23 school year showed an increase, 76% of all students tested at Emperor meet and exceed ELA standards.
2. An area in need of growth among the four claims continues to be Writing where 89 % our students scored at or near or above standard on ELA assessments, however, this in an increase from 86% from the previous year.
3. An area of strength for our students continues to be in listening and speaking where 94% our students scored at or near or above standard on ELA assessments

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	110	88	79	0	85	79	0	85	79	0.0	96.6	100.0
Grade 4	97	97	98	0	96	97	0	96	97	0.0	99.0	99.0
Grade 5	115	93	102	0	92	101	0	92	101	0.0	98.9	99.0
Grade 6	95	101	93	0	98	91	0	98	91	0.0	97.0	97.8
All Grades	417	379	372	0	371	368	0	371	368	0.0	97.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2468.	2477.		35.29	32.91		34.12	43.04		17.65	13.92		12.94	10.13
Grade 4		2521.	2523.		38.54	42.27		31.25	29.90		17.71	20.62		12.50	7.22
Grade 5		2558.	2557.		46.74	44.55		23.91	22.77		16.30	18.81		13.04	13.86
Grade 6		2590.	2587.		46.94	43.96		15.31	27.47		25.51	14.29		12.24	14.29
All Grades	N/A	N/A	N/A		42.05	41.30		25.88	30.16		19.41	17.12		12.67	11.41

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		48.24	41.77		40.00	46.84		11.76	11.39
Grade 4		47.92	49.48		36.46	40.21		15.63	10.31
Grade 5		48.91	46.53		40.22	39.60		10.87	13.86
Grade 6		45.92	46.15		42.86	41.76		11.22	12.09
All Grades		47.71	46.20		39.89	41.85		12.40	11.96

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.47	41.77		51.76	48.10		11.76	10.13
Grade 4		35.42	41.24		43.75	48.45		20.83	10.31
Grade 5		35.87	34.65		47.83	49.50		16.30	15.84
Grade 6		34.69	30.77		50.00	53.85		15.31	15.38
All Grades		35.58	36.96		48.25	50.00		16.17	13.04

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.29	36.71		54.12	56.96		10.59	6.33
Grade 4		42.71	40.21		44.79	50.52		12.50	9.28
Grade 5		38.04	30.69		51.09	57.43		10.87	11.88
Grade 6		38.78	35.16		43.88	56.04		17.35	8.79
All Grades		38.81	35.60		48.25	55.16		12.94	9.24

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Data from assessments from the 22/23 school year showed 71 % of all students at Emperor meet and exceed math standards, with an increase from 67.9% from the previous year.
2. An area of opportunity for growth for our students is in problem solving where 86 our students scored at or near or above standard on math assessments, however this an increase from the previous year of 82%
3. An area of strength for our students has changed from concepts and procedures to communicating reasoning where 91% our students scored at or near or above standard on math assessments.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1409.9	1456.4	1432.0	1422.9	1441.9	1429.8	1379.3	1489.5	1436.6	29	18	32
1	1445.2	1435.2	1432.2	1440.5	1440.8	1439.1	1449.3	1429.2	1424.8	17	28	17
2	1509.2	1493.7	1483.9	1492.5	1500.9	1477.4	1525.5	1486.2	1490.0	22	19	28
3	1511.4	1480.6	1497.0	1496.1	1452.3	1489.8	1526.4	1508.5	1503.6	32	27	22
4	1480.9	1525.1	1541.2	1467.0	1514.4	1529.2	1494.4	1535.4	1552.6	16	28	26
5	1528.5	1528.8	1539.9	1514.7	1506.3	1526.0	1542.0	1551.0	1553.4	11	20	27
6	1498.5	*	1553.4	1475.8	*	1553.8	1520.7	*	1552.6	15	10	16
All Grades										142	150	168

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.79	47.06	25.00	44.83	17.65	34.38	20.69	17.65	25.00	20.69	17.65	15.63	29	17	32
1	0.00	10.71	11.76	70.59	25.00	47.06	11.76	53.57	23.53	17.65	10.71	17.65	17	28	17
2	27.27	22.22	21.43	63.64	55.56	42.86	4.55	5.56	21.43	4.55	16.67	14.29	22	18	28
3	40.63	14.81	22.73	31.25	37.04	40.91	18.75	22.22	22.73	9.38	25.93	13.64	32	27	22
4	18.75	32.14	46.15	18.75	35.71	46.15	25.00	17.86	3.85	37.50	14.29	3.85	16	28	26
5	45.45	35.00	29.63	27.27	30.00	48.15	9.09	15.00	7.41	18.18	20.00	14.81	11	20	27
6	6.67	*	50.00	46.67	*	18.75	20.00	*	6.25	26.67	*	25.00	15	*	16
All Grades	22.54	25.68	29.17	43.66	33.11	40.48	16.20	23.65	16.07	17.61	17.57	14.29	142	148	168

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.79	47.06	18.75	48.28	11.76	43.75	17.24	23.53	15.63	20.69	17.65	21.88	29	17	32
1	11.76	10.71	23.53	41.18	39.29	41.18	29.41	42.86	17.65	17.65	7.14	17.65	17	28	17
2	31.82	61.11	39.29	59.09	16.67	32.14	4.55	22.22	17.86	4.55	0.00	10.71	22	18	28
3	37.50	18.52	31.82	37.50	33.33	36.36	9.38	7.41	18.18	15.63	40.74	13.64	32	27	22
4	18.75	60.71	61.54	25.00	25.00	30.77	25.00	0.00	3.85	31.25	14.29	3.85	16	28	26
5	54.55	40.00	29.63	27.27	30.00	55.56	0.00	10.00	0.00	18.18	20.00	14.81	11	20	27
6	13.33	*	50.00	46.67	*	18.75	6.67	*	18.75	33.33	*	12.50	15	*	16
All Grades	25.35	38.51	35.71	42.25	26.35	38.10	13.38	17.57	12.50	19.01	17.57	13.69	142	148	168

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.34	35.29	18.75	24.14	23.53	31.25	44.83	23.53	37.50	20.69	17.65	12.50	29	17	32
1	0.00	14.29	0.00	64.71	17.86	52.94	11.76	28.57	23.53	23.53	39.29	23.53	17	28	17
2	31.82	5.56	17.86	50.00	61.11	50.00	13.64	16.67	17.86	4.55	16.67	14.29	22	18	28
3	28.13	14.81	9.09	25.00	33.33	36.36	37.50	33.33	40.91	9.38	18.52	13.64	32	27	22
4	18.75	17.86	30.77	12.50	32.14	46.15	25.00	35.71	15.38	43.75	14.29	7.69	16	28	26
5	36.36	20.00	33.33	27.27	45.00	29.63	9.09	10.00	22.22	27.27	25.00	14.81	11	20	27
6	6.67	*	31.25	26.67	*	37.50	40.00	*	6.25	26.67	*	25.00	15	*	16
All Grades	19.01	17.57	20.83	32.39	33.78	39.88	28.87	25.00	24.40	19.72	23.65	14.88	142	148	168

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	41.38	58.82	31.25	44.83	17.65	46.88	13.79	23.53	21.88	29	17	32
1	35.29	42.86	64.71	52.94	50.00	17.65	11.76	7.14	17.65	17	28	17
2	47.62	55.56	39.29	47.62	44.44	50.00	4.76	0.00	10.71	21	18	28
3	46.88	33.33	22.73	40.63	48.15	59.09	12.50	18.52	18.18	32	27	22
4	43.75	67.86	69.23	25.00	21.43	30.77	31.25	10.71	0.00	16	28	26
5	63.64	40.00	25.93	27.27	55.00	59.26	9.09	5.00	14.81	11	20	27
6	6.67	*	62.50	53.33	*	37.50	40.00	*	0.00	15	*	16
All Grades	41.13	47.30	42.86	42.55	40.54	44.64	16.31	12.16	12.50	141	148	168

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.90	5.88	18.75	62.07	76.47	59.38	31.03	17.65	21.88	29	17	32
1	0.00	3.57	5.88	64.71	75.00	76.47	35.29	21.43	17.65	17	28	17
2	18.18	22.22	35.71	77.27	77.78	57.14	4.55	0.00	7.14	22	18	28
3	43.75	25.93	45.45	34.38	33.33	40.91	21.88	40.74	13.64	32	27	22
4	12.50	28.57	50.00	50.00	60.71	46.15	37.50	10.71	3.85	16	28	26
5	54.55	45.00	59.26	27.27	30.00	29.63	18.18	25.00	11.11	11	20	27
6	26.67	*	50.00	53.33	*	37.50	20.00	*	12.50	15	*	16
All Grades	22.54	24.32	38.10	53.52	55.41	49.40	23.94	20.27	12.50	142	148	168

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.34	47.06	25.00	68.97	17.65	50.00	20.69	35.29	25.00	29	17	32
1	17.65	14.29	29.41	58.82	35.71	41.18	23.53	50.00	29.41	17	28	17
2	38.10	11.11	35.71	57.14	72.22	50.00	4.76	16.67	14.29	21	18	28
3	25.81	14.81	9.09	48.39	51.85	54.55	25.81	33.33	36.36	31	27	22
4	18.75	17.86	23.08	37.50	60.71	61.54	43.75	21.43	15.38	16	28	26
5	45.45	26.32	37.04	27.27	47.37	48.15	27.27	26.32	14.81	11	19	27
6	13.33	*	18.75	26.67	*	56.25	60.00	*	25.00	15	*	16
All Grades	22.86	20.41	26.19	50.00	47.62	51.79	27.14	31.97	22.02	140	147	168

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45	37.50	51.61	65.52	43.75	41.94	31.03	18.75	6.45	29	16	31
1	6.67	7.41	17.65	86.67	74.07	58.82	6.67	18.52	23.53	15	27	17
2	42.11	22.22	28.57	47.37	61.11	60.71	10.53	16.67	10.71	19	18	28
3	50.00	25.93	31.82	43.75	59.26	59.09	6.25	14.81	9.09	32	27	22
4	18.75	32.14	50.00	37.50	60.71	46.15	43.75	7.14	3.85	16	28	26
5	0.00	40.00	33.33	90.91	45.00	51.85	9.09	15.00	14.81	11	20	27
6	20.00	*	75.00	66.67	*	6.25	13.33	*	18.75	15	*	16
All Grades	23.36	27.40	40.72	59.12	57.53	47.90	17.52	15.07	11.38	137	146	167

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The number of students being tested has increased from 147 to 168, with kindergarten having the largest number of students assessed.
2. Reading domain continues to be an area of opportunity for growth in with 26% met well developed levels, however this is an increase from last year of 20%
3. During 22/23 school year, support to our ELL students will continue to be offered in the areas of writing, reading, written language and oral language during designated ELL instructional time.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
608	34	28.3	1
Total Number of Students enrolled in Emperor Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	172	28.3
Foster Youth	6	1
Homeless	8	1.3
Socioeconomically Disadvantaged	207	34
Students with Disabilities	43	7.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	367	60.4
Filipino	14	2.3
Hispanic	145	23.8
Two or More Races	39	6.4
Pacific Islander	2	0.3
White	34	5.6

Conclusions based on this data:

- 34 % of our student population is socioeconomically disadvantaged.

2. 28 % our student population is learning a second language.
3. Our two predominate ethnicities are Asian and Hispanic, with Asian being 60% of our population.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Emperor is achieving at high performance bands (green and blue) in ELA, Math, and ELL progress.
2. Current supports are in place, including but not limited to, strong teacher-student relationships to help change the suspension and absentee rates.
3. Instructional strategies help support the learning of all students in order to maintain our blue and green status.

School and Student Performance Data

Academic Performance English Language Arts

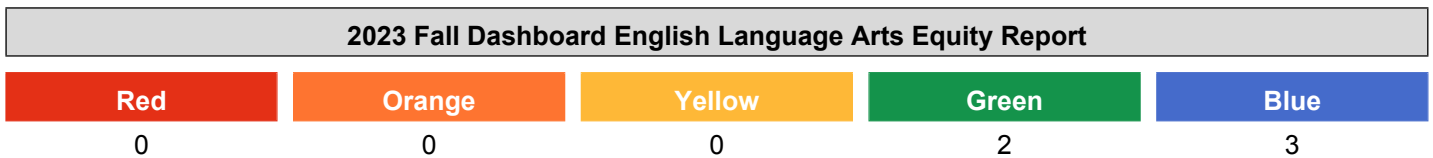
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Blue 59.9 points above standard Increased +7.5 points 362 Students	English Learners Green 35.1 points above standard Increased +10.2 points 118 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Blue 30.2 points above standard Increased Significantly +26.9 points 137 Students	Students with Disabilities Green 4.1 points below standard Increased Significantly +22.1 points 39 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Blue 77 points above standard Maintained -1 points 232 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 17.1 points above standard Increased Significantly +20.4 points 77 Students	53.3 points above standard Increased +8 points 18 Students	 No Performance Color 0 Students	42.8 points above standard Increased +12.9 points 19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6.9 points above standard Increased Significantly +26.7 points 86 Students	110.8 points above standard Decreased -6.1 points 32 Students	61.9 points above standard Increased +6.1 points 165 Students

Conclusions based on this data:

- All students were performing at a very high level of 60 points above standard, with an increase from 53.
- Our students with disabilities increased 22 points and moved from the yellow to green band. This is still an area of opportunity to appropriately support our students. Current supports in general education classrooms are in place to support students with special needs.
- Another area of opportunity is ensuring that our ELL students continue to make growth. Our reclassified ELL students dropped by 6 points, however still remain 111 points above standards

School and Student Performance Data

Academic Performance Mathematics

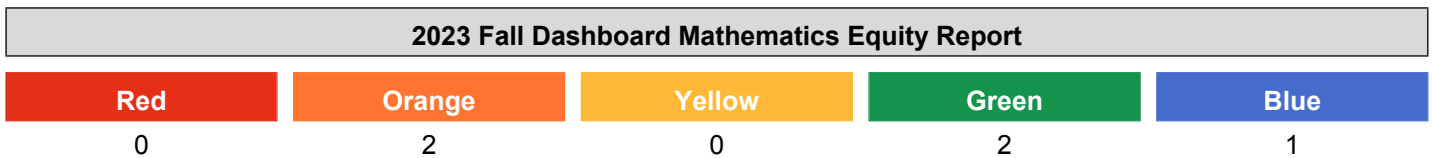
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 37.3 points above standard Maintained +1.4 points 364 Students	<p>English Learners</p>  Green 20.4 points above standard Increased +6 points 118 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  Blue 10.9 points above standard Increased Significantly +22.1 points 139 Students	<p>Students with Disabilities</p>  Orange 37.2 points below standard Decreased -6.9 points 39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Green 64.1 points above standard Decreased -4.5 points 234 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.1 points below standard Decreased -3.6 points 77 Students	25.1 points above standard Increased Significantly +18.8 points 18 Students	 No Performance Color 0 Students	9.2 points above standard Increased Significantly +25.5 points 19 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
5.1 points below standard Increased Significantly +20.3 points 86 Students	89.2 points above standard Increased +3.8 points 32 Students	29.4 points above standard Maintained +0.1 points 165 Students

Conclusions based on this data:

1. All student groups, in the area of math maintained the highest performance level (blue), and are 37 points above standards.
2. In the area of Math, all subgroups of our English Learners increased 20 points and maintained green status.
3. An area of opportunity is our Hispanic subgroup as they decreased 3.6 points and remain in orange status.

School and Student Performance Data

Academic Performance English Learner Progress

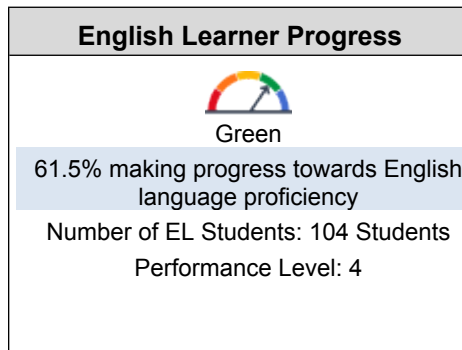
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

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

2023 Fall Dashboard English Learner Progress Indicator



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.

2023 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
19	21	14	50

Conclusions based on this data:

1. Our EL progress has increased 62 points towards English language proficiency.
2. Our EL students maintain a status of high (green) on the dashboard.
3. EL Progress is supported by effective teaching strategies, universal access, differentiated and small group instruction to continue growth and support.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

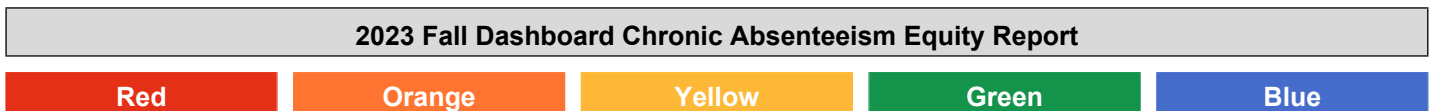
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 11% Chronically Absent Declined Significantly -3.3 627 Students	English Learners Green 8.8% Chronically Absent Declined Significantly -8.1 182 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Yellow 15.9% Chronically Absent Declined Significantly -8.1 246 Students	Students with Disabilities Yellow 16.1% Chronically Absent Declined -17.8 56 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	 Green 4.8% Chronically Absent Maintained 0 377 Students	23.1% Chronically Absent Increased 1.6 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.6% Chronically Absent Declined -8.2 146 Students	 Orange 19.1% Chronically Absent Increased 3.4 47 Students	Less than 11 Students 3 Students	 Yellow 13.2% Chronically Absent Declined -17.6 38 Students

Conclusions based on this data:

1. Our overall Chronic Absenteeism is at 11%, in yellow status.
2. In the area of chronic absenteeism with 23% was seen in our Hispanic subgroup. This was also the same subgroup with the greatest area of opportunity in academic progress.
3. Our Asian population maintained from previous year, and is in the green level.

School and Student Performance Data

Conditions & Climate Suspension Rate

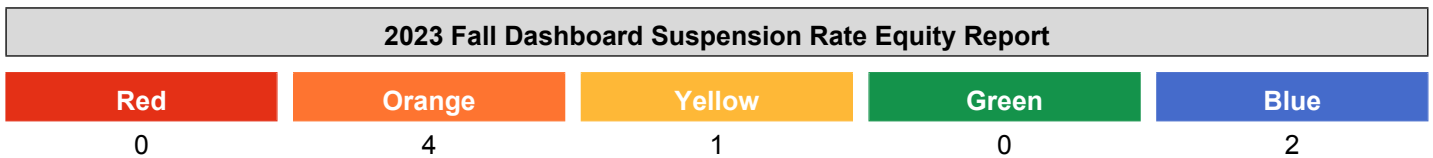
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Yellow 0.9% suspended at least one day Increased 0.9 635 Students	English Learners Orange 1.1% suspended at least one day Increased 1.1 183 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Orange 2% suspended at least one day Increased 2 248 Students	Students with Disabilities Orange 1.8% suspended at least one day Increased 1.8 57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Yellow 0.8% suspended at least one day Increased 0.8 381 Students</p>	<p align="center">7.7% suspended at least one day Increased 7.7 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue 0% suspended at least one day Maintained 0 150 Students</p>	<p align="center"> Blue 0% suspended at least one day Maintained 0 47 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Orange 5.3% suspended at least one day Increased 5.3 38 Students</p>

Conclusions based on this data:

1. Emperor has increased in suspension rates and is in the yellow level.
2. All subgroups have equal rates of suspension.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academics based on California's Common Core State Standards

On the 2023-24 CAASPP, the combined percentage of students scoring met and exceeded in:

ELA will increase from 76% to 77%

Math will increase from 72% to 73%

Our English Learners, identified as LTELs or at risk of LTEL, will decrease by 3 students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 1: Student Academic Outcomes

Support high-quality learning in the 21st century through the implementation of a tech-enriching, articulated standards-based curriculum, instruction, and assessment to ensure multiple pathways to college and career readiness and life-long success for all students.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the Math and ELA performance of all students while closing the achievement gap for all subgroups. Furthermore with fidelity, teachers to implement 30 minutes of designated ELD instruction daily.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math iReady Diagnostic Assessments (3 Total)	77 % of students scored proficient on the 22-23 end of the year Math I-Ready Assessment.	Percent Proficient Goal for each checkpoint/grade level: #1 IReady diagnostic trimester 1 77% #2 IReady diagnostic trimester 2 77% #3 IReady diagnostic trimester 3 78%
ELA iReady Diagnostic Assessments (3 Total)	81 % of students scored proficient on the 22-23 end of the year ELA I-Ready Assessment.	Percent Proficient Goal for each checkpoint/grade level: #1 IReady diagnostic trimester 1 81% #2 IReady diagnostic trimester 2 81% #3 IReady diagnostic trimester 3 82%
Math CAASPP/SBAC	72% of students scored proficient on the 22-23 Math CAASPP assessment.	Math will increase from 72% to 73%
ELA CAASPP/SBAC	76% of students scored proficient on the 22-23 ELA CAASPP assessment.	ELA will increase from 76 % to 77%

LTEL	LTEL will decrease decrease by 3 students.	Our English Learners will decrease in the number LTELS from __3__ to __0__.
ELA and Math California Dashboard	ELA Color: Blue Math Color: Blue	24-25 Expected ELA Color: Blue Growth Needed: maintain 24-25 Expected Math Color: Blue Growth Needed: maintain

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Students will have the opportunity to participate in universal access and evidence-based practices within their Tier I instructional programs. Students who need more support will receive Tier II or Tier III interventions during the school day. Other intervention opportunities may occur before or after school or during the summer.	All students	15,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries a. Maintain part time teacher and help support students in the area of reading intervention 5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries b. RTI small group instruction 21,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures c. Supplemental technology for student learning (nearpod, flocabulary, epic) 35,000 General Fund 4000-4999: Books And Supplies d. Library and Technology supplies and materials 10,000 Title I Part A: Allocation 4000-4999: Books And Supplies

			<p>e. Supplemental resources and materials for student learning (teachers pay teacher, etc)</p> <p>5,000 Title I Part A: Allocation 4000-4999: Books And Supplies</p> <p>f. Intervention supplies</p>
1.2	Students will have the opportunity to participate in enrichment activities and evidence-based practices within their Tier I instructional programs. Other enrichment opportunities may occur before school, after school, on weekends, or during the summer.	All students	<p>10,000 Title I Part A: Allocation 4000-4999: Books And Supplies</p> <p>g. Provide students with awards, enrichment activities, supplies, and other items needed to support students with a focus on second language acquisition. Activities will be focused on building relationships and language with ELL students.</p> <p>21,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures</p> <p>h. Students will be able to engage in field trip opportunities that focus on increasing academic performance, including leadership and service oriented experiences approx. 1500 per bus for 2 grade levels per year for 7 grade levels</p>
1.3	Students who are English Learners will be provided a minimum of 30 minutes of ELD during the school day. Additional supports will be provided to help students succeed with reaching reclassification criteria before promoting to middle school.	English Learners	<p>5,000 Title III 4000-4999: Books And Supplies</p> <p>i. Materials, supplies and online programs to support English Learners and vocabulary development</p> <p>0 District Funded 5000-5999: Services And Other Operating Expenditures</p> <p>j. Leadership will participate in PLC and PD to support ELD implementation</p>

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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The following strategies were partially implemented in Goal 1:
Strategy #1: Some planned programs (nearpod) were covered by the district. Library funds were over budgeted and will be corrected to a more appropriate amount.
Strategy #2: Students were allowed enrichment activities during the school day and are expected to continue next year.
Strategy #3: More time is needed to purchase vocabulary material for our ELL students.

The following strategies were effective in Goal 1:
Strategy #1, 2 and 3 were effective and expected to continue next year.

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

Strategy 1, 2 and 3: All of my strategies are expected to remain the same for the 24/25 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.

When looking at our expected outcome for this goal, our school will continue to make progress towards our goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Staff, students, and family engagement

TCUSD is committed to engaging our students throughout the day using Tier 1 engagement strategies and utilizing data within the PLC process. In the 23-24 school year, the site will commit to learning walk and shared strategies to increase the opportunities that staff are using these engagement strategies.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 2: Engagement

Create equitable engagement opportunities for rigorous academic and social-emotional success for all students through innovative, inclusive, and responsive instruction and support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the number of opportunities provided for cross grade level collaboration in order to discuss and share student and family engagement.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLC Implementation	Teachers use PLC outline with fidelity.	Teachers produce evidence driven from their PLC.
Learning Walks	Learning walks are a new initiative.	Each grade level will complete one learning walk.
Attendance	Create a system to track attendance letters.	98% of attendance letters are returned.
Family Engagement	Provide 2 opportunities for parent learning opportunities.	2 opportunities are provided for parent learning opportunities.
Chronic Absenteeism	23-24 CA Dashboard Color:	24-25 Expected color: green Goal for maximum number of chronically absent students: 63 (1% decrease in absenteeism based on approx. 640 students)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Our school will create an engaging environment for staff, students, and families. We will provide Professional Development and professional growth for staff to ensure students receive high-quality research-based instruction using the CCSS and Professional Learning Communities. Professional Learning Community (PLC) practices will reinforce the importance of teacher collaboration, the use of data to assess student learning,	All students	<p>1,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries a. Time for professional staff development to learn how to implement "The Science of Reading"</p> <p>1,500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries b. Professional development with a focus on strategies for ELL learners</p> <p>2,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures c. Teachers will attend workshops on best practices that support special education students within the general education setting.</p> <p>5,000 General Fund 4000-4999: Books And Supplies d. Supplies and materials to support professional development for teachers</p> <p>11,000 Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries e. Extra hours and subs provided for Data chats, learning walks, or PLC time</p>
2.2	Our school will create an engaging environment for families. Families will have engagement opportunities throughout the year to help build relationships with school staff and connect to student learning.	All students	<p>1,500 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures</p>

			<p>f. Program will be used to train staff and parents on best parenting practices and school engagement for those who are learning English as a second language.</p> <p>1,5247 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries</p> <p>g. The position of Community Liaison will be utilized to support ELL students and their families, and extra hours to support events beyond the workday.</p> <p>2,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures</p> <p>h. Creation of events such programs, parenting classes and and meetings in order to allow all families further access to the programs offered at our school.</p> <p>1,500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies</p> <p>i. Light refreshments and materials for family engagement events</p>
<p>2.3</p>	<p>Our school will create an engaging environment for students. Students will have opportunities for high, quality engagement activities within the classroom and through school events, which will lead to an increase in daily attendance and decrease chronic absenteeism.</p>	<p>All students</p>	<p>5,000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures</p> <p>j. Creation of events such as assemblies, plays, and in order to allow all families further access to the programs offered at our school.</p> <p>503 General Fund 5000-5999: Services And Other Operating Expenditures</p> <p>k. Cost of movie licensing for classroom use and family engagement</p>

			5,000 Title I Part A: Allocation 4000-4999: Books And Supplies I. Collaborative materials for student engagement in the classroom
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The following strategies were partially implemented in Goal 2:
 Strategy #1: Teachers used the budgeted amount for learning walks and data chats. More time is needed to develop our parent outreach and engagement opportunities.
 Strategy #2: More time is needed to provided parent engagement opportunities.
 Strategy #3: Assemblies, field trips and collaborative materials were provided for students.

The following strategies were effective in Goal 1:
 Strategy #1, 2 and 3 were effective and expected to continue next year.

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

Strategy 1, 2 and 3: All of my strategies are expected to remain the same for the 24/25 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.

When looking at our expected outcome for this goal, our school will continue to make progress towards our goals.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate

Create a caring and compassionate learning environment, with specific supports and opportunities that provide growth in the area social emotional learning of all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL 3: School Climate

Create innovative learning environments that are safe, healthy, positive, welcoming, and attractive for all learners that fosters a sense of belonging and accessibility for the entire school and community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Maintain and increase the resources and supports necessary to provide a safe and encouraging environment for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Discipline Data	Classroom teachers have been using MIR	All staff will be using MIR to report behavior.
Calming Room Visits	New initiative	Students will have opportunities to utilize calming area for groups and individual use.
Local Climate Survey	New initiative	Students, family and staff asked about how safe they feel at school
CA Dashboard Suspensions	23-24 Suspension color: Student groups to monitor:	24-25 Color Goal: Yellow Goal for Maximum number of suspended students: 6

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Our school will implement Positive Behavior Interventions and Supports (PBIS) in order to	all students	5,000 Title I Part A: Allocation

	<p>improve positive relationships across the campus and decrease the number of disciplinary referrals.</p>		<p>4000-4999: Books And Supplies a. materials for pbis (pencils, erasers, rulers, sensory toys, posters, playdough)</p> <p>2,000 Title I Part A: Allocation 4000-4999: Books And Supplies b. Every month on a Wednesday, we hold recognition assemblies in our auditorium and speak about the character trait of the month. Students are recognized with certificates. Supplies for assemblies and certificates</p> <p>5,000 General Fund 4000-4999: Books And Supplies c. Student incentives (erasers, stickers, etc) with Eagle Bucks that are traded in for prizes at our Recognition Assembly and PBIS incentives.</p>
<p>3.2</p>	<p>Provide opportunities to support the social-emotional learning needs of our students and improve the overall mental health awareness on the school campus.</p>	<p>All students</p>	<p>5,000 Title I 4000-4999: Books And Supplies d. Provide students with incentives, enrichment activities, supplies, and other items needed to support students with a focus on SEL. Activities will be focused on building relationships between SPED and Gen. Ed. students.</p> <p>17,824 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries e. Fund School Counselor</p> <p>1,535 Title I Part A: Parent Involvement 4000-4999: Books And Supplies</p>

			f. Parent education and information to include materials and light refreshments for parent engagement
3.3	Create an school environment that is safe and welcoming to our staff, students, and families.	All students	<p>10,000 Title I Part A: Allocation 4000-4999: Books And Supplies</p> <p>g. Creation of a calm space for individual and small group counseling sessions, whole class lessons, and a space for students to deescalate</p> <p>1,000 General Fund 4000-4999: Books And Supplies</p> <p>h. custodial supplies and equipment purchases and repair</p> <p>500 General Fund 4000-4999: Books And Supplies</p> <p>i. Health office supplies</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The following strategies were partially implemented in Goal 3:

Strategy #1: PBIS was continued to be implemented this year. Eagle store was available to students, and incentives and recognition assemblies were held.

Strategy #2: Students were provided activities that promoted positive relationships with our different student groups. Our counselor supported these programs. Parent engagement continues to be an area for growth.

Strategy #3: A calm space has been established, however more time is needed to complete it.

The following strategies were effective in Goal 3:

Strategy #1, 2 and 3 were effective and expected to continue next year.

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

Strategy 1, 2 and 3: All of my strategies are expected to remain the same for the 24/25 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.

When looking at our expected outcome for this goal, our school will continue to make progress towards our goals.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$126,250.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$226,609.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$5,000.00
Title I Part A: Allocation	\$122,747.00
Title I Part A: Parent Involvement	\$3,035.00
Title II Part A: Improving Teacher Quality	\$11,000.00
Title III	\$5,000.00

Subtotal of additional federal funds included for this school: \$146,782.00

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 (\$)
District Funded	\$0.00
General Fund	\$47,003.00
LCFF - Supplemental	\$32,824.00

Subtotal of state or local funds included for this school: \$79,827.00

Total of federal, state, and/or local funds for this school: \$226,609.00

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
General Fund	58,919	11,916.00
Title I Part A: Allocation	118809	-3,938.00
Title I Part A: Parent Involvement	1535	-1,500.00
Title III	4,637	-363.00
LCFF - Supplemental		
Title II Part A: Improving Teacher Quality	11,000	0.00
Facilities	17806.31	17,806.31
Donations	11,845.61	11,845.61

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
General Fund	47,003.00
LCFF - Supplemental	32,824.00
Title I	5,000.00
Title I Part A: Allocation	122,747.00
Title I Part A: Parent Involvement	3,035.00
Title II Part A: Improving Teacher Quality	11,000.00
Title III	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	51,824.00
2000-2999: Classified Personnel Salaries	15,247.00
4000-4999: Books And Supplies	106,535.00
5000-5999: Services And Other Operating Expenditures	53,003.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	District Funded	0.00
4000-4999: Books And Supplies	General Fund	46,500.00
5000-5999: Services And Other Operating Expenditures	General Fund	503.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	32,824.00
4000-4999: Books And Supplies	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	15,247.00
4000-4999: Books And Supplies	Title I Part A: Allocation	47,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	52,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	3,035.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	11,000.00
4000-4999: Books And Supplies	Title III	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	127,000.00
Goal 2	51,750.00
Goal 3	47,859.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Myra Ruedel	Principal
Nicole Medina	Classroom Teacher
Michelle Conzonire	Classroom Teacher
Sophie Lai	Parent or Community Member
Van Duoung	Parent or Community Member
Liz Butler	Classroom Teacher
Michelle Drake	Parent or Community Member
Jennifer Luna-Nguyen	Parent or Community Member
Vesna Paulson	Parent or Community Member
Annie Song	Parent or Community Member
Wynde Barz	Other School Staff
Nina Haynes	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 May 18, 2024.

Attested:



Principal, Myra Ruedel on 5/13/24



SSC Chairperson, Michelle Drake on 5/18/24

Title I, Part A School-Level Parent and Family Engagement Policy

Emperor School 24-25

Emperor with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]). This is achieved through educational partners involvement within the School Site Council (SSC) and English Language Advisory Council (ELAC).

Parents/Guardians may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]) by attending SSC meetings or giving input at the annual needs assessment meeting.

TCUSD has a district-level parent and family engagement policy that applies to all parents and family members in all schools served by the district, and how the district may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]). To involve parents and family members in this process, Emperor has representatives that attend the District's Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC).

If parents and family members find that the plan under ESSA Section 1112 is not satisfactory, parents may share these concerns at SSC, ELAC, DELAC, PAC, at the annual needs assessment meeting, or at a Board of Education meeting. If the suggestions are not made to the plan, the district shall submit the parent comments with the plan when the district submits the plan to the State (ESSA Section 1116[b][4]).

Emperor holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]). This information may be shared at PTA, Coffee with the Principal, SSC, ELAC and through a virtual meeting. Through these engagement opportunities, the school offers a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]).

By participating in ELAC or SSC, parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and

improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3

Emperor provides parents and family members a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards through Back to School Night presentations, the School Plan for Student Achievement (SPSA), and the parent handbook; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C

If an educational partner believes that the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, the parent/guardian may submit comments on the plan when the school makes the plan available to the Board of Education in July at the scheduled Board meeting (ESSA Section 1116[c][5

Emperor's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before the first day of school through by posting it on the district website and notifying families through ParentSquare that they may review it digitally or request a copy from the school office.

Emperor Elementary School Partners in Learning Agreement

Education is a team effort. This contract outlines the ways that we can work together because we know that children learn from adults. Adults realize that love, caring, encouragement, positive support, and wholesome, nurturing environments are critical to the healthy development of every child. We are committed to working together with each of us doing our best to promote the achievement of every student. Students perform better in school when they have the combined support from teachers, support staff and parents. Please become partners in learning with us by reviewing this school contract with your child (our shared student) and return the signed, tear-off portion to school. Please refer to this agreement throughout the school year.

I understand that education is important. I am responsible for my own success.

AS A STUDENT I PLEDGE TO:

- ~ Arrive on time; be in my seat ready to learn when school begins.
- ~ Do my best on my school assignments, completing and returning all my work on time. This includes special projects.
- ~ Ask my instructors for help when I don't understand something.
- ~ Show respect by following all school and classroom rules (The Eagle I's), and the dress code.
- ~ Limit my TV watching and unnecessary computer use and focus on reading books and studying.
- ~ Get plenty of sleep each night.
- ~ Use all technology at home and school respectfully.

I understand that my participation in my child's education will assist with their achievement and attitude.

AS A PARENT/GUARDIAN I PLEDGE TO:

- ~ Provide something for breakfast for my child each day.
- ~ Help my child get to school every day, on time and dressed properly. Provide a quiet study time at home and encourage good study habits.
- ~ Know how my child is progressing by reviewing my child's school/home communication folder and/or agenda, talking to the instructors when I have questions or concerns, and being involved with the school and school events, including conferences.
- ~ Encourage my child to read – by reading to or with them 20 minutes each day.
- ~ Limit my child's TV viewing, help select worthwhile programming, and be aware of their computer use including social networks and inappropriate use of the Internet.
- ~ Make sure their backpack, book bag, or folder is orderly, on a weekly basis.
- ~ Check my child's daily homework assignments; encourage and monitor the completion of all homework.
- ~ Support the school's homework, discipline and attendance policies.

We understand the importance of high standards and our position as positive role models.

AS A STAFF WE PLEDGE TO:

- ~ Provide motivating and interesting learning experiences as we work towards excellence.
- ~ Explain goals, expectations, the grading system, and standards to students and parents.
- ~ Provide a challenging and enriching instructional program, which addresses the individual needs of students.
- ~ Explain the behavioral, academic, and homework expectations to students and parents.
- ~ Talk with students and parents about the school's mission and goals.
- ~ Provide a safe, positive, welcoming, and orderly learning environment.
- ~ Support the partnership between parent, student, and staff through regular communication.
- ~ Encourage daily reading.
- ~ Support learning through homework (home study).
- ~ Participate in professional development opportunities.

We promise to work together to fulfill this agreement.

PLEASE COMPLETE AND RETURN THIS PORTION TO YOUR CHILD'S CLASSROOM THE FIRST WEEK OF SCHOOL. EMPEROR SCHOOL PARTNERS IN LEARNING AGREEMENT HOME-SCHOOL AGREEMENT.

Myra Ruedel

Principal, Representing Staff

Parent/Guardian Signature

Student Signature