

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
TEEL at Empire	50105045030085	4/14/2026	6/9/26

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

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

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

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

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

- Schoolwide Program
- Comprehensive Support and Improvement

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	8
ELPAC Results	13
Student Population.....	16
Overall Performance	18
Academic Performance.....	20
Academic Engagement	29
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	39
Goal 3.....	45
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	50
School Site Council Membership	52
Recommendations and Assurances	53

Plan Description

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

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

Schoolwide Program
Comprehensive Support and Improvement

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Resource Inequities

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

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

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

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

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

Students at Teel experience resource inequities that limit equitable access to educational opportunities. Unlike students in traditional comprehensive settings, Teel students have limited access to a broad range of Career Technical Education (CTE) pathways. In addition, transportation presents a significant barrier to consistent attendance and participation. Teel does not provide traditional bus routes, and students must rely on public transportation or parent transportation. Because Teel serves students from across the county, many families face challenges traveling long distances to attend a non-neighborhood school, disproportionately impacting access for students with fewer resources.

To address these inequities, Teel will expand CTE programming to include additional pathways such as floral design and art, increasing student access to engaging, hands-on learning opportunities aligned with student interests. These expanded offerings are intended to improve student engagement, attendance, graduation rates, and overall access to meaningful coursework.

In conjunction with CTE expansion, Teel will implement door-to-door transportation services to reduce access barriers and ensure that all students, regardless of geographic location or family resources, can attend school consistently. Together, these actions are designed to provide more equitable access to both academic and enrichment opportunities for all Teel students.

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

Other Needs

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

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

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

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

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.62%	0.80%	%	1	1	
African American	4.35%	2.40%	4.58%	7	3	7
Asian	1.24%	2.40%	0.65%	2	3	1
Hispanic/Latino	60.25%	68.80%	68.63%	97	86	105
Pacific Islander	0.62%	1.60%	1.31%	1	2	2
White	30.43%	24.00%	20.92%	49	30	32
Two or More Races	0.62%	%	3.92%	1		6
Not Reported	1.86%	%	%	3		
Total Enrollment				161	125	153

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	3	1	1
Grade 7	2	6	6
Grade 8	24	16	16
Grade 9	11	12	17
Grade 10	33	25	34
Grade 11	38	33	37
Grade 12	50	32	42
Total Enrollment	161	125	153

Conclusions based on this data:

1. The student population is increasingly Hispanic/Latino, currently at 68.80%.
2. White students have decreased as a proportion of total enrollment, currently at 24%.
3. Upper grade enrollment is concentrated and uneven. Most students are in grades 10-12.

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	41	34	39	25.5%	27.2%	25.5%
Fluent English Proficient (FEP)	18	10	16	11.2%	8.0%	10.5%

Conclusions based on this data:

1. The increase in English Learners from 13.9% to 27.2% demonstrates a growing need for targeted EL support.
2. Our program uses the StudySync curriculum to provide structured language and literacy support for English Learners.
3. EL Tutors and StudySync remain essential strategies to support the rising EL population and promote successful reclassification.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6		7	*		4	*		*	*		57.1	
Grade 7	4	12	19	4	7	11	4	7	11	100.0	58.3	57.9
Grade 8	*	40	32	*	17	14	*	17	14		42.5	43.8
Grade 11	31	45	45	22	18	26	22	18	25	71.0	40	57.8
All Grades	37	104	98	27	46	53	27	45	52	73.0	44.2	54.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	2366.	*	*	0.00	*	*	0.00	*	*	0.00	*	*	100.0
Grade 8	*	2400.	2413.	*	0.00	0.00	*	0.00	0.00	*	11.76	28.57	*	88.24	71.43
Grade 11	2425.	2415.	2423.	0.00	0.00	0.00	4.55	5.56	8.00	13.64	5.56	4.00	81.82	88.89	88.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	3.70	2.22	3.85	11.11	11.11	9.62	85.19	86.67	86.54

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	1.96	*	26.67	39.22	*	73.33	58.82

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	6.67	15.69	*	93.33	84.31

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	4.44	5.88	*	55.56	60.78	*	40.00	33.33

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	2.22	0.00	*	53.33	50.00	*	44.44	50.00

Conclusions based on this data:

- Overall participation in Smarter Balanced assessments has fluctuated, with only 54% of enrolled students tested in 2024–25, indicating a need to improve assessment participation.
- Across all grades, the majority of students are performing below standard in ELA, with 86.5% not meeting standards, highlighting persistent literacy challenges.

3. Writing and research/inquiry skills show particularly low achievement, emphasizing the need for focused instructional support in these areas.

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
Grade 6		7	*		5	*		5	*		71.4	
Grade 7	4	13	19	*	8	11	*	8	11		61.5	57.9
Grade 8	*	40	33	0	19	12	0	19	12	0.0	47.5	36.4
Grade 11	32	45	45	22	20	25	22	20	25	68.8	44.4	55.6
All Grades	38	105	99	25	52	50	25	52	50	65.8	49.5	50.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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
Grade 6		*	*		*	*		*	*		*	*		*	*
Grade 7	*	*	2422.	*	*	0.00	*	*	9.09	*	*	0.00	*	*	90.91
Grade 8		2379.	2418.		0.00	0.00		0.00	0.00		0.00	16.67		100.0	83.33
Grade 11	2407.	2368.	2397.	0.00	0.00	0.00	0.00	0.00	0.00	4.55	10.00	4.00	95.45	90.00	96.00
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	2.00	4.00	9.62	6.00	96.00	90.38	92.00

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	2.00	*	11.54	16.00	*	88.46	82.00

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	1.92	0.00	*	32.69	28.00	*	65.38	72.00

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
Grade 6		*	*		*	*		*	*
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8		*	*		*	*		*	*
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	0.00	0.00	*	46.15	36.00	*	53.85	64.00

Conclusions based on this data:

1. Over the past three years, more than 90% of students assessed did not meet mathematics standards, indicating a continued need for targeted instructional support in math.
2. Assessment participation has remained near 50% of enrolled students in recent years, suggesting that improving testing participation is necessary to ensure more accurate and representative achievement data.
3. Student performance data shows the majority of students scoring below standard in key mathematical domains, including concepts and procedures, problem solving, and communicating reasoning, identifying these areas as priorities for instructional improvement.

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		*	*		*	*		*	*		*	5
8		*	*		*	*		*	*		8	7
9	*	*	*	*	*	*	*	*	*	4	*	4
10	*	*	1528.0	*	*	1529.2	*	*	1526.3	7	8	12
11	*	*	*	*	*	*	*	*	*	8	7	6
12		*	*		*	*		*	*		5	5
All Grades										19	35	39

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		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	25.00	*	*	16.67	*	*	16.67	*	*	41.67	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	5.26	2.86	12.82	10.53	28.57	35.90	42.11	25.71	23.08	42.11	42.86	28.21	19	35	39

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		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	25.00	*	*	16.67	*	*	25.00	*	*	33.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	10.53	11.43	33.33	15.79	40.00	23.08	42.11	17.14	20.51	31.58	31.43	23.08	19	35	39

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		*	*		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*		*	*
All Grades	5.26	0.00	2.56	0.00	5.71	12.82	31.58	40.00	35.90	63.16	54.29	48.72	19	35	39

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		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	16.67	*	*	50.00	*	*	33.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	5.26	0.00	12.82	52.63	51.43	56.41	42.11	48.57	30.77	19	35	39

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		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	33.33	*	*	41.67	*	*	25.00	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	26.32	54.29	51.28	47.37	14.29	30.77	26.32	31.43	17.95	19	35	39

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		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	25.00	*	*	8.33	*	*	66.67	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	5.26	2.86	12.82	26.32	28.57	15.38	68.42	68.57	71.79	19	35	39

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		*	*		*	*		*	*		*	*
9	*	*	*	*	*	*	*	*	*	*	*	*
10	*	*	0.00	*	*	66.67	*	*	33.33	*	*	12
11	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*		*	*		*	*		*	*
All Grades	0.00	0.00	0.00	52.63	57.14	82.05	47.37	42.86	17.95	19	35	39

Conclusions based on this data:

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

School and Student Performance Data

Student Population

The 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
125	81.6%	27.2%	0.8%
Total Number of Students enrolled in TEEL at Empire.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	34	27.2%
Foster Youth	1	0.8%
Homeless	2	1.6%
Socioeconomically Disadvantaged	102	81.6%
Students with Disabilities	24	19.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	2.4%
American Indian	1	0.8%
Asian	3	2.4%
Filipino	0	0.0%
Hispanic	86	68.8%
Two or More Races	0	0.0%
Pacific Islander	2	1.6%
White	30	24%

Conclusions based on this data:

1. Hispanic students are the largest population at 60%

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

School and Student Performance Data

Overall Performance

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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  Orange	Graduation Rate  Red	Suspension Rate  Yellow
Mathematics  Orange	Chronic Absenteeism  Red	
English Learner Progress  Orange		
College/Career  Red		

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

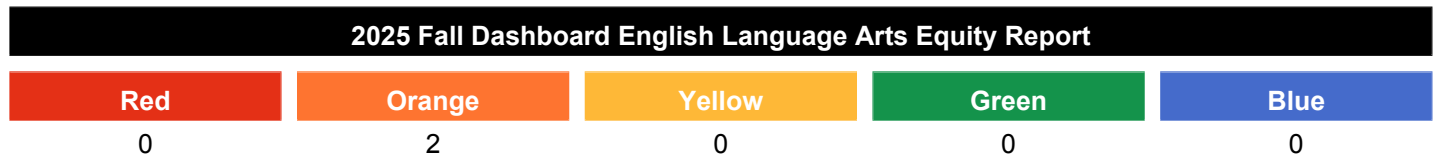
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 260.1 points below standard Increased 20.9 points 72 Students	English Learners  No Performance Color 271.6 points below standard Increased 25.7 points 23 Students	Long-Term English Learners  No Performance Color 272.3 points below standard Increased 32 points 20 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 260.1 points below standard Increased 15.3 points 56 Students

Students with Disabilities  No Performance Color 277.6 points below standard 14 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 262.6 points below standard Increased 32.2 points 50 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 242.3 points below standard Increased 23.3 points 16 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

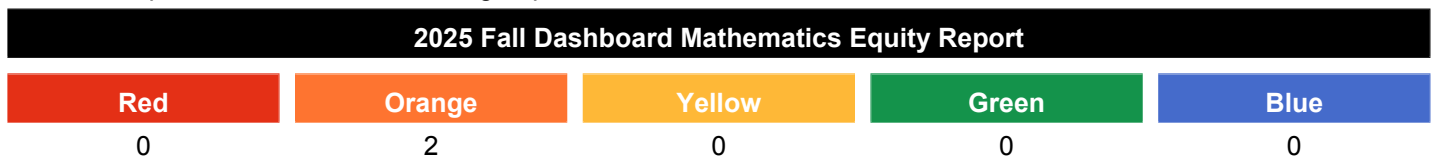
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This section provides number of student groups in each level.



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  Orange 290.1 points below standard Increased 17.2 points 76 Students	English Learners  No Performance Color 295.5 points below standard Increased 27.4 points 25 Students	Long-Term English Learners  No Performance Color 294.2 points below standard Increased 42.1 points 21 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 293.1 points below standard Increased 14.3 points 60 Students

Students with Disabilities  No Performance Color 300.5 points below standard 15 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 294.8 points below standard Increased 25.9 points 52 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 268.4 points below standard Increased 38.7 points 18 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

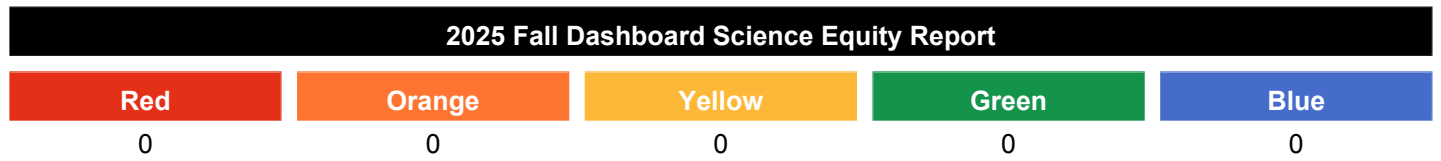
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Red 10.9 science points Maintained 0.7 points 38 Students	English Learners  No Performance Color 14.6 science points Increased 10.3 points 12 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 8.9 science points Declined 2.9 points 24 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 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 11.8 science points Maintained -0.2 points 27 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students

Conclusions based on this data:

1.

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
 Orange	 Orange
29.2 making progress.	31.1 making progress.
Number Students: 48 Students	Number Students: 45 Students

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

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
20.8%	29.2%	0%	29.2%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

The 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.

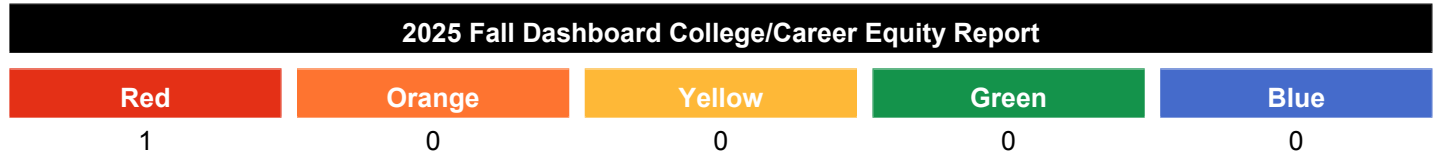
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students  Red Prepared 2.3% Maintained 0.4% 43 Students	English Learners  No Performance Color Prepared 0% 13 Students	Long-Term English Learners  No Performance Color Prepared 0% 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red Prepared 2.5% Maintained 0.3% 40 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 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Prepared 3.4% Maintained 0.4% 29 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 0% Maintained 12 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 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 number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red 70.2% Chronically Absent Increased 6.4 57 Students	 No Performance Color 75% Chronically Absent Increased 12.5 16 Students	 No Performance Color 73.3% Chronically Absent Increased 4.1 15 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 0 Students	 No Performance Color 0 Students	 Red 78.3% Chronically Absent Increased 16.2 46 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 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  Red 75% Chronically Absent Increased 17.5 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 62.5% Chronically Absent Declined 22.5 16 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

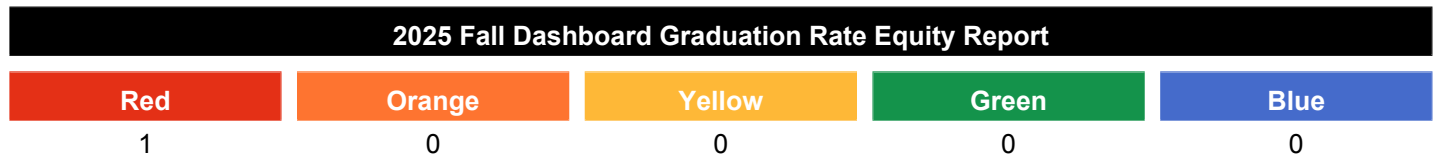
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Red 51.2% graduated Declined 1.7% 43 Students	English Learners  No Performance Color 38.5% graduated 13 Students	Long-Term English Learners  No Performance Color 41.7% graduated 12 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Red 55% graduated Increased 2.8% 40 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 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 51.7% graduated Declined 5.9% 29 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 41.7% graduated Declined 2.1% 12 Students

Conclusions based on this data:

1. The 2024 Graduation Rate declined by 22.2%

School and Student Performance Data

Conditions & Climate Suspension Rate

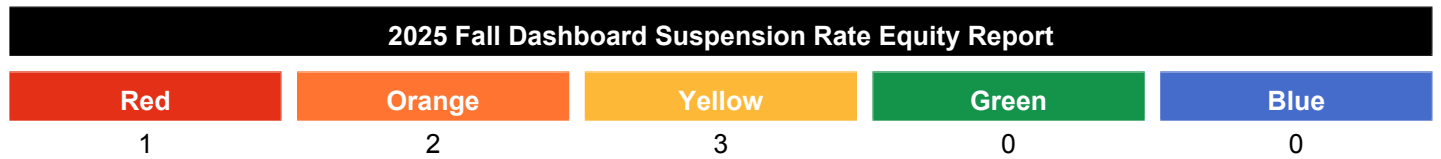
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 7.1% suspended at least one day Declined 0.5% 268 Students	English Learners  Yellow 6.7% suspended at least one day Declined 0.7% 75 Students	Long-Term English Learners  Orange 7.2% suspended at least one day Increased 2.4% 69 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 6.9% suspended at least one day Declined 1.7% 202 Students

Students with Disabilities  Orange 11.5% suspended at least one day Declined 1.2% 52 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color 0 Students	Hispanic  Red 7.4% suspended at least one day Increased 3.5% 176 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 6% suspended at least one day Declined 8.3% 67 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

ELA CAASPP = - 260.1 Points Below Standard (increase of 20.9 points)

Math CAASPP = - 290.1 Points Below Standard (increase of 17.2 points)

The support of an instructional coach has been implemented to assist in identifying student baseline performance levels and guiding the delivery of targeted, standards-aligned instruction. While the full scope of the coach's role has not yet been fully utilized, there are plans in place to expand and maximize this support to enhance instructional effectiveness over time.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP - Distance From Standard	ELA CAASPP = - 260.1 Points Below Standard	- 240.1 Points Below Standard
Math CAASPP = Distance From Standard	Math CAASPP = - 290.1 Points Below Standard	- 270.1 Points Below Standard

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All teachers will attend professional development through County Office of Education	All Students (including EL, SED, SWD)	555,250.50 LCFF 1000-1999: Certificated Personnel Salaries All teaching staff 211,690.47 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits All Teaching staff fringes
1.2	Teacher will collaborate and identify areas of need with on-line courses for both independent study and classroom based instructions	All Students (including EL, SED, SWD)	
1.3	Provide accredited curriculum (Edmentum and Subject.com) for students.	All Students (including EL, SED, SWD)	
1.4	Para Educator to support ELA and Math Instruction	All Students (including EL, SED, SWD)	15,006.07 Title IV Part A: Student Support and Academic Enrichment 2000-2999: Classified Personnel Salaries Para Educator .1 FTE 12,225.85 Title IV Part A: Student Support and Academic Enrichment 3000-3999: Employee Benefits Para Educator 1 FTE 15,009.08 Title I Part D 2000-2999: Classified Personnel Salaries Para Educator 1 FTE 12,228.32 Title I Part D 3000-3999: Employee Benefits Para Educator 1 FTE
1.5	English Language Tutor to Support ELA Instruction	EL Students	3,330.14 Title III 2000-2999: Classified Personnel Salaries EL Tutor 1 FTE 2,630.35 Title III 3000-3999: Employee Benefits EL Tutor .1 FTE 23,730.42 Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries EL Tutor 1 FTE 18,743.58 Comprehensive Support and Improvement (CSI)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits EL Tutor 1 FTE 3,332.51 Title I Part D 2000-2999: Classified Personnel Salaries EL Tutor 1 FTE 2,632.20 Title I Part D 3000-3999: Employee Benefits EL Tutor 1 FTE Fringes
1.6	Instructional Coach for teacher coaching, feedback, and professional development.	All Students (including EL, SED, SWD)	65,838.00 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Coordinator Instruction and Curriculum 1 FTE 20,911.18 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Coordinator Instruction and Curriculum 1 FTE
1.7	Data monitoring system (PARSEC) to identify student engagement and provide interventions based on data driven decision making.	All Students (including EL, SED, SWD)	0 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures Paid in prior year
1.8	On going Math PD and ELA PD to support recently adopted curriculum.	All Students (including EL, SED, SWD)	

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Improving student academic achievement and strengthening instructional practice remain key priorities, particularly given current CAASPP performance levels (ELA: -260.1, Math: -290.1 points below standard). These data indicate a continued need for targeted, data-driven instruction and increased academic supports.

To address this, the school has implemented ongoing professional development and collaboration focused on standards-aligned instruction, student engagement, and meeting the needs of both classroom-based and independent study students. Additional supports include an English Learner Tutor, paraprofessional support in ELA and Math, and the

use of accredited online curriculum platforms (Edmentum and Subject.com) to support differentiated instruction and credit recovery.

An instructional coach has been introduced to support data analysis, identify student baseline performance, and strengthen instructional practices. While this support is in place, further efforts are needed to fully leverage coaching to build staff capacity and ensure consistent implementation across classrooms.

The implementation of PARSEC has improved the school's ability to monitor student engagement and inform timely interventions. Moving forward, the focus will be on strengthening data-driven instruction, maximizing instructional coaching, and ensuring alignment between professional development and classroom practice to accelerate student growth in ELA and Math.

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

All budgeted expenditures were intentionally aligned to support the school's goal of improving academic achievement in ELA and Math. Funds were allocated toward professional development, instructional coaching, and collaboration to strengthen standards-based instruction and teacher capacity. Additional investments supported targeted student interventions, including paraprofessional and English Learner tutor support, as well as access to accredited curriculum platforms to address learning gaps and provide differentiated instruction.

Resources were also directed toward the implementation of a data monitoring system (PARSEC) to guide data-driven decision-making and improve student engagement and outcomes. Each expenditure was purposefully selected to align with identified needs and to support measurable progress toward increasing CAASPP performance while fostering a structured and supportive learning environment.

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

This goal will continue to be monitored and refined throughout the 2026–2027 school year to ensure progress toward increasing CAASPP performance in ELA and Math. Based on the analysis, no significant changes have been made to the goal or core metrics; however, adjustments have been made to strengthen the implementation of strategies and better align resources to identified student needs.

Specifically, there will be an increased focus on maximizing the impact of instructional coaching to more consistently support teachers in data analysis, standards-aligned instruction, and effective instructional practices. Additionally, professional development efforts will be more intentionally aligned to address identified gaps in ELA and Math performance and to support both classroom-based and independent study instruction.

The use of the PARSEC data monitoring system will be further emphasized to ensure consistent tracking of student engagement and academic progress, allowing for more timely and targeted interventions. Existing supports, including paraprofessional assistance, English Learner tutoring, and the use of accredited curriculum platforms, will continue, with an increased emphasis on ensuring consistent and effective implementation.

These refinements are reflected in the Strategies/Activities section under Actions 1.1 (professional development), 1.6 (instructional coaching), and 1.7 (data monitoring system), as well as through continued alignment of expenditures to support targeted instruction and intervention. These adjustments are intended to strengthen coherence across all actions and accelerate student progress toward meeting established outcomes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal #3

Priority 3: Parental involvement and Family Engagement.

Priority 5: Student Engagement

Priority 6: School Climate

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	90%	95%
Suspension Rate	7.1%	5% or less
Participation by parent/guardian by using sign in sheets to track participation.	15% participation	18% or more

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Ensure that all parents receive information regarding any parent engagement event	all students.	4,169.00 Title I 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Inform all students/parents about free public transportation through the Stanislaus Regional Transit.	All Students	
2.3	Continue to offer positive reinforcement for appropriate behavior on and off campus (PBIS). BCBA	All Students.	3,000.00 Unrestricted 5000-5999: Services And Other Operating Expenditures 12,925.52 Title I 2000-2999: Classified Personnel Salaries BCBA 1 FTE 5,889.25 Title I 3000-3999: Employee Benefits BCBA 1 FTE 71,090.36 Title I Part D 2000-2999: Classified Personnel Salaries BCBA 1 FTE 32,390.89 Title I Part D 3000-3999: Employee Benefits BCBA 1 FTE 45,239.32 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries BCBA 1 FTE 20,612.38 LCFF Equity Multiplier 3000-3999: Employee Benefits BCBA 1 FTE Fringes
2.4	Mental Health Services.	All Students	37,794.24 Title I Part D 2000-2999: Classified Personnel Salaries Mental Health Clinician 1 FTE 18,084.60 Title I Part D 3000-3999: Employee Benefits Mental Health Clinician 1 FTE 56,691.36 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Mental Health Clinician 27,126.90 Title I 3000-3999: Employee Benefits Mental Health Clinician 1 FTE 10,498.40 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Mental Health Clinician 1 FTE 5,023.50 LCFF Equity Multiplier 3000-3999: Employee Benefits Mental Health Clinician 1 FTE
2.5	School Resource Officer	All Students	26,437.00 Title IV Part A: Student Support and Academic Enrichment 5000-5999: Services And Other Operating Expenditures
2.6	Student Support Advocate	All Students	27,243.10 LCFF 2000-2999: Classified Personnel Salaries Student Support Advocate 1 FTE 16,519.31 LCFF 3000-3999: Employee Benefits Student Support Advocate 1 FTE 27,243.10 Title I 2000-2999: Classified Personnel Salaries Student Support Advocate 1 FTE 16,888.24 Title I 3000-3999: Employee Benefits Student Support Advocate 1 FTE
2.7	SEL Art and Instruction	All Students	10,856 Local Categorical

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries TOSO 1 FTE 6,997.00 Local Categorical 3000-3999: Employee Benefits TOSO 1 FTE 6,003.00 Local Categorical 4000-4999: Books And Supplies ART Supplies
2.8	Career and Ed. Tech Coach	All Students	42,359.44 Title I 1000-1999: Certificated Personnel Salaries Career and Education coach 1 FTE 13,444.85 Title I 3000-3999: Employee Benefits Career and Education Coach 1 FTE 24,701.44 Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Career and Education Coach 1 FTE 5,653.62 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Career and Education 1 FTE
2.9	Implement door to door transportation services for classroom students to increase students attendance and engagement	All Students	84,767.60 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures First Alt Transportation Contract 127,151.40 LCFF 5000-5999: Services And Other Operating Expenditures First Alt Transportation Contract

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Over the course of the 2025–2026 school year, the school continued to prioritize student safety, engagement, and overall school climate, with a strong emphasis on strengthening relationships among students, families, and staff. Efforts to increase parent involvement and expand student support systems resulted in modest gains in participation and improved access to services; however, challenges remain in achieving consistent attendance and reducing suspension rates.

Parent engagement efforts continued to expand through the use of multiple communication platforms, including phone calls, text messaging systems, and school-based events. While participation in events such as School Site Council, orientations, and school activities remained steady, overall parent involvement continues to be impacted by factors such as high student mobility, work schedules, and prior negative school experiences. These barriers indicate a continued need for differentiated and flexible engagement opportunities that are accessible and responsive to family needs.

Student attendance showed incremental improvement but has not yet met the targeted goal. Chronic absenteeism remains a concern, often linked to external factors such as transportation challenges, family responsibilities, and ongoing mental health needs. To address this, the district has piloted a student transportation program that has been successful and we are anticipating adoption for the 26-27 school year.

Similarly, while behavioral interventions and supports have been implemented, suspension rates indicate that additional targeted strategies are necessary, particularly for students impacted by substance use and social-emotional challenges.

The expansion of student support services, including mental health counseling, behavior intervention through PBIS, and the continued presence of the Student Support Advocate and School Resource Officer, has contributed positively to the school environment. These supports have helped address immediate student needs, improve de-escalation practices, and provide consistent intervention for at-risk students. The SEL Art class continued to be a highly effective strategy, with strong student participation and positive feedback, reinforcing the importance of integrating social-emotional learning into the school day.

Despite these efforts, data suggests that a more coordinated and proactive approach is needed to address the root causes of disengagement, absenteeism, and behavioral challenges. Moving forward, the school will focus on strengthening early intervention systems, increasing individualized support for high-need students, expanding partnerships with families and community agencies, and monitoring the impact of the new transportation supports on attendance. Additional emphasis will be placed on improving consistency in PBIS implementation, enhancing attendance monitoring systems, and creating more meaningful opportunities for family engagement.

Overall, while progress has been made in building a more supportive and connected school environment, continued focus on targeted interventions, family engagement, and student-centered supports will be critical to achieving the desired outcomes in attendance, behavior, and school climate. With the addition of student transportation services, we anticipate improved attendance rates in the upcoming school year.

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

During the 2025–2026 school year, strategies and activities to improve student engagement, attendance, and school climate were implemented as planned, with funding from CSI, Title I, Title IV, and LCFF allocations.

A key addition this year was piloting a student transportation component to reduce barriers to attendance. While this represents a minor shift in expenditures, it aligns directly with the school goal and is expected to improve attendance in the coming year.

Other strategies, including PBIS, mental health services, the SEL Art program, the Student Support Advocate, and the School Resource Officer, were delivered as budgeted. Minor adjustments were made to accommodate increased demand for counseling and transportation, without affecting the overall scope of planned programs.

Funds were effectively used to provide academic, behavioral, and social-emotional supports, maintaining a safe, supportive, and engaging learning environment. Overall, expenditures aligned with the intended plan, and all strategies contributed meaningfully to the school's goals.

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

The core strategies and metrics to support student success will remain largely the same. Based on the 2025–2026 analysis, a student transportation program was introduced this year to reduce barriers to attendance. Early results are promising, and full adoption of this strategy is anticipated for the 2026–2027 school year.

The full-time Board Certified Behavior Analyst (BCBA) and Mental Health Clinician will continue their critical roles in addressing behavioral and social-emotional needs, helping to reduce discipline issues and provide timely counseling.

The Social-Emotional Learning (SEL) Art class will continue to support student well-being and contribute to a positive school climate.

Attendance rates, chronic absenteeism, and suspension rates will remain key metrics to support improved attendance outcomes next year.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Pupil Outcomes

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal # 2

Priority 2: State Standards

Priority 4: Pupil Achievement

Priority 7: Course Access

Priority 8: Pupil Outcomes

Identified Need

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

College and career readiness is the goal of the district.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	CA Dashboard indicator 51.2%	55%
Post Secondary College Enrollment	less than 5%	10% or more
Dual Enrollment at Community College	Less than 5%	5% or higher
Credit completion by semester	25 Credits	25 credits or higher

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Establish Job/Career Fair	All Students	1,000.00 Title I 5000-5999: Services And Other Operating Expenditures On site or transportation to event
3.2	Increase Financial Aid Workshops	All Students	
3.3	Increase College/Career Technical Education field trips	All Students	5,000.00 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures Student transportation to events
3.4	Regular meeting between academic counselor and student to ensure student is progressing/earning credits.	All students.	62,343.20 LCFF 2000-2999: Classified Personnel Salaries Guidance Technician 1 FTE 35,794.88 Title I 3000-3999: Employee Benefits Guidance Technician 1 FTE
3.5	Offer Career Exploration courses and expand courses to include art and floral CTE courses to increase student engagement	All Students	14,366.80 LCFF 1000-1999: Certificated Personnel Salaries CTE Teacher Floral 1 FTE 5,917.80 LCFF 3000-3999: Employee Benefits CTE Teacher Floral 1 FTE Fringes
3.6	Career Navigator	All Students	41,787.20 LCFF 2000-2999: Classified Personnel Salaries Career and Technical 1 FTE 21,219.05 LCFF 3000-3999: Employee Benefits Career and Technical 1 FTE

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall, the implementation of the identified strategies and activities is progressing as planned and continues to support improved student outcomes aligned to college and career readiness. Students are actively participating in career exploration courses, job and career fairs, and College/Career Technical Education (CTE) field trips, which are increasing exposure to postsecondary opportunities.

The continued partnership with programs such as Gateway to Industry provides students with structured pathways to employment, including training opportunities and access to internships with local industry partners. Additionally, financial aid workshops are being expanded to increase student and family awareness of postsecondary funding options.

Regular meetings between students and the academic counselor are strengthening credit monitoring and ensuring students remain on track toward graduation. As a result, credit completion rates are showing improvement, and targeted supports are being implemented for students at risk of falling behind.

Current data indicates progress toward meeting the outlined metrics, including increases in credit completion and gradual improvement in graduation rate. Efforts are ongoing to increase postsecondary enrollment and dual enrollment participation.

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

At this time, there are no significant differences between the intended implementation and the budgeted expenditures. Funds are being utilized as planned to support student access to college and career readiness opportunities, including transportation for field trips, personnel support (Guidance Technician and Career Navigator), and program implementation.

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.

Based on the current analysis, the overall goal, metrics, and strategies will remain consistent for the 2026–27 school year. The existing actions continue to align with identified student needs and district priorities related to college and career readiness.

The school will continue to refine implementation by increasing student participation in financial aid workshops, expanding access to dual enrollment opportunities, and strengthening partnerships with local industries. These refinements are reflected within the Strategies/Activities section of Goal 3 in the SPSA.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$745,069.66
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,936,788.42
Total Federal Funds Provided to the School from the LEA for CSI	\$244,345.84

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$244,345.84
Title I	\$248,532.54
Title I Part D	\$192,562.20
Title III	\$5,960.49
Title IV Part A: Student Support and Academic Enrichment	\$53,668.92

Subtotal of additional federal funds included for this school: \$745,069.99

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

State or Local Programs	Allocation (\$)
LCFF	\$1,083,488.83
LCFF Equity Multiplier	\$81,373.60
Local Categorical	\$23,856.00
Unrestricted	\$3,000.00

Subtotal of state or local funds included for this school: \$1,191,718.43

Total of federal, state, and/or local funds for this school: \$1,936,788.42

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	244,345.84
LCFF	1,083,488.83
LCFF Equity Multiplier	81,373.60
Local Categorical	23,856.00
Title I	248,532.54
Title I Part D	192,562.20
Title III	5,960.49
Title IV Part A: Student Support and Academic Enrichment	53,668.92
Unrestricted	3,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	713,372.18
2000-2999: Classified Personnel Salaries	453,264.02
3000-3999: Employee Benefits	512,624.22
4000-4999: Books And Supplies	10,172.00
5000-5999: Services And Other Operating Expenditures	247,356.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	90,539.44
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	23,730.42
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	45,308.38

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	84,767.60
1000-1999: Certificated Personnel Salaries	LCFF	569,617.30
2000-2999: Classified Personnel Salaries	LCFF	131,373.50
3000-3999: Employee Benefits	LCFF	255,346.63
5000-5999: Services And Other Operating Expenditures	LCFF	127,151.40
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	55,737.72
3000-3999: Employee Benefits	LCFF Equity Multiplier	25,635.88
1000-1999: Certificated Personnel Salaries	Local Categorical	10,856.00
3000-3999: Employee Benefits	Local Categorical	6,997.00
4000-4999: Books And Supplies	Local Categorical	6,003.00
1000-1999: Certificated Personnel Salaries	Title I	42,359.44
2000-2999: Classified Personnel Salaries	Title I	96,859.98
3000-3999: Employee Benefits	Title I	99,144.12
4000-4999: Books And Supplies	Title I	4,169.00
5000-5999: Services And Other Operating Expenditures	Title I	6,000.00
2000-2999: Classified Personnel Salaries	Title I Part D	127,226.19
3000-3999: Employee Benefits	Title I Part D	65,336.01
2000-2999: Classified Personnel Salaries	Title III	3,330.14
3000-3999: Employee Benefits	Title III	2,630.35
2000-2999: Classified Personnel Salaries	Title IV Part A: Student Support and Academic Enrichment	15,006.07
3000-3999: Employee Benefits	Title IV Part A: Student Support and Academic Enrichment	12,225.85
5000-5999: Services And Other Operating Expenditures	Title IV Part A: Student Support and Academic Enrichment	26,437.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	962,558.67

Goal 2
Goal 3

786,800.82
187,428.93

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:

Marcelo Briones School Principal

Benjamin Cassinetto Classroom Teachers

Elda Martinez Other School Staff

Angelina Lira Parent or Community Members

Antonio Vasquez Secondary Students

Name of Members	Role
Anthony Enwiya	Other School Staff
Tina Acosta	Other School Staff
Valerie Murillo	Other School Staff
Angelina Lira	Parent or Community Member
Antonio Vasquez	Secondary Student
Deputy Zachary Mussotto	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

This SPSA was adopted by the SSC at a public meeting on 04/14/2026.

Attested:



Principal, Marcelo Briones on 5-8-2026

SSC Chairperson, Ed Cassinette on 5-7-2026