

School Year: 2026-27

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Empower Academy	37- 67991- 0136176	5/26/2026	August 4, 2026

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

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

Based on the 24-27 Cajon Valley Local Control and Accountability Plan, there are four goals:
 All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.
 All students, staff, and families will feel safe, empowered, and respected.
 All students will excel in reading, writing, listening, speaking, and mathematics.
 Students with disabilities will demonstrate expected yearly growth in literacy skills.

In collaboration with our School Site Council, we have ensured our plan is aligned to the district LCAP goals with a specific focus on improvement in English language arts and mathematics, suspension and chronic absenteeism.

The overall academic performance of students at Empower is at a low level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify students struggling in reading and math, Empower will assess student reading and math levels at the beginning, middle, and end of the school year using District wide assessments and other assessments tools such as Core, Orton Gillingham, Connect Math Concepts, etc. This data will provide all instructors data on student reading and math levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year. LCRS grant funds will be used to hire a ELA coach teacher that will provide explicit small group instruction and intervention allowing students double dose of ELA. The support teacher will allow teachers and support staff more scheduled planning, collaboration and local data analysis for to understand and

develop curriculum and instructional practices, strategies to support all students at various stages of learning. Teachers can group students based on their needs and provide instruction individualized to their needs to increase math and ELA skills and performance.

Funding will be used to purchase online intervention programs, supplies/material, books and intervention curriculum that will help increase student engagement/participation and lead to increased learning and regular attendance. Empower students thrive when participating in planned outdoor learning excursions that provide students hands on experience that increase engagement/learning and attendance.

The chronic absenteeism rate at Empower is high identifying opportunities for growth in the area of overall school climate. Teachers, support staff and mental health clinicians provide SEL lessons, skills building and utilize PBIS strategies/interventions daily and build positive relationships to improve the social emotional wellbeing of all students, address student needs and improve attendance. The school sends out clear messaging on the importance of regular attendance and schedules IEP meetings and completes home visits with the mental health provider for students who are chronically absent. Empower also utilizes wraparound through the IEP process to support families with creating systems, routines, and improve behavior and attendance of children with chronic absenteeism. Empower must focus on the academic and social and emotional well being of all student subgroups.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The Cajon Valley Union School District uses several assessments to measure school safety and connectedness.

Annual Gallup Student Survey (5th-8th Grade Students)

Annual Gallup Parent Survey

Annual Gallup Staff Survey

100% of parents, staff, and students (within appropriate grade levels) had the opportunity to participate in annual Gallup surveys. Staff, parents, and community members provide input through stakeholder meetings (LCAP, SCC, ELAC) through needs assessment and evidence based program evaluation.

Please refer to the sections "Student Performance Data: Annual Gallup Parent Survey Data" and "Priority 6 Student Survey Report" for additional information.

May 2025 Staff Gallup Survey- Total number of Staff Responding the Gallup Staff Survey was 13 Engaged 87%

Our lowest performing Q was Q8 The mission or purpose of my organization makes me feel my job is important at 4.38 or 68th %ile

Our highest performing Q was Q1 I knows what is expected of me at work at 4.85 or 92nd %ile

Based on our Staff Gallup data, we have identified the following needs: support staff's understand and knowledge of the District and school's Mission/Vision and purpose and how they tie into the important work staff is doing with students daily. Such as connecting the District's Vision of "Developing happy kids, in healthy relationships on a path to gainful employment" to the work they do with building students academic and social emotional/behavioral skills in support of becoming independent contributing members of society. Two areas that declined slightly were Q2 and Q 12 so we need to continue to support staff's growth and capacity through professional development and ensure that staff has the material and equipment needed to do their job.

School Site Council (SSC)

As part of our School Site Council (SSC) process, we regularly review site goals, metrics, and expenditures. At the conclusion of each meeting, we collect participant feedback through brief surveys, asking two guiding questions: What are we doing well? and What could we improve?

Based on responses collected during the year, the following key themes emerged:

Strengths:

1. Students experiencing/participating in activities that help them build working skills such as learning to use apps like Canva to create marketing advertisements, designing the school's yearbooks. They also are learning how to run a business and working in Empower's Coffee Cart. Teacher and staff collaborate to create/design hands-on activities and lessons that are driven by student interests and strengths.

2. The students access to materials, incentives and opportunities to participate in physical activities including PE (549 Sports) and hands on activities to increase feeling of well being, increase participation/engagement and improve SEL skills, such as teamwork, collaboration, compliance, etc. Field trips to improve social skills and generalize learned skills into the community. Small groups, daily SEL, building strong relationships with students, incorporating outside agencies (549 sports), real life application of skills and parent participation during the school year including parent group with MHC, SSC, Family Bay Bash, Family Holiday Breakfast, etc.

Areas of Growth: Continuing to work on building students' social skills and impact of behaviors on the community. We also need to continue to work on increasing student attendance which may be impacted by mental health/behavioral concerns.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Empower Academy utilizes the DEEP (Developing Effective Educator Practice) Protocol and regular instructional walk-throughs to monitor the fidelity of core curriculum implementation and Tier 1 intervention strategies. This monitoring system includes formal observations conducted on a structured timeline—annually for temporary/probationary staff and every three to five years for tenured staff—which incorporate pre- and post-conferences to align instructional goals with specific student needs. To complement this, the principal conducts frequent, non-evaluative informal walk-throughs to monitor school-wide instructional trends and the effective use of evidence-based practices. Furthermore, teachers participate in peer "learning walks" followed by structured debrief sessions, allowing staff to observe and analyze the direct impact of high-leverage strategies on the achievement of our unduplicated student groups in a collaborative, non-evaluative setting.

Summary of Findings Based on qualitative data collected during the 2025-2026 school year, the following instructional trends were observed:

Strengths: Teachers are using best instructional practices to support student learning and progress. Majority of students are engaged in learning and participation in whole and small group explicit instruction. Teachers and staff are using core curriculum and intervention curriculum to provide instruction. Teachers and staff use PBIS and have standards of operation and classroom agreements developed with student input and buy-in (classroom expectations, rules, routines). Teachers had consistency and high expectations for students. Students learning was tied to standards, IEP goals and student needs. Staff and students were observed to have positive relationships. Students were observed engaging in positive interactions with both staff and peers. They were observed to enjoy their learning and participation especially in hands on learning, PE, outdoor excursions, earning preferred time, etc. They were observed to enjoy and participate developing Coffee Cart, ASB and Cooking Club. Students participated in developing commercials and advertisement for Coffee Cart.

Areas for Growth:

Identified Needs Based on these observations: Based on these observations and evaluations, identified needs are continued support in providing teachers modeling and observation of best instructional practices, providing professional learning in areas of ELA and Math, ensuring teachers have access to core district curriculum and intervention curriculum, ensure SEL lessons are taught weekly and staff utilize PBIS strategies to increase engagement, improve academic skills and build self-worth.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Empower Academy employs a systematic "Data Cycle" to ensure that findings from the CAASPP, California Dashboard, and i-Ready Diagnostic assessments directly inform and refine daily instruction. This process begins with a comprehensive summative analysis following the release of CAASPP and ELPAC data, where the leadership team and School Site Council (SSC) identify specific achievement gaps for numerically significant subgroups, including English Learners (EL), Socio-Economically Disadvantaged (SED) students, and Students with Disabilities (SWD). These high-level findings serve as the foundation for the strategic allocation of Title 1 funds toward targeted interventions. Throughout the year, this data is localized through three annual i-Ready diagnostic windows. Following each window, grade-level teams participate in "Data Reflection Sessions" to analyze Reading and Math Diagnostic Growth Reports, focusing specifically on the distinction between "Typical" and "Stretch" growth targets. This rigorous monitoring allows teachers to make mid-trimester adjustments to personalized learning paths and classroom instructional groupings.

For students not meeting performance goals, teachers utilize data-driven small-group instruction (Tier 2) informed by i-Ready "Prerequisite" and "Instructional Grouping" reports. These targeted lessons focus on closing foundational gaps while maintaining access to grade-level standards through high-leverage Tier 1 scaffolds, such as graphic organizers, sentence frames, and visual anchors. Instruction is further personalized through adaptive software paths that provide real-time remediation. To ensure the effectiveness of these interventions, teachers utilize frequent Common Formative Assessments (CFAs) and exit tickets for progress monitoring, collaborating during PLC time to adjust instructional approaches when students are not responding to the current intervention. This comprehensive approach is rounded out by Integrated and Designated ELD for linguistic support and multi-sensory strategies in Math and ELA, while high-achieving students are provided with enrichment and acceleration opportunities to ensure they continue to meet their "Stretch Growth" targets.

Identified Needs (Synthesized from Data Tables):

Based on the analysis of the CAASPP, ELPAC, and i-Ready tables provided in the previous sections, we have identified the following specific needs:

[Instructional Need]: Continued small group explicit instruction in areas of ELA and math, use of intervention curriculum and core curriculum with modifications and accommodations as needed to support student learning, use of online programs to support instruction such as Prodigy, Nearpod/Flocabulary,

All Empower students are students on IEP with significant social/emotional and behavioral needs that require support in improving participation and engagement in learning and require PBIS support such as praise, incentives, rewards, breaks, earned breaks or preferred time, talking to a preferred staff. Such strategies support in improving student wellbeing and engagement in learning. Our EL students receive small group explicit instruction using visuals, graphic organizers, vocabulary development, modeling and use of online programs in support of language development.

[Professional Learning Need]: Our teachers and staff will continue to receive PD through our Literacy Coach and District in the areas of ELA and math.

[Collaboration Need]: To support teachers in collaborating to adjust instruction based on data, teachers need dedicated PLC time to calibrate formative assessments and share high-leverage instructional strategies.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. During grade level collaboration and staff meetings teachers analyze student data and make decisions to modify instruction and/or programs in order to increase student engagement and achievement. The analysis of data provides teachers critical information to create a personalized learning path for students and modify instruction for students as needed.

We have found that often we need to modify curriculum-embedded assessments to be more focused on specific standards, so we encourage staff to also use iReady standards based assessments. All staff are encouraged to also utilize the iReady adaptive online instruction which will be based on diagnostic testing three times a year. These lessons will not only support curriculum but will also provide continuous data monitoring around student growth and progress.

Our school has also had an intentional focus on literacy improvement which focuses on blending brain research and literacy best practices in order to ensure all students are literate. A large component of this project is administering local assessments in order to drive instruction. Teachers currently give these assessments at least three times a year, and modify small group instruction as needed. Empower teachers utilize Core Assessment data to determine student needs and guide instructional practices and groupings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Our school ensures that all students are served by appropriately assigned and fully credentialed staff in strict accordance with federal and state requirements. All certificated teachers are vetted by the Cajon Valley Union School District Personnel Department to confirm they hold valid California credentials with the necessary authorizations for their assignments, including required English Learner (EL) authorizations. Similarly, all classified instructional paraprofessionals meet ESSA compliance standards through the completion of 48 college semester units or by passing the district's formal academic assessment. To support the professional growth and retention of staff, new teachers are enrolled in the District Teacher Induction Program and are paired with experienced mentor teachers who provide coaching on evidence-based practices tailored to our Title 1 student population. The site principal and district personnel monitor these assignments annually to ensure there are no misassignments.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Our school ensures that all students have access to highly qualified, credentialed teachers who are fully supported by state-adopted instructional materials and ongoing professional development. In accordance with the annual Williams Act audit, 100% of students and staff have sufficient access to SBE-adopted core curriculum materials in all content areas. To ensure these materials are implemented with fidelity, staff members utilize the district's asynchronous learning platform, Cajon 365, for 24-7 access to curriculum-specific training and instructional best practices. This digital support is supplemented by Summer, Spring, and Winter Academies, as well as site-based professional learning connected to specific site needs. Furthermore, grade-level teams utilize grade level meetings and additional release time to collaborate on the effective delivery of core instruction, ensuring that all students receive rigorous, standards-aligned lessons that are modified based on real-time student performance data.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional learning at our school is strategically aligned with the California Common Core State Standards, analyzed student performance data, and identified staff needs to ensure the highest impact on student achievement. All staff are provided 24-7 access to Cajon 365, the district's asynchronous learning platform, which includes specialized modules on district initiatives, core curriculum, and evidence-based instructional strategies. Beyond independent learning, the school utilizes Minimum Day Mondays, release time, and additional compensated planning hours to engage in sustained professional learning. This time is specifically used to bridge the gap between curriculum resources and classroom application, with a heavy emphasis on differentiation and personalized learning paths for students not meeting grade-level standards. By integrating data from i-Ready, CAASPP, and local assessments into these PD sessions, teachers are able to calibrate their instruction to the specific rigor of the standards while meeting the linguistic and academic needs of our Title 1 subgroups.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our site leverages a multi-tiered support system to provide teachers with ongoing instructional assistance and specialized expertise. District-level Instructional Coaches and Program Specialists provide targeted support in the core content areas of English Language Arts and Mathematics, as well as specialized strategies for English Learners (ELD) and Special Education. This assistance includes modeled lessons, collaborative co-planning, and data analysis sessions designed to improve Tier 1 instruction and Tier 2 intervention. To support our newest educators, we facilitate the Teacher Induction Program, providing a two-year mentorship cycle that pairs participating teachers with veteran mentors to refine their practice and satisfy credentialing requirements. Furthermore, site-based leadership and district experts collaborate to ensure that instructional coaching is directly aligned with the needs identified in our SPSA and student performance data, fostering a culture of continuous professional growth.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our site maintains a robust system for teacher collaboration designed to improve instructional outcomes for all students. Grade-level teams (K–5) are provided with dedicated collaboration time during Early Release Mondays. This time is structured as a Professional Learning Community (PLC), where teachers engage in the systematic analysis of student performance data, including i-Ready Diagnostics and common site assessments. During these sessions, teams calibrate their instruction to California Priority Standards, share high-leverage teaching strategies, and specifically plan Tier 2 interventions for students not meeting grade-level goals. This collaborative structure ensures that Title 1 resources and instructional strategies are implemented with consistency and fidelity across every classroom in the grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our site ensures that curriculum, instruction, and materials are strictly aligned with the California Common Core State Standards and Next Generation Science Standards (NGSS). To guarantee equitable access for all students, the district has identified Priority Standards, allowing teachers to focus on the most essential learning targets while utilizing centralized resources that support a consistent instructional experience. All grade levels are equipped with SBE-adopted materials for Mathematics, ELA, Science, and ELD. To enhance the rigor of our science instruction, we supplement our K-5 core science curriculum with Mystery Science, providing students with hands-on, inquiry-based experiences aligned with NGSS. Furthermore, we maintain a robust Multi-Tiered System of Support (MTSS); students not meeting performance goals receive targeted, evidence-based intervention through approved programs including OG ISME, SIPPS, Barton, Imagine Learning English, i-Ready Teacher Toolbox, and adaptive online programs.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Our site strictly adheres to the California Department of Education's (CDE) instructional minute requirements to ensure all students receive the necessary breadth and depth of the core curriculum. Master schedules are designed with protected instructional blocks for Reading/Language Arts and Mathematics, ensuring that Tier 1 instruction is not interrupted. In accordance with state mandates, schedules provide a minimum of 180 minutes for TK/Kindergarten, 230 minutes for grades 1–3, and 240 minutes for grades 4–5. Furthermore, our master schedule includes a mandated 30-minute block for Designated English Language Development (DELD) for all English Learners. For students with special needs, Special Academic Instruction (SAI) minutes are coordinated by the site leadership team to ensure they supplement, rather than supplant, core grade-level instruction as outlined in each student's Individualized Education Plan (IEP).

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Our school utilizes a master schedule designed to balance instructional flexibility with the rigor of state standards. While teachers maintain the professional flexibility to personalize the pacing and sequence of standards to meet the diverse needs of their students, this work is anchored by trimester-based learning targets. A significant shift in our master schedule, driven by findings from our science of reading focus, was the implementation of common 90-minute literacy blocks across all grade levels. This structural alignment ensures that students receiving Title 1 intervention or Special Education services can access targeted, small-group support (Tier 2/3) without missing essential Tier 1 core instruction. Furthermore, this common scheduling allows for "Walk-to-Intervention" models and the flexible grouping of students based on real-time data, ensuring that intensive support is provided where it is most needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Our school ensures the availability of SBE-adopted, standards-based instructional materials for all students across all core content areas, including English Language Arts, English Language Development, Mathematics, History-Social Science, and Science. As verified by the annual Williams Act audit, 100% of students have access to these materials for use both in the classroom and at home. To ensure these materials are appropriate for all student groups, we prioritize the use of supplemental components designed for differentiated instruction. This includes digital scaffolds for English Learners, such as Imagine Learning and i-Ready Spanish/English supports, as well as modified texts and multisensory tools for students with disabilities. This ensures that every student, regardless of their proficiency level or learning need, can engage with the rigor of the California State Standards.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards Aligned CVUSD Adopted Curriculum: (TK)

The InvestiGator Club- Let's Investigate. (ELA/ELD/Math/Science/SocialStudies)

Standards Aligned CVUSD Adopted Curriculum: (K - 5)

English Language Arts/ELD	Nat Geo "Reach for Reading"
BMAP/Dual Language Arts/ELD	Houghton Mifflin "Wonders/Maravillas"
Mathematics	Houghton Mifflin "Go Math"
Science	MacMillan/McGraw-Hill, California Science
Social Studies	Scott Foresman, History/Social Science for California

Standards Aligned CVUSD Adopted Curriculum: (6-8)

English Language Arts/ELD	McGraw Hill, Study Sync
Mathematics	Houghton Mifflin "Go Math"
Science	Amplify Science
Social Studies	Teacher's Curriculum Institute "History Alive"

Intervention Curriculum: Orton Gillingham, SIPPS, SRA REACH and SRA Connecting Math Concepts

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our site provides a comprehensive regular program designed to ensure that underperforming students have every opportunity to meet state standards through a robust Multi-Tiered System of Support (MTSS). Our SBE-adopted core curriculum in ELA and Mathematics includes built-in scaffolds and differentiated instructional tracks specifically designed for students scoring "Standard Not Met" or "Standard Nearly Met." These regular program services are enhanced by the use of i-Ready ELA and Math Teacher Toolboxes, which allow teachers to provide targeted small-group instruction during the core instructional block. To support the whole child, the regular program also integrates a School Counselor and Community Liaison to remove non-academic barriers to learning, such as attendance and social-emotional needs. Furthermore, Special Education Classroom Assistants and adaptive online programs like ST Math, Khan Academy, and Beable provide personalized learning pathways that allow underperforming students to close foundational gaps while remaining engaged with grade-level content.

Evidence-based educational practices to raise student achievement

Our school implements a systemic framework of high-leverage, research-based educational practices designed to accelerate student achievement and close the attainment gap for our Title 1 subgroups. Our foundational structure is a Multi-Tiered System of Support (MTSS) that integrates academic rigor with Social-Emotional Learning (SEL) and proactive attendance monitoring. Instructional excellence is driven by Improvement Science (Plan-Do-Study-Act cycles), wherein teacher collaboration is focused on real-time data analysis and precision instructional planning. In Literacy, we adhere to the Science of Reading, supported by staff LETRS training and the OG ISME & Barton Reading and Spelling System for intensive intervention. In Mathematics, we utilize Cognitively Guided Instruction (CGI), emphasizing Number Talks and complex problem-solving. To support our English Learners, we utilize Guided Language Acquisition Design (GLAD) strategies across all content areas. These practices are delivered primarily through targeted small-group instruction, ensuring that every student receives "just-in-time" support based on continuous quantitative and qualitative needs assessments.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our school leverages a comprehensive network of school, district, and community resources to support under-achieving students through active family partnership. Our Community/Parent Liaison and School Counselor serve as primary bridges, connecting families to essential services and facilitating the Student Study Team (SST) process to create individualized success plans for at-risk students. To build parent capacity, we offer Parent University and Workshops specifically focused on literacy and math strategies that can be reinforced at home. Accountability and transparency are maintained through our annual Title 1 Meeting, where parents engage in data analysis and provide input on LCAP goals. We further empower families through Parent Walk-throughs, program evaluations, and collaborative site planning sessions. To ensure equitable access to information, we utilize ParentSquare, an app-based platform that provides real-time translation and mobile access, as well as virtual meeting options to accommodate diverse family schedules and maximize participation in the school's decision-making processes.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our site ensures a collaborative and transparent process in the planning, implementation, and evaluation of Consolidated Application (ConApp) programs through the active involvement of all stakeholder groups. The School Site Council (SCC), which includes equal representation of staff and parents, serves as the primary body for the development and approval of the SPSA and its corresponding budget. The English Learner Advisory Committee (ELAC) provides specific input and recommendations on services for English Learners. Additionally, the LCAP process, Open Community Meetings (Coffee with the Principal), and staff meetings provide venues for teachers, other school personnel, and community members to engage in the Comprehensive Needs Assessment. These stakeholders review student achievement data to evaluate the effectiveness of current programs and prioritize actions for the upcoming year. This inclusive process ensures that the SPSA is a true reflection of the school community's goals and that all federally funded programs are implemented with broad stakeholder support.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide the following intervention services for under-performing students:

Instructional Coach
School Counselor/Mental Health Clinician
Community/Parent Liaison
Bilingual Facilitator
Newcomer Teacher
Cajon 365 & Academy Professional Development (GLAD, CGI, LETRS)
Support/Intervention Teachers
Learning Loss Intervention Teachers

Fiscal support (EPC)

Title I, II, III, IV
Supplemental Concentration Funds

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement (SPSA) at our school is an integral process that relies on the continuous engagement of parents, students, and other stakeholders, particularly those representing diverse subgroups. The process involves ongoing review and development that includes assessing needs and evaluating programs through the School Site Council (SSC), Title I meetings, and the English Learner Advisory Committee (ELAC).

Each spring, using annual review data from the previous SPSA and by conducting site needs assessments, the site SPSA development process begins. In collaboration with SSC, the site SPSA is developed based on identified needs. Before the end of the year, through the SSC process, this site SPSA is approved and send to the district school board for final approval.

This sets the stage for a year-round evaluation of existing programs to ensure they meet the evolving needs of our students. Throughout the year, the SSC meets regularly not only to review goals, metrics, and expenditures but also to monitor the effectiveness of implemented programs. Decision-making is data-driven, focusing on student outcomes to adapt educational programs, professional learning opportunities, and any supplemental curriculum required.

Our Title I meeting provides a platform for community input into the SPSA. This occurs alongside regular ELAC meetings, where the focus is on the needs of English Learners, culminating in recommendations for SPSA development.

Key to this continuous process is the SSC's role in periodically reviewing and revising the SPSA. With input from various educational partners, including insights from the ELAC and data from the Site Needs Assessment, the SSC makes necessary revisions during their meetings throughout the year, ensuring the plan and budget consistently align with school needs. Additionally, staff meetings and student polls contribute ongoing feedback, ensuring that the SPSA truly reflects the needs and aspirations of the entire school community.

Resource Inequities

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

During our needs assessment, we found that Empower students who are students with disabilities and all qualified for special education and related services due to social and emotional/behavioral needs and concerns continue to score below grade level in ELA and Math and continue to need support in accessing academics and social emotional learning due to various lagging skills and chronic absenteeism.

We determined continued need to support students in increasing engagement and participation and regular attendance by continuing to address lagging skills through the use of intervention curriculum, such as, SIPPS, Orton Gillingham and Barton and the use of small group explicit instruction. 1FTE LCRS teacher was hired to provide intervention instruction, modeling, coaching and opportunities for teachers to collaborate and plan. Students will also have opportunities to utilize online educational/learning programs, such as, iReady ELA and Math, Prodigy, etc and will have participate in STEM classes. All classrooms will use of PBIS strategies/interventions to improve participation and learning. Students will be praised and rewarded for participation in counseling and guidance groups and individual counseling, and daily SEL lessons. To continue increasing access and motivation to learning, Empower students will have opportunities to participate in outdoor learning excursions. To address chronic absenteeism, the school schedules IEP meetings to discuss concerns, through the IEP process and if agreed to by the IEP team wraparound services maybe added as a service for the student, weekly and monthly contact to parent from mental health clinicians to discuss student academic needs and supports with parent buy-in.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Empower Academy. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	20.83%	19.05%	27.27%	5	4	6
Hispanic/Latino	41.67%	38.10%	36.36%	10	8	8
Pacific Islander	%	4.76%	4.55%		1	1
White	33.33%	33.33%	31.82%	8	7	7
Multiple/No Response	4.17%	%	%	1		
Total Enrollment				24	21	22

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 2			1
Grade 3	1	1	
Grade 4	5	2	3
Grade 5	2	6	2
Grade 6	4	2	8
Grade 7	4	7	2
Grade 8	8	3	6
Total Enrollment	24	21	22

Conclusions based on this data:

1. Although data was limited in the California Dashboard. Empower is an alternative, separate school special education school with 3 classrooms K-8th with 10 students per class. Based on 24-25 District data base, the enrollment remained about the same. Due to the nature of our school, students are placed at Empower through an IEP process and IEP team decision. This year, our elementary enrollment was lower.
2. Based on District data the percent of African American students population decreased by 1.78%, white students stayed the same while the hispanic students population decreased by 3.57%. We continue to be a diverse student community with various needs and backgrounds. Instruction needs to be tailored and culturally responsive to meet the needs of individual students.

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	4	2	2	13.0%	16.7%	9.1%
Fluent English Proficient (FEP)	1	0	0	0.0%	4.2%	0
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.0%	

Conclusions based on this data:

1. Based on 24-25 data, 100% of Empower's EL students are long-term English Learners and this may be due to Empower EL students are also students with social emotional and academic disabilities that may impact progress in learning and attempting their best effort during ELPAC testing.
2. Based on 24-25 data 9.5% of students are EL student and this indicates that even though our percent is low, supports and interventions need to continue to be geared toward our EL students to include visual and tactile strategies to increase learning and motivation.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	29	27	27	27	23	25	27	23	25	93.1	85.2	92.6

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	7.41	0.00	8.00	3.70	8.70	8.00	88.89	91.30	84.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Based on 24-25 data, overall percent of students participating in CAASPP ELA assessment increased from 85.2% to 92.6%. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation in testing and progress. This indicates that multiple attempts, interventions, and strategies need to be utilized to encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate in testing or may rush or guess on testing items which may impact validity of scores.
2. Based on 24-25 data, students who met standard increased from 0% to 8% and nearly met standards slightly decreased from 8.7% to 8.0% and students did not met decreased from 91.3 to 85% which indicates that we need to continue to focus on instructional and intervention focus in English Language Arts and literacy. Empower is using Orton Gillingham researched base literacy program to support student make progress in fluency, vocabulary and comprehension. Empower students, including English Language learners need small group explicit instruction in the areas of reading fluency and comprehension. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate; however, due student's disability, mental health needs and non-compliance, students may refuse to participate in testing or may rush through the testing which impacts the validity of scores.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	29	27	27	25	23	26	25	23	26	86.2	85.2	96.3

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	4.00	0.00	7.69	0.00	4.35	0.00	96.00	95.65	92.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Based on 24-25 data, percent of students who met standard increased from 0% to 7.69% which demonstrates that small group explicit instruction is supporting students in making growth.
2. Based 24-25 data, students who were at Standard Nearly Met decreased from 4.35% to 0% from the 23-24 school year. Empower needs to continue to support students through the use of core curriculum with accommodations and modifications and and intervention curriculum to support student learning and growth with the use of incentives, modifications and supports.
3. Based 24-25 data, standard not met decreased by 3.34%, however the percent continues to be high and this is due to significant social emotional and behavioral needs of our students that impact participation and progress in learning and academic groups. Empower will continue to provide students interventions and strategies to encourage and motivate students to participate and engage in their learning and assessments.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
7	*		*	*		*	*		*	*		*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data is limited through CA dashboard due to the low number of students enrolled at Empower, however, based on ELPAC student data and lack of reclassification, reading instruction is an area need. Students at Empower are all students on IEP due to various disabilities including learning and behavioral that impact learning and growth. Empower needs to continue to utilize strategies and best instructional practices to improve reading skills. Small group, direct explicit Instruction and use of GLAD strategies and intervention strategies will be utilized to improve student capacity in the area of reading. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate. Empower currently is also using Orton Gillingham, research based intervention model to improve students reading and comprehension skills.
2. Data is limited through CA dashboard due to low number of students enrolled at Empower, however, based on ELPAC student data, writing is an area need. Empower needs to continue to utilize strategies and best practices to improve writing. Writing instruction is provided in small group, direct explicit Instruction and teacher use strategies and intervention such as, graphic organizer, vocabulary building, visuals and small groups to improve student capacity in the area of writing. All students at the school site are students who qualified for special education due to

significant behavioral, emotional and academic needs which can impacts compliance, participation and academic growth. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate or may rush through the testing which may impact the validity of the testing scores.

3. Data is limited through CA dashboard due to low number of students, however, based on ELPAC student data, oral language of is an area need. Empower students have multiple opportunities to use their oral language and build vocabulary and utilizes strategies, small group explicit instruction to build student's oral and speaking abilities. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
21	85.7%	9.5%	14.3%
Total Number of Students enrolled in Empower Academy.	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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	2	9.5%
Foster Youth	3	14.3%
Homeless	1	4.8%
Socioeconomically Disadvantaged	18	85.7%
Students with Disabilities	21	100%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	19%
American Indian	0	0.0%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	8	38.1%
Two or More Races	0	0.0%
Pacific Islander	1	4.8%
White	7	33.3%

Conclusions based on this data:

- Based on 24-25 data, 85.7% of Empower students are socioeconomically disadvantaged and 14.3% are foster youth and 4.8% are homeless that indicates that supports/interventions need to target needs of our

socioeconomically disadvantaged students including ensuring student access to ELA and math materials and instruction to make progress on their IEP goals and their learning.

2. Based on 24-25 data, 100% of Empower students are students with disabilities that impact both academics and social emotional/behavioral needs/abilities which indicates that supports and interventions need to target students with disabilities including interventions to build academics and social emotional lagging skills in order for students to increase engagement/participation and motivation to learning. Interventions include small group instruction, intervention curriculum, accommodations, modifications, scaffolding, use of visual and hands-on-learning.
3. Based on 24-25 data approximately 9.5% of Empower students are English Learners which indicates that EL student need to be targeted through various interventions including small group instruction, GLAD and EL strategies including use of vocabulary building, increase oral language use, visuals, etc.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on limited data through the California Dashboard for 2024/25, all students were 149.5 points below standard in ELA. The score declined by 43.7 points. The socioeconomically disadvantaged students were at 144.4 points below standard in ELA, the score declined 46.6 points from the previous year. All Empower students are students with disabilities and qualified for special education services due to social emotional, behavioral and academic disability needs that impact students access to education and progress. Empower Academy will continue to focus on utilizing: small group direct instruction, multi-learning modalities, foundational skills instruction, intervention

curriculum with the use of District Core Curriculum, social emotional learning, relationship building to increase engagement in core subjects and improve student capacity reading, writing and math.

2. Based on limited data through the California Dashboard for 2024-25, all students are 172.2 points below standard in mathematics and declined by 61.9 points. Empower Academy will continue to focus on utilizing: small group direct instruction, multi-learning modalities, foundational skills instruction, intervention curriculum with the use of District Core Curriculum, social emotional learning, relationship building to increase engagement in core subjects and improve student capacity reading, writing and math.
3. Based on limited data through the California Dashboard for 2024, students chronically absent declined by 3.4% from the previous year. Student suspensions increased from 2.7% to 16.1% in 2025. This rise may also be due to Empower being a site that student's with significant social and emotional needs and concerns are placed who have suspensions prior to placement. This data shows that we need to continue to work and collaborate with families, incentivize and reward students to improve attendance. Empower Academy will continue to focus on utilizing: Positive Behavior Intervention and Supports, Social Emotional Learning instruction, restorative practices, relationship building, daily lagging behavioral skills instruction, replacement behavior instruction to create a positive atmosphere, structures and procedures and build positive relationships and increase student engagement and attendance to improve performance in all academic areas and provide opportunities for students to succeed and decrease suspensions.

School and Student Performance Data

Academic Performance English Language Arts

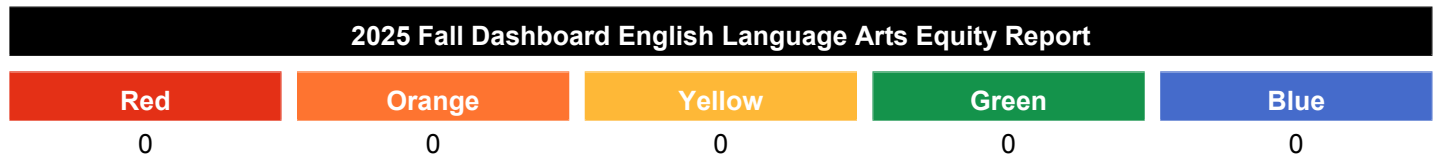
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  No Performance Color 149.5 points below standard Increased 43.7 points 17 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 144.4 points below standard Increased 46.6 points 16 Students

Students with Disabilities  No Performance Color 149.5 points below standard Increased 43.7 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Limited data was available for 2024-25 through the California Dashboard due to the size of school and low number of students enrollment. Data showed that students were 149.5 points below standard and there was an improvement by 43.7 points. This demonstrates that our work with literacy instruction has support student learning. All students at Empower are students with IEPs and need continued support in the areas of reading fluency, vocabulary knowledge, reading comprehension and writing. Empower will continue to use core and intervention curriculum to improve and increase student capacities. All students at Empower are students who qualified for special education and related services due to social emotional needs/disabilities. Majority of Empower students have delays in ELA that may be due to social emotional/behavioral/learning disabilities or lack of participation in academics and learning due to behavioral and social emotional needs.
2. Although data is limited for 2024-25 and based on local data, English Learners have lacking skills in ELA and continue to be supported through the use of EL strategies, visual strategies, kinesthetic learning, modeling, vocabulary building, role playing, small group explicit instructions to increase English Language Arts capacity.
3. Although data is limited for 2024-25 dashboard and based on local data, majority of Empower students are socioeconomically disadvantaged and scored 144.4 points below standard, improving by 46.6 points from the previous year. This indicates that our students are lacking ELA skills and Empower will continue to provide students multiple opportunities daily to access ELA programs, core curriculum, intervention curriculum and online resources, small group explicit instruction, incentives/PBIS interventions to increase reading and writing skills.

School and Student Performance Data

Academic Performance Mathematics

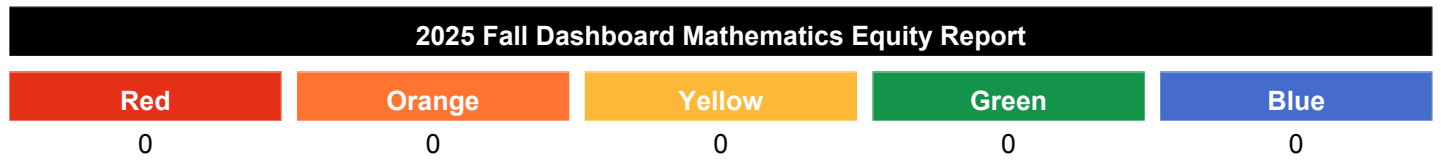
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  No Performance Color 172.2 points below standard Increased 61.9 points 17 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Long-Term English Learners
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Socioeconomically Disadvantaged  No Performance Color 172.3 points below standard Increased 66.9 points 16 Students

Students with Disabilities  No Performance Color 172.2 points below standard Increased 61.9 points 17 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Conclusions based on this data:

1. Although data is limited for 2024-25, Empower students are all students on IEPs with disabilities and scored 172.2 points below standard improving by 61.9 points from the previous year. This indicates that Empower students need to continued support with math acquisition through the use of core curriculum and intervention curriculum in small group explicit direct instructional setting. All Empower student are students who qualified for special education and related services due to social emotional needs/concerns which have impacted the ability to participate in instruction and may have delays in all academic subjects.
2. Although data is limited for 2024-25 and based on local data, all Empower students including EL students continue to need support in improving math skills and will be provided material and strategies that include GLAD, visuals, explicit instruction, modeling, manipulatives, staff collaboration time, academic vocabulary building, small group explicit instruction, etc .
3. Although data is limited for 2024-25 and based on local data, multiple Empower students fall under the socioeconomically disadvantaged and scored 172.3 points below standard improving by 66.9 points from the previous year. All students at Empower will continue to be provided small group explicit instruction, intervention material and curriculum, access to core curriculum, direct instruction, and support from classroom support staff to increase math skills.

School and Student Performance Data

Academic Performance Science

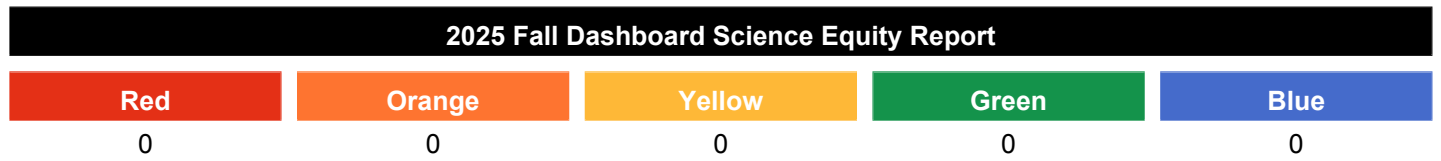
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	English Learners  No Performance Color 0 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Conclusions based on this data:

1. Although California Dashboard data was limited due to the small number of students that attended Empower and that were administered the science assessment, Empower students require small explicit group instruction in all academic areas to due academic and social emotional areas of need as specified on student IEPs. All Empower students are students with disabilities who qualified for special education due to social emotional and behavioral needs.
2. Although California Dashboard data was limited due to the small number of students that attended Empower and that were administered the science assessment, Empower students require positive behavior intervention supports, incentives, social emotional learning, building positive relationships, access to accommodations, sensory and behavioral strategies, such as, breaks, movements/exercise, earned rewards/incentives, talking to preferred staff and instruction on replacement behaviors to access their education and make progress on goals. Empower academy will continue these practices to support student learning and growth.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 3 Students	 No Performance Color making progress. Number Students: 1 Student

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.

2025 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

Conclusions based on this data:

- Although data is unavailable for 2024-25 through the California Dashboard; however based on local data, EL students demonstrate Level 1 and Level 2 skills. This indicates that EL students are students who continue to require support with increasing reading writing, speaking and listening capacity through small group instruction, use of instructional interventions/martial and opportunities to demonstrate abilities. Empower EL students are also students on IEPs with social emotional disabilities and areas of need that may impact assessment participation and scores.
- Although data is unavailable for 2024-25 and based on local data, EI students continue to need support in improving skills in reading, writing, speaking and listening through EL strategies and interventions such as GLAD strategies, small group explicit instruction, and online EL programs. Empower will continue to provide small group explicit instruction, access to EL curriculum/intervention curriculum and online programs.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 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.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 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. CA Dashboard data was not available for 2022; however based on local data, majority of Empower students are not prepared for college, but are provided small group direct explicit instruction to increase capacity in all academic area.
2. CA Dashboard data was not available for 2022 due to small number of students; however based on local data, majority of Empower students are socioeconomically disadvantage and will be provided opportunities through the World of Work and Strength Finder to learn about various careers and learn about their strengths.
3. CA Dashboard data was not available for 2022; however based on local data, all of Empower students are students with IEPs who qualified due to social emotional or behavioral needs and will be provided opportunities to increase capacity and skills to increase college and career readiness through various hands-on activities (job study), field trips, and presentations.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
No Performance Color 41.4% Chronically Absent Declined 3.4 29 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color 40.7% Chronically Absent Declined 5.1 27 Students

Students with Disabilities  No Performance Color 41.4% Chronically Absent Declined 3.4 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students

Conclusions based on this data:

1. Although California Dashboard data is limited for 2024-25, Empower students were 41.4% chronically absent with a reduction by 3.4%. This is the second year in a row with a reduction; however, there is a continued need to improve family engagement and understanding of the importance of regular school attendance. Families with students with mental health needs/concerns will be provided community resources for support and parent counseling. Empower Academy, an alternative, separate special education school, for students with significant behavioral concerns and mental health disorders, has a higher percentage of student absences that can be attributed to mental health needs, hospitalizations, student refusal to attend schools, conduct disorders, oppositional behaviors and parent needs/concerns.
2. Although California Dashboard data is limited for 2024-25, majority of students are socioeconomically disadvantaged and were 40.7% chronically absent; however there was a reduction by 5.1%; however, there continues to be a need for Empower Academy to continue to incentivize students and collaborate with families to improve student attendance rates. Family events, such as, monthly parent meet ups with mental health clinicians and regular communication with families will be provided to increase attendance. Student will be provided opportunities to participate in hands on learning opportunities, outdoor excursions, small group explicit instruction, opportunities to engage in online learning programs, such as Prodigy to increase attendance and engagement and support.

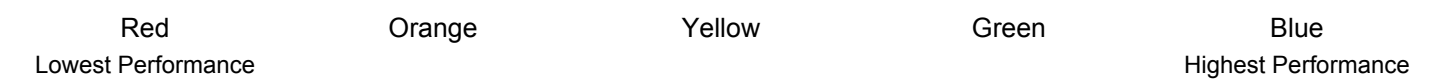
School and Student Performance Data

Academic Engagement Graduation Rate

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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 students completing high school, which includes students who receive a standard high school diploma.

2025 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

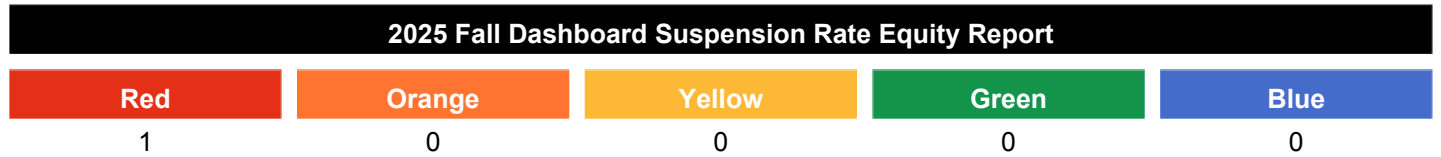
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 16.1% suspended at least one day Increased 16.1% 31 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Socioeconomically Disadvantaged  No Performance Color 17.9% suspended at least one day Increased 17.9% 28 Students

Students with Disabilities  Red 16.7% suspended at least one day Increased 16.7% 30 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 9.1% suspended at least one day Increased 9.1% 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1. CA Dashboard data is limited for 2024-25; Empower is an alternative program for students with significant social emotional and behavioral needs who demonstrate higher percentage of suspendible behaviors and the socioeconomically disadvantaged students were suspended 17.9%; however, when possible alternatives to suspensions are used, such as, restorative practice, reteaching, modeling and practice of lagging skills, counseling, counseling and guidance, and other school services, etc,
2. Based on the limited data through the California Dashboard for 2024-25 and local data, we saw suspension rates at 16.1% of student suspensions. Students that are placed at Empower will have suspensions from their previous schools. To reduce suspensions, Empower needs to continue to work on improving student engagement in academics, positive relationships, and increased incentives to comply. Empower students participate in weekly individual counseling, counseling and guidance and daily skills building, participation in hands on activities, relationship building to decrease suspendible behaviors.
3. Based on limited California Dashboard data 2024-25 and local data and since Empower is an alternative program and all students are students with disabilities. Hispanic suspensions were at 9.1%. Empower will continue to use PBIS, have high staff to student ratio, use of small group instruction, counseling services, individualized interventions/strategies to decrease suspendible behaviors.

School and Student Performance Data

iReady Reading Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	23-24			24-25			% Change in Tier 1 from 23-24 to 24-25
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	14	9	77	8	16	76	
English Learners	0	0	100	0	0	100	
Socioeconomically Disadvantaged	12	12	76	8.7	13	78.3	
Students with Disabilities	14	9	77	8.3	16.7	75	

Diagnostic #3 (% of students per tier)						
	23-24			24-25		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native						
Black or African American	25	25	50	14.3	28.6	57.1
Native Hawaiian or Other Pacific Islander				0	0	100
White	0	0	100	0	14.3	85.7
Two or More Races				0	0	100
Hispanic or Latino	20	0	80	11.1	11.1	77.8

Conclusions based on this data:

1. Based on 24-25 iReady Diagnostic data, 8% percent of students placed in tier 1 which indicates that Empower needs to continue to support students in improving reading skills with use of intervention curriculum such as Orton Gillingham, and Barton, provide teachers opportunities to collaborate, plan, for professional development and analyze data to develop engaging lessons and determine best instructional practices for students.
2. Based on 24-25 iReady Diagnostic data, percent of socioeconomically disadvantaged students in tier 1 was at 8.7% which indicates that socioeconomically disadvantaged students continue to require ELA resources, books, material and incentives to increase/improve skills and motivation to participate in their learning especially due to the fact that majority of Empower students qualified for special education services due to social emotional and behavioral needs which impact their desire to participate and access their education.
3. Based on 24-25 iReady Diagnostic data EL students percent remained the same in all tiers. which indicates that Empower needs to continue to provide students opportunities in participate in small group explicit instruction, incentives/rewards, use of EL strategies, vocabulary and oral language building and provide teachers opportunities to collaborate, plan, and analyze data to develop engaging lessons and determine best instructional practices for students.

School and Student Performance Data

iReady Reading Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	46	60
Socio-economically Disadvantaged	47	56.5
English Learners	0	100
Students w/Disabilities	46	62.5

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	40	55.6
American Indian or Alaska Native		
Black or African American	75	57.1
Native Hawaiian or Other Pacific Islander		100
White	29	71.4
Two or More Races		0

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.		
% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	9.1	40
Socio-economically Disadvantaged	11.8	39.1
English Learners	0	100
Students w/Disabilities	9.1	41.7

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.		
% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	10	44.4
American Indian or Alaska Native	0	
Black or African American	0	42.9
Native Hawaiian or Other Pacific Islander	0	0
White	14.3	42.9
Two or More Races	0	0

Conclusions based on this data:

1. Based on 23-24 and 24-25 iReady Diagnostic Growth assessment results, percent of Empower students making or on track to make typical growth increased from 46% to 60% which is an increase by 14%. This indicates that utilizing intervention resources/curriculum and material has increased student reading skills and improved participation rates in reading groups.
2. Based 24-25 iReady Diagnostic Growth assessment results, percent of socio-economically disadvantaged students making or on track to meet their Stretch Growth was at 39.1% which demonstrates that students need for small group explicit direct instruction and have access to incentives, interventions, and SEL skills groups to increase engagement and motivation to participate in their learning is beneficial to Empower students.
3. Based on 23-24 and 24-25 iReady Diagnostic Growth assessment results, percent of hispanic students making or on track to make typical growth increased by 15.6%; and percent of English Learners making or on track to make their typical growth increased by 100% indicating continued need to provide teachers and staff opportunities for professional development, collaboration to plan and analyze data to support in building engaging lessons with best instructional practices and guide their instruction.

School and Student Performance Data

iReady Math Diagnostic Assessment

Diagnostic #3 (% of students per tier)							
	23-24			24-25			% Change in Tier 1 from 23-24 to 24-25
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3	
All Students	12	12	76	4	24	72	
English Learners	0	0	100	0	50	50	
Socioeconomically Disadvantaged	10	10	80	4.3	21.7	73.9	
Students with Disabilities	12	12	76	4.2	25	70.8	

Diagnostic #3 (% of students per tier)						
	23-24			24-25		
	Tier 1	Tier 2	Tier 3	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native						
Black or African American	0	40	60	0	57.1	42.9
Native Hawaiian or Other Pacific Islander				0	0	100
White	0	12	88	0	0	100
Two or More Races				0	0	100
Hispanic or Latino	25	0	75	11.1	22.2	66.7

Conclusions based on this data:

1. Based on 23-24 and 24-25 iReady Diagnostic data percent, all students in Tier 1 decreased by 8%, however, Tier 2 increased by 12% and Tier 3 decreased by 4%. This demonstrates the need to continue using core curriculum and/or intervention curriculum with accommodations, modifications, manipulatives, visual and tactile material.
2. Based on 24-25 iReady Diagnostic #3 data percent of Black or African American students in Tier 2 increased by 17.1%. This indicates that students are benefiting from providing Empower students opportunities to participate in learning through engaging lessons in small group explicit instruction and professional development.
3. Based on 23-24 and 24-25 iReady Diagnostic #3 data of English Learners in tier 2 increased by 50% and tier 3 decreased from 100% or 50% this indicates that we need to reinforce learning through the use of EL strategies, visual supports, supplemental programs/online programs, such as prodigy to provide students more opportunities to practice math skills.

School and Student Performance Data

iReady Math Diagnostic Growth Reports

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	44	40
Socio-economically Disadvantaged	35	34.8
English Learners	67	0
Students w/Disabilities	44	41.7

Typical Growth = the average annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic.		
% of students making or on track to make typical growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	42	22.2
American Indian or Alaska Native		
Black or African American	40	57.1
Native Hawaiian or Other Pacific Islander		100
White	50	42.9
Two or More Races		0

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
All Students	20	12
Socio-economically Disadvantaged	15	8.7
English Learners	33.3	0
Students w/Disabilities	20	12.5

Stretch Growth = an ambitious, but attainable, level of annual growth that puts below-grade level students on a path to proficiency and puts on-grade level students on a path to advanced proficiency levels.

% of students making or on track to make stretch growth		
	2023-2024 Based on D3	2024-2025 Based on D3
Hispanic or Latino	25	0
American Indian or Alaska Native	0	
Black or African American	0	0
Native Hawaiian or Other Pacific Islander	0	0
White	25	42.9
Two or More Races	0	0

Conclusions based on this data:

1. Based on 23-24 and 24-25 iReady Diagnostic assessment results, percent of all students making or on track to make typical growth decreased 4% and socioeconomically disadvantaged students decreased by 0.2% which indicates that providing students opportunities to participate in small group explicit instruction utilizing visual, auditory and tactile learning is beneficial to all students.
2. Based on 22-23 and 23-24 iReady Diagnostic assessment results, percent of Hispanic/Latino on track or making typical growth was 22.2% and and African American increased from 40% to 57.1% which indicates that Empower needs to continue providing students opportunities to participate in small group explicit instruction and online math programs that might enhance their ability to access learning and growth.
3. Based on 24-25 iReady Diagnostic assessment #3 results, percent of all student students making or on track to make stretch growth was 12%, and white students was 42.9%. This indicates that providing teachers and staff with professional development, opportunities to collaborate, plan and analyze data to develop lessons that incorporate hands-on learning, with accommodations and modifications and develop SEL lessons that will support students who struggle with self-regulation so they are better able to engage in learning.

School and Student Performance Data

Annual Gallup Parent Survey Data

Annual Gallup Parent Survey

Year	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19	33	67	0
19-20	86	14	0
20-21	75	13	13
21-22	71	29	0
22-23	90	10	0
23-24	50	50	0
24-25	70	30	0

Gallup Parent Survey Key Engagement Items

Question: My child's school always delivers on what it promises.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.67	100	0
19-20	4.88	101	0
20-21	4.75	100	0
21-22	4.71	100	0
22-23	4.9	100	0
23-24	5.00	100	0
24-25	4.7	95	0

Question: I feel proud to be a parent at my child's school.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
18-19	4.67	100	0
19-20	5	100	0
20-21	4.75	88	13
21-22	4.71	100	0
22-23	4.9	100	0
23-24	4.00	50	0
24-25	4.9	100	0

Question: This school is a perfect fit for my child.

Year	Item Mean	% Strongly Agree/Agree	% Strongly Disagree/Disagree
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18-19	4.33	100	0
19-20	4.75	100	0
20-21	4.5	88	13
21-22	4.86	100	0
22-23	4.9	100	0
23-24	4.00	50	0
24-25	4.65	85	0

Conclusions based on this data:

1. Based on 24-25 Parent Gallup Survey, 70% of parents were fully engaged in their child's education and this was an increase of 20% from the 23-24 school year. This indicates that Empower builds strong relationships with families and students which supports students making progress on their education. Empower provides families opportunities to engage in school activities, such as: Family Holiday Breakfast, Parent Meetups with Mental Health Clinician, Family Literacy Night, Family Mission Bay Bash, annual IEP meetings, School Site Council, etc.
2. Based on 24-25 Parent Gallup Survey, 95% of families strongly agree/agree that Empower delivers on what it promises which indicates that Empower should continue to provide students SEL and academic supports that meet the needs of all students and increases their ability to participate in learning and making progress on their IEP goals. Majority of instruction is delivered through small group explicit instruction using various instructional practices including: visuals, hands-on activities, GLAD strategies, scaffolding, staff collaboration and PD.
3. Based on 24-25 Parent Gallup Survey, 85% of families felt that Empower is a perfect fit for their child and 100% felt proud to be a parent at Empower which indicates that families have trusting relationships with Empower staff and that continue to work on delivering services and support that improve students special education outcomes and continue to provide instructional practices using core and intervention curriculum that supports student growth academically and emotionally.

School and Student Performance Data

Student Survey Report

Goal 1		
Fall 2025	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
At least one adult in my school knows my interests.	89	11
At least one adult in my school knows my hopes/goals for the future.	63	21
The things I'm learning in school are important to me.	79	16
The things I'm learning in school are important to my future.	90	11

Goal 2		
Fall 2025	% Strongly Agree/Agree (4 or 5)	% Strongly Disagree/Disagree (1 or 2)
I feel safe at school.	84	11
My school is clean.	82	12
Adults at my school treat me with respect.	90	0
I feel like I belong at my school.	79	21
My classmates treat me with respect.	63	16

Conclusions based on this data:

- Based on the Fall 2025 Student Survey data, 89% of students indicated that "At least one adult at my school knows my interests" which increased from the previous year by 10%. 90% of students also indicated that "The things I'm learning in school are important to my future." This demonstrates that Empower staff builds positive relationships with students and provides students opportunities to learn about their strengths and interests and have hope for their future through explicit instruction in academic areas, use of online programs like iReady, Prodigy, and Nearpod, participation in mental health services and daily social emotional learning geared to improving self-esteem and student insight, and participation in classroom discussions. Students are provided books and materials, core and intervention curriculum to support growth.
- Based on the Fall 2025 Student Survey data 84% of students indicated, "I feel safe at school" and 90% of students indicated, "adults at my school treat me with respect." This demonstrates that Empower staff and program build positive relationships, care about students, validate students and model, teach and practice respect. Empower staff also provide students Standards of Operating Procedures (SOPs: routine, high expectations, structures), create school wide and classroom agreements with student buy-in and input, ensure predictability, opportunities to communicate their needs, self-advocate and develop trust and coping mechanisms, and systems of supports to ensure all students feeling of safe and cared for while at school. Students are provided materials, equipment and opportunities to earn incentives and rewards in support of positive choices and growth.
- Based on 25 Student Survey data 79% of students indicated that "I feel like I belong at my school," which indicates that lesson and activities planned by Empower teachers/staff support students enjoying school and learning. 63% of students indicated that "My classmates treat me with respect." which had a 10% growth from the previous year. Majority of Empower students tend to be placed at Empower due to lagging prosocial skills including ability to communicate feelings and needs. This indicates that Empower needs to continue to support students in building lagging prosocial skills and support students in building positive relationships with their peers through engagement in daily Social Emotional Learning lessons, modeling and practice of prosocial and self advocating skills, participation in weekly individual counseling and counseling and guidance groups with mental health clinician, participating in daily academic instruction to increase feeling of confidence and self-worth. Providing students opportunities to practice making positive choices and earning incentives and rewards through PBIS.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 5: Pupil Engagement (Engagement), Priority 7: Course Access (Conditions of Learning), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values.

Goal 1

All students will be prepared with the skills needed to be gainfully employed, based on their strengths, interests, and values. By June 2027, Empower's Student Priority 6 data will show: 67% of students agree with the statement, "At least one adult in my school knows my hopes/goals for the future." 78% of students agree (4 or 5 rating) with the statement, "The things I'm learning in school are important to me." 90% of student respondents agree (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."

Identified Need

Based on the 2025–26 Priority 6 and Student Gallup Poll data, student relationships with adults at school appear strong, with 88% of student respondents reporting that adults at school care, respect and listen to them. 88% of students and 100% of EL students expressed what they are learning is important to their future. 88% of students feel an adult knows their interests; however only 65% of respondents feel adults at school know their hopes and goals, indicating a need for adults to connect with student about their personal strengths and future aspirations. Only 53% of student respondents reports enjoying school which may correlate with persistence of chronic absenteeism suggesting that increasing student insight in importance of attending school daily and improving engagement and understanding around their strengths, interests, and values is key. To prepare all students for gainful employment and improve attendance, the school must continue fostering strong relationships while expanding opportunities for students to explore their identities, passions, and goals in meaningful, career-connected ways through regularly connection to school and classroom lessons and activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Priority 6 Student Survey	25-26 Priority 6 Student Survey 88% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."	26-27 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 90% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my interests."

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	65% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."	67% of respondents agreed (4 or 5 rating) with the statement, "At least one adult in my school knows my hopes/goals for the future."
	76% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."	78% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to me."
	88% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."	90% of respondents agreed (4 or 5 rating) with the statement, "The things I'm learning in school are important to my future."

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including EL and students with disabilities

Strategy/Activity

All Empower students will have access to outdoor excursions to gain knowledge, experience and skills that to help them grow in areas of interests and strength and increase participation/engagement in academics, learning about their interests and strengths, increase self confidence, reliance and resilience, improve attendance and reduce suspensions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

739

Source(s)

S/C
5000-5999: Services And Other Operating Expenditures
Outdoor excursion costs, admissions fees

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including EL and students with disabilities

Strategy/Activity

Empower educational specialist and staff will have opportunities for staff release time to collaborate, analyze data, and develop indoor and outdoor activities to support student growth in preparing students for the World of Work and for success in school and outside of schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Release time

306

Title I
2000-2999: Classified Personnel Salaries
Collaboration, data analysis

500

Title I
4000-4999: Books And Supplies
materials, books, hands on activities

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, EL Students

Strategy/Activity

Students will be provided opportunities to participate in hands-on, multi-sensory learning experiences, including cooking, art, career exploration, community-based instruction, and project-based activities that connect academic content to real-world applications. These experiences will help students build life skills, problem-solving abilities, and self-awareness while identifying and developing their strengths, interests, and values. By engaging in meaningful, real-world learning opportunities, students will increase participation and attendance and strengthen their understanding of how their learning is important to their future goals, employment, and overall success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

800

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
cooking, science, stem

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

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

The strategies and activities implemented at Empower have shown strong overall effectiveness in achieving the articulated goal of preparing students for gainful employment based on their strengths, interests, and values. According to 2025–26 Priority 6 and Student Gallup data, a majority of students report confidence in their futures (88% believe The things I'm learning in school are important to my future), and 88% reported that at least one adult at my school knows my interests. However, At least one adult at my school knows my hopes/goals for the future (65%) that did increase from previous year highlights the continued need for deeper personal connections and intentional guidance and exposure to real world experiences and knowledge. Empower has addressed this through outdoor excursions and real-world, hands-on learning experiences, such as the student-run Coffee Cart, which allows students to build essential work skills and interact meaningfully with adults across the district, developing commercials, products for Coffee Cart. Elementary students participate in a collaboration and coordination with local City of El Cajon librarian that provides World of Work experiences for students on a weekly basis. These efforts have increased school engagement and participation, aligning with LCAP's focus on student agency, social-emotional growth, and career readiness. Staff collaboration in developing and providing these experiences further reinforces their impact. Continued investment in these strategies not only supports career preparation but also helps address chronic absenteeism by making learning relevant, personalized, and connected to students' future goals.

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

No major difference in implementation and budgeted expenditures.

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.

No major change. We will continue to support students in learning about and discovering their strengths and interests in order to be able to determine future goals and career paths. Teacher and staff will continue to collaborate to create programs that benefit student success.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 1: Basic (Conditions of Learning), Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

LEA/LCAP Goal

All students, staff, and families feel safe, empowered, and respected.

Goal 2

All students, staff, and families feel safe, empowered, and respected. By June 2027, Empower will increase parent and staff engagement by 2% as measured by the annual Gallup surveys. By June 2027, chronic absenteeism of all students will decrease from 41.4% to 39.4% and increase engagement/participation in learning and feeling of empowerment. Priority standard 6 "My classmates treat me with respect" will increase by 2%.

Identified Need

Based on the 2025 Accountability Dashboard data, it's evident that the school continues to need to support students with social emotional and behavioral needs as suspensions rates increased to 16.1% percent of students suspended at least one day. 3 students were suslt is evident that students feel safe with 94% of students reported feeling safe at school and know adults at school care about them. All students at Empower are students with disabilities who qualify for special education and related services due to social emotional and behavioral needs that can impact both absenteeism and suspensions rates. Chronic absenteeism remains a significant challenge despite positive reinforcement behavior intervention and supports (PBIS), mental health services, teacher/parent and therapist/parent regular communication, daily SEL skills, weekly counseling and guidance groups, emphasizes of relationship building, etc. Only 50% of students feel their peers treat them with respect and continues to be an area of focus. Targeted interventions continue to be necessary to reduce chronic absenteeism, increase student self-regulation and positive interactions, engagement/participation in learning and improve feeling of empowerment and wellbeing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Suspension) All Students English Learners	2025 Accountability Dashboard (Suspension) All Students: 16.1% Red	2026 Accountability Dashboard (Suspension) Decrease suspension rate by at least 2% All Students: 14.1% Yellow

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (Chronic Absenteeism) All Students English Learners	2025 Accountability Dashboard (Chronic Absenteeism) All Students: 41.4%	2026 Accountability Dashboard (Chronic Absenteeism) Decrease chronic absenteeism rate by at least 2% All Students: 39.4%
Local Parent Survey (Gallup)	25-26 Parent Gallup Survey 70% of respondents are fully engaged. 95% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 100 % of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 85% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."	26-27 Parent Gallup Poll Increase Parent Engagement by 2% 72% of respondents are engaged. Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 97% of respondents agreed (4 or 5 rating) with the statement, "My child's school always delivers on what it promises." 100% of respondents agreed (4 or 5 rating) with the statement, "I feel proud to be a parent at my child's school." 87% of respondents agreed (4 or 5 rating) with the statement, " This school is perfect for my child."
Local Student Survey (Priority 6)	25-26 Priority 6 Student Survey 76% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 65% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"	26-27 Priority 6 Student Survey Increase % of respondents agreeing with each statement (4 or 5 rating) by 2% 78% of respondents agreed (4 or 5 rating) with the statement, "I feel like I belong at school" 67% of respondents agreed (4 or 5 rating) with the statement, "My classmates treat me with respect"

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide students access to materials, incentives and opportunities to participate in physical activities including PE and hands on activities that will improve SEL skills, such as, peer interaction, teamwork, collaboration, compliance, problem solving, reflection, etc that will increase feeling of well being, increase student attendance and participation/engagement in their education and making progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

2005

Source(s)

S/C

4000-4999: Books And Supplies
PE equipment, material, incentives

20000

Equity Multiplier

5800: Professional/Consulting Services And
Operating Expenditures
hands on and physical activities

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

Staff PD to analyze behavioral data and develop SEL lesson and activities and family engagement activities to increase engagement and participation and improve/increase student feeling of wellbeing and empowerment that will increase student engagement and participation in their learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
PD

811

S/C Carryover

4000-4999: Books And Supplies

hands on activities, material, books

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Organize welcoming, inclusive events—such as a Welcome Back Breakfast, Back to School Night, Literacy Family Night, Family Engagement Breakfast, Holiday Family Event, and End-of-Year Family BBQ, parent, staff and student sports activities (field day) —to foster belonging, strengthen relationships, and build community. These gatherings will serve as key opportunities to share Family and Community Engagement goals and model collaborative school-family connections.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish Family Collaboration Groups and distribute a Monthly SEL Newsletter to support families in understanding and reinforcing social-emotional learning at home. These efforts will center family voice, promote co-learning, and help staff and families work together to nurture whole-child development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

300

S/C

4000-4999: Books And Supplies
material, books, supplies, incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Facilitate a Literacy Family Night designed to equip families with practical strategies to support reading and writing at home. This event will build family capacity, confidence, reinforce shared learning goals, and strengthen academic partnerships through interactive, “doing with” experiences that connect home and school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

61

Title I Parent Involvement
4000-4999: Books And Supplies
Literacy material, books, supplies

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

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

Empower students participate daily in PE activities, daily social emotional and behavioral lessons, and have access to materials and hands on learning to improve/increase engagement and learning. Teachers and staff have opportunities to collaborate weekly to discuss/review student strengths/needs and create and develop lessons and activities that are engaging and motivate students to attend school and support students abilities to build on lagging social emotional skills, such as, peer collaboration, problem solving, compliance, positive communication and advocacy, restorative practices, and support in building self-esteem. Providing students with access to engaging activities has contributed to a sense of belonging, leading to a projected increase in staff and student engagement. Based on 2025-26 Student Priority 6 data 84% of students feel safe at school. The integration of SEL and physical activities has created a more supportive school environment, motivating students to attend regularly, contributing to the targeted decrease in chronic absenteeism by 22.9%. By fostering teamwork, collaboration, and compliance through SEL lessons and activities, students develop stronger peer relationships, that directly impacted Priority 6 data "My classmates treat me with respect' increased from 53% to 63%.

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

No difference in intended implementation and budgeted expenditures. PE equipment were purchased and teacher/staff collaboration were scheduled weekly and monthly in support of 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.

No changes. Students will continue to be provided SEL activities, teacher collaboration and planning, purchase of material and supplies to enhance learning.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

All students including EL student will excel in reading, writing, listening, speaking, and mathematics.

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. Empower will focus on implementing consistent small group explicit direct instruction using both core curriculum and evidenced based intervention curriculum to engage, improve and increase student ELA and math skills and reduce absenteeism and decrease suspensions. Students will have daily opportunities to practice and use skills they've mastered. By June 2027, Empower will increase the percentage of English Learner (EL) students achieving Tier 1 status on the iReady Diagnostic #3 to 4% in both ELA and Math, and increase the percentage of EL students meeting "typical growth" on iReady Diagnostic #3 to at least 2% in ELA and 52% in Math. This will be achieved through targeted, evidence-based literacy and mathematics instruction, regular progress monitoring, and increased academic supports designed specifically to address the needs of English Learners.

Identified Need

Based on our California Accountability dashboard, Empower students were 149.5 points below standard in ELA and 172.2 points below standard in math. English Learner data was not available due to small number of EL students. At the end of last year, on our iReady diagnostic #3, 7% of students were in tier 1 for ELA and 4% were in tier 1 for math. When looking at student growth, on iReady Diagnostic #2 in February 2025, in ELA, 60% of all students were "on track" to make "typical growth" and 50% of English Learners were "on track" to make "typical growth". In iReady Diagnostic #2 62% of all students were "on track" to make "typical growth" and 0% of English Learners were "on track" to make "typical growth". Based on our California Accountability dashboard, 8% of all students met or exceeded standards in ELA and 7.69% in math. Based on this data and our comprehensive needs assessment, we see a need for a continued focus on evidence based literacy and mathematics instruction for all students including our EL students with exposure to hands on learning, multiple modes of instruction and opportunities for students to practice learned skills. It is also, necessary that teachers and staff are provided opportunities to build their capacity and knowledge, collaborate, analyze data and develop lessons that engaging and meaningful for students to ensure students participation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) All Students	2025 Accountability Dashboard (ELA) All Students: No Color indicated	2026 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	149.5 points below standard	All Students: 146.5 points below standard
California Accountability Dashboard Performance Level (Math) All Students	2025 Accountability Dashboard (Math) All Students: no color indicated 172.2 points below standard	2026 Accountability Dashboard (Math) Increase Student Performance by at least 3 points All Students: 169.2 points below standard
California Dashboard ELPI % of English learners that decreased at least one ELPI level on ELPAC	2025 California Dashboard ELPI 0% of English learners that decreased at least one ELPI level on ELPAC 0% Change from 2024 100% of ELs maintained ELPI Levels 1, 2L, 3L and 3H	2026 California Dashboard ELPI Decrease by at least 2% 2% of English learners that decreased at least one ELPI level on ELPAC
iReady Diagnostic Assessment Data (Reading) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) All Students: 7% Tier 1 English Learners: 0% Tier 1	May/June 2027 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% All Students: 11% at Tier 1 English Learners: 4% at Tier 1
iReady Diagnostic Assessment (Math) % of All Students at Tier 1 on Diagnostic #3 % of English Learners at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Math) All Students: 4% Tier 1 English Learners: 0% Tier 1	May/June 2027 Diagnostic #3 (Math) Increase % of students at Tier 1 by at least 4% All Students: 8% at Tier 1 English Learners: 4% at Tier 1
iReady Diagnostic Growth (ELA) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	25-26 Diagnostic #2 (Reading) All Students: 60% "on track" to make "typical growth" English Learners: 50% "on track" to make "typical growth"	26-27 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% All Students: 62% "on track" to make "typical growth" English Learners: 52% "on track" to make "typical growth"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Growth (Math) % of all students "on track" to make "typical growth" D2 % of English Learners "on track" to make "typical growth" D2	25-26 Diagnostic #2 (Math) All Students: 62% "on track" to make "typical growth" English Learners: 0% "on track" to make "typical growth"	iReady Diagnostic Growth (Math) 64% of all students "on track" to make "typical growth" D2 2% of English Learners "on track" to make "typical growth" D2
CAASPP Overall Achievement (ELA) % All Students Met or Exceeded Standard for ELA	May/June 2025 CAASPP ELA All Students: 8% Met or Exceeded Standard	May/June 2027 CAASPP ELA Increase % of students that met or exceeded standard by 4% All Students: 12% met or exceeded standard
CAASPP Overall Achievement (Math) % All Students Met or Exceeded Standard for Math	May/June 2025 CAASPP Math All Students: 7.69% Met or Exceeded Standard	May/June 2027 CAASPP Math Increase % of students that met or exceeded standard by 4% All Students: 11.69% met or exceeded standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, English Learners and student with disabilities

Strategy/Activity

Staff PD through literacy coach, district literacy facilitators and other educational professionals to develop engaging, challenging lessons/activities, analyze assessment data, and plan to guide instruction, employee evidence based instructional strategies and increase student engagement, participation in academic activities, incentives students and reduce chronic absenteeism and suspensions. Opportunities to collaborate with OG facilitators/coaches will be provided to teachers and staff to continue building staff capacity and ensure best instructional practices are provided with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
3000	Title I 1000-1999: Certificated Personnel Salaries PD
300	Title I 2000-2999: Classified Personnel Salaries collaboration/PD

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Student and EL student

Strategy/Activity

Empower will provide outdoor learning experiences, including field studies and overnight camping opportunities, that integrate reading, writing, science, and mathematics through hands-on, real-world activities. Students will participate in small-group, explicit instruction by reading informational texts and maps, writing observations and reflections, engaging in collaborative discussions, conducting science investigations, and applying math skills through measuring, data collection, graphing, and problem-solving activities. English Learners will receive targeted supports, including vocabulary instruction, visuals, sentence frames, and structured discussions, to strengthen academic language and content understanding. These experiential learning opportunities will increase student engagement, provide meaningful opportunities to practice mastered skills, and support growth in ELA and mathematics while promoting school connectedness and reducing absenteeism and behavioral incidents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
6080.67	Equity Multiplier 2000-2999: Classified Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

We will provide students access to online programs, software and/or apps and instructional supplies and material to increase student participation and engagement in academics and school wide activities, increase attendance, improve progress toward grade level proficiency and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1347	Title I 4000-4999: Books And Supplies online apps and programs, Prodigy

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

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

Teachers are given dedicated time to plan, develop, and refine lessons that align with student needs. Staff collaborate to analyze assessment data from iReady and other progress-monitoring tools, ensuring instruction is responsive and tailored to student growth. The implementation of evidence-based instructional strategies ensures that lessons are effective in improving student outcomes. Engaging instructional strategies, online programs such as Prodigy and hands-on activities have promoted excitement for learning, leading to greater participation and attendance improvements. Overall, the structured use of explicit instruction, hands-on activities, and staff collaboration fostered a dynamic learning environment that supports academic success while promoting engagement and reducing absenteeism.

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

Outside consultation and outside agency was not implemented.

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.

No major changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Priority 2: State Standards (Conditions of Learning), Priority 4: Pupil Achievement (Pupil Outcomes), Priority 8: Other Pupil Outcomes (Pupil Outcomes)

LEA/LCAP Goal

Students with disabilities will demonstrate expected yearly growth in literacy skills.

Goal 4

Students with disabilities will demonstrate expected yearly growth in literacy skills. Empower is committed to increasing student academic skills and improving student engagement and participation in learning. Due to all Empower students being students with social emotional and behavioral disabilities, the need to encourage and empower students to participate in their learning is greater. Behavioral and emotional deficits impact students' abilities to access both academics and social emotional learning. Empower will improve literacy performance for students with disabilities by ensuring at least 55.85% of students with disabilities will be on track to make typical growth each year on the iReady assessment.

Identified Need

Based on the 2025 California Dashboard data, there is a clear need to strengthen literacy instruction and increase engagement for students with disabilities at Empower. Even though there was a 43.7 point improvement students with disabilities scored 149.5 points below standard in ELA on the California Accountability Dashboard. 7% of students with disabilities scored in Tier 1 on the iReady Diagnostic #3 in reading, and 8% met or exceeded standards on the 2025 CAASPP ELA assessment which had an 8% improvement from the previous year, but students continue to need intervention in ELA instruction. On the iReady diagnostic #2, 36% of special education students were on track to make typical growth. The data highlights the need for targeted, evidence-based literacy interventions and instructional strategies that both build foundational reading skills and foster meaningful engagement. Increasing access to personalized, high-interest materials and structured opportunities to work on IEP goals within inclusive and supportive settings will be critical to ensuring students with disabilities demonstrate the expected yearly growth in literacy and become more active participants in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Accountability Dashboard Performance Level (ELA) Students with Disabilities	2025 Accountability Dashboard (ELA) Students with Disabilities 149.5 points below standard	2026 Accountability Dashboard (ELA) Increase Student Performance by at least 3 points Students with Disabilities: 146.5 points below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic Assessment Data (Reading) % of Students with Disabilities at Tier 1 on Diagnostic #3	May/June 2025 Diagnostic #3 (Reading) Students with Disabilities: 7% Tier 1	May/June 2027 Diagnostic #3 (Reading) Increase % of students at Tier 1 by at least 4% Students with Disabilities: 11%% at Tier 1
iReady Diagnostic Growth (ELA) % of students with disabilities "on track" to make "typical growth" D2	Dec/Jan 2025 Diagnostic #2 (Reading) Students with Disabilities: 36% "on track" to make "typical growth"	Dec/Jan 2027 Diagnostic #2 (Reading) Increase % of students "on track" to make "typical growth" by 2% Students with Disabilities: 38% "on track" to make "typical growth"
CAASPP Overall Achievement (ELA) % Students with Disabilities Met or Exceeded Standard for ELA	May/June 2025 CAASPP ELA Students with Disabilities: 8% Met or Exceeded Standard	May/June 2027 CAASPP ELA Increase % of students that met or exceeded standard by 4% Students with Disabilities: 12 % met or exceeded standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students with disabilities

Strategy/Activity

Provide staff with Professional Development to enhance knowledge and capacity to provide students with disabilities explicit best instructional practices with fidelity, hands on engaging and challenging activities, and materials and resources necessary in building students' ability to access their education, raise student achievement, and making progress on IEP goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1042

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with disabilities

Strategy/Activity

Provide students instruction in small group setting using research and evidenced based curriculum, interventions and incentives to increase engagement and participation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

500

Source(s)

S/C
4000-4999: Books And Supplies
incentives

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students with disabilities

Strategy/Activity

Empower will provide Family Literacy Night in support of building knowledge/capacity in literacy, instructional practices and provide families knowledge and resources so they are able to support their children outside of school in improving literacy skills, building family relationships and improving confidence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

26

Source(s)

Title I Parent Involvement
4000-4999: Books And Supplies
materials/resources

316

Title I
1000-1999: Certificated Personnel Salaries
develop Parent PD

Annual Review

SPSA Year Reviewed: 2025-26

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 deleted.

ANALYSIS

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

Teachers and support staff were provided Literacy Professional Development to increase capacity and knowledge in the science of reading. Teachers have been trained in SIPPS and Orton Gillingham (OG) and Literacy Coach has training in OG, SIPPS, Barton and LETRS. Administrator is participating LETRS Admin training. Several classroom staff have been also received the para-educator OG training. Student growth has been demonstrated and observed with teacher implementation of OG practices during small group explicit instruction. Students have shown growth with foundational literacy skills through pre and post assessment after every taught concept. Some students receive 1:1 instruction using Barton due to need. Students also have access to intervention curriculum, supplies and materials like OG, Barton and SRA REACH.

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

No major differences

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.

Students will continue to receive small group explicit instruction using intervention curriculum.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$39,133.67

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$8,611.00
Title I Parent Involvement	\$87.00

Subtotal of additional federal funds included for this school: \$8,698.00

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$26,080.67
S/C	\$3,544.00
S/C Carryover	\$811.00

Subtotal of state or local funds included for this school: \$30,435.67

Total of federal, state, and/or local funds for this school: \$39,133.67

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
S/C	\$3,544	0.00
Equity Multiplier	26080.67	0.00
Title I	\$8,611	0.00
Title I Parent Involvement	\$87	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	26,080.67
S/C	3,544.00
S/C Carryover	811.00
Title I	8,611.00
Title I Parent Involvement	87.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	5,358.00
2000-2999: Classified Personnel Salaries	6,686.67
4000-4999: Books And Supplies	5,550.00
5000-5999: Services And Other Operating Expenditures	739.00
5800: Professional/Consulting Services And Operating Expenditures	20,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Equity Multiplier	6,080.67

5800: Professional/Consulting Services And Operating Expenditures	Equity Multiplier	20,000.00
4000-4999: Books And Supplies	S/C	2,805.00
5000-5999: Services And Other Operating Expenditures	S/C	739.00
4000-4999: Books And Supplies	S/C Carryover	811.00
1000-1999: Certificated Personnel Salaries	Title I	5,358.00
2000-2999: Classified Personnel Salaries	Title I	606.00
4000-4999: Books And Supplies	Title I	1,847.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	800.00
4000-4999: Books And Supplies	Title I Parent Involvement	87.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,845.00
Goal 2	23,677.00
Goal 3	10,727.67
Goal 4	1,884.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Iman DeGano	Principal
Gretchen Grams	Classroom Teacher
James Evans	Parent or Community Member
Stephanie Phongpitag	Parent or Community Member
barbara sagapolutele	Parent or Community Member
Jessica Padilla	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 5/26/2026.

Attested:

	Principal, Iman Degano on 5/26/2026
	SSC Chairperson, Gretchen Grams on 5/26/2026

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

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