

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
TEEL at Empire	50105045030085	04/16/2025	6/10/2025

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

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

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

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

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

<p>Schoolwide Program</p> <p>Comprehensive Support and Improvement</p>

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

Schoolwide Program
Comprehensive Support and Improvement

Consistent with the Stanislaus County Office of Education LCAP, TEEL School serves students who need support not commonly found in traditional middle or high schools. TEEL School is directly responsible for serving expelled youth and/or students referred for disciplinary reasons. The school has two programs: a Middle School program that serves 6th–8th graders and a High School program that serves 9th–12th graders.

Beginning in the 2025–2026 school year, middle and high school students will have the option to enroll in either a military-themed program or the community school program. Additionally, TEEL School offers an Independent Study program for students who prefer or require a different learning environment. The Independent Study Program operates at three satellite sites within the county: Patterson, Turlock, and Oakdale. The Oakdale site provides two options for students: a traditional Independent Study (IS) program, in which students attend at least one hour per week but may come as often as needed, and a modified IS option, which allows students to attend daily and participate in various hands-on activities led by instructors.

The School Plan for Student Achievement (SPSA) outlines actions designed to help TEEL School raise academic performance, prepare students to be college- and career-ready, support students' social and emotional needs, and maintain a safe and secure campus.

The proposed expenditures of funds allocated to the school are reviewed and updated annually by the School Site Council. The SPSA aligns with the school's goals for improving student achievement and meets the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control Accountability Plan (LCAP). The SPSA includes goals for improving student outcomes, evidence-based strategies, actions or services, proposed expenditures, a monitoring process, and a parent involvement process.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Increased parent involvement is necessary in order for the program to function properly. Parents participate in School Site Council Meeting, Student Orientation, Back to School Night, Boot Camp Graduation, as well as ELAC meetings. Data is collected and analyzed from various surveys conducted throughout the school year including the LCAP survey, parent satisfaction survey, student survey, teacher feedback survey, and family engagement interest surveys. Students, parents and staff are asked to complete the California Healthy Kids Survey every other year.

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.

This section examines resource inequities that impact students requiring additional academic support and teacher training. Addressing these inequities ensures that all students receive equitable opportunities.

Many students lack access to intervention programs and support services, making it critical to expand resources that help them succeed. Additionally, ongoing teacher training and instructional coaching are essential for improving instruction, yet professional development opportunities remain limited. Furthermore, staff consistency has been a challenge this year, affecting the stability of instruction and support. Moving forward, the focus will be on maintaining a more consistent staff to enhance student learning and engagement.

To mitigate these inequities, the school aims to enhance teacher training, expand instructional coaching, and establish a stable and experienced staff. Strengthening professional development and support services will help teachers better serve diverse learners. By addressing these challenges, the school will foster a more equitable and supportive learning environment.

Historically, students at TEEL School have been required to participate in the military-themed program, a model unique among community schools in Stanislaus County. However, TEEL has found that not all students wish to participate in the military theme. To address this, the school will offer a traditional community school option beginning in the 2025–2026 school year.

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.

TEEL School has experienced a higher-than-average rate of student mobility, which makes it challenging to support students consistently over time. This mobility affects teacher effectiveness and impacts the California Dashboard Indicators. For Teel in Empire, all Dashboard indicators are currently in the Red or Orange. Both the ELA and Math indicators are in the Red, along with the College and Career Readiness and Graduation Rate indicators. The data from the Dashboard highlights that all students require academic support in both math and ELA, as well as assistance with college and career readiness and positive behavioral support.

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.

The California Data Dashboard indicates that White student were suspended at a higher rate than the all student rate. All students fell in the yellow and white students fell on the red. The all student group in English and Math fell into the red.

Other Needs

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

Students who attend TEEL school have a history of poor attendance, poor academic performance and behavioral issues at their previous school. Our goal is to help our students improve attendance, academics and behavioral issue by providing a safe and encouraging learning environment. Through StanStats (Local Data collection) we can see that our students’ academic achievement has decreased this year compared to previous years.

The following percentage are of students who earned a passing grade of C or above in the following four core subjects: ELA 83.7% (8.7% increase), Math 80.38 (5.62% decrease) Science 79.24% (6.76% decrease) and Social Studies 84.48% (9.52% decrease). At TEEL we offer other elective and Career exploration courses such as Small Engine Repair, Welding, Construction, Culinary Arts, Agriculture and Digital Arts.

Behavioral issues continue to be an area of concern. At TEEL, Staff uses a “Discipline Flow Chart” to assist in guiding them on making decisions regarding student behavior. Students are given the opportunity to redirected or seek counseling outside the classroom for minor infractions. TEEL has a Board Certified Behavioral Analyst on campus that has helped curve student discipline. A mental health clinician also helps support social/emotional needs of students.

Students who can redirect and show positive behavior are given a ticket to enter a raffle to earn a reward. Since the implementation of this incentive, TEEL school has seen an increase in positive behavior inside the classroom and during lunch time.

Student attendance has also improved in the 2024-2025 school year. Attendance for this school year is 95% up from 88% the previous year.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for TEEL at Empire. 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	1.16%	0.62%	%	1	1	
African American	2.33%	4.35%	%	2	7	
Asian	0%	1.24%	%	0	2	
Filipino	0%	%	%	0		
Hispanic/Latino	54.65%	60.25%	%	47	97	
Pacific Islander	1.16%	0.62%	%	1	1	
White	34.88%	30.43%	%	30	49	
Two or More Races	3.49%	0.62%	%	3	1	
Not Reported	2.33%	1.86%	%	2		
Total Enrollment				86	161	

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	1	3	
Grade 7		2	
Grade 8	1	24	
Grade 9	10	11	
Grade 10	20	33	
Grade 11	32	38	
Grade 12	22	50	
Total Enrollment	86	161	

Conclusions based on this data:

1. Hispanic and Latino students continue to be the highest enrollment on campus, year over year, currently at 60.25%
2. White student enrollment percentages has decreased year over year, from 38.16% in 21-22 to 30.43%
3. Enrollment has increased year-over-year.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	12	41		13.9%	25.5%	
Fluent English Proficient (FEP)	14	18		16.2%	11.2%	

Conclusions based on this data:

1. To better support our English learners, our program employs an English Learner Tutor to assist identified English learners as needed.
2. Our program uses the StudySync curriculum to support our English Language Learners.
3. EL Tutors and StudySync is a direct result of the need to support EL's and the percentage of EL students, with an increase from 13% to 25%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		7	*		4	*		*			57.1
Grade 7		4	12		4	7		4	7		100.0	58.3
Grade 8	4	*	40	*	*	17	*	*	17			42.5
Grade 11	27	31	45	25	22	18	25	22	18	92.6	71.0	40
All Grades	33	37	104	28	27	46	28	27	45	84.8	73.0	44.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*	*	2400.	*	*	0.00	*	*	0.00	*	*	11.76	*	*	88.24
Grade 11	2417.	2425.	2415.	0.00	0.00	0.00	0.00	4.55	5.56	4.00	13.64	5.56	96.00	81.82	88.89
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	3.57	3.70	2.22	3.57	11.11	11.11	92.86	85.19	86.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	26.67	*	*	73.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	6.67	*	*	93.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	4.44	*	*	55.56	*	*	40.00

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	2.22	*	*	53.33	*	*	44.44

Conclusions based on this data:

1. Overall an average of 89% of students did not meet standards in ELA over the past 3 years.
2. The number of students assessed from 21-22 to 23-24 decreased from 84% to 44% - providing data that is not reflective of the site

3. 93% of students are below standard in writing - writing needs to be a focus in the future.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		7	*		5	*		5			71.4
Grade 7		4	13		*	8		*	8			61.5
Grade 8	4	*	40	*	0	19	*	0	19		0.0	47.5
Grade 11	27	32	45	25	22	20	25	22	20	92.6	68.8	44.4
All Grades	33	38	105	28	25	52	28	25	52	84.8	65.8	49.5

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*		*	*		*	*
Grade 8	*		2379.	*		0.00	*		0.00	*		0.00	*		100.0
Grade 11	2406.	2407.	2368.	0.00	0.00	0.00	0.00	0.00	0.00	4.00	4.55	10.00	96.00	95.45	90.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	7.14	4.00	9.62	92.86	96.00	90.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	11.54	*	*	88.46

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	1.92	*	*	32.69	*	*	65.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	*		*	*		*	*		*
Grade 7		*	*		*	*		*	*
Grade 8	*		*	*		*	*		*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	0.00	*	*	46.15	*	*	53.85

Conclusions based on this data:

- Overall, on average 93% of our students did not meet standards in Math over the past 3 years.
- Increase number of students tested. Only 49% of students tested in 23-24, causing inaccurate data reporting.
- Applying mathematical concepts is a weakness for students.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	8	4	*
10	*	*	*	*	*	*	*	*	*	*	7	8
11	*	*	*	*	*	*	*	*	*	*	8	7
All Grades										10	19	35

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	5.26	2.86	*	10.53	28.57	*	42.11	25.71	*	42.11	42.86	*	19	35

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.53	11.43	*	15.79	40.00	*	42.11	17.14	*	31.58	31.43	*	19	35

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	5.26	0.00	*	0.00	5.71	*	31.58	40.00	*	63.16	54.29	*	19	35

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	5.26	0.00	*	52.63	51.43	*	42.11	48.57	*	19	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	26.32	54.29	*	47.37	14.29	*	26.32	31.43	*	19	35	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
9	*	*	*	*	*	*	*	*	*	*	*	*	
10	*	*	*	*	*	*	*	*	*	*	*	*	
11	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	5.26	2.86	*	26.32	28.57	*	68.42	68.57	*	19	35	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	52.63	57.14	*	47.37	42.86	*	19	35

Conclusions based on this data:

1. The number of students ELPAC testing consistently increases year over year.
2. 2% of students scored a level 4
3. There was a great increase of students from 22-23 to 23-24 earning a level 3 - increasing from 10.53% to 28.57%.

School and Student Performance Data

Student Population

The 2024 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 information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
161	82%	25.5%	0.0%
Total Number of Students enrolled in TEEL at Empire.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	41	25.5%
Foster Youth	0	0.0%
Homeless	3	1.9%
Socioeconomically Disadvantaged	132	82%
Students with Disabilities	35	21.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	4.3%
American Indian	1	0.6%
Asian	2	1.2%
Filipino	0	0.0%
Hispanic	97	60.2%
Two or More Races	1	0.6%
Pacific Islander	1	0.6%
White	49	30.4%

Conclusions based on this data:

- Hispanic students are the largest population at 60%

2. The majority of students (82%) are SED
3. 25% of students are EL - requiring more supports for students and staff to meet their needs.

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



No Performance Color

Academic Engagement

Graduation Rate



Red

Conditions & Climate

Suspension Rate



Yellow

Mathematics



No Performance Color

Chronic Absenteeism



No Performance Color

English Learner Progress



No Performance Color

College/Career



Red

Conclusions based on this data:

1. Graduation rate fell in the red, demonstrating the need for academic interventions and credit recovery.
2. The college/career readiness rate is in the red, demonstrating the need for dual enrollment opportunities, and military science courses.
3. The suspension rate increased to yellow, demonstrating the success of the BCBA and mental health clinicians.

School and Student Performance Data

Academic Performance English Language Arts

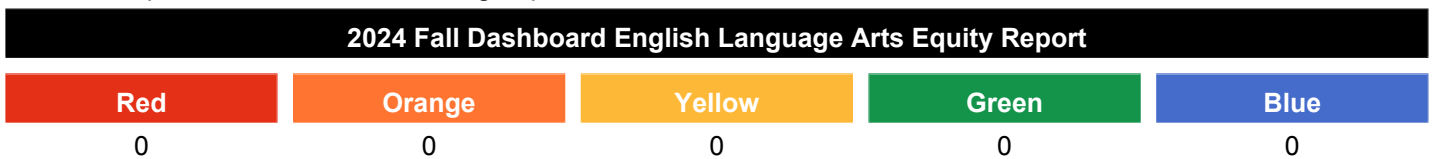
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p></p> <p>No Performance Color</p> <p>281.0 points below standard</p> <p>Declined 75.7 points</p> <p>73 Students</p>	<p>English Learners</p> <p></p> <p>No Performance Color</p> <p>297.3 points below standard</p> <p>21 Students</p>	<p>Long-Term English Learners</p> <p></p> <p>No Performance Color</p> <p>304.3 points below standard</p> <p>16 Students</p>
<p>Foster Youth</p> <p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p></p> <p>No Performance Color</p> <p>275.3 points below standard</p> <p>Declined 60.9 points</p> <p>61 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Hispanic</p>  <p>No Performance Color 294.8 points below standard Declined 108.9 points</p> <p>45 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 265.6 points below standard</p> <p>18 Students</p>

Conclusions based on this data:

1. CA School Dashboard data indicates that our students score very low on ELA state performance measures.
2. Students need academic support, and intervention to meet their needs.
3. Teachers need ongoing professional development.

School and Student Performance Data

Academic Performance Mathematics

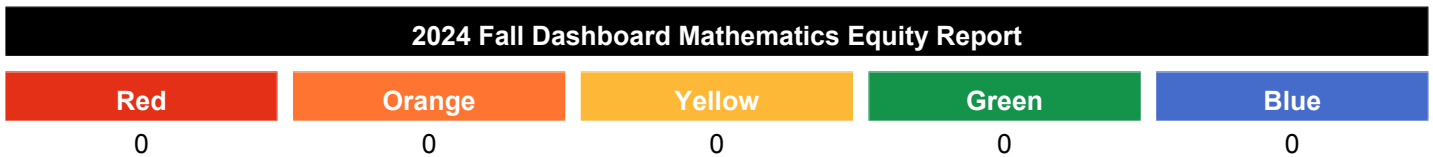
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>No Performance Color</p> <p>307.3 points below standard</p> <p>Declined 36.6 points</p> <p>70 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>323.0 points below standard</p> <p>21 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>336.4 points below standard</p> <p>16 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>307.4 points below standard</p> <p>Declined 29.0 points</p> <p>59 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color Less than 11 Students</p> <p>9 Students</p>	<p>African American</p>  <p>No Performance Color Less than 11 Students</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color Less than 11 Students</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color Less than 11 Students</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color 320.8 points below standard Declined 68.5 points</p> <p>44 Students</p>
<p>Two or More Races</p>  <p>No Performance Color Less than 11 Students</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color 0 Students</p>	<p>White</p>  <p>No Performance Color 307.2 points below standard</p> <p>17 Students</p>

Conclusions based on this data:

1. CA School Dashboard data indicates that our students score very low on Math state performance measures.
2. Students need academic support, and intervention to meet their needs.
3. Teachers need ongoing professional development.

School and Student Performance Data



Academic Performance English Learner Progress

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 23.7% making progress. Number Students: 38 Students	 No Performance Color 22.9% making progress. Number Students: 35 Students

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.

2024 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
31.6%	31.6%	0%	23.7%

Conclusions based on this data:

1. Teachers need ongoing support for EL students and meeting their academic needs.

School and Student Performance Data

Academic Performance College/Career Report

The 2024 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.

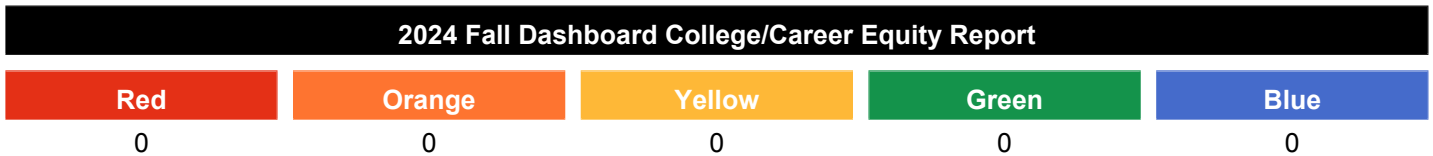
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>1.9 Prepared</p> <p>Maintained 1.9</p> <p>52 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>2.2 Prepared</p> <p>Increased 2.2</p> <p>45 Students</p>

<p>Students with Disabilities</p> <p> No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>15 Students</p>	<p>African American</p> <p> No Performance Color</p> <p>0 Students</p>	<p>American Indian</p> <p> No Performance Color</p> <p>0 Students</p>
<p>Asian</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Filipino</p> <p> No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p> <p> No Performance Color</p> <p>3 Prepared</p> <p>Increased 3</p> <p>33 Students</p>
<p>Two or More Races</p> <p> No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Pacific Islander</p> <p> No Performance Color</p> <p>0 Students</p>	<p>White</p> <p> No Performance Color</p> <p>0 Prepared</p> <p>0</p> <p>16 Students</p>

Conclusions based on this data:

1. College/Career data was very low
2. Students need opportunities for military science and dual enrollment.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 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 number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																				
<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> <tr> <td></td> </tr> <tr> <td>No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">63.8% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>69 Students</td> </tr> </table>	All Students		No Performance Color	63.8% Chronically Absent	0	69 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> <tr> <td></td> </tr> <tr> <td>No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">62.5% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>16 Students</td> </tr> </table>	English Learners		No Performance Color	62.5% Chronically Absent	0	16 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="background-color: #cccccc;">Long-Term English Learners</th> </tr> <tr> <td></td> </tr> <tr> <td>No Performance Color</td> </tr> <tr> <td style="background-color: #e6f2ff;">69.2% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>13 Students</td> </tr> </table>	Long-Term English Learners		No Performance Color	69.2% Chronically Absent	0	13 Students
All Students																				
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62.1% Chronically Absent																				
0																				
58 Students																				

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>75% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>57.5% Chronically Absent</p> <p>0</p> <p>40 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>85% Chronically Absent</p> <p>0</p> <p>20 Students</p>

Conclusions based on this data:

1. Students need ongoing support socially and emotionally
2. Staff engagement needs to increase (phone calls, home visits) in order to improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

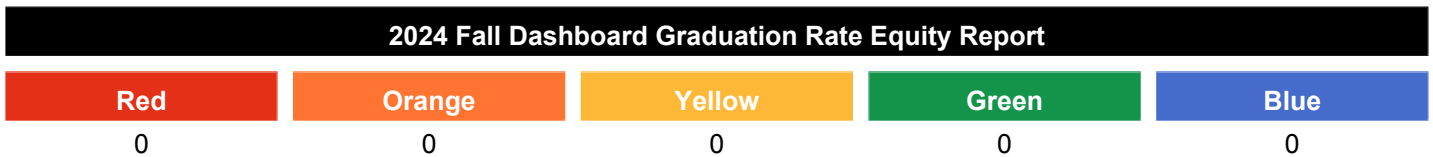
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>52.8% graduated</p> <p>Declined 22.2%</p> <p>53 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>No Performance Color</p> <p>52.2% graduated</p> <p>Declined 20.2%</p> <p>46 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>81.3% graduated</p> <p>16 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>No Performance Color</p> <p>57.6% graduated</p> <p>Declined 18.9%</p> <p>33 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>43.8% graduated</p> <p>16 Students</p>

Conclusions based on this data:

1. The 2024 Graduation Rate declined by 22.2%

School and Student Performance Data

Conditions & Climate Suspension Rate

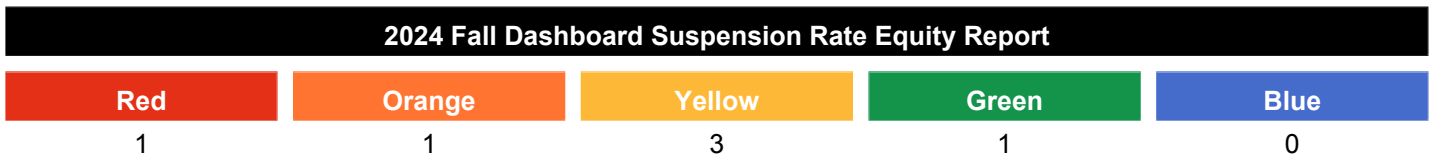
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>7.6% suspended at least one day</p> <p>Declined 12.2%</p> <p>288 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>7.4% suspended at least one day</p> <p>Declined 16.2%</p> <p>68 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>4.8% suspended at least one day</p> <p>Declined 20.2%</p> <p>62 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.6% suspended at least one day</p> <p>Declined 11.8%</p> <p>244 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>12.7% suspended at least one day</p> <p>Declined 14%</p> <p>63 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>3.9% suspended at least one day</p> <p>Declined 18.3%</p> <p>180 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>White</p>  <p>Red</p> <p>14.3% suspended at least one day</p> <p>Increased 7.9%</p> <p>77 Students</p>

Conclusions based on this data:

1. The overall suspension rate declined 12.2%
2. PBIS is working on campus
3. Social/emotional and behavior supports are meeting the needs of students.

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.

Academic Achievement - To increase CAASPP scores by +20 points in both English and Math

Provide professional development and dedicated collaboration time aimed at enhancing student achievement through the application of research-based instructional and engagement strategies. Our school acknowledges the critical importance of offering ongoing professional development and coaching to teachers and staff in order to effectively address the diverse needs of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #1 and #3
Priority 2: State Standards
Priority 4: Student Achievement

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 CAASPP scores by +20 points in both ELA and Math. Current baselines below:

ELA CAASPP = - 281 Points Below Standard (decline of 75.7 points)

Math CAASPP = 307.3 Points Below Standard (decline of 36.6 points)

The support of an instructional coach will be implemented to identify the baseline of students and deliver appropriate instruction.

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
ELA CAASPP - Distance From Standard	ELA CAASPP = - 281 Points Below Standard	- 261 Points Below Standard
Math CAASPP = Distance From Standard	Math CAASPP = - 307.3 Points Below Standard	- 287.3 Points Below Standard

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	All teachers will attend professional development through County Office of Education	All Students (including EL, SED, SWD)	250 LCFF
1.2	Teacher will collaborate and identify areas of need with on-line courses for both independent study and classroom based instructions	All Students (including EL, SED, SWD)	
1.3	Provide accredited curriculum (Edmentum and Subject.com) for students.	All Students (including EL, SED, SWD)	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Para Educator to support ELA and Math Instruction	All Students (including EL, SED, SWD)	14211.97 Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries Para Educator .375 FTE 10075.58 Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits Para Educator .375 FTE 14211.98 Title I Part D 2000-2999: Classified Personnel Salaries Para Educator .375 FTE 10075.58 Title I Part D 3000-3999: Employee Benefits Para Educator .375 FTE
1.5	English Language Tutor to Support ELA Instruction	EL Students	2532.90 Title III 2000-2999: Classified Personnel Salaries EL Tutor .06 FTE 1749.11 Title III 3000-3999: Employee Benefits EL Tutor .06 FTE 25809.16 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries EL Tutor .65 FTE 17822.72 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits EL Tutor .65 FTE
1.6	Instructional Coach for teacher coaching, feedback, and professional development.	All Students (including EL, SED, SWD)	60749 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Coordinator

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			19623.10 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Coordinator
1.7	Data monitoring system (PARSEC) to identify student engagement and provide interventions based on data driven decision making.	All Students (including EL, SED, SWD)	37468.75 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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 professional development of staff and the academic achievement of students remain top priorities for the program. To ensure continuous growth and effectiveness in instructional practices, all staff actively participated in monthly professional development sessions throughout the school year. These sessions focused on enhancing teaching strategies, student engagement, and addressing the diverse needs of learners.

In the 2023-2024 school year, recognizing the need for additional support for English Learners (ELs), the program introduced an English Learner Tutor. This addition aimed to provide targeted assistance, reinforcing language acquisition and academic success among EL students. The tutor worked closely with both students and teachers to implement evidence-based strategies that foster language development and content comprehension.

Additionally, instructional coaching was implemented once a week at Teel to provide educators with direct support in lesson planning, classroom management, and instructional strategies. However, due to high staff turnover and ongoing vacancies, the full impact of instructional coaching was limited. The inconsistency in staffing made it challenging to establish continuity and maximize the benefits of coaching. As a response, moving forward, the program will increase the number of days an instructional coach is on campus. This adjustment aims to provide more consistent support, build teacher capacity, and enhance overall instructional effectiveness.

Professional development sessions also addressed the well-being of staff by offering training on self-regulation techniques, trauma-informed approaches to teaching, and strategies for managing “burnout” fatigue. These sessions were designed to equip staff with the necessary tools to navigate the emotional and psychological challenges of teaching, particularly when working with students who have experienced trauma. By prioritizing staff well-being, the program seeks to foster a supportive and sustainable teaching environment, ultimately contributing to improved student outcomes.

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

All budget expenditures were strategically allocated to initiatives aimed at enhancing academic achievement. Funds were utilized to support instructional resources, professional development for staff, student interventions, and additional personnel to address learning gaps. Investments were made in curriculum enhancements, technology integration, and targeted support programs, such as tutoring services and instructional coaching, to ensure that all students had access to high-quality learning experiences. Every expenditure was carefully planned to align with the program’s goals of improving student outcomes and fostering a supportive learning environment.

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.

This goal will continue to be assessed and measured throughout the 2025-2026 school year to ensure ongoing progress and effectiveness. To support this effort, an instructional coach has been added to the program to provide direct support to teachers, enhance instructional practices, and improve student engagement. The instructional coach will work closely with educators to refine lesson delivery, implement evidence-based teaching strategies, and offer real-time feedback to strengthen classroom instruction.

Additionally, a comprehensive data monitoring system has been implemented to track and analyze student engagement levels. This system will provide valuable insights into student participation, attendance patterns, and academic performance, enabling educators to make data-driven decisions that support student success. By utilizing real-time data, the program can identify trends, address potential challenges early, and tailor interventions to meet the needs of all learners. These initiatives reflect a commitment to continuous improvement and ensuring that all students have the support necessary to thrive academically.

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.

Parental and Student Engagement - Increase student attendance rate by 2% and decrease suspension rate by 1.91%

Improve culture and atmosphere in our school by creating a safe welcoming learning environments that supports the social emotional development of all students and increase school connectedness among students and families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3
Priority 3: Parental involvement and Family Engagement.
Priority 5: Student Engagement
Priority 6: School Climate

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.

Discipline issues are often connected to drug and alcohol use/abuse through self-reports and discipline reports. Students remain in need of on-site mental health services and drug/alcohol treatment services. Parents report disengagement from school due to their experiences and their child's experiences and behaviors. Consistent Parent involvement and engagement has always been a challenge. Reasons for this challenge include high mobility of student population.
Improve Student Attendance from 90% to 95%
Improve Parent/Guardian involvement by 3%
Decrease suspension rate by at least 2%

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
Attendance Rate	95%	97%
Suspension Rate	6.91%	5% or less
Participation by parent/guardian by using sign in sheets to track participation.	15% participation	18% or more

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	Ensure that all parents receive information regarding any parent engagement event	all students.	4169 Title I Part A: Parent Involvement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4000-4999: Books And Supplies
2.2	Inform all students/parents about free public transportation through the Stanislaus Regional Transit.	All Students	None Specified
2.3	Continue to offer positive reinforcement for appropriate behavior on and off campus (PBIS). BCBA	All Students.	4200 Title I Part A: Basic Grants Low-Income and Neglected 5000-5999: Services And Other Operating Expenditures 82811.30 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries BCBA 38383.19 Title I Part A: Allocation 3000-3999: Employee Benefits BCBA 31850.50 Other 1000-1999: Certificated Personnel Salaries BCBA 14762.78 Other 3000-3999: Employee Benefits BCBA
2.4	Mental Health Services.	All Students	39075.41 Title I Part D 2000-2999: Classified Personnel Salaries Mental Health Clinician 18766.69 Title I Part D 3000-3999: Employee Benefits Mental Health Clinician 58613.11 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Mental Health Clinician 28150.07 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Mental Health Clinician 10854.28 Other 1000-1999: Certificated Personnel Salaries Mental Health Clinician 5213 Other 3000-3999: Employee Benefits Mental Health Clinician
2.5	School Resource Officer	All Students	41031 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures 60577 Other 5000-5999: Services And Other Operating Expenditures
2.6	Student Support Advocate	All Students	27014.14 LCFF 2000-2999: Classified Personnel Salaries Student Support Advocate 16220.82 LCFF 3000-3999: Employee Benefits Student Support Advocate 27014.14 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Student Support Advocate 16220.82 LCFF 3000-3999: Employee Benefits Student Support Advocate
2.7	SEL Art and Instruction	All Students	11358.20 Other 1000-1999: Certificated Personnel Salaries TOSO 5161.73

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Other 3000-3999: Employee Benefits TOSO
2.8	Career and Ed. Tech Coach	All Students	19891.55 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Career and Education Instructor 6256.98 Title I Part A: Allocation 3000-3999: Employee Benefits Career and Education Instructor 23206.81 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Career and Education Instructor 7299.81 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Career and Education Instructor

Annual Review

SPSA Year Reviewed: 2024-25

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.

Overall school safety remains a top priority, with a heightened emphasis on fostering parent involvement, expanding mental health services, and implementing academic and behavioral interventions to support student success. Recognizing the critical role families play in student achievement and well-being, the school has made concerted efforts to strengthen parent engagement. This year, we saw a record number of parents actively participating in our School Site Council, new student orientation events, school luncheons, graduations, and other school-sponsored engagement opportunities.

To ensure families remained informed and involved, we utilized multiple communication platforms, including text messaging, School Messenger, the Remind App, and personalized phone calls. These efforts helped bridge the gap between school and home, fostering a collaborative environment where parents feel welcomed and empowered to support their children's education.

Additionally, a variety of student support services were provided to address mental health concerns, crisis intervention needs, and truancy reduction efforts. These initiatives aimed to create a safer, more supportive school environment where students could access the resources necessary to thrive both academically and emotionally.

In the 2024-2025 school year, we introduced a Social-Emotional Learning (SEL) Art class to further support student well-being. The class was well received by students, providing them with a creative outlet to express emotions, build resilience, and develop essential SEL skills. Student participation and engagement in the SEL Art class were remarkable, contributing to a positive school climate. Attendance rates for the class exceeded 90%, demonstrating strong student interest and commitment.

Moving forward, we remain dedicated to strengthening these initiatives to ensure a safe, inclusive, and engaging learning environment for all students.

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

Comprehensive School Improvement (CSI), Title I, and Title IV funds were utilized as planned to support school safety, intervention and prevention programs, and mental health counseling. These funds were allocated to initiatives that fostered a secure and supportive learning environment for all students.

Investments were made in evidence-based intervention programs to address academic and behavioral challenges, ensuring students received the necessary support to succeed. Prevention efforts focused on proactive measures such as social-emotional learning (SEL) programs, positive behavior reinforcement strategies, and trauma-informed practices, all of which contributed to a positive school climate.

Additionally, a portion of the funds was used to expand mental health services, providing students with access to counseling, crisis intervention, and wellness programs. These services helped address students' emotional and psychological well-being, equipping them with essential coping skills and support systems.

Overall, the funds were used effectively to implement and sustain programs aligned with the school's mission to promote student safety, engagement, and academic success.

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.

The strategies and metrics used to support student success will remain the same. In the 2024-2025 school year, a full-time Board Certified Behavior Analyst (BCBA) and a Mental Health Clinician were hired to enhance behavior intervention efforts. Their expertise played a crucial role in addressing student needs, leading to a noticeable decrease in discipline issues throughout the year.

Having a Mental Health Clinician on campus significantly improved the school's ability to provide social-emotional counseling, ensuring that students received timely and appropriate support. This addition strengthened the overall mental health services available, fostering a more supportive learning environment.

The Social-Emotional Learning (SEL) Art class was well received and will continue to be offered to students in the 2025-2026 school year as part of the school's commitment to SEL and student well-being.

Attendance rates and chronic absenteeism will continue to be closely monitored by each site, as improving student attendance remains a key priority. These efforts will help ensure that all students remain engaged, supported, and on track for academic success.

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.

Pupil Outcomes

Provide a safe and supportive school climate, partner with families and the community to guarantee successful transitions for our students to prepare them for college, career, and success in life.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 2

Priority 2: State Standards

Priority 4: Pupil Achievement

Priority 7: Course Access

Priority 8: Pupil Outcomes

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.

College and career readiness is the goal of the district.

Increase the number of students enrolling and attending post secondary schooling supported by an academic counselor, within technical trade schools and certification programs. Students will have access to a career navigator to explore employment opportunities at local industries.

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
Graduation Rate	CA Dashboard indicator 52.8%	55%
Post Secondary College Enrollment	less than 5%	10% of more
Dual Enrollment at Community College	5%	8% or higher
Credit completion by semester	22 Credits	25 credits

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	Establish Job/Career Fair	All Students	1000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures On site or transportation to event
3.2	Increase Financial Aid Workshops	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Increase College/Career Technical Education field trips	All Students	5000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Student transportation to events
3.4	Regular meeting between academic counselor and student to ensure student is progressing/earning credits.	All students.	61800.32 LCFF 2000-2999: Classified Personnel Salaries Guidance Technician 35248.12 Title I Part A: Allocation 3000-3999: Employee Benefits Guidance Technician
3.5	Offer Career Exploration courses	All Students	1026 Other
3.6	Career Navigator	All Students	62465.16 Other 2000-2999: Classified Personnel Salaries 35219.22 Other 3000-3999: Employee Benefits

Annual Review

SPSA Year Reviewed: 2024-25

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.

Students have had the opportunities to engage in career exploration courses, attend job/career fair events. 12th grade students also had the opportunity to participate in the Gateway to industry program, in which students who completed a 10-session training were guaranteed an interview for an intern position at the local Gallo Winery. Credit completion by semester increased by 5 credits. Graduating students participated in a Financial Aid Workshop. Graduation completion was 52%.

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

There are no major differences. All budget expenditures will be used to support student outcomes.

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.

There are no changes. The strategies will remain the same for the 25-26 school year.

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	\$791617
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,014,441.00
Total Federal Funds Provided to the School from the LEA for CSI	\$421191.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$191,979.35
Title I Part A: Allocation	\$302,368.46
Title I Part A: Basic Grants Low-Income and Neglected	\$4,200.00
Title I Part A: Parent Involvement	\$4,169.00
Title I Part D	\$82,129.66
Title III	\$4,282.01
Title IV Part A: Student Support and Academic Enrichment	\$65,318.55

Subtotal of additional federal funds included for this school: \$654,447.03

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	\$121,506.10
Other	\$238,487.87

Subtotal of state or local funds included for this school: \$359,993.97

Total of federal, state, and/or local funds for this school: \$1,014,441.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	191,979.35
LCFF	121,506.10
Other	238,487.87
Title I Part A: Allocation	302,368.46
Title I Part A: Basic Grants Low-Income and Neglected	4,200.00
Title I Part A: Parent Involvement	4,169.00
Title I Part D	82,129.66
Title III	4,282.01
Title IV Part A: Student Support and Academic Enrichment	65,318.55

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	157,910.34
2000-2999: Classified Personnel Salaries	415,559.59
3000-3999: Employee Benefits	286,249.32
4000-4999: Books And Supplies	4,169.00
5000-5999: Services And Other Operating Expenditures	149,276.75

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	83,955.81
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	25,809.16
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	44,745.63

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	37,468.75
	LCFF	250.00
2000-2999: Classified Personnel Salaries	LCFF	88,814.46
3000-3999: Employee Benefits	LCFF	32,441.64
	Other	1,026.00
1000-1999: Certificated Personnel Salaries	Other	54,062.98
2000-2999: Classified Personnel Salaries	Other	62,465.16
3000-3999: Employee Benefits	Other	60,356.73
5000-5999: Services And Other Operating Expenditures	Other	60,577.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	19,891.55
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	168,438.55
3000-3999: Employee Benefits	Title I Part A: Allocation	108,038.36
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Basic Grants Low-Income and Neglected	4,200.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	4,169.00
2000-2999: Classified Personnel Salaries	Title I Part D	53,287.39
3000-3999: Employee Benefits	Title I Part D	28,842.27
2000-2999: Classified Personnel Salaries	Title III	2,532.90
3000-3999: Employee Benefits	Title III	1,749.11
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	14,211.97
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	10,075.58
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	41,031.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	214,579.85
Goal 2	598,102.33

Goal 3

201,758.82

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:

- Jesus Zavala School Principal
- Benjamin Cassinetta Classroom Teachers
- Elda Martinez Other School Staff
- Rosa Lopez Parent or Community Members
- Elton Morales Secondary Students

Name of Members	Role
Valerie Murillo	Other School Staff
Becky Ray	Classroom Teacher
Claudia Ruiz	Other School Staff
Henriette Leba	Parent or Community Member
Justine Leba	Secondary Student

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 04/16/2025.

Attested:



Principal, Jesus Zavala on 04/16/2025