School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Empire Oaks Elementary	34673306118574	May 15, 2024	August 15, 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 School Site 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 Empire Oaks Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Schoolwide Program

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on schoolwide coherence, collaboration, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long-term goal of eliminating the achievement gap, with all students performing at high levels, will be a focus. Evidence-based interventions including identifying essential standards, providing Multi-Tiered Systems of Support (MTSS), and using common formative assessments to flexibly group students, will be core components of the School Plan for Student Achievement (SPSA).

School Vision and Mission

Empire Oaks strives to "Educate and empower lifelong learners." Our shared mission is, "In collaboration with our community, we will educate and empower lifelong learners in academic and social emotional competencies in a respectful, inclusive, and culturally responsive manner while developing a sense of gratitude, perseverance, and purpose in our community." As a collective staff, we promote excellence in education, and lifelong learning focused on student success for college and career readiness. A focus on building relationships amongst staff, students, and families to promote lifelong self-efficacy through an emphasis on culture, climate, coherence, and maximizing student engagement will help build a school where students and staff grow and learn together. A collective focus on student engagement and learning, where every child is known by name, ensures that every student will have the tools to reach their full academic potential.

Furthermore, Empire Oaks embraces the Folsom Cordova Unified District's mission & vision statements:

VISION STATEMENT

Empowering all students to thrive through educational excellence.

MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

School & Community Profile

Empire Oaks Elementary School was selected as a 2006 California Distinguished School. In 2007, the school went on to receive The Blue-Ribbon Award. In 2023, Empire Oaks was named a California Distinguished School. Nestled against the foothills of El Dorado, the homes of the Empire Ranch community surrounding the campus. Hazel McFarland Park is adjacent to the campus and serves as a wonderful area for families to meet and play. Students in grades kindergarten through fifth attend Empire Oaks. There are approximately 380 students at Empire Oaks Elementary, with a 6% poverty rate, a population with 9% identified English Learner (EL) students, 0% foster youth, and 12% of students qualifying for "unduplicated" status. The surrounding neighborhood is populated with families who are eager to participate in the education of their children. The school reflects a culture of learning and a strong home-school connection. Empire Oaks operates on a traditional calendar that begins in August and provides three trimesters of instruction for our students. The staff is made up of educators who hold California Teaching Credentials and paraprofessionals who support our students and staff.

The campus is made up of four classroom buildings, a library, and a multipurpose room, surrounding the Administration building. The students are engaged in instruction as you enter each classroom. Everyone on campus has a sense of pride in our learning community. Parents are typically an important part of the daily classroom routine. Whether it is working with a small group, one-on-one, or assisting with procedures, volunteers are visible on a daily basis. Parent volunteers also help in our library and serve as docents for our Meet the Masters' Art program. As of August 2021, our parent volunteer program is currently on hold. Many students attend the before and after school Student Care Center located on campus.

Our Parent Teacher Association (PTA) and School Site Council (SSC) are actively involved in our educational program. Our PTA Board plans numerous activities and events, which enhance family engagement and positive relationships among families, teachers, and students. The PTA provides financial support through fundraising that supplements schoolwide curriculum, consistently supporting Science Technology Engineering Arts and Math (STEAM) integration, educational field trips and assemblies, and increasing and updating our library collection, in an effort to support our core curriculum. The school has Chromebooks in every classroom to enhance access to technology as a tool for learning. Each classroom is equipped with a document camera and Promethean Board to enhance learning and allow teachers to interact and engage with their students through technology.

Empire Oaks Elementary School students have opportunities to be involved in Student Leadership, physical education, Gifted & Talented Education (GATE), music, and Special Education. Students can participate in after school activities such as theater, engineering, art, coding, dance, chess, athletics, and other extra-curricular clubs.

Our school is structured around high academic and behavioral expectations, which help maintain a positive school culture and climate. Our staff believes that all students have the ability to learn and are committed to providing conditions that promote student success. This success is accomplished using clear expectations that are directly taught throughout the school year. Students are recognized through verbal and written feedback for expected behavior. The entire staff believes that "all means all" and shares in the collective responsibility of providing an environment where every student can meet or exceed their educational goals.

At Empire Oaks, we believe that all students can learn and that we, working in partnership with families, can facilitate learning to ensure that our students will achieve their greatest potential. This will be accomplished by teaching a rigorous curriculum, maintaining high academic standards, promoting good character, and supporting the social and emotional needs of our students and staff.

Educational Partner Involvement

How, when, and with whom did Empire Oaks 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

Empire Oaks Elementary School utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Empire Oaks School Site Council includes parent representatives along with district employees focused on outreach and communication. Specific School Site Council meetings are held bi-monthly. The current SPSA was reviewed and additional feedback on data and goals was discussed. The process and timeline for educational partners' involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement were discussed at each monthly meeting. At the May meeting, attendees reviewed the school's 2024-2025 proposed goals and discussed how they relate to our needs, as well as how they align with Folsom Cordova Unified School District's (FCUSD) LCAP priorities. Educational partner involvement around the revision of the prior academic school year's goals occurred during the month of August. We reviewed and revised our goals for 2024-2025 and staff and parent input were solicited. Ongoing meetings throughout the 2024-2025 school year will track and monitor the goals created for Empire Oaks. Other meetings that incorporate the goals of the SPSA include:

Guiding Coalition & PLC Groundwork
Staff Development Days
Back to School Night
School Site Council 8/16/2023, 8/30/2023, 10/18/2023, 12/13/2023, 2/7/2024, 4/10/2024 & ELAC 8/16/2023, 8/30/2023, 10/18/2023, 12/13/2023, 2/7/2024, 4/10/2024, 5/15/24
Super Minimum Day/Professional Development
Minimum Days/Parent Teacher Conferences

TK Minimum Days/Parent Teacher Conferences
Open House
Staff Meetings and Collaboration Time (CT) held every Thursday from 1:30-2:45 pm (Staff Meeting (week 1) &
Collaborative Grade Level Teams/PLTs (weeks 2-4))
General PTA Meetings
Family Partnership Meetings

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.
This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

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

Academic Performance - ELA & Math for Students with Disabilities (orange)
Suspension Rate for English Learners, Two or More Races, Students with Disabilities, White, and Socioeconomically Disadvantaged (orange)
Chronic Absenteeism for English Learners and Socioeconomically Disadvantaged (orange)
Chronic Absenteeism for White (red)

We will focus on strategies for high quality first instruction and interventions for students who receive special education services. With the help of our culture and climate team, we will continue to focus on restorative practices and alternatives to suspension. With the help of our culture and climate team, we will focus our efforts on student engagement strategies while increasing parent education and communication regarding the importance of attendance.

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.

Students with Disabilities - Academic Performance - ELA & Math (orange)
Chronic Absenteeism for White (red)

We will focus on strategies for high quality first instruction and interventions for students who receive special education services. With the help of our culture and climate team, we will focus our efforts on student engagement strategies while increasing parent education and communication regarding the importance of attendance.

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

In addition to the dashboard data, we also use Renaissance data, attendance and discipline data, Panorama (SEL) data, and California Healthy Kids Survey data to determine areas of need and improvement.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Empire Oaks 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	%	0.26%	%	0	1	
African American	0.76%	0.79%	1.47%	3	3	6
Asian	27.66%	28.04%	25.18%	109	106	103
Filipino	1.27%	0.79%	1.22%	5	3	5
Hispanic/Latino	13.71%	14.81%	15.40%	54	56	63
Pacific Islander	%	0.53%	0.49%	0	2	2
White	47.21%	44.44%	43.77%	186	168	179
Multiple/No Response	9.14%	10.05%	12.47%	36	38	51
			Total Enrollment	394	378	409

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	42	38	50
Grade 1	68	55	52
Grade 2	60	71	56
Grade3	68	69	79
Grade 4	75	69	65
Grade 5	81	76	69
Total Enrollment	394	378	409

Conclusions based on this data:

1. Based on this data, Empire Oaks Elementary is experiencing declining enrollment.

2. The Asian, Hispanic, and More Than one Race subgroups are increasing in size, while the number of White students is declining.

3. The schoolwide focus on cohesion, and an emphasis on "all means all" is necessary to ensure that within our diverse population, every student gets their unique needs met at Empire Oaks Elementary.

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	22	35	30	8.1%	5.6%	7.3%
Fluent English Proficient (FEP)	56	44	44	12.8%	14.2%	10.8%
Reclassified Fluent English Proficient (RFEP)				24.2%		

Conclusions based on this data:

1. This school continues to have a small percentage of English Language Learners with approximately 9% students designated as English Learners (ELs). Our English Learner Advisory Committee (ELAC) helps Empire Oaks support emerging bilingual students by increasing family engagement.

2. Despite the small percentage, the California Dashboard data demonstrates that English Language Learners continue to need support in math and English Language Arts at Empire Oaks Elementary.

3. Continued work with our staff and bilingual instructional assistant (BIA) to support their professional learning in best practices in integrated and designated ELD practices to ensure that our English Learners have ample, ongoing support for academic achievement and reclassification.

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	78	70	69	0	70	69	0	70	69	0.0	100.0	100.0
Grade 4	80	73	70	0	73	70	0	73	70	0.0	100.0	100.0
Grade 5	75	80	78	0	80	78	0	80	78	0.0	100.0	100.0
All Grades	233	223	217	0	223	217	0	223	217	0.0	100.0	100.0

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**
Grade 3		2482.	2475.		52.86	44.93		22.86	27.54		10.00	14.49		14.29	13.04
Grade 4		2516.	2522.		45.21	54.29		31.51	17.14		13.70	10.00		9.59	18.57
Grade 5		2578.	2565.		53.75	44.87		23.75	32.05		20.00	14.10		2.50	8.97
All Grades	N/A	N/A	N/A		50.67	47.93		26.01	25.81		14.80	12.90		8.52	13.36

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		44.29	39.13		48.57	50.72		7.14	10.14
Grade 4		43.84	45.71		49.32	48.57		6.85	5.71
Grade 5		45.00	38.46		53.75	55.13		1.25	6.41
All Grades		44.39	41.01		50.67	51.61		4.93	7.37

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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		35.71	33.33		48.57	52.17		15.71	14.49
Grade 4		23.29	34.29		72.60	47.14		4.11	18.57
Grade 5		48.75	35.90		46.25	53.85		5.00	10.26
All Grades		36.32	34.56		55.61	51.15		8.07	14.29

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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		27.14	20.29		64.29	68.12		8.57	11.59
Grade 4		21.92	17.14		69.86	65.71		8.22	17.14
Grade 5		26.25	28.21		70.00	65.38		3.75	6.41
All Grades		25.11	22.12		68.16	66.36		6.73	11.52

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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		35.71	31.88		50.00	56.52		14.29	11.59
Grade 4		5.48	31.43		84.93	60.00		9.59	8.57
Grade 5		38.75	34.62		53.75	55.13		7.50	10.26
All Grades		26.91	32.72		62.78	57.14		10.31	10.14

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Conclusions based on this data:

1. CAASPP data suggests that we need to focus on the Listening and Research & Inquiry strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessment aligns.

2. To ensure use of multiple measures for data analysis, we will also pull performance data from Renaissance, Benchmark Advance, SIPPS assessments, Phonological Awareness Screening Test (PAST), and Step Up to Writing data. Since COVID, we've observed a decrease in student achievement across the board. We need to analyze data to identify targeted areas of need and develop intervention plans via MTSS/RTI to address those needs.

3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement through a schoolwide focus on guaranteed and viable curriculum and student engagement.

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	78	70	69	0	70	69	0	70	69	0.0	100.0	100.0
Grade 4	80	73	70	0	73	70	0	73	70	0.0	100.0	100.0
Grade 5	75	80	78	0	80	78	0	80	78	0.0	100.0	100.0
All Grades	233	223	217	0	223	217	0	223	217	0.0	100.0	100.0

* 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		2479.	2483.		42.86	44.93		25.71	30.43		17.14	13.04		14.29	11.59
Grade 4		2534.	2521.		39.73	41.43		39.73	21.43		19.18	27.14		1.37	10.00
Grade 5		2578.	2548.		56.25	34.62		21.25	26.92		16.25	24.36		6.25	14.10
All Grades	N/A	N/A	N/A		46.64	40.09		28.70	26.27		17.49	21.66		7.17	11.98

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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		52.86	50.72		34.29	33.33		12.86	15.94
Grade 4		47.95	47.14		46.58	38.57		5.48	14.29
Grade 5		52.50	28.21		38.75	52.56		8.75	19.23
All Grades		51.12	41.47		39.91	41.94		8.97	16.59

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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		44.29	43.48		44.29	44.93		11.43	11.59
Grade 4		45.21	38.57		46.58	50.00		8.22	11.43
Grade 5		48.75	32.05		42.50	58.97		8.75	8.97
All Grades		46.19	37.79		44.39	51.61		9.42	10.60

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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		40.00	47.83		42.86	42.03		17.14	10.14
Grade 4		34.25	40.00		58.90	48.57		6.85	11.43
Grade 5		42.50	26.92		52.50	64.10		5.00	8.97
All Grades		39.01	37.79		51.57	52.07		9.42	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.

Conclusions based on this data:

1. CAASPP data suggests that we need to focus on the Problem Solving and Modeling & Data Analysis and Communicating Reasoning strands. We will study the CAASPP blueprints to analyze how these strands are assessed and make sure our instruction and assessment aligns.

2. To ensure use of multiple measures for data analysis, we will also pull performance data from Renaissance and enVision Math data. Since COVID, we've observed a decrease in student achievement across the board. We need to analyze data to identify targeted areas of need and develop intervention plans via MTSS/RTI to address those needs.

3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address schoolwide and grade level needs to elevate student achievement through a schoolwide focus on guaranteed and viable curriculum and student engagement. We will have a special focus on implementation of the new Math Framework and the strategies therein.

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)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

ELPAC Results

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	*	*	*	*	*	*	*	*	*	6	*	5
1	*	*	*	*	*	*	*	*	*	8	5	6
2	*	*	*	*	*	*	*	*	*	4	4	7
3	*	*	*	*	*	*	*	*	*	5	6	*
4	*	*	*	*	*	*	*	*	*	*	*	5
5	*	*	*	*	*	*	*	*	*	5	*	*
All Grades										30	21	28

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students

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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	42.86	21.43	33.33	33.33	39.29	16.67	14.29	14.29	10.00	9.52	25.00	30	21	28

Overall Language — Percentage of Students at Each Performance Level for All Students

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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	56.67	47.62	28.57	20.00	33.33	39.29	23.33	19.05	7.14	0.00	0.00	25.00	30	21	28

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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	19.05	7.14	33.33	42.86	42.86	23.33	23.81	25.00	10.00	14.29	25.00	30	21	28

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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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	42.86	46.43	46.67	52.38	28.57	3.33	4.76	25.00	30	21	28

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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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	43.33	42.86	17.86	53.33	47.62	53.57	3.33	9.52	28.57	30	21	28

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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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.67	28.57	17.86	53.33	57.14	57.14	10.00	14.29	25.00	30	21	28

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| Grade Level | Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| | 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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	38.10	35.71	46.67	52.38	35.71	13.33	9.52	28.57	30	21	28

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. Our number of English Learners, a total number of 29, is holding steady at Empire Oaks.

2. Our number of ELs who maintained or increased, went from 88.2% in 2022 to 95.5% in 2023. Students in grades 3-5 still continue to reclassify as Fluent English Proficient (RFEP) in high percentages at Empire Oaks.

3. We have an ongoing need for BIA support and professional learning around designated and integrated ELD.

School and Student Performance Data

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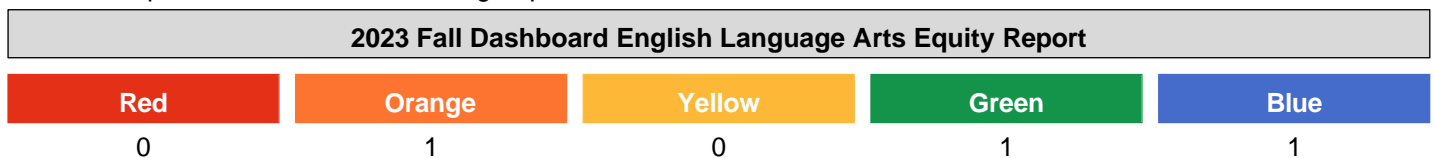
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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**
378	**6.3**	**9.3**	**0**
Total Number of Students enrolled in Empire Oaks 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	35	9.3
Foster Youth		0
Homeless	2	0.5
Socioeconomically Disadvantaged	24	6.3
Students with Disabilities	65	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.8
American Indian	1	0.3
Asian	106	28
Filipino	3	0.8
Hispanic	56	14.8
Two or More Races	38	10.1
Pacific Islander	2	0.5
White	168	44.4

Conclusions based on this data:

1. The students of Empire Oaks are disproportionately White and Asian.

2. There are small percentages of EL (9%),Socioeconomically Disadvantaged (6%), and Foster Youth (0%). We need to consider these populations when planning our instructional, social emotional, and behavioral programs.

3. We need to continue to develop a more intentional focus on supporting our historically marginalized and vulnerable student populations.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We need to target on our students with special needs and monitor their progress, in both ELA and Math. It's imperative that we come up with instructional strategies to help them make greater progress.

2. The data demonstrates a disproportionate number of students with special needs, English Learners, and Socioeconomically Disadvantaged students are suspended. We need to bolster our system for tiered supports

through Behavior RTI and continue exploring alternatives to suspension and "other means" of increasing desired behaviors.

3. We need to focus on increasing our attendance rates to 97%. We are currently at 96%. We will use our 20-day challenge incentives and strategies from Attendance Works to target and support increased attendance.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	1

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	**English Learners**	**Foster Youth**
Green	7.6 points above standard	No Performance Color
51.8 points above standard	Decreased Significantly -48.8 points	0 Students
Decreased -8.2 points		
213 Students	27 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	32 points below standard	Orange
	Decreased Significantly -54.1 points	44.8 points below standard
1 Student		Decreased Significantly -20 points
	17 Students	44 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 73.8 points above standard Maintained -1.9 points 61 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
19.2 points above standard Increased +8.1 points 30 Students	64.4 points above standard Decreased Significantly -20.3 points 23 Students	Less than 11 Students 1 Student	Green 48.1 points above standard Decreased -11.7 points 92 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**
Less than 11 Students 10 Students	80.2 points above standard Decreased Significantly -25.1 points 17 Students	51.9 points above standard Decreased -3.9 points 166 Students

Conclusions based on this data:

1. Based on these assessment results, we need to better support our subgroup of students with disabilities. Our population of students with special needs increased this year as we acquired a new moderate autism program. Students with special needs performed 44.8 points below standard. Intentional focus on supporting students both academically and social-emotionally will be necessary throughout the 2024-2025 school year. Empire Oak's School Climate & Culture Leadership Team will work with the Instructional Leadership Team while focusing on the subgroups of the school.

2. Our site will continue to focus on best practices when it comes to high-quality first instruction, RTI, and inclusion. Interventions to support students with special needs will be implemented. We will focus on student engagement and MTSS/RTI to target specific needs.

3. Overall, the school performed at 51.8 points above standard. Our White and Asian subgroups performed in the "High" and "Very High" categories, respectively.

School and Student Performance Data
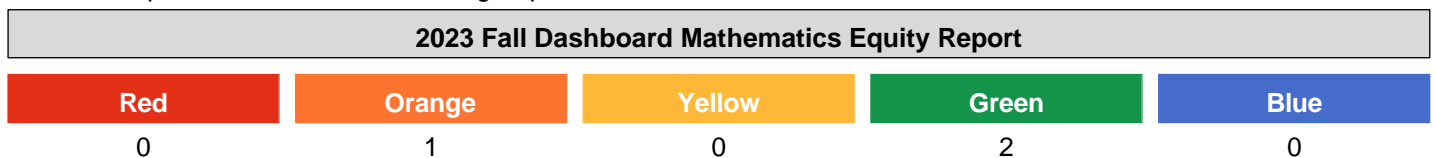
Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	2	0

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

All Students	English Learners	Foster Youth
Green	0.3 points above standard	No Performance Color
33.4 points above standard	Decreased Significantly -46 points	0 Students
Decreased -14.8 points		
213 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	50 points below standard	Orange
	Decreased Significantly -17.9 points	50.5 points below standard
1 Student		Decreased -15 points
	17 Students	44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American Less than 11 Students 3 Students	**American Indian** No Performance Color 0 Students	**Asian** Green 63.5 points above standard Decreased Significantly -18 points 61 Students	**Filipino** Less than 11 Students 2 Students
Hispanic 11.4 points below standard Decreased -12.3 points 30 Students	**Two or More Races** 33.8 points above standard Decreased -14.6 points 23 Students	**Pacific Islander** Less than 11 Students 1 Student	**White** Green 30.4 points above standard Decreased -8.6 points 92 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 Less than 11 Students 10 Students	**Reclassified English Learners** 59.1 points above standard Decreased Significantly -23.6 points 17 Students	**English Only** 33.5 points above standard Decreased -9 points 166 Students

Conclusions based on this data:

1. Based on these assessment results, we need to better support our subgroup of students with disabilities. Our population of students with special needs increased this year as we acquired a new moderate autism program. Students with special needs performed 50.5 points below standard. Intentional focus on supporting students both academically and social-emotionally will be necessary throughout the 2024-2025 school year. Empire Oak's School Climate & Culture Leadership Team will work with the Instructional Leadership Team while focusing on the subgroups of the school.

2. Our site will continue to focus on best practices when it comes to high-quality first instruction, RtI, and inclusion. Interventions to support students with special needs will be implemented. We will focus on student engagement and MTSS/RTI to target specific needs.

3. Overall, the school performed at 33.4 points above standard. Our White and Asian subgroups performed in the "High" category.

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.

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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

English Learner Progress
31.8% making progress towards English language proficiency
Number of EL Students: 22 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
1	14	0	7

Conclusions based on this data:

1. English learners are an area of focus for Empire Oaks Elementary School based on the above data. We will continue to offer Professional Development related to integrated and designated English Language Development (ELD) instruction.

2. Our English Learners have made significant progress. They are currently performing at 31.8 points above standard. We will continue to work with our BIA to support her and our classroom teachers with professional learning on best practices with our emerging bilinguals.

3. We need to continue to engage with our ELAC/DELAC committees in order to increase parent engagement and educational partnerships with Empire Oaks and FCUSD.
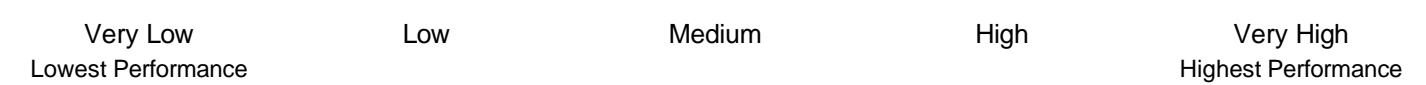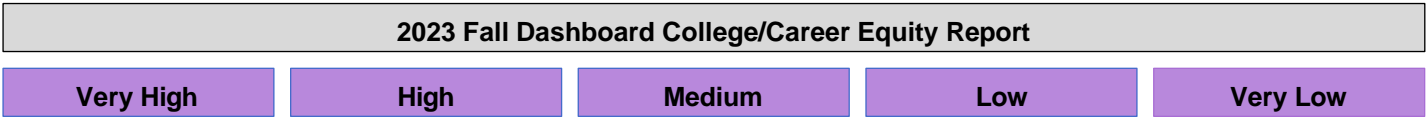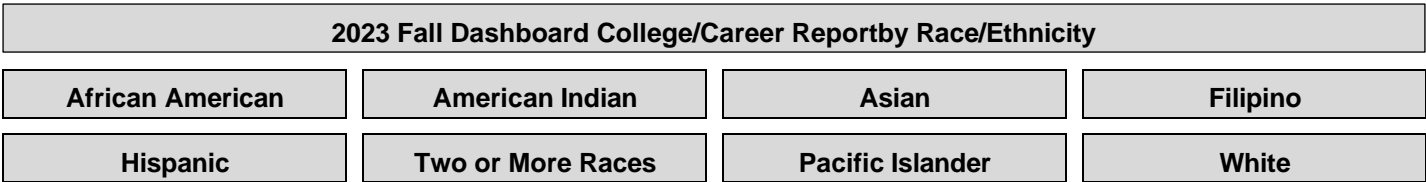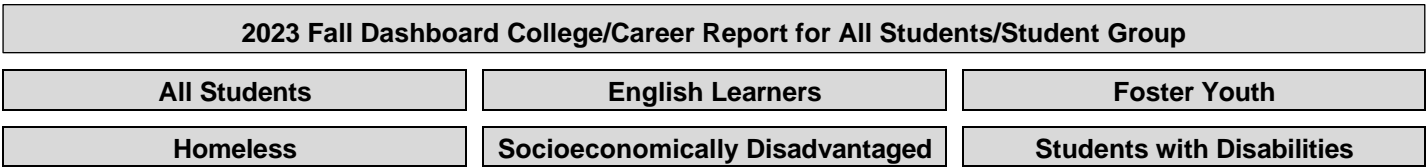
School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We are a K-5 elementary school. This is not currently a measure that is tracked on our dashboard.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	No Performance Color
8.4% Chronically Absent	14.3% Chronically Absent	0 Students
Maintained 0.3	Increased 8	
392 Students	35 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Yellow
2 Students	13.3% Chronically Absent	16.9% Chronically Absent
	Increased 10.4	Declined -1.8
	30 Students	83 Students

School Plan for Student Achievement (SPSA)   Empire Oaks Elementary

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2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	Yellow 5.6% Chronically Absent Maintained 0.2 108 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 10.3% Chronically Absent Declined -9.3 58 Students	Yellow 4.8% Chronically Absent Increased 2.1 42 Students	Less than 11 Students 2 Students	Red 10.9% Chronically Absent Increased Significantly 3.5 175 Students

Conclusions based on this data:

1. Empire Oaks' attendance rates held steady 2022-2024 at 95%. We are currently at 95.7% in May 2024. We will need to focus on building back up to a 97% attendance rate as health and safety allows.

2. Continuing to work with front office staff regarding attendance tracking and parent outreach is an important emphasis. Our site strives to reach and maintain an attendance rate of 97%, which meets the district goal. Tracking and monitoring students who continue to be absent is a priority through the utilization of the Dashboard feature located in the menu on PowerSchool. Empire Oaks will also continue to utilize Assessment to Achievement (A2A) to maintain records and communication with families of students who are chronically tardy/truant.

3. A focus on student engagement - engaged students are eager to come to school ready to learn and interact with their teachers and friends. Utilize our Attendance & Engagement Team as a subcommittee of our School Climate & Culture Team to coordinate systematic outreach. We will use resources from the school district's attendance department and Attendance Works.

School and Student Performance Data

Academic Engagement
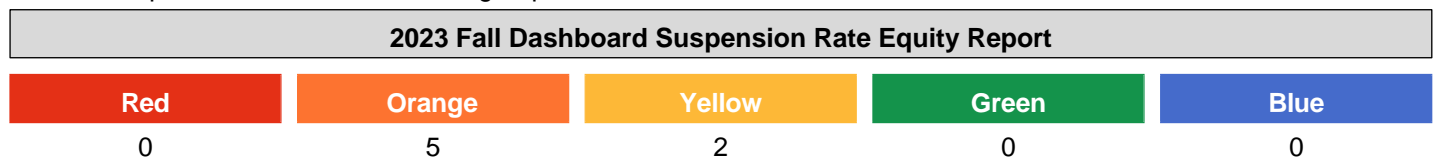### Graduation Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We are a K-5 elementary school. This is not currently a measure that is tracked on our dashboard.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	2	0	0

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	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.3% suspended at least one day	5.6% suspended at least one day	0 Students
Increased 0.8	Increased 5.6	
400 Students	36 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
2 Students	3.1% suspended at least one day	3.4% suspended at least one day
	Maintained 0.2	Maintained 0.1
	32 Students	88 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	Less than 11 Students 1 Student	Yellow 0.9% suspended at least one day Increased 0.9 111 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 1.7% suspended at least one day Maintained -0.1 59 Students	Orange 2.3% suspended at least one day Increased 2.3 44 Students	Less than 11 Students 2 Students	Orange 1.1% suspended at least one day Increased 0.6 176 Students

Conclusions based on this data:

1. According to 2024 data, Empire Oaks suspension rate was 1.3%. This increased from 0.5% the previous year. We will analyze cases and determine possible reasons for this increase.

2. Empire Oaks will continue to look for disproportionality when looking at the suspension rate of English Learners, students with special needs, and socioeconomically disadvantaged students.

3. As a site, we will focus on Behavior RTI and other means of correction, including de-escalation techniques and alternatives to suspensions. We will continue our emphasis on improving overall school climate & culture, including student engagement, restorative practices, PBIS, and alternatives to suspension in the 2024-2025 school year.

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.

> **Data Tracking and Assessment**
> Student progress and educational outcomes will be monitored for success using assessment results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

> LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
> 1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
> 1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
> 1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
> 1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

> There is a need for collaboration time and PD related to generating pre and post assessments for use when grouping students with homogeneous academic needs and designing targeted instruction through MTSS rotations.

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
1.1 CAASPP ELA & EAP	District Empire Oaks 1.1 ELA 62% 74%	1.1 Increase Renaissance or CAASPP ELA proficiency levels by 2%.
1.2 CAASPP Math & EAP	1.2 Math 53% 67%	1.2 Increase Renaissance or CAASPP Math proficiency levels by 2%.
1.3 CAASPP ELA & Math ELPAC EL Progress RFEP	1.3 ELA 13% Math 14% EL Progress 69.6% RFEP 19.6%	1.3 Dashboard Data for EL will increase change by 2 points or more K-12 EL Progress (California Department of Education (CDE) Dashboard report, CAASPP, English Language Proficiency Assessments for CA (ELPAC) and Renaissance (diagnostic 1 compared to diagnostic 2) will increase by 2%

		The reclassification rate will increase at least 2%
1.4 CAASPP Special Ed	1.4 Sp.Ed. ELA 21% Sp.Ed. Math 18%	1.4 CAASPP Special Ed in ELA and Math will increase by 2%, in ELA and by 2% in Math

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	Bilingual Instructional Assistant	Unduplicated Students	1929 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 691 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
1.2	General Education Paraeducator	Unduplicated Students	1452 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency. 566 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
1.3	Supplemental Instructional Supplies	Unduplicated Students	283 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best implement curriculum & instruction
1.4	Intervention Teacher	Unduplicated Students	24517 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first

				instruction and tier 2 and 3 interventions for unduplicated students. 5446 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
1.5	Professional Learning Communities (PLCs)		All Students	Donations 5000-5999: Services And Other Operating Expenditures Professional development on PLCs implementation and best practices
1.6	Common Planning Time (CPT) and PLC Facilitators		All Students	Donations 5000-5999: Services And Other Operating Expenditures PLC Facilitators (PLCFs) help lead the PLC work at our school site. They provide guidance for optimizing Common Planning Time (CPT). PLCFs support grade level teams by helping team members understand the why, gain clarity on the tiers of support, access resources available at each level, create intervention plans, and monitor student progress.
1.7	Every Student by Name (ESBN)		All Students	Donations 5000-5999: Services And Other Operating Expenditures ESBN is one of the strategies we use three times per year during CPT. This practice allows teams to talk about every student by name. We discuss student progress on academic goals, social emotional learning goals, and behavior goals so that no student falls through the cracks. We analyze each student's needs for support and put them into place. These discussions ensure curricular coherence across the grade levels to support use of common formative assessments, pull out, and push in services provided by staff at the site. These discussions help develop collective teacher efficacy around high-quality first instruction, essential standards, common formative

				assessments, success criteria, and plans for intervention/enrichment. They also ensure that all students' social emotional and behavioral needs are acknowledged and addressed.

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 goal of "Student progress and educational outcomes will be monitored for success using assessment results" will be supported by providing the above resources. Collaboration time to disaggregate data, shared learning around effective MTSS and RtI implementation, and scheduled ESBN meetings to help monitor ongoing student growth and progress. Ongoing professional learning around PLCs and high-quality first instruction will equip our team, specifically our Guiding Coalition and Intervention Teacher, to lead teacher teams in focusing on the right work in terms of monitoring student progress and educational outcomes.

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

None

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.

None

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.

> **Student Engagement**
> Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)
> 2.01 - Increase student attendance rates and reduce chronic absenteeism.
> 2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
> 2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
> 2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
> 2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

> Increase of parent, family and community partnerships to increase student engagement and coherence of school and home life.

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
2.1 Attendance rates	2.1 Overall 93% (D) Chronic 8% (D) Overall, 96% (EO)	2.1 Currently at 95.7%, increase school wide attendance at or above 96%. Decrease chronic absenteeism by 1%.
2.4 Suspension and expulsion	2.4 1646 suspensions, 30 expulsions (D) 11 suspensions, 0 expulsions (EO)	2.4 Decrease all suspension incidents by 2%. Monitor system that reports and tracks bullying incidents and create an annual survey about school safety and connectedness for parents, staff, and students.
2.5 Volunteers and parent attendance	2.5 New volunteers add 100 Parent summit at 35 DELAC meetings, three held annually Foster Parent held one annually. Superintendent Communication Committee attendance at 66% 20/30 schools (D) Family Partnership Meetings (EO)	2.5 Parent and community volunteers will increase by 5%, with an emphasis on engaging parents of unduplicated students and special needs subgroups. In order to increase input from parents in making decisions for the school district, increase Family Partnership Meetings attendance by 10% throughout the academic school year. Parent attendance at English Learners

		Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.
2.6 Partnerships	2.6 Community partners (D & EO)	2.6 Community partnerships among the corporate, nonprofit and faith-based sectors will increase at least 1%.
2.7 Print and digital communication	2.7 Weekly information and multi-mode outreach through Blackboard and school website (D & EO)	2.7 Increase digital and print communications and engagement, weekly and targeted by at least 1%.

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	Family Partnership Meetings & Family Engagement Nights	All Students	General Fund 4000-4999: Books And Supplies Increase parent and community involvement through Family Partnership Meetings and Family Engagement nights to communicate site goals and partnership opportunities.
2.2	Community Partnerships - Campus Beautification	All Students	Donations 4000-4999: Books And Supplies Principal will partner with the Community Outreach Coordinator, the City of Folsom, and community volunteers to coordinate campus beautification projects in order to forge pathways between the community and the school.
2.3	Parent Coordinator	All Students	9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Family outreach, school communication, and student and family engagement opportunities through Parent Coordinator 3580 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits
2.4	Leadership Team/Guiding Coalition	All Students	General Fund

				1000-1999: Certificated Personnel Salaries Guiding Coalition leadership team related to instruction, SEL, and PBIS implementation in order to promote academic achievement, social emotional learning, and positive behavior supports.
2.5	Special Friends		All Students	3000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Special Friends will provide ten hours of weekly counseling for students who need additional emotional support. Donations 3000-3999: Employee Benefits Special Friends benefits
2.6	Recess Equipment & Lunch Bunch Equipment		All Students	Donations 4000-4999: Books And Supplies Each year we purchase new recess equipment and supplies for our Lunch Bunch, our recess alternative room, to promote student engagement and SEL.
2.7	PBIS: Acorn Store and Book Vending Machine		All Students	Donations 4000-4999: Books And Supplies PBIS: Acorn Store and Book Vending Machine - We purchase supplies for the Acorn Store and books for the book vending machine. We fund this out of donations from Intel and PTA.
2.8	Bilingual Instructional Assistant		Unduplicated Students	1929 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 692 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
2.9	School Clerk		Unduplicated Students	5349

				LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who have been historically marginalized. 1978 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
2.10	General Education Paraeducator		Unduplicated Students	1452 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency. 567 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
2.11	Supplemental Instructional Supplies		Unduplicated Students	284 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best implement curriculum & instruction
2.12	Intervention Teacher		Unduplicated Students	24517 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. 5446 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.13	Health Assistant		Unduplicated Students	5216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant works in partnership with our staff, families, and students to

				increase student health, wellness, and engagement. 1967 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits
2.14	Positive Principal Referrals		All Students	General Fund 4000-4999: Books And Supplies Positive Principal Referrals - Positive phone calls home for students receiving Golden Acorn awards for exemplifying O.A.K.S. Students receive golden certificate, golden pencil, and a voucher for a trip to the Book Vending Machine. Certificate paper, pencils, and books are funded with Intel donations and general fund.
2.15	Sunday Stories		All Students	Donations 4000-4999: Books And Supplies Sunday Stories are weekly read alouds that serve as part of our PBIS and SEL instruction. Each story highlights a character trait that we are discussing and promoting at school whether it be through our Second Step instruction, the CASEL Framework, or our Responsive Classroom approach. The Sunday Story books are funded by Intel or PTA donations.
2.16	Monthly Character Traits & Competencies		All Students	Donations 4000-4999: Books And Supplies Our site has monthly character trait and competency focus areas. We use funding from donations to celebrate and recognize students for developing and exemplifying these traits and competencies.
2.17	Attendance Incentives		All Students	Donations 4000-4999: Books And Supplies Empire Oaks holds attendance challenges and campaigns to increase

			student attendance and student engagement. Incentives are funded by donations and PTA.
2.18	Celebrations - Renaissance & Panorama Growth Incentives	All Students	Donations 4000-4999: Books And Supplies Empire Oaks recognizes and celebrates academic growth and social emotional growth in our students. Incentives are funded by donations and PTA.
2.19	Assemblies	All Students	Donations 4000-4999: Books And Supplies As part of our PBIS, school culture and student engagement initiatives, Empire Oaks holds engaging assemblies three times per year (once per trimester).

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.

We will employ several strategies to meet the goal of, "Increase parent and student engagement and provide a safe, healthy, and positive learning environment with an intentional focus on historically marginalized and the most vulnerable student populations." We will hold attendance campaigns to increase attendance rates and reduce chronic absenteeism. We will continue to host regular Family Partnership Meetings to foster positive relationships with staff and families and get stakeholder input and feedback. Led by our School Climate & Culture Leadership Team, we will continue to implement Positive Behavior Interventions and Supports (PBIS), by providing recess activities and alternatives for all students. Our PBIS efforts will improve overall school climate, culture, and student engagement, and in turn reduce bullying incidents and suspensions. Special Friends provides social emotional learning and support for at risk students. Our parent coordinator and campus beautification help connect our school with families and our community. The Responsive Classroom approach to teaching and learning is a research and evidence-based approach that is proven to increase student engagement.

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

None

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.

None

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.

Cross-Curricular Content Area Instruction
Provide students with high-quality classroom instruction and access to a broad course of study.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
3.02 - Provide professional development opportunities in quality first instruction.
3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

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.

The need to integrate literacy and math skills within the content areas in ways that are interactive, highlight the shift towards 21st Century Learning.

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
3.1 Professional Development	3.1 Minimum of two days offered (Empire Oaks also incorporates PD in weekly staff meetings, minimum days, and Professional Development days into the ongoing professional learning opportunities at the site).	3.1 Provide the equivalent of two days of Professional Development to implement state standards including math, ELA, ELD & science.
3.2 EL instructional strategies	3.2 Designated ELD Professional Development (PD) (district and site offerings)	3.2 Train all teachers and administrators in research based EL strategies and ELD (e.g., designated and integrated ELD).
3.3 Access to STEAM	3.3 Elem STEAM participation: MakerSpace, Mystery Science, STEAM Fair, LEGO Robotics, Young Rembrandts Art Club	3.3 Increase the opportunities for elementary STEAM activities by 5%.

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	Culturally Responsive Teaching	All Students	Donations 5000-5999: Services And Other Operating Expenditures Professional development for staff on culturally responsive teaching Donations 4000-4999: Books And Supplies Culturally responsive books and instructional supplies
3.2	General Education Paraeducator	Unduplicated Students	1452 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency. 567 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
3.3	Bilingual Instructional Assistant	Unduplicated Students	1928 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 691 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
3.4	Supplemental Instructional Supplies	Unduplicated Students	284 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best implement curriculum & instruction
3.5	Intervention Teacher	Unduplicated Students	24517

				Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. 5446 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.6	MakerSpace/STEAM Lab/Art Studio	All Students		Donations 4000-4999: Books And Supplies MakerSpace, STEAM Lab, and Art Studio is utilized and integrated into core curriculum to support student engagement and STEAM education. The MakerSpace supports student engagement and curricular amplification in support of Science, Technology, Engineering, Art, and Mathematics. The MakerSpace materials and activities are funded by donations.
3.7	Field Trip Scholarships	Unduplicated Students		Donations 5000-5999: Services And Other Operating Expenditures Field trip scholarships for students who are economically disadvantaged
3.8	Field Trip Transportation	All Students		Donations 5000-5999: Services And Other Operating Expenditures Funding for buses for field trips
3.9	Diversity, Equity, and Inclusion	All Students		Donations 4000-4999: Books And Supplies Books and instructional supplies that reflect and promote diversity, equity, and inclusion Donations 5000-5999: Services And Other Operating Expenditures Professional development on diversity, equity, and inclusion
3.10	LETRS/SOR Training	All Students		

			District Funded 5000-5999: Services And Other Operating Expenditures Professional development on LETRS and science of reading
3.11	Professional Learning Communities (PLCs)	All Students	Donations 5000-5999: Services And Other Operating Expenditures Professional development on PLC implementation and best practices
3.12	Guiding Coalition and C & I Leadership Team	All Students	Donations 5000-5999: Services And Other Operating Expenditures PLC Facilitators and our C & I Leadership Team help lead the PLC work at our school site. They provide support by helping team members understand the why, gain clarity on the tiers of support, access resources available at each level, create intervention plans, and monitor student progress.
3.13	Educational Assemblies	All Students	Donations 5000-5999: Services And Other Operating Expenditures Each year, we hold at least three educational assemblies, including but not limited to visual and performing arts, disability awareness, social emotional learning, culture, and literacy (e.g., VanGo / Art Ark, A Touch of Understanding, guest authors, anti-bullying programs, music or performing arts).

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.

With educational field trips, the integration of arts education into the curriculum, and our MakerSpace/STEAM Lab, providing access to high-quality enrichment and engagement is the focus of these strategies. Providing scholarships and transportation for field trips will remove barriers for students to be able to experience and benefit from all educational opportunities. Professional Learning around culturally responsive instructional strategies, diversity, equity, and inclusion will equip staff to provide inclusive and equitable instruction. Professional Learning in LETRS and the Science of

Reading will give teachers the tools they need to understand the science and brain research of how students learn to read. These trainings will empower educators as they drill down to determine where students are getting stuck in learning to read. Our Guiding Coalition and our C & I Leadership Team help lead the PLC work at our school site. They provide support by helping team members understand the why, gain clarity on the tiers of support, access resources available at each level, create intervention plans, and monitor student progress. Educational assemblies will engage students while amplifying and enriching our core curriculum.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Curriculum and Instruction
All students will receive instruction from a highly qualified teacher and have access to a curriculum which promotes college and career readiness.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)
4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
4.02 - Maintain schools in good repair.
4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of 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.

Continue to provide struggling students with access to grade level materials.

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
4.1 Credential audit	4.1 100% appropriately assigned and credentials	4.1 Ensure all certificated staff has appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction and Beginning Teacher Support & Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing.
4.2 Williams Act facility audit	4.2 100% in good repair	4.2 100% of schools in good or exemplary repair based on the Williams Act criteria.
4.3 Williams Act instructional materials audit	4.3 100% compliance	4.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Program Monitor	English Learners / Emerging Bilinguals	District Funded 1000-1999: Certificated Personnel Salaries Stipend for program monitor to ensure all supports are cohesive and our emerging bilinguals are supported.
4.2	General Education Paraeducator Support	Unduplicated Pupils	1452 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency. 567 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
4.3	Bilingual Instructional Assistant	English Learners / Emerging Bilinguals	1929 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 692 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.4	School Clerk	Unduplicated Students	5350 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who have been historically marginalized 1979 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits

| 4.5 | Supplemental Instructional Supplies | Unduplicated Students | 284
LCFF - Supplemental
4000-4999: Books And Supplies
Supplemental instructional supplies for students to best implement curriculum & instruction |
| 4.6 | Intervention Teacher | Unduplicated Students | 24517
Learning Recovery
1000-1999: Certificated Personnel Salaries
Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students.
5446
Learning Recovery
3000-3999: Employee Benefits
Intervention Teacher benefits |

Annual Review
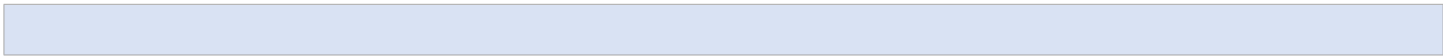
SPSA Year Reviewed: 2023-24

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.

With BIA support and implementation of designated and integrated ELD, we are consistently able to reclassify a high percentage of our emerging bilinguals as proficient. Our school clerk runs our attendance campaigns or challenges to increase student attendance and engagement. Our intervention teacher and general education paraeducator work with our unduplicated pupils in small groups and individually to help them access grade level standards and reach grade level proficiency.

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

None

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.

None

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$177,642.00
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 ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF - Supplemental	$57,790.00
Learning Recovery	$119,852.00

Subtotal of state or local funds included for this school: $177,642.00

Total of federal, state, and/or local funds for this school: $177,642.00

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
LCFF - Supplemental	57790	0.00
Learning Recovery	119852	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	57,790.00
Learning Recovery	119,852.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	98,068.00
2000-2999: Classified Personnel Salaries	42,118.00
3000-3999: Employee Benefits	36,321.00
4000-4999: Books And Supplies	1,135.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	42,118.00
3000-3999: Employee Benefits	LCFF - Supplemental	14,537.00
4000-4999: Books And Supplies	LCFF - Supplemental	1,135.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	98,068.00
3000-3999: Employee Benefits	Learning Recovery	21,784.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	34,884.00
Goal 2	65,657.00
Goal 3	34,885.00
Goal 4	42,216.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Sara Parenzin	Principal
Victoria Deal	Other School Staff
Deborah Rasmussen	Classroom Teacher
Jodi Nguyen	Classroom Teacher
Melanie Roehrs	Classroom Teacher
Heather Dickerson	Parent or Community Member
Dominique DeLope	Parent or Community Member
Aimee Johns	Parent or Community Member
YK Chaalamcherla	Parent or Community Member
Samah Menoufy - alternate	Parent or Community Member
Jaseena Kattayadan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 15, 2024.

Attested:

	Principal, Sara Parenzin on 5/15/24
	SSC Chairperson, Victoria Deal on 5/15/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

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

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

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

Note: CSI funds may not be expended at or on behalf of schools not eligible for CSI.

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
   a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
   b. Use methods and instructional strategies that:
      i. Strengthen the academic program in the school,
      ii. Increase the amount and quality of learning time, and
      iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      i. Strategies to improve students' skills outside the academic subject areas;
      ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
  https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar:
  https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts:
  https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

EOE ELAC Sign in Sheet/Attendance 5.15.24

1. Sara Parenzin
2. Deb Rasmussen
3. Jodi Nguyen
4. Melanie Roehrs
5. Sharon Heilman
6. Kim Christierson
7. Christina Hunt
8. Aimee Johns
9. Dominique De Lope
10. Jasy Kattayadan

EOE SSC Sign in Sheet/Attendance 5.15.24

1. Sara Parenzin
2. Deb Rasmussen
3. Jodi Nguyen
4. Melanie Roehrs
5. Sharon Heilman
6. Kim Christierson
7. Christina Hunt
8. Aimee Johns
9. Dominique De Lope
10. Jasy Kattayadan

Empire Oaks
School Site Council
5/15/24 @ 3:15pm
Agenda & Meeting Minutes

1) Welcome - Meeting was called to order @ 3:15pm
   Attendees: Sara Parenzin, Deb Rasmussen, Jodi Nguyen, Melanie Roehrs, Sharon Heilman, Kim Christierson, Christina Hunt, Aimee Johns, Dominique De Lope, Jasy Kattayadan

2) Approve 2024-2025 School Site Plan - Sara had sent out a summary and draft of the 2024-2025 SPSA to the team on May 6. Sara asked the group if there were any questions. Deb Rasmussen motioned to approve the plan, Christina Hunt seconded, all were in favor.

3) ELAC - No report

4) Meeting adjourned @ 3:24pm

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School Site Council
5/15/24 @ 3:15pm
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4) Meeting adjourned @ 3:24pm