



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 12, 2025	August 14, 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 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:

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:



The purpose of this plan is to align our site goals with the Local Control and Accountability Plan (LCAP) goals of the district. Our collective efforts will center on schoolwide coherence, collaboration, student engagement, student achievement, Social Emotional Learning (SEL), and Professional Learning Community (PLC) practices as we work to meet the requirements of Every Student Succeeds Act (ESSA). At the heart of our work is the long-term goal of eliminating the achievement gap so that all students perform at high levels—and to create a curiosity and love for learning in all.

Our plan also supports district-wide academic goals, including ensuring all third-grade students read at or above grade level and all fifth-grade students perform at or above grade level on standardized assessments.

Evidence-based practices, including the identification of essential standards, the implementation of Multi-Tiered Systems of Support (MTSS), and the use of common formative assessments to flexibly group students, will serve as foundational strategies in our School Plan for Student Achievement (SPSA). In support of this work, we will create a master schedule that allows for targeted, grade-level intervention during core instruction as well as dedicated What I Need (WIN) time. WIN will provide opportunities for students to receive additional support from specialists when needed, or to engage in enrichment and extension activities when appropriate. This structured approach ensures that all students receive differentiated instruction aligned to their individual learning needs.

Additionally, the staff at Empire Oaks Elementary (EOE) will begin learning and applying instructional best practices grounded in The New Art and Science of Teaching (NASOT) by Dr. Robert Marzano. This framework provides a contemporary, research-based model for effective teaching by emphasizing a clear instructional framework, student-centered learning, and reflective teacher practices. Integrating NASOT will deepen instructional expertise and enhance our capacity to address the diverse academic and social-emotional needs of all learners.

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 is a proud recipient of multiple prestigious honors, having been recognized as a California Distinguished School in both 2006 and 2023, and receiving the national Blue-Ribbon Award in 2007. Most recently, in 2024, Empire Oaks earned the Positive Behavioral Interventions and Supports (PBIS) Silver Medal, a recognition of our schoolwide commitment to fostering a positive, inclusive, and supportive learning environment.

Nestled against the foothills of El Dorado, the school is located in the heart of the Empire Ranch community in Folsom. The surrounding neighborhood is comprised of highly engaged families who are active participants in their children's education. Adjacent to the campus is Hazel McFarland Park, a well-loved gathering space for families.

Empire Oaks serves students in preschool through fifth grade, with an enrollment of approximately 400 students. The school community includes 12.5% of students identified as socioeconomically disadvantaged, 7.3% as English Learners (ELs), 0% foster youth, and 18% qualifying for "unduplicated" status under LCFF (Local Control Funding Formula). The student body reflects a supportive, family-oriented culture and a strong commitment to academic and social-emotional growth.

Operating on a traditional calendar beginning in August and divided into three trimesters, Empire Oaks is staffed by highly qualified, credentialed educators, supported by dedicated paraprofessionals. The campus includes four classroom buildings, a library, and a multipurpose room that surrounds the central Administration building. Classrooms are vibrant spaces of active learning and student engagement. Teachers maintain high instructional standards while nurturing positive classroom environments. The school is well-equipped with classroom Chromebooks, Promethean Boards, and document cameras, allowing students and teachers to use technology as a powerful instructional tool.

Family involvement is a hallmark of the Empire Oaks community. Parents frequently volunteer in classrooms, assist with learning centers, and contribute to schoolwide programs such as Meet the Masters, our visual art enrichment program. Many families utilize the before and after school Student Care Center located on campus, providing consistent care and support for students beyond school hours.

Our Parent Teacher Organization (PTO) and School Site Council (SSC) play vital roles in our school community. The PTO plans numerous events that foster family engagement and positive school culture while also raising funds to support enrichment opportunities. They provide many family events throughout the year as a give back to our community. To mention a few: Bingo Night, Movie Night, Harvest Festival, and Coffee and Donut Gatherings. These efforts help enhance STEAM (Science, Technology, Engineering, Arts, and Mathematics) integration, provide educational field trips and assemblies, and grow our library collection.

Empire Oaks offers a wide range of enrichment and support opportunities, including Student Leadership, physical education, music, Gifted and Talented Education (GATE), and Special Education services. After-school programs are offered through outside vendors to provide students with diverse opportunities to explore their interests and develop new skills.

Our school is grounded in high academic and behavioral expectations that promote a positive culture and climate. Staff members share a deep belief in the potential of every child and embrace a collective responsibility to help students succeed. Consistent expectations are explicitly taught and reinforced, with students regularly recognized for demonstrating positive behavior. We foster a "whole child" approach that supports academic rigor, social-emotional development, and character education.

At Empire Oaks, we believe that all students can learn and thrive. In partnership with families, we strive to provide a high-quality education through rigorous curriculum, strong character development, and a nurturing, inclusive environment. Our ultimate goal is to ensure that every student reaches their fullest potential, academically, socially, and emotionally.

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 meeting. At the May meeting, attendees reviewed the school's 2025-2026 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 October. We reviewed and revised our goals for 2024-2025 and staff and parent input were solicited. Ongoing meetings throughout the 2025-2026 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 9/9/2024, 10/21/2024, 1/13/2025, 5/12/2025 & ELAC 9/9/2024, 10/21/2024, 1/13/2025, 1/14/25, 5/12/2025

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 PTO 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 Students with Disabilities, Hispanic and Socioeconomically Disadvantaged (orange)

Chronic Absenteeism for Two or More Races and Socioeconomically Disadvantaged (orange)

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 Two or More Races and Socioeconomically Disadvantaged (orange)

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 MClass 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. Empire Oaks experienced a slight decline in total enrollment from 394 2021–2022 to 378 2022–2023, followed by a rebound to 409 in 2023–2024.
2. The ethnic composition of Empire Oaks is gradually becoming more diverse, particularly with growing representation among Hispanic, African American, and multiracial students.
3. Kindergarten: Increased significantly from 38 to 50 students between 2022–2023 and 2023–2024, while third grade Rose from 69 to 79 students in the same period.

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. The number of EL students decreased from 22 (8.1%) in 2021–2022 to 35 (5.6%) in 2022–2203, then rose again to 30 (7.3%) in 2023–2024.
2. The percentage of Fluent English Proficient (FEP) students has declined. FEP numbers dropped from 56 (12.8%) in 2021–2022 to 44 (10.8%) in 2023–2024.
3. Where is the comparison data for the past two years?

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 3	70	69	85	70	69	80	70	69	80	100.0	100.0	94.1
Grade 4	73	70	63	73	70	62	73	70	62	100.0	100.0	98.4
Grade 5	80	78	69	80	78	68	80	78	68	100.0	100.0	98.6
All Grades	223	217	217	223	217	210	223	217	210	100.0	100.0	96.8

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 3	2482.	2475.	2468.	52.86	44.93	45.00	22.86	27.54	28.75	10.00	14.49	12.50	14.29	13.04	13.75
Grade 4	2516.	2522.	2527.	45.21	54.29	54.84	31.51	17.14	29.03	13.70	10.00	9.68	9.59	18.57	6.45
Grade 5	2578.	2565.	2590.	53.75	44.87	58.82	23.75	32.05	20.59	20.00	14.10	13.24	2.50	8.97	7.35
All Grades	N/A	N/A	N/A	50.67	47.93	52.38	26.01	25.81	26.19	14.80	12.90	11.90	8.52	13.36	9.52

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 3	44.29	39.13	35.00	48.57	50.72	55.00	7.14	10.14	10.00
Grade 4	43.84	45.71	32.26	49.32	48.57	66.13	6.85	5.71	1.61
Grade 5	45.00	38.46	55.88	53.75	55.13	38.24	1.25	6.41	5.88
All Grades	44.39	41.01	40.95	50.67	51.61	52.86	4.93	7.37	6.19

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 3	35.71	33.33	30.00	48.57	52.17	50.00	15.71	14.49	20.00
Grade 4	23.29	34.29	25.81	72.60	47.14	64.52	4.11	18.57	9.68
Grade 5	48.75	35.90	44.12	46.25	53.85	50.00	5.00	10.26	5.88
All Grades	36.32	34.56	33.33	55.61	51.15	54.29	8.07	14.29	12.38

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 3	27.14	20.29	20.00	64.29	68.12	67.50	8.57	11.59	12.50
Grade 4	21.92	17.14	22.58	69.86	65.71	67.74	8.22	17.14	9.68
Grade 5	26.25	28.21	35.29	70.00	65.38	58.82	3.75	6.41	5.88
All Grades	25.11	22.12	25.71	68.16	66.36	64.76	6.73	11.52	9.52

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 3	35.71	31.88	32.50	50.00	56.52	51.25	14.29	11.59	16.25
Grade 4	5.48	31.43	25.81	84.93	60.00	66.13	9.59	8.57	8.06
Grade 5	38.75	34.62	47.06	53.75	55.13	44.12	7.50	10.26	8.82
All Grades	26.91	32.72	35.24	62.78	57.14	53.33	10.31	10.14	11.43

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards across all grades increased from 47.93% in 2022–2023 to 52.38% in 2023–2024 with fifth grade showing notable growth with 58.82% met or exceeded standards in 2023–2024 compared to 44.87% in 2022–2023.
2. Writing shows areas for needed growth: The percent of students above standard decreased slightly (from 34.56% in 2022–2023 to 33.33% in 2023–2024), with a corresponding increase in those below standard.
3. Listening and Research/Inquiry are improving slightly but still lag behind other ELA Domains. In Listening, the percentage of students above standard increased slightly from 22.12% to 25.71%, while those below standard decreased from 11.52% to 9.52%. Research/Inquiry performance also trended positively: Percent of students above standard increased from 32.72% to 35.24%, and below standard remained steady at around 11%. These areas still show lower performance compared to Reading and Writing, and NASOT strategies will help to improve these skills.

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 3	70	69	85	70	69	81	70	69	81	100.0	100.0	95.3
Grade 4	73	70	62	73	70	60	73	70	60	100.0	100.0	96.8
Grade 5	80	78	69	80	78	68	80	78	68	100.0	100.0	98.6
All Grades	223	217	216	223	217	209	223	217	209	100.0	100.0	96.8

* 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 3	2479.	2483.	2468.	42.86	44.93	38.27	25.71	30.43	33.33	17.14	13.04	11.11	14.29	11.59	17.28
Grade 4	2534.	2521.	2544.	39.73	41.43	55.00	39.73	21.43	28.33	19.18	27.14	10.00	1.37	10.00	6.67
Grade 5	2578.	2548.	2567.	56.25	34.62	54.41	21.25	26.92	16.18	16.25	24.36	16.18	6.25	14.10	13.24
All Grades	N/A	N/A	N/A	46.64	40.09	48.33	28.70	26.27	26.32	17.49	21.66	12.44	7.17	11.98	12.92

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 3	44.29	43.48	38.27	44.29	44.93	46.91	11.43	11.59	14.81
Grade 4	45.21	38.57	46.67	46.58	50.00	45.00	8.22	11.43	8.33
Grade 5	48.75	32.05	41.18	42.50	58.97	45.59	8.75	8.97	13.24
All Grades	46.19	37.79	41.63	44.39	51.61	45.93	9.42	10.60	12.44

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 3	40.00	47.83	33.33	42.86	42.03	49.38	17.14	10.14	17.28
Grade 4	34.25	40.00	40.00	58.90	48.57	55.00	6.85	11.43	5.00
Grade 5	42.50	26.92	36.76	52.50	64.10	55.88	5.00	8.97	7.35
All Grades	39.01	37.79	36.36	51.57	52.07	53.11	9.42	10.14	10.53

Conclusions based on this data:

1. The percent of students meeting or exceeding math standards improved significantly in 2023–2024: From 40.09% in 2022–2023, to 48.33% in 2023–2024 bringing student achievement back in line with 2021-2022 levels (46.64%). Grade 4 in particular made substantial gains: From 41.43% meeting/exceeding in 2022–2023, to 55% in 2023–2024.
2. Grade 5 students' performance rebounded sharply: 54.41% met or exceeded standards in 2023–2024, up from 34.62% in 2022–2023. However, a consistent group of students (13.24%) remain below standard, suggesting a need for differentiated support.
3. Problem Solving & Modeling/Data Analysis: Improvement from 37.79% above standard in 2022–2023, to 41.63% in 2023–2024, yet still lower than 2021–2022 (46.19%). Grade 4 showed growth in the % above standard (from 38.57% to 46.67%).

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://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
K	*	*	*	*	*	*	*	*	*	*	5	10
1	*	*	*	*	*	*	*	*	*	5	6	4
2	*	*	*	*	*	*	*	*	*	4	7	*
3	*	*	*	*	*	*	*	*	*	6	*	7
4	*	*	*	*	*	*	*	*	*	*	5	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										21	28	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	21.43	23.33	33.33	39.29	23.33	14.29	14.29	20.00	9.52	25.00	33.33	21	28	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	47.62	28.57	33.33	33.33	39.29	16.67	19.05	7.14	16.67	0.00	25.00	33.33	21	28	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.05	7.14	10.00	42.86	42.86	33.33	23.81	25.00	16.67	14.29	25.00	40.00	21	28	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	46.43	33.33	52.38	28.57	43.33	4.76	25.00	23.33	21	28	30

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	17.86	26.67	47.62	53.57	33.33	9.52	28.57	40.00	21	28	30

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

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.10	35.71	26.67	52.38	35.71	33.33	9.52	28.57	40.00	21	28	30

Conclusions based on this data:

1. Beginning proficiency (Level 1) increased from 9.52% to 33.33%, indicating a growth in the proportion of students at the earliest stages of language development.
2. Speaking, Reading, and Writing need attention as these three domains saw the largest drops in students at the highest proficiency levels.

3. Beginning speakers increased from 9.52% to 40.00% over the three years — one of the largest declines in proficiency across domains. This can be attributed to the fact that a larger number of EL students are enrolling at Empire Oaks with very limited English Proficiency. Watching this cohort of students closely for consistent growth will be critical.

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.

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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
409	12.5%	7.3%	0.0%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	7.3%
Foster Youth	0	0.0%
Homeless	2	0.5%
Socioeconomically Disadvantaged	51	12.5%
Students with Disabilities	80	19.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5%
American Indian	0	0.0%
Asian	103	25.2%
Filipino	5	1.2%
Hispanic	63	15.4%
Two or More Races	51	12.5%
Pacific Islander	2	0.5%
White	179	43.8%

Conclusions based on this data:

1. Only 7.3% of students are English Learners, and 12.5% are socioeconomically disadvantaged, indicating a relatively small but important group needing targeted support.

2. The largest group is White students (43.8%), followed by Asian students (25.2%) and Hispanic students (15.4%). Students identifying as Two or More Races make up 12.5% of enrollment. Smaller percentages are African American (1.5%), Filipino (1.2%), and Pacific Islander (0.5%).
3. Nearly 20% (80 students) of the students have identified disabilities. This is a substantial portion of the population, highlighting the need for differentiated instruction, specialized supports, and collaboration between general and special education staff.

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Yellow
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Empire Oaks has shown strong academic performance, earning a Blue performance level in both English Language Arts and Mathematics.
- Suspension Rate is rated Yellow, indicating a moderate level of disciplinary actions suggesting continued focus on PBIS and culturally responsive teaching practices.

3. Chronic absenteeism is low, reflected by a Green rating, suggesting good student engagement and attendance overall.

School and Student Performance Data

Academic Performance English Language Arts

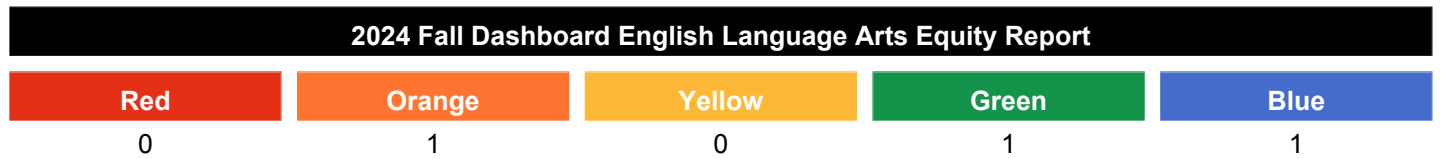
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This section provides number of student groups in each level.



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		
All Students  Blue 59.1 points above standard Increased 7.3 points 205 Students	English Learners  No Performance Color 7.6 points above standard Maintained 0.0 points 25 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 38.0 points below standard Declined 6.0 points 28 Students

Students with Disabilities  Orange 47.4 points below standard Maintained 2.6 points 52 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 71.2 points above standard Maintained 2.7 points 58 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  No Performance Color 54.9 points above standard Increased 35.7 points 29 Students
Two or More Races  No Performance Color 79.2 points above standard Increased 14.8 points 25 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 44.6 points above standard Declined 3.5 points 88 Students

Conclusions based on this data:

1. Students identifying with Two or More Races showed notable growth, increasing by 14.8 points to reach 79.2 points above standard.
2. Hispanic students demonstrated substantial improvement, increasing by 35.7 points to reach 54.9 points above standard.
3. Equity gaps remain despite the overall strong scores: Socioeconomically Disadvantaged students scored 38.0 points below standard and declined by 6.0 points, raising concerns about opportunity gaps and the need for targeted instructional support. Students with Disabilities, while maintaining their score, remain 47.4 points below standard, earning an Orange performance level, which signals the need for continued intervention and tailored strategies to support literacy development.

School and Student Performance Data

Academic Performance Mathematics

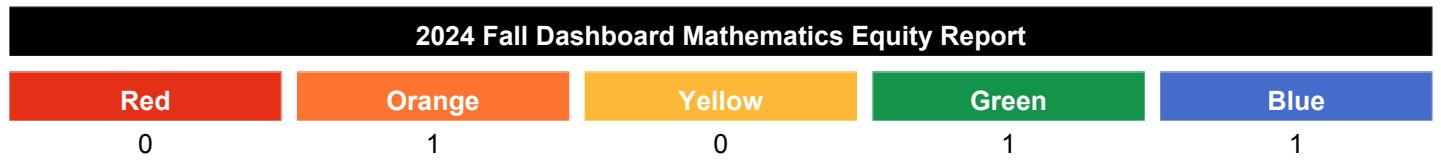
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Blue 43.8 points above standard Increased 10.4 points 203 Students	English Learners  No Performance Color 30.2 points above standard Increased 29.9 points 25 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  No Performance Color 51.5 points below standard Maintained 1.5 points 28 Students

Students with Disabilities  Orange 51.3 points below standard Maintained 0.8 points 52 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 62.0 points above standard Maintained 1.5 points 58 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  No Performance Color 29.0 points above standard Increased 40.4 points 29 Students
Two or More Races  No Performance Color 45.0 points above standard Increased 11.2 points 25 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 33.2 points above standard Maintained 2.8 points 86 Students

Conclusions based on this data:

1. Empire Oaks Elementary achieved Blue on the 2024 Fall Dashboard for Mathematics, with students performing 43.8 points above standard, reflecting a significant increase of 10.4 points from the prior year.
2. Several student groups demonstrated notable gains: English Learners increased their performance by 29.9 points, now scoring 30.2 points above standard. Hispanic students increased by an impressive 40.4 points, reaching 29.0 points above standard. Students identifying as Two or More Races improved by 11.2 points, now 45.0 points above standard.
3. Despite these successes, equity gaps persist: Socioeconomically Disadvantaged students remained 51.5 points below standard, with no significant improvement from the previous year and Students with Disabilities also continued to score well below standard (51.3 points below) and earned an Orange performance level.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 47.1% making progress. Number Students: 17 Students	 No Performance Color making progress. Number Students: 0 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
11.8%	41.2%	0%	47.1%

Conclusions based on this data:

- 47.1% of the 17 English Learner (EL) students at Empire Oaks Elementary made progress toward English language proficiency while 41.2% maintained their current level.
- English Learners make up just 7.3% of the student body, a small group that can easily be overlooked. It’s essential that faculty are aware of and responsive to their unique needs.
- School leadership needs 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

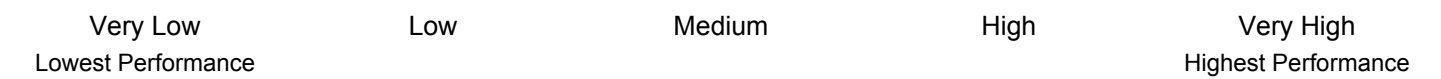
Academic Performance College/Career Report

The 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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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.



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		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 6.3% Chronically Absent Declined 2.1 428 Students	English Learners  Green 5.6% Chronically Absent Declined 8.7 36 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Orange 13% Chronically Absent Maintained 0.4 54 Students

Students with Disabilities  Yellow 10.2% Chronically Absent Declined 6.7 98 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Green 2.7% Chronically Absent Declined 2.9 112 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Green 5.9% Chronically Absent Declined 4.5 68 Students
Two or More Races  Orange 11.5% Chronically Absent Increased 6.8 52 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Green 7.1% Chronically Absent Declined 3.8 183 Students

Conclusions based on this data:

1. Overall Improvement: Chronic absenteeism declined across most groups, including the overall student population, which dropped to 6.3%, a positive shift reflected by a Green performance level.
2. Targeted Concern Groups: Two groups, Socioeconomically Disadvantaged (13%) and Two or More Races (11.5%)—have elevated chronic absenteeism rates, earning Orange ratings and indicating a need for targeted attendance interventions.
3. Students with Disabilities: At 10.2%, chronic absenteeism among Students with Disabilities declined but remains a concern, reflected by a Yellow rating.

School and Student Performance Data

Academic Engagement Graduation Rate

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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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.

2024 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

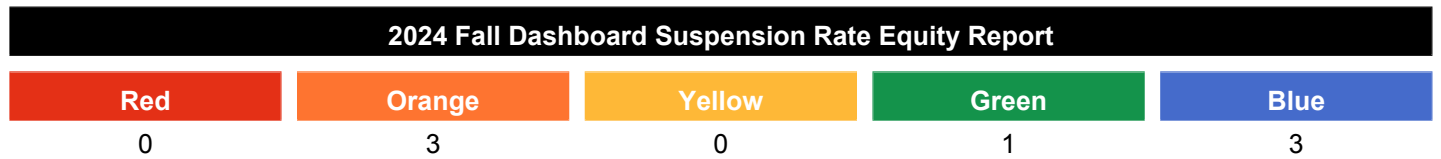
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This section provides number of student groups in each level.



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		
All Students  Yellow 1.1% suspended at least one day Maintained 0.1% 442 Students	English Learners  Blue 0% suspended at least one day Declined 5.6% 38 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Socioeconomically Disadvantaged  Orange 3.4% suspended at least one day Increased 0.3% 58 Students

Students with Disabilities  Orange 4.9% suspended at least one day Increased 1.5% 102 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Declined 0.9% 115 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Hispanic  Orange 2.9% suspended at least one day Increased 1.2% 70 Students
Two or More Races  Green 1.9% suspended at least one day Declined 0.4% 53 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	White  Blue 0.5% suspended at least one day Declined 0.6% 190 Students

Conclusions based on this data:

1. The overall school suspension rate is low at 1.1%, maintaining its performance and earning a Yellow rating.
2. English Learners, Asian, and White student groups all had 0%–0.5% suspension rates and earned a Blue performance level, showing strong school climate outcomes for these populations.
3. Students with Disabilities (4.9%), Socioeconomically Disadvantaged (3.4%), and Hispanic students (2.9%) all received Orange ratings, with each group showing an increase in suspension rates. These are critical equity areas for review and intervention.

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-

Students will be continuously monitored throughout the year to inform timely interventions, leading to increased achievement and measurable growth in reading and math from BOY to EOY.

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.

Teachers need ongoing professional development and dedicated collaboration time to effectively analyze student data, implement targeted interventions, and adjust instruction based on continuous progress monitoring in reading and math. In addition, a focus on schoolwide writing systems and assessments to support consistency in practice and monitoring of student progress.

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
CAASPP ELA & Math	2024 ELA overall Exceed/Met 78.5% Math overall Exceed/Met 74.7%	1.1 Increase proficiency levels by 2%.
Renaissance STAR Early Literacy, Reading and Math		1.2 Increase Renaissance or CAASPP Math proficiency levels by 2%.
ELPI Progress on Data Dashboard	2024 47.1% Progressed at least 1 or more ELPI 41.2% Maintained their ELPI 11.8% Decreased at least 1 ELPI	ELPI in the desirable category of at least 1 or more ELPI will increase by 5% while the undesirable category of Decreased at least 1 ELPI will decrease by 3%.
MCLASS data for students with disabilities	New program in 2025	Students with disabilities will show growth 7% growth from the BOY in their EOY MClass data.

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	1930 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 728 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
1.2	General Education Paraeducator	Unduplicated Students	1440 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. 1218 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
1.3	Supplemental Instructional Supplies	Unduplicated Students	2346 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best implement curriculum & instruction
1.4	Intervention Teacher	Unduplicated Students	21390 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. 4758 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	Extended Common Planning Time (CPT) and ESNB- Certificated Substitutes	All Students	1923 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures This time will be spent working collaboratively with grade level partners to construct inquiry cycles across the curriculum, progress monitor and conduct ESNB meetings. 452 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits
1.7	Certificated Collaboration Outside of Work Hours	All Students	125 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow teachers collaboration outside of the workday to focus on our writing, SEL, and PLC initiatives.
1.8	Staff to attend PD/Conferences to support SEL, Writing, SOR, Math implementation	All Students	875 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures This year we are refining our practices in these areas and access to conferences will benefit all staff and students.
1.9	Assemblies that enhance the academic content	All Students	500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Academic Assemblies
1.10	Purchase of licences to support writing, reading and math	All Students	900 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures We are currently using licenses for phonemic awareness and would like to add Project Read and Mystery Writing.

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 goal of monitoring student progress and educational outcomes through assessment data will be supported by the resources listed above. Collaboration time will be used to analyze data, strengthen MTSS and Rtl practices, and hold regular ESN meetings to track student growth. Ongoing professional learning in PLCs and high-quality first instruction will equip our Guiding Coalition and Intervention Teacher to lead teams in focusing on effective strategies for improving 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.

There were not differences between the intended implementation and budgeted expenditures to implement the strategies and activities.

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.

Funding has been added to this goal to support teacher collaboration and PD. In addition, funding is allocated to provide licensing for technology that has been identified as valuable to core curriculum.

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 and Family 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.

CHKS and Panorama data from 2024 indicate low student self-efficacy, growth mindset, and peer connection, with students with disabilities showing the greatest concern. Staff training in PBIS, SEL, and restorative practices is needed, along with increased Tier 2 and 3 SEL supports to meet rising student needs.

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 rates	Overall attendance rate is 96% with 7.59% chronic	Currently 96%, increase school wide attendance at or above 97%. Decrease chronic absenteeism by 1%.
Suspension and behavioral data monitoring	9 suspensions and 107 Discipline Referrals	Maintain current suspension rate and decrease discipline referrals by 2%.
Volunteer and parent/family involvement opportunities	0 Family Partnership Meetings 8 Family Engagement Events _____ volunteers	Our parent and community volunteer numbers will maintain, with an emphasis on engaging parents of special needs subgroups. Three Family Partnership Meetings will be held throughout the year.
Communications	Weekly newsletters through Parent Square and updated website	Maintain weekly engagement with families.

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 and 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	9678 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Family outreach, school communication, and student and family engagement opportunities through Parent Coordinator 7720 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits
2.4	Climate and Culture Guiding Coalition	All Students	General Fund 1000-1999: Certificated Personnel Salaries Climate and Culture 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 & Alternative Lunch Bunch Supplies	All Students	Donations 4000-4999: Books And Supplies We purchase new recess equipment and supplies for our recess alternative room, to promote student engagement and SEL.
2.7	Acorn Store and Book Vending Machine Supplies (PBIS)	All Students	Donations 4000-4999: Books And Supplies PBIS: Acorn Store and Book Vending Machine - supplies for the Acorn Store and books for the book vending machine. We fund this out of donations from PTO.
2.8	Bilingual Instructional Assistant	Unduplicated Students	1930 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 727 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
2.9	School Clerk	Unduplicated Students	10702 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. 8320 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits

2.10	General Education Paraeducator	Unduplicated Students	1439 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 with an emphasis on reading foundations. 1218 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
2.11	Supplemental Instructional Supplies	Unduplicated Students	2345 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies to support all students fair access to curriculum & instruction.
2.12	Intervention Teacher	Unduplicated Students	21390 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 all students with a concentration on unduplicated students. 4757 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.13	Health Assistant	Unduplicated Students	5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Health Assistant works in partnership with our staff, families, and students to increase student health, wellness, and engagement. 2386 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits
2.14	Yard Supervisor and Classified Staff extra hours for training	All Students	6569 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			Yard supervisor's extra hours for PD/Training/PBIS. Extra Hours for SEL supports: Monitoring CICO/Tier 2 and attendance at monthly Climate/Culture meetings. 2421 LCFF - Supplemental 3000-3999: Employee Benefits Classified benefits
2.15	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 and a golden pencil. Certificate paper and pencils are funded through donations.
2.16	Principal's Acorn Ally	All Students and Families	Donations 4000-4999: Books And Supplies Weekly book summaries to support parents with current societal concerns to help address the wellness of our school body. 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.
2.17	Principal's Monthly CASEL Focus- "Acorns to Mighty Oaks"	All Students and Families	Donations 4000-4999: Books And Supplies Books that highlight the CASEL Core Competencies. The monthly story books are funded by donations.
2.18	Celebrations -Academic 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 PTO.
2.19	Assemblies	All Students	500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies help us emphasize our PBIS, school culture and student engagement initiatives.
2.20	Certificated Climate and Culture Collaboration outside of the workday.	All students	125 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow the team to collaborate outside of the workday.
2.21	Extended Common Planning Time (CPT)- Certificated Substitutes	All Students	1923 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries This provides time for collaboration for the Guiding Coalition of Climate and Culture throughout the year. 452 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.22	PD/Conferences to support SEL and Climate and Culture	All Students	875 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Focus on Zones of Regulation, Responsive Classroom, Restorative Practices, and Inclusion.

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.

To meet the goal of increasing parent and student engagement and ensuring a safe, healthy, and positive learning environment, especially for historically marginalized and vulnerable students, we will implement several key strategies. To name a few, attendance campaigns will target improved attendance and reduced chronic absenteeism. Family Partnership Meetings will continue to build strong relationships and gather input from families and community members. Our School Climate & Culture Leadership Team will lead PBIS implementation, including structured recess activities to support engagement and reduce bullying and suspensions. The Special Friends program will provide SEL support for at-risk students. Our parent coordinator and campus beautification efforts will strengthen school–community connections.

Finally, the Responsive Classroom approach will be used to increase student engagement through evidence-based practices.

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.

To support this goal, changes have been made to include funding for yard staff training, the implementation of the “Acorns to Mighty Oaks” monthly CASEL focus embedded in weekly newsletters, and release time for staff collaboration. These additions, along with other planned strategies and supports, are outlined above.

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.

All students at Empire Oaks will receive high-quality, standards-based instruction through equitable access to a broad course of study.

Empire Oaks will ensure all students have access to high-quality standards-based instruction through consistent collaboration with a focus on student learning across all grade levels and curriculum. Staff will engage in ongoing collaboration and professional development focused on teaching through the inquiry cycle, transformative SEL, and culturally responsive practices to support student learning and readiness for future academic success.

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.

Students with disabilities have a higher rate of office referrals, indicating a need for staff and student training in behavior support and inclusive practices. Staff survey results show a need for continued coaching in the inquiry cycle, collaboration, and effective first instruction. Observations, staff input, and CAASPP data reveal a need for schoolwide consistency and structure in writing 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
Professional Development	A minimum of two days is 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).	Provide the equivalent of two days of Professional Development to implement state standards including math, ELA & writing.
Access to STEAM	Elem STEAM participation: MakerSpace, Mystery Science, LEGO Robotics, Young Rembrandts Art Club, Meet the Masters	Increase the opportunities for elementary STEAM activities by 2%.
EL instructional strategies	Designated ELD Professional Development (PD) (district and site offerings)	Train all teachers and administrators in research based EL strategies and ELD (e.g., designated and integrated ELD).

Students with Disabilities instructional and inclusion strategies	All trainings are currently directed at teachers of special education.	Quarterly PD will be held for the entire certificated staff on inclusive practices, including UDL strategies.
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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	1439 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated students to have equal access to grade level standards and reach grade level proficiency. 1218 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 to support all ELLs with integrated and designated ELD. 727 LCFF - Supplemental 3000-3999: Employee Benefits Bilingual Instructional Assistant benefits
3.4	Supplemental Instructional Supplies	Unduplicated Students	2345 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best

			access curriculum & instruction
3.5	Intervention Teacher	Unduplicated Students	21390 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. 4757 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.6	MakerSpace/STEAM Lab/Art Studio	All Students	Donations 4000-4999: Books And Supplies The MakerSpace, STEAM Lab, and Art Studio are integrated into the core curriculum to enhance engagement and support STEAM learning. Materials and activities are funded through 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	Writing, SOR, Math PD	All Students	District Funded

			5000-5999: Services And Other Operating Expenditures Professional development on LETRS and science of reading. 875 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to support reading foundations, math best practice and/or our writing focus.
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	Leadership Teams: Guiding Coalition, Climate & Culture	All Students	Donations 5000-5999: Services And Other Operating Expenditures Leadership Teams help lead the PLC work. 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). 500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies
3.14	Technology to support writing, reading and math (licenses)	All Students	800 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures

			Provide engaging programs for students across academic content.
3.15	Certificated training/PD outside of the work hours	All Students and Staff	125 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow teachers to attend trainings outside of the workday.
3.16	Certificated substitutes to release teachers or training/PD during the workday.	All Students and Staff	1923 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for Certificated staff to attend trainings/PD. 452 LCFF - Supplemental 3000-3999: Employee Benefits 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.

The funding and strategies have been effective in promoting student engagement and equitable access to learning opportunities. Educational field trips and arts integration have enriched the curriculum and supported high-quality, hands-on learning. Professional learning in LETRS and the Science of Reading has equipped staff with a deeper understanding of how students learn to read, helping them identify and respond to learning gaps. Our Guiding Coalition continues to lead effective PLC work.

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.

For the upcoming year, changes include funding for teacher collaboration time both during and beyond the workday, as well as funding for software that supports core curriculum implementation.

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.

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

Empire Oaks will provide a safe, healthy, and positive school environment where all students feel connected, supported, and able to thrive, academically, socially, and emotionally.

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.

CHKS data shows a 7% decline in student perception of facility upkeep, placing us below the state average. New and reassigned teachers need support and coaching. The new TK/K SDC program requires professional development in inclusive practices for all staff. Additionally, our medically fragile program needs facility improvements to ensure full access to campus. Finally, we are experiencing an increase in 504 plans for anxiety and ADHD which indicates a need for staff on best practices to support our students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100% appropriately assigned and credentials	Ensure all certified staff have 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. In addition, all new to district certificated staff receive coaching from a qualified TOSA.
Williams Act facility audit	100% in good repair	100% of schools are in good or exemplary repair based on the Williams Act criteria.

Williams Act instructional materials audit	100% compliance	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.
CHKS- Facilities Upkeep	2024-2025 student perception 68% from 75% and this measure has been on a steady decline yearly since 2021.	Increase student positive response regarding the question on CHKS, "Is your school building neat and clean?" by 10%.

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	1439 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated students access grade level standards and reach grade level proficiency. 1218 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
4.3	Bilingual Instructional Assistant	English Learners / Emerging Bilinguals	1927 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support EL students with language support with integrated and designated ELD. 729 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.4	School Clerk	Unduplicated Students	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. LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
4.5	Supplemental Instructional Supplies	Unduplicated Students	2345 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best access curriculum & instruction
4.6	Intervention Teacher	Unduplicated Students	21390 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. 4757 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
4.7	FCUSD TOSA support for new teaching staff	New Certificated Employees	District Funded 1000-1999: Certificated Personnel Salaries All teachers new to the district have a mentor who supports them in their first 2 years.
4.8	Release time for New to FCUSD, new to grade level, new to EO teaching staff- Certificated Substitutes	Students and Staff	1923 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunities for new to site, grade level, or teaching staff to observe, attend PD/trainings. 452 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4.9	Certificated collaboration/training outside of the workday for new teacher support	Students and Staff	125 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunities for new to site, grade level, or teaching staff to collaborate and/or attend PD/trainings.

4.10	Certificated staff PD/Conferences on T-SEL and culturally responsive teaching	All students and Staff	875 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Trainings to support the whole child and diversity.
4.11	Assemblies that build cultural awareness and focus on skill building of the CASEL Competencies	All Students	500 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies
4.12	Purchase of software licenses to support equal access to core curriculum.	All Students with a focus on Unduplicated Pupils	800 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Academic software licenses for teaching core curriculum.

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.

With BIA support and the implementation of both designated and integrated ELD, we consistently reclassify a high percentage of our emerging bilinguals as proficient. Our school clerk leads attendance campaigns to boost student attendance and engagement. Additionally, our intervention teacher and general education paraeducator provide targeted small group and individual support to unduplicated pupils, helping them access grade level standards and achieve 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.

This plan includes a greater focus on supporting teachers who are new to the profession, new to the site, or new to teaching a grade level.

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: 2024-25

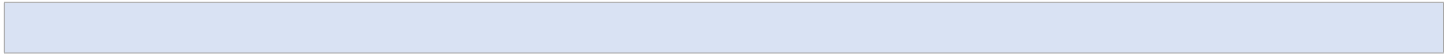
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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	\$209,372.00
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	\$104,783.00
Learning Recovery	\$104,589.00

Subtotal of state or local funds included for this school: \$209,372.00

Total of federal, state, and/or local funds for this school: \$209,372.00

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	104783	0.00
Learning Recovery	104589	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	104,783.00
Learning Recovery	104,589.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	91,829.00
2000-2999: Classified Personnel Salaries	48,772.00
3000-3999: Employee Benefits	49,467.00
4000-4999: Books And Supplies	9,381.00
5000-5999: Services And Other Operating Expenditures	5,423.00
5800: Professional/Consulting Services And Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	6,269.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	48,772.00
3000-3999: Employee Benefits	LCFF - Supplemental	30,438.00
4000-4999: Books And Supplies	LCFF - Supplemental	9,381.00

5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	5,423.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	4,500.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	85,560.00
3000-3999: Employee Benefits	Learning Recovery	19,029.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,585.00
Goal 2	93,828.00
Goal 3	38,479.00
Goal 4	38,480.00

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
Kim Christerson	Principal
Andrea Chavez	Other School Staff
Melanie Roehrs/Jodi Nguyen	Classroom Teacher
Jodi Ruh	Classroom Teacher
Gina Long	Classroom Teacher
	Parent or Community Member
Dominique DeLope	Parent or Community Member
Nicolas Renon	Parent or Community Member
Christina Hunt	Parent or Community Member
Masako Ciani	Parent or Community Member
Heather Dickerson	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Kim Christerson	Principal
Andrea Chavez	Other School Staff
Melanie Roehrs	Classroom Teacher
Jodi Nguyen	Classroom Teacher
Gina Long	Classroom Teacher
Nicolas Renon	Parent or Community Member
Dominique DeLope	Parent or Community Member
Masako Ciani	Parent or Community Member
Jodi Ruh	Classroom Teacher Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

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.

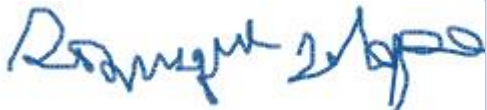
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 12, 2025.

Attested:



Principal, Kimberly Christerson on 5/12/25



SSC Chairperson, Dominique DeLope on 5/12/25

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

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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 (*Sections: 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 (*Sections: 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 (*Sections: 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/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.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



EMPIRE OAKS- BUILDING BRIGHT FUTURES TOGETHER

School Site Council Agenda
May 12, 2025 3:00-4:00

- Welcome/Introductions/Establish Quorum
- Approve minutes from 1/13/25
 -  1/13 EO School Site Council Agenda
- Review/Revise/Adopt 2025-26 SPSA

 5/12/25

- Discuss Council Positions for 2025-26 school year
- Adjourn Meeting

Next SSC meeting is in September 2025



Empire Oaks

SCHOOL SITE COUNCIL MEETING

AGENDA & MINUTES 5-12-25 Time: 3:00 pm Location: EO Conference Room
Call to Order at 3:00 - Introductions

Members Present:

- ☒ Kim Christierson, Principal
- ☒ Dominique De Lope, Parent
- ☒ Mosie Ciani, Parent
- ☐ Christina Hunt, Parent
- ☒ Gina Long, Teacher
- ☒ Melanie Roehrs, Teacher
- ☒ Jodi Ruh, Teacher
- ☒ Jodi Nguyen, Teacher
- ☒ Andrea Chavez, Classified
- ☒ Nicholas

Quorum established with nine members in attendance

1. Meeting Minute Review and Approval: Minutes from 1-13-24
2. Public Comment - none
3. Unfinished Business - none
4. New Business
 - Review of SPSA Goals and money allocations for the 2025-26 school year.
 - Vote to implement the proposed 2025-26 SPSA
 - Motion made by Melanie Roehrs
 - Second made by Dominique DeLope
 - All in favor
 - SPSA signed
5. Discussion regarding continued service as a SSC Member for the 2025-26 school year. Kim C. will send out an email to confirm membership.
6. Adjournment by Kim C second by Melanie R
7. Next Meeting September 2025

Minutes respectfully submitted by: Kim Christierson _____ Signature

Under the Open Meeting Law, no action related to public comment may be acted upon at the meeting. Issues raised at the meeting may be scheduled for another SSC meeting, as approved by the council. Public comment is generally limited to two minutes per person.

Date: 5/12/25

