



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Empire Oaks Elementary	34673306118574	May 12, 2026	August 20, 2026

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

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

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

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

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

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

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Plan Description

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

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

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

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

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

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

School Vision and Mission

As a collective staff, we promote excellence in education and lifelong learning focused on student success for college and career readiness. A focus on building relationships amongst staff, students, and families to promote lifelong self-efficacy through an emphasis on culture, climate, inclusion, and maximizing student engagement will help build a school where students and staff grow and learn together. A collective focus on student engagement and learning, where every child is known by name, ensures that every student will have the tools to reach their full academic potential.

EOE Vision:

Inspire and empower every child to reach their full potential.

EOE Mission:

In partnership with our community, we nurture lifelong learners through inclusive, caring, and culturally responsive education, fostering growth, resilience, and a sense of purpose.

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

VISION STATEMENT

Empowering all students to thrive through educational excellence.

MISSION STATEMENT

FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of

learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

School & Community Profile

Empire Oaks Elementary School is a proud recipient of multiple prestigious honors, having been recognized as a California Distinguished School in both 2006 and 2023 and receiving the national Blue-Ribbon Award in 2007. Most recently, in 2025, Empire Oaks earned the Positive Behavioral Interventions and Supports (PBIS) Silver Medal, a recognition of our schoolwide commitment to fostering a positive, inclusive, and supportive learning environment.

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

Empire Oaks serves students in preschool through fifth grade, with an enrollment of approximately 400 students. The school community includes 10% of students identified as socioeconomically disadvantaged, 6% as English Learners (ELs), 0% foster youth, and 13% qualifying for "unduplicated" status under LCFF (Local Control Funding Formula). The student body reflects a supportive, family-oriented culture and a strong commitment to academic and social-emotional growth.

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

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

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Empire Oaks Elementary School utilized a variety of outreach efforts for input and feedback on the development of the SPSA. Empire Oaks School Site Council includes parent representatives along with district employees focused on outreach and communication. Specific School Site Council meetings are held bi-monthly. The current SPSA was reviewed and additional feedback on data and goals was discussed. The process and timeline for educational partners' involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement were discussed at each meeting. At the May meeting, attendees reviewed the school's 2025-2026 proposed goals and discussed how they relate to our needs, as well as how they align with Folsom Cordova Unified School District's (FCUSD) LCAP priorities. Educational partner involvement around the revision of the prior academic school year's goals occurred during the month of October. We reviewed and revised our goals for 2024-2025 and staff and parent input were solicited. Ongoing meetings throughout the 2025-2026 school year will track and monitor the goals created for Empire Oaks. Other meetings that incorporate the goals of the SPSA include:

Guiding Coalition & PLC Groundwork
Staff Development Days
Back to School Night
School Site Council & ELAC 10/6/2025, 11/3/2025, 1/12/2026, 5/19/2026
Super Minimum Day/Professional Development
Minimum Days/Parent Teacher Conferences
TK Minimum Days/Parent Teacher Conferences
Open House
Student Leadership meetings held the first Tuesday of every month
Staff Meetings and Collaboration Time (CT) held every Thursday from 1:30-2:45 pm (Staff Meeting (week 1) & Collaborative Grade Level Teams/PLTs (weeks 2-4))
General PTO Meetings
Family Partnership Meetings 9/11/2025, 11/6/2025, 1/8/2026, 4/29/2026

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.

Not Applicable

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.

There were no state indicators for which overall performance was in the "Red" or "Orange".

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.

Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities are in the "Orange" performance category under chronic absenteeism. Students with Disabilities are in the "Yellow" performance category for ELA Your English language Arts.

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	1.47%	1.64%	1.39%	6	6	5
Asian	25.18%	24.32%	22.28%	103	89	80
Filipino	1.22%	1.64%	1.95%	5	6	7
Hispanic/Latino	15.40%	17.21%	16.99%	63	63	61
Pacific Islander	0.49%	0.55%	0.28%	2	2	1
White	43.77%	42.90%	43.45%	179	157	156
Multiple/No Response	12.47%	11.75%	13.65%	51	43	49
Total Enrollment				409	366	359

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		37	44
Kindergarten	50	41	47
Grade 1	52	47	44
Grade 2	56	51	47
Grade3	79	60	48
Grade 4	65	69	63
Grade 5	69	61	66
Total Enrollment	409	366	359

Conclusions based on this data:

1. Small, but notable increases are occurring in African American and Filipino populations. African American: 0.79%, 1.64% (3-6 students) Filipino: 0.79%, 1.64% (3-6 students).
2. Overall enrollment has declined after a peak in 2023–2024. Enrollment increased from 378 (2022–2023) to 409 (2023–2024), then dropped to 366 (2024–2025). This suggests a recent downward trend.
3. Hispanic/Latino enrollment is steadily increasing and represents the fastest-growing subgroup.

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	30	22	12	9.3%	7.3%	3.3%
Fluent English Proficient (FEP)	44	31	38	11.6%	10.8%	10.6%

Conclusions based on this data:

1. The percentage and number of English Learners (EL) are steadily declining. EL enrollment decreased from 35 students (9.3%) in 2022–2023 to 22 students (6.0%) in 2024–2025.
2. Fluent English Proficient (FEP) students are decreasing, particularly in the most recent year. FEP remained stable for two years and then dropped to 31 students (8.5%) in 2024–2025.
3. The overall population of students with language acquisition needs is shrinking. When combining EL and FEP groups: 2022–2023: 79 students (20.9%) 2023–2024: 74 students (18.1%) 2024–2025: 53 students (14.5%)

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 3	69	85	54	69	80	53	69	80	53	100.0	94.1	98.1
Grade 4	70	63	69	70	62	68	70	62	68	100.0	98.4	98.6
Grade 5	78	69	62	78	68	62	78	68	62	100.0	98.6	100
All Grades	217	217	185	217	210	183	217	210	183	100.0	96.8	98.9

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 3	2475.	2468.	2466.	44.93	45.00	35.85	27.54	28.75	32.08	14.49	12.50	20.75	13.04	13.75	11.32
Grade 4	2522.	2527.	2532.	54.29	54.84	45.59	17.14	29.03	32.35	10.00	9.68	14.71	18.57	6.45	7.35
Grade 5	2565.	2590.	2578.	44.87	58.82	53.23	32.05	20.59	27.42	14.10	13.24	14.52	8.97	7.35	4.84
All Grades	N/A	N/A	N/A	47.93	52.38	45.36	25.81	26.19	30.60	12.90	11.90	16.39	13.36	9.52	7.65

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 3	39.13	35.00	28.30	50.72	55.00	66.04	10.14	10.00	5.66
Grade 4	45.71	32.26	35.29	48.57	66.13	60.29	5.71	1.61	4.41
Grade 5	38.46	55.88	35.48	55.13	38.24	61.29	6.41	5.88	3.23
All Grades	41.01	40.95	33.33	51.61	52.86	62.30	7.37	6.19	4.37

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 3	33.33	30.00	24.53	52.17	50.00	62.26	14.49	20.00	13.21
Grade 4	34.29	25.81	22.06	47.14	64.52	66.18	18.57	9.68	11.76
Grade 5	35.90	44.12	43.55	53.85	50.00	48.39	10.26	5.88	8.06
All Grades	34.56	33.33	30.05	51.15	54.29	59.02	14.29	12.38	10.93

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 3	20.29	20.00	22.64	68.12	67.50	67.92	11.59	12.50	9.43
Grade 4	17.14	22.58	27.94	65.71	67.74	64.71	17.14	9.68	7.35
Grade 5	28.21	35.29	27.42	65.38	58.82	69.35	6.41	5.88	3.23
All Grades	22.12	25.71	26.23	66.36	64.76	67.21	11.52	9.52	6.56

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 3	31.88	32.50	16.98	56.52	51.25	73.58	11.59	16.25	9.43
Grade 4	31.43	25.81	29.41	60.00	66.13	66.18	8.57	8.06	4.41
Grade 5	34.62	47.06	38.71	55.13	44.12	50.00	10.26	8.82	11.29
All Grades	32.72	35.24	28.96	57.14	53.33	62.84	10.14	11.43	8.20

Conclusions based on this data:

1. In Reading, while the percentage of students who "Exceeded Standard" saw a dip in 2024-2025 across most grades, the "Standard Met" category has shown consistent growth with a Significant Reduction in "Standard Not Met" showing a highly positive trend in moving students out of the lowest achievement tier across the board.
2. In Listening we have shown consistent three-year growth in moving students out of the lowest performance tier. The "Below Standard" percentage for all grades has nearly halved, dropping from 11.52% (22-23) to 6.56% (24-25). Grade 4 and Grade 5 specifically show strong upward mobility into the "Above Standard" category.
3. In Listening and Research/Inquiry the percentage of students scoring "Below Standard" improved to a three-year low of 8.20%, there was a notable shift in 24-25 from "Above Standard" to "At or Near Standard," particularly in Grade 3. Overall, 91.8% of students are now performing at or above standard, showing a strong foundation in investigating and analyzing information.

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 3	69	85	54	69	81	53	69	81	53	100.0	95.3	98.1
Grade 4	70	62	69	70	60	68	70	60	68	100.0	96.8	98.6
Grade 5	78	69	62	78	68	62	78	68	62	100.0	98.6	100
All Grades	217	216	185	217	209	183	217	209	183	100.0	96.8	98.9

* 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 3	2483.	2468.	2480.	44.93	38.27	37.74	30.43	33.33	33.96	13.04	11.11	16.98	11.59	17.28	11.32
Grade 4	2521.	2544.	2550.	41.43	55.00	54.41	21.43	28.33	25.00	27.14	10.00	19.12	10.00	6.67	1.47
Grade 5	2548.	2567.	2576.	34.62	54.41	50.00	26.92	16.18	30.65	24.36	16.18	14.52	14.10	13.24	4.84
Grade 11															
All Grades	N/A	N/A	N/A	40.09	48.33	48.09	26.27	26.32	29.51	21.66	12.44	16.94	11.98	12.92	5.46

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 3	50.72	44.44	45.28	33.33	38.27	47.17	15.94	17.28	7.55
Grade 4	47.14	71.67	52.94	38.57	21.67	44.12	14.29	6.67	2.94
Grade 5	28.21	50.00	46.77	52.56	35.29	43.55	19.23	14.71	9.68
Grade 11									
All Grades	41.47	54.07	48.63	41.94	32.54	44.81	16.59	13.40	6.56

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 3	43.48	38.27	35.85	44.93	46.91	52.83	11.59	14.81	11.32
Grade 4	38.57	46.67	42.65	50.00	45.00	52.94	11.43	8.33	4.41
Grade 5	32.05	41.18	38.71	58.97	45.59	56.45	8.97	13.24	4.84
All Grades	37.79	41.63	39.34	51.61	45.93	54.10	10.60	12.44	6.56

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 3	47.83	33.33	43.40	42.03	49.38	43.40	10.14	17.28	13.21
Grade 4	40.00	40.00	57.35	48.57	55.00	36.76	11.43	5.00	5.88
Grade 5	26.92	36.76	32.26	64.10	55.88	62.90	8.97	7.35	4.84
All Grades	37.79	36.36	44.81	52.07	53.11	47.54	10.14	10.53	7.65

Conclusions based on this data:

- Over the last three years, we have achieved a significant reduction in students scoring "Standard Not Met," dropping from 11.98% to a record low of 5.46%. While Grade 4 and 5 show strong growth in proficiency, Grade 3 remains an area for focus, as it currently holds the highest percentage of students in both the "Nearly Met" and "Not Met" categories (28.3% combined).
- We have made dramatic progress in reducing the "Below Standard" cohort, which dropped from 16.59% to a three-year low of 6.56%. While the "Above Standard" group saw a slight dip school-wide in 2024-2025, there was a corresponding increase in students reaching the "At or Near Standard" tier, resulting in 93.44% of all students now meeting or approaching the standard.
- We achieved a three-year high in the "Above Standard" category, rising to 44.81% school-wide in 24-25. Additionally, the percentage of students scoring "Below Standard" has dropped to a low of 7.65%. Grade 4 showed the most significant growth, with over 57% of students now performing in the highest tier for supporting mathematical conclusions.

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
K	*	*	*	*	*	*	*	*	*	5	10	*
1	*	*	*	*	*	*	*	*	*	6	4	*
2	*	*	*	*	*	*	*	*	*	7	*	*
3	*	*	*	*	*	*	*	*	*	*	7	*
4	*	*	*	*	*	*	*	*	*	5	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										28	30	12

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.43	23.33	50.00	39.29	23.33	16.67	14.29	20.00	25.00	25.00	33.33	8.33	28	30	12

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	33.33	58.33	39.29	16.67	16.67	7.14	16.67	8.33	25.00	33.33	16.67	28	30	12

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
K		*	*		*	*		*	*		*	*		*	*
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	7.14	10.00	33.33	42.86	33.33	33.33	25.00	16.67	25.00	25.00	40.00	8.33	28	30	12

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	46.43	33.33	50.00	28.57	43.33	41.67	25.00	23.33	8.33	28	30	12

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	26.67	63.64	53.57	33.33	18.18	28.57	40.00	18.18	28	30	11

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.86	10.00	16.67	57.14	53.33	75.00	25.00	36.67	8.33	28	30	12

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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	26.67	18.18	35.71	33.33	72.73	28.57	40.00	9.09	28	30	11

Conclusions based on this data:

1. There has been a significant positive shift in language proficiency for English Learners. In the 2024-2025 school year, the percentage of students achieving Level 4 (Well Developed) doubled to 50%, compared to 23.33% the previous year. Furthermore, the percentage of students at Level 1 (Beginning Stage) saw a sharp decline from 33.33% to 8.33%, indicating successful movement toward English proficiency despite a smaller total cohort.

2.

(Beginning Stage) was cut in half from the previous year, dropping from 33.33% to 16.67%, indicating rapid development in speaking and listening skills.

3. EL students are excelling in verbal communication, but academic writing proficiency has declined significantly over three years, with only 18.18% of students reaching the highest tier in the Writing Domain.

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
366	9.6%	6%	0.0%
Total Number of Students enrolled in Empire Oaks Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	22	6%
Foster Youth	0	0.0%
Homeless	1	0.3%
Socioeconomically Disadvantaged	35	9.6%
Students with Disabilities	62	16.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.6%
American Indian	0	0.0%
Asian	89	24.3%
Filipino	6	1.6%
Hispanic	63	17.2%
Two or More Races	43	11.7%
Pacific Islander	2	0.5%
White	157	42.9%

Conclusions based on this data:

1. Only 6% of students are English Learners, and 9.6% are socioeconomically disadvantaged, indicating a relatively small but important group needing targeted support.

2. The largest group is White students (42.9%), followed by Asian students (24.3%) and Hispanic students (17.2%). Students identifying as Two or More Races make up 11.7% of enrollment. Smaller percentages are African American (1.6%), Filipino (1.6%), and Pacific Islander (0.5%).
3. Nearly 16.9% (62 students) of the students have identified disabilities. This is a substantial portion of the population, highlighting the need for differentiated instruction, specialized supports, and collaboration between general and special education staff.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Empire Oaks continues to show strong academic performance, earning a Blue performance level in both English Language Arts and Mathematics.
2. Suspension Rate is rated Green, indicating a minimum level of disciplinary actions suggesting the focus on PBIS, Tier 1 SEL curriculum and culturally responsive teaching practices are effective.

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

School and Student Performance Data

Academic Performance English Language Arts

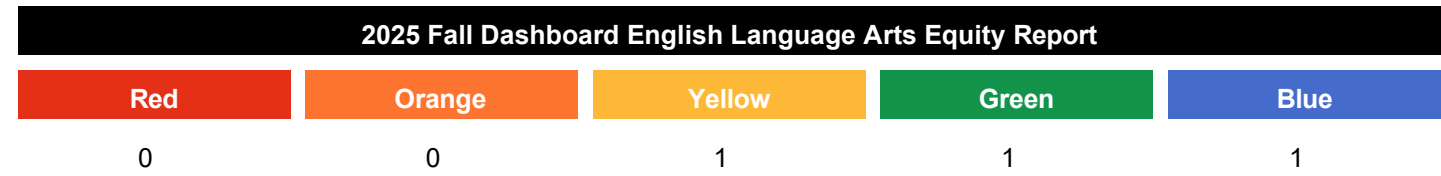
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Blue 56.9 points above standard Maintained -2.2 points 181 Students	English Learners  No Performance Color 12.9 points above standard Increased 5.3 points 19 Students	Long-Term English Learners  No Performance Color
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 21.8 points above standard Increased 59.8 points 23 Students

Students with Disabilities  Yellow 27 points below standard Increased 20.4 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Blue 78.7 points above standard Increased 7.6 points 49 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 43.7 points above standard Declined 11.2 points 31 Students
Two or More Races  No Performance Color 58.1 points above standard Declined 21 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 41.3 points above standard Declined 3.3 points 79 Students

Conclusions based on this data:

1. Students with Disabilities demonstrated significant growth, reducing the "Standard Not Met" rate by 26.85 points to reach a three-year low of 25%.
2. English Learners maintained steady foundational growth, though the "Standard Exceeded" rate remained flat at 0 points, indicating a ceiling in advanced proficiency.
3. Socio-Economically Disadvantaged (SED) Students developed a notable achievement "bubble," with 25.64% of students now scoring in the "Standard Nearly Met" category, placing them within striking distance of proficiency.

School and Student Performance Data

Academic Performance Mathematics

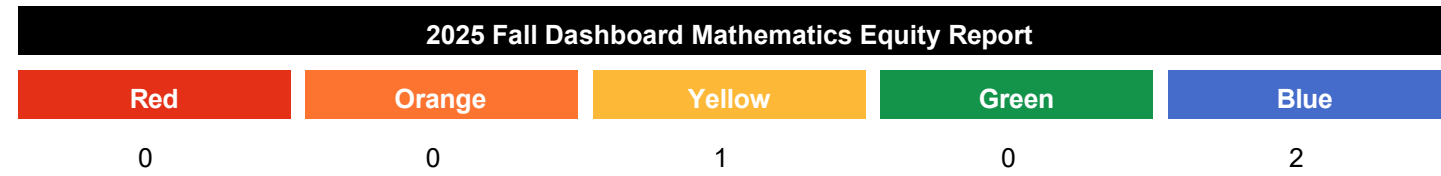
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 53 points above standard Increased 9.2 points 181 Students	English Learners  No Performance Color 45.5 points above standard Increased 15.3 points 19 Students	Long-Term English Learners  No Performance Color
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  No Performance Color 23.9 points above standard Increased 75.4 points 23 Students

Students with Disabilities  Yellow 33.7 points below standard Increased 17.6 points 32 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color 0 Students
Asian  Blue 82.3 points above standard Increased 20.3 points 49 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  No Performance Color 19.4 points above standard Declined 9.6 points 31 Students
Two or More Races  No Performance Color 40.1 points above standard Declined 4.9 points 18 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 42.9 points above standard Increased 9.7 points 79 Students

Conclusions based on this data:

1. Students with Disabilities demonstrated exceptional progress, decreasing the "Standard Not Met" rate by 23.15 points to achieve a three-year low of 30.77%.
2. English Learners showed strong upward mobility, with 33.33% of students meeting or exceeding standards in 2024-2025, effectively eliminating the "Standard Not Met" cohort (0%) for that year.
3. SED Students successfully increased the "Standard Met" rate by 15.38 points over two years, resulting in over 74% of students now performing at or near proficiency.

School and Student Performance Data

Academic Performance Science

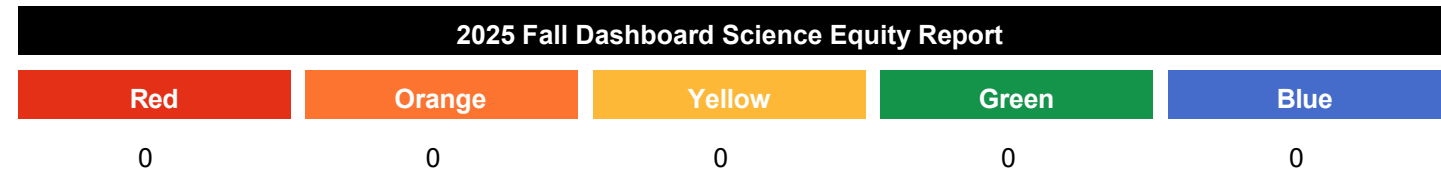
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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  Blue 71.9 science points Increased 3.9 points 60 Students	English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 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 74 science points Increased 4.9 points 17 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 71.8 science points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  No Performance Color 68.9 science points Maintained -1.1 points 23 Students

Conclusions based on this data:

1. The White student group (the largest subgroup at 23 students) showed a slight decline of -1.1 points, dropping to an average of 68.9. This group currently trails the school average by 3 points.
2. All Students" (60 total), the school has reached the Blue performance level. With an average of 71.9 points and a school-wide increase of 3.9 points.
3. The Asian student group is achieving the highest average with 74 points and showing a notable increase of 4.9 points.

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 81.8 making progress. Number Students: 11 Students	 No Performance Color making progress. Number Students: 0 Students

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

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
0%	18.2%	0%	81.8%

Conclusions based on this data:

- EL student enrollment has declined.
- 0% of students decreased an ELPI level.
- 81.8% of EL students (9 out of 11) progressed by at least one ELPI level, and 0% decreased in proficiency.

School and Student Performance Data

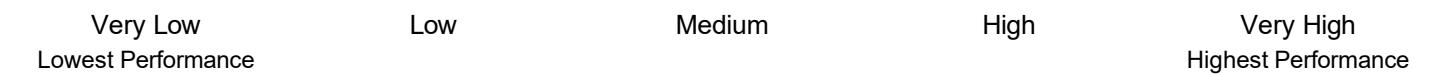
Academic Performance College/Career Report

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.

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

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

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



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

Conclusions based on this data:

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

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.

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 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  Green 5.5% Chronically Absent Declined 0.8 384 Students	English Learners  No Performance Color 18.2% Chronically Absent Increased 12.6 22 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 16.3% Chronically Absent Increased 3.3 43 Students

Students with Disabilities  Orange 14.7% Chronically Absent Increased 4.5 75 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 4.1% Chronically Absent Increased 1.4 97 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Orange 10.9% Chronically Absent Increased 5.1 64 Students
Two or More Races  Green 4.5% Chronically Absent Declined 7 44 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 4.3% Chronically Absent Declined 2.8 164 Students

Conclusions based on this data:

1. Overall Chronic absenteeism declined while a few key subgroups chronic absenteeism increased.
2. Targeted Concern Groups: Two groups, Socioeconomically Disadvantaged (16.3%) and Students with Disabilities (14.7%)—have elevated chronic absenteeism rates, earning Orange ratings and indicating a need for targeted attendance interventions. These data represent many of the same students and students who are medically fragile, which has a great impact on students' attendance.
3. The subgroups that showed increase in chronic absenteeism can be explained by the addition of services for students who are medically fragile. This program is also new to EOE for the 2024-2025 school year. This data is to be expected.

School and Student Performance Data

Academic Engagement Graduation 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.

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

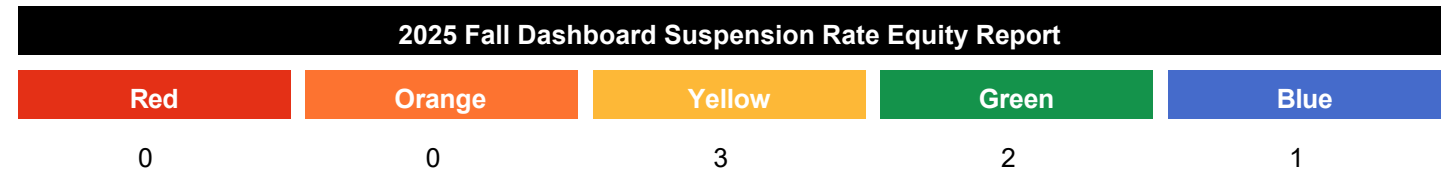
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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  Green 1% suspended at least one day Maintained -0.1% 397 Students	English Learners  No Performance Color 0% suspended at least one day Maintained 0% 22 Students	Long-Term English Learners
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 3 Students	Socioeconomically Disadvantaged  Green 2.1% suspended at least one day Declined 1.4% 48 Students

Students with Disabilities  Yellow 3.7% suspended at least one day Declined 1.2% 82 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 1% suspended at least one day Increased 1% 103 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Hispanic  Yellow 2.9% suspended at least one day Maintained 0% 69 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.9% 45 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 0.6% suspended at least one day Maintained 0.1% 164 Students

Conclusions based on this data:

1. The school-wide suspension rate is very low at 1%, maintaining a Green performance level and showing a steady, positive school climate.
2. Socioeconomically Disadvantaged students improved to a Green rating, and Students with Disabilities saw a significant 1.2% drop in suspensions.
3. The Two or More Races group reached the highest possible level (Blue) with 0% suspensions, while White students maintained a strong Green rating at only 0.6%.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Data Tracking and Assessment-

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations

1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.

1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.

1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA & Math	2025 ELA overall Exceed/Met 76% Math overall Exceed/Met 77.6%	1.1 Increase proficiency levels by 2%.
Renaissance STAR Early Literacy, Reading and Math	Consolidated 2025-2026 Average Percentile Ranking STAR Math BOY 74 to MOY 79, +5 and STAR Reading BOY 73 to MOY 78, +5	1.2 Increase Renaissance percentile rankings from BOY to MOY by and schoolwide average of +8.
ELPI Progress on Data Dashboard	2025 82% of ELLs progressed one or more ELPI levels while 18% of ELLs maintained their ELPI level. 0% decreased.	All ELLs will show progress by one or more ELPI levels
MCLASS data for students with disabilities	add EOY schoolwide data here	Students with disabilities will show growth 5% growth from the BOY in their EOY MClass data.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	General Education Paraeducator	Unduplicated Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency. LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
1.3	Supplemental Instructional Supplies	Unduplicated Students	1675 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best implement curriculum & instruction
1.4	Intervention Teacher	Unduplicated Students	90414 Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. 20100 Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
1.5	Professional Learning Communities (PLCs)	All Students	Donations 5000-5999: Services And Other Operating Expenditures Professional development on PLCs implementation and best practices
1.6	Extended Common Planning Time (CPT), Instructional Rounds and ESNB- Certificated Substitutes	All Students	3431 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures This time will be spent working collaboratively with grade level partners to construct inquiry cycles across the curriculum,

			progress monitor, observe peers and conduct ESNB meetings. 869 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits
1.7	Certificated Collaboration Outside of Work Hours	All Students	500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow teachers collaboration outside of the workday to focus on our writing, SEL, and PLC initiatives.
1.8	Staff to attend PD/Conferences to support SEL, Writing, SOR, Math implementation	All Students	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures This year we are refining our practices in these areas and access to conferences will benefit all staff and students.
1.9	Assemblies that enhance the academic content	All Students	1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Academic Assemblies
1.10	Purchase of licenses to support writing, reading and math	All Students	2000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures We are currently using licenses for phonemic awareness and would like to add Project Read and Mystery Writing.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The goal of monitoring student progress and educational outcomes through assessment data will be supported by the resources listed above. Collaboration time will be used to analyze data, strengthen MTSS and RtI practices, and hold regular ESNB meetings to track student growth. Ongoing professional learning in PLCs and high-quality first instruction will equip our Guiding Coalition and Intervention Teacher to lead teams in focusing on effective strategies for improving student outcomes. This year we will be adding Instructional Rounds to support our collective efficacy and tie site focus to evidence-based instructional practices that directly impact student achievement across all subgroups.

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

There were no differences between the intended implementation and budgeted expenditures to implement the strategies and activities.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Student and Family Engagement

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)

2.01 - Increase student attendance rates and reduce chronic absenteeism.

2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.

2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.

2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.

2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance rates	Overall attendance rate is 95.37% with 8.33% chronic	Currently 95%, increase school wide attendance at or above 97%. Decrease chronic absenteeism by 1%.
Suspension and behavioral data monitoring	4 suspensions	Maintain current suspension rate.
Volunteer and parent/family involvement opportunities	4 Family Partnership Meetings/Events 8 Family Engagement Events.	Our parent and community volunteer numbers will maintain, with an emphasis on engaging parents of special needs subgroups. Four Family Partnership Meetings will be held throughout the year.
Communications	Weekly newsletters through Parent Square and updated website	Maintain weekly engagement with families.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Family Partnership Meetings and Family Engagement Nights	All Students	General Fund 4000-4999: Books And Supplies Increase parent and community involvement through Family Partnership Meetings and Family Engagement nights to communicate site goals and partnership opportunities.
2.2	Community Partnerships - Campus Beautification	All Students	Donations 4000-4999: Books And Supplies Principal will partner with the Community Outreach Coordinator, the City of Folsom, and community volunteers to coordinate campus beautification projects in order to build pathways between the community and the school.
2.3	Parent Coordinator	All Students	9871 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Family outreach, school communication, and student and family engagement opportunities through Parent Coordinator 7903 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits
2.4	Climate and Culture Guiding Coalition	All Students	General Fund 1000-1999: Certificated Personnel Salaries Climate and Culture Guiding Coalition leadership team related to instruction, SEL, and PBIS implementation in order to promote academic achievement, social emotional learning, and positive behavior supports.
2.5	Positive Pathways	All Students	3000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			Positive Pathways will provide ten hours of weekly SEL for students who need additional support.
2.6	Recess Equipment & Alternative Lunch Bunch Supplies	All Students	Donations 4000-4999: Books And Supplies We purchase new recess equipment and supplies for our recess alternative room, to promote student engagement and SEL.
2.7	Acorn Store and Book Vending Machine Supplies (PBIS)	All Students	Donations 4000-4999: Books And Supplies PBIS: Acorn Store and Book Vending Machine - supplies for the Acorn Store and books for the book vending machine. We fund this out of donations from PTO.
2.9	School Clerk	Unduplicated Students	10917 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who have been historically marginalized. 8742 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
2.10	General Education Paraeducator	Unduplicated Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access grade level standards and reach grade level proficiency with an emphasis on reading foundations. LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
2.11	Supplemental Instructional Supplies	Unduplicated Students	1675 LCFF - Supplemental 4000-4999: Books And Supplies

			Supplemental instructional supplies to support all students fair access to curriculum & instruction.
2.12	Intervention Teacher	Unduplicated Students	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for all students with a concentration on unduplicated students. Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
2.13	Health Assistant	Unduplicated Students	5840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Health Assistant works in partnership with our staff, families, and students to increase student health, wellness, and engagement. 2277 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant benefits
2.14	Yard Supervisor and Classified Staff extra hours for training	All Students	5800 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard supervisor's extra hours for PD/Training/PBIS. Extra Hours for SEL supports: Monitoring CICO/Tier 2 and attendance at monthly Climate/Culture meetings. 2143 LCFF - Supplemental 3000-3999: Employee Benefits Classified benefits
2.15	Positive Principal Referrals	All Students	General Fund 4000-4999: Books And Supplies Positive Principal Referrals - Positive phone calls home for students receiving Golden Acorn awards for exemplifying O.A.K.S. Students receive golden certificate and a golden

			pencil. Certificate paper and pencils are funded through donations.
2.16	Principal's Acorn Ally	All Students and Families	Donations 4000-4999: Books And Supplies Weekly book summaries to support parents with current societal concerns to help address the wellness of our school body. PBIS and SEL instruction. Each story highlights a character trait that we are discussing and promoting at school whether it be through our Second Step instruction, the CASEL Framework, or our Responsive Classroom approach. The Sunday Story books are funded by Intel or PTA donations.
2.17	Principal's Monthly CASEL Focus- "Acorns to Mighty Oaks"	All Students and Families	Donations 4000-4999: Books And Supplies Books that highlight the CASEL Core Competencies. The monthly story books are funded by donations.
2.18	Celebrations -Academic Growth Incentives	All Students	Donations 4000-4999: Books And Supplies Empire Oaks recognizes and celebrates academic growth and social emotional growth in our students. Incentives are funded by donations and PTO.
2.19	Assemblies	All Students	1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies help us emphasize our PBIS, school culture and student engagement initiatives.
2.20	Certificated Climate and Culture Collaboration outside of the workday.	All students	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow the team to collaborate outside of the workday.
2.21	Extended Common Planning Time (CPT)- Certificated Substitutes	All Students	LCFF - Supplemental

			1000-1999: Certificated Personnel Salaries This provides time for collaboration for the Guiding Coalition of Climate and Culture throughout the year. LCFF - Supplemental 3000-3999: Employee Benefits Benefits
2.22	PD/Conferences to support SEL and Climate and Culture	All Students	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Focus on Zones of Regulation, Responsive Classroom, Restorative Practices, and Inclusion.

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

To meet the goal of increasing parent and student engagement and ensuring a safe, healthy, and positive learning environment, especially for historically marginalized and vulnerable students, we will implement several key strategies. To name a few, Family Partnership Meetings will continue to build strong relationships and gather input from families and community members. Our School Climate & Culture Leadership Team will lead PBIS implementation, including structured recess activities to support engagement and reduce bullying and suspensions. The Positive Pathways program will provide SEL support for at-risk students. Our parent coordinator and campus beautification efforts will strengthen school–community connections. Finally, the Responsive Classroom approach will be used to increase student engagement through evidence-based practices.

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

None

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.

3.02 - Provide professional development opportunities in quality first instruction.

3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.

3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

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

Over three years students with IEPs have seen an overall growth of 17.8 points, yet they are still 83.9 points different from their EOE peers in ELA (-27 points from standard). 39.3% are proficient in ELA (12 out of 32, 3rd-5th grade students are proficient).

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development	A minimum of two days is offered (Additionally, Empire Oaks incorporates PD into monthly staff meetings, minimum days, and Professional Development days into the ongoing professional learning opportunities at the site).	Provide the equivalent of two days of Professional Development with a focus on first instruction in math, ELA & writing.
Access to STEAM	STEAM participation during the school day and after school enrichment: MakerSpace, Mystery Science, Robotics, Art Club, Meet the Masters	Increase the opportunities for elementary STEAM activities by 2%.
EL instructional strategies	Designated ELD Professional Development (PD) (district and site offerings)	Train all teachers and administrators in research based EL strategies and ELD (e.g., designated and integrated ELD).
Students with Disabilities instructional and inclusion strategies	All trainings are currently directed at teachers of special education.	Quarterly PD will be held for the entire certificated staff on inclusive practices, including UDL strategies.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Culturally Responsive Teaching	All Students	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development for staff on culturally responsive teaching. LCFF - Supplemental 4000-4999: Books And Supplies Culturally responsive books and instructional supplies.
3.2	General Education Paraeducator	Unduplicated Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated students to have equal access to grade level standards and reach grade level proficiency. LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
3.4	Supplemental Instructional Supplies	Unduplicated Students	1675 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best access curriculum & instruction
3.5	Intervention Teacher	Unduplicated Students	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
3.6	MakerSpace/STEAM Lab/Art Studio	All Students	Donations

			4000-4999: Books And Supplies The MakerSpace, STEAM Lab, and Art Studio are integrated into the core curriculum to enhance engagement and support STEAM learning. Materials and activities are funded through donations.
3.7	Field Trip Scholarships	Unduplicated Students	Donations 5000-5999: Services And Other Operating Expenditures Field trip scholarships for students who are economically disadvantaged.
3.8	Field Trip Transportation	All Students	Donations 5000-5999: Services And Other Operating Expenditures Funding for buses for field trips.
3.9	Diversity, Equity, and Inclusion	All Students	Donations 4000-4999: Books And Supplies Books and instructional supplies that reflect and promote diversity, equity, and inclusion. Donations 5000-5999: Services And Other Operating Expenditures Professional development on diversity, equity, and inclusion.
3.10	Writing, SOR, Math PD	All Students	District Funded 5000-5999: Services And Other Operating Expenditures Professional development on writing, LETRS, BTC and science of reading. LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional development to support reading foundations, math best practice and/or our writing focus.
3.11	Professional Learning Communities (PLCs)	All Students	Donations 5000-5999: Services And Other Operating Expenditures Professional development on PLC implementation and best practices.

3.12	Leadership Teams: Guiding Coalition, Climate & Culture	All Students	Donations 5000-5999: Services And Other Operating Expenditures Leadership Teams help lead the PLC work. They provide support by helping team members understand the why, gain clarity on the tiers of support, access resources available at each level, create intervention plans, and monitor student progress.
3.13	Educational Assemblies	All Students	Donations 5000-5999: Services And Other Operating Expenditures Each year, we hold educational assemblies, including but not limited to visual and performing arts, disability awareness, social emotional learning, culture, and literacy (e.g., VanGo / Art Ark, A Touch of Understanding, guest authors, anti-bullying programs, music or performing arts). 1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies
3.14	Technology to support writing, reading and math (licenses)	All Students	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Provide engaging programs for students across academic content.
3.15	Certificated training/PD outside of the work hours	All Students and Staff	3000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly rate to allow teachers to attend trainings outside of the workday.
3.16	Certificated substitutes to release teachers or training/PD during the workday.	All Students and Staff	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Release time for Certificated staff to attend trainings/PD. LCFF - Supplemental

			3000-3999: Employee Benefits Benefits
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Strategic funding has successfully driven student engagement through hands-on arts integration and field trips. Staff expertise in LETRS and the Science of Reading has sharpened our ability to close literacy gaps, while our Guiding Coalition continues to strengthen the PLC process.

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

Monies were spent as intended.

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

For the upcoming year, changes include funding for teachers to participate in instructional rounds.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

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

New and reassigned teachers need support and coaching. The new 1st-5th Grade Intensive SDC class will require professional development in inclusive practices for all staff. Based off of current referral data, EO students are exhibiting some difficulties with emotional regulation on the playground.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Credential audit	100% appropriately assigned and credentials	Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on district standards and timelines. Monitor teacher induction and Beginning Teacher Support & Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing. In addition, all new to district certificated staff receive coaching from a qualified TOSA.
Williams Act facility audit	100% in good repair	100% of schools are in good or exemplary repair based on the Williams Act criteria.
Williams Act instructional materials audit	100% compliance	Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Program Monitor	English Learners / Emerging Bilinguals	District Funded 1000-1999: Certificated Personnel Salaries Stipend for program monitor to ensure all supports are cohesive and our emerging bilinguals are supported.
4.2	General Education Paraeducator Support	Unduplicated Pupils	6317 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated students access grade level standards and reach grade level proficiency. 6247 LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
4.3	Field Trip Entrance Fees	Unduplicated Students	500 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Access to Field Trips
4.4	School Clerk	Unduplicated Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who have been historically marginalized. LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
4.5	Supplemental Instructional Supplies	Unduplicated Students	1867 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental instructional supplies for students to best access curriculum & instruction
4.6	Intervention Teacher	Unduplicated Students	Learning Recovery

			1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. Learning Recovery 3000-3999: Employee Benefits Intervention Teacher benefits
4.7	FCUSD TOSA support for new teaching staff	New Certificated Employees	District Funded 1000-1999: Certificated Personnel Salaries All teachers new to the district have a mentor who supports them in their first 2 years.
4.8	Release time for New to FCUSD, new to grade level, new to EO teaching staff- Certificated Substitutes	Students and Staff	3932 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunities for new to site, grade level, or teaching staff to observe, attend PD/trainings. 869 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
4.9	Certificated collaboration/training outside of the workday for new teacher support	Students and Staff	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Opportunities for new to site, grade level, or teaching staff to collaborate and/or attend PD/trainings.
4.10	Certificated staff PD/Conferences on T-SEL and culturally responsive teaching	All students and Staff	LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Trainings to support the whole child and diversity.
4.11	Assemblies that build cultural awareness and focus on skill building of the CASEL Competencies	All Students	1000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Assemblies
4.12	Purchase of software licenses to support equal access to core curriculum.	All Students with a focus on Unduplicated Pupils	LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Academic software licenses for teaching core curriculum.

4.13	Field Trip Transportation	All Students with a focus on Unduplicated Pupils	500 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs Bus costs for filed trips
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

None

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

This plan includes a greater focus on supporting teachers who are new to the profession, new to the site, or new to teaching a grade level. In addition, it allows for a renewed focus on inclusion and the continuous development of our instructional practices in this area."

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$206,064.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$95,550.00
Learning Recovery	\$110,514.00

Subtotal of state or local funds included for this school: \$206,064.00

Total of federal, state, and/or local funds for this school: \$206,064.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	95,550	0.00
Learning Recovery	110,514	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	95,550.00
Learning Recovery	110,514.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	97,846.00
2000-2999: Classified Personnel Salaries	41,745.00
3000-3999: Employee Benefits	49,150.00
4000-4999: Books And Supplies	6,892.00
5000-5999: Services And Other Operating Expenditures	3,931.00
5700-5799: Transfers Of Direct Costs	500.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	7,432.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	41,745.00
3000-3999: Employee Benefits	LCFF - Supplemental	29,050.00

4000-4999: Books And Supplies	LCFF - Supplemental	6,892.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	3,931.00
5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	6,000.00
1000-1999: Certificated Personnel Salaries	Learning Recovery	90,414.00
3000-3999: Employee Benefits	Learning Recovery	20,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	119,989.00
Goal 2	59,168.00
Goal 3	5,675.00
Goal 4	21,232.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Kim Christerson	Principal
Andrea Chavez	Other School Staff
Cotton Dean	Classroom Teacher
Jodi Ruh	Classroom Teacher
Gina Long	Classroom Teacher
Yong Ahon	Parent or Community Member
Emma Forrest	Parent or Community Member
Monica Vallerga	Parent or Community Member
Christina Hunt	Parent or Community Member
Masako Ciani	Parent or Community Member
	Parent or Community Member

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

English Learner Advisory Committee (ELAC)

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

Name of ELAC Members	Role
Kim Christerson	Principal
Andrea Chavez	Other School Staff
Gina Long	Classroom Teacher
Cotton Dean	Classroom Teacher
Jodi Ruh	Classroom Teacher
Yong Ahon	Classroom Teacher
	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

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

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

Recommendations and Assurances

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

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

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

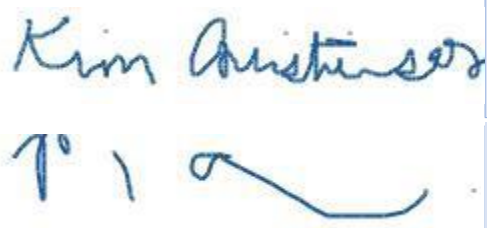
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

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

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

This SPSA was adopted by the SSC at a public meeting on May 12, 2026.

Attested:



Principal, Kimberly Christerson on 5/19/26
SSC Chairperson, Masako Ciani on 5/19/26

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



Empire Oaks



SCHOOL SITE COUNCIL MEETING AGENDA / MINUTES

Time: 3:00 pm

Location: EO Conference Room

Call to Order - Introductions

Meeting was called to order at: 5/19/26 3:00

Members Present:

☒ Kim Christierson, Principal	☐ Monica Vallergera, Parent
☒ Cotton Dean, Teacher	☐ Christina Hunt, Parent
☒ Gina Long, Teacher	☒ Mosie Ciani, Parent
☒ Jodi Ruh, Teacher	☐ Emma Forrest, Parent
☒ Andrea Chavez, Classified	☐ Zhou Yong, Parent

Quorum established with six members in attendance.

1. Previous Meeting Minutes – *Minutes from 1/12/2026 approved*
2. Public comment-
3. Unfinished Business-
4. New Business: 2024-27 LPAC Goals SPSA GOALS Site Data Walk Brief 2026

Goal 1 Funding: intervention teacher, collaboration time/ learning rounds, professional development ,academic supplies and technology

Goal 2 Increase parent and student engagement. culture and climate family outreach, student engagement, positive pathways, yard staffing, assemblies

Goal 3 provide students with high quality class instruction and access to a broad course of study , Gilding Coalition, Professional learning community, UFLI, Educational licenses, VAPA Grant

Goal 4 Highly qualified teachers access to curriculum promote college readiness, Funding support, collaboration time

Went over each allocated fund for 2026-27 Budget to align with Site Goals. supplemental Budget total 50,000 moveable Its not set

Questions regarding budget allocations

Motion on the table by Principal Christierson to approve the 2026-27 Empire Oaks SPSA.

Cotton Dean 2nd the motion

All were in Favor

Principal Christierson and Masako Ciani signed the 2026-27 Assurances page.

- Future meetings: 2026/27
- Adjournment by at Dean, 2nd Ruh at 3:36pm

Minutes respectfully submitted by: Kim Christierson

Signature

5/19/2026

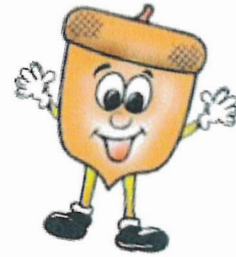
Date

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

Empire Oaks

SSC Meeting SIGN-IN

Date: 5/19/26



Name	Signature
Emma Forrest	
Monica Vallergera	
Masako Ciani	
Yong Zong	
Christina Hunt	
Cotton Dean	
Gina Long	
Andrea Chavez	
Kim Christerson	
Jodi Ruh	