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

Classroom Observations

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

The Observation Protocol for Teachers of English Learners (OPTEL) is an observation protocol that is designed to meet the requirements of AB 1808 and will be implemented during the 2020 school year.

Deep Evaluation Tool: Development Effective Educator Practice is used by principal and certificated staff and teachers to improve teacher effectiveness and growth opportunities. The DEEP Protocol timeline is used as follows- Yearly implementation for temporary and probationary certificated staff and teachers and every 3 - 5 years for tenured teachers.

Beginning of the Year: Staff uses self-evaluation tool to identify current practice
Staff and administrator meet together to set goals and determine evidence to collect to best measun61lfor StudenFAAmin sun61lft9t tempppppppp[[( )nd admino12 iJ 12 Tu/GS2738 1 5 0 1 2.90

curriculum of Go Math, Study Sych and Nat Geo. Teachers and staff will provide hands-on instruction to increase student engagement. Teachers and staff will provide modifications and accommodations as needed and based on student IEPs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

For the 22-23 school year, Empower staff used Core Reading assessments, Connecting Math Concepts, iReady ELA and Math diagnostic for the Local Assessment.

Based on this data, identified needs are to increase and improve student reading, writing and math capacities.

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

Teachers are provided numerous opportunities to look at quantitative and qualitative data in order to modify instruction. In grade level or subject area collaboration and at staff meetings teachers have

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

Professional learning opportunities include: Digital badges, Academies, Staff Meetings, Release Time, Additional Time
Professional Learning Areas include: English Learner Development, Family and Community Engagement, Social and Emotional Learning, World of Work, GLAD, iReady, Science, Content Standard Alignment, District Initiatives, Special Education, new adoptions, assessment, and Literacy.
Empower teachers will continue to increase capacity in areas WOW, SEL and Literacy through professional development. Teachers will be provided SEL training in District SEL standards and WOW through District facilitators. Empower teachers and staff teach SEL skills groups daily to support students in improving lagging skills. Students attend i6 /P t⁄5ugh

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

Teachers follow State recommendations for instructional minutes as well recommendations from the teacher's guides and manual. During collaboration planning, teachers create daily schedules that included intervention and 30 minutes of Designated English Language Development for English Learners. Additional Special Academic Instructional (SAI) minutes are provided for all students based on their Individual Education Plans. (IEP)

Teachers adhere to State recommended instructional minutes:

- K-5 ELA, 2 hours of core or core replacement instruction including UA time, plus 30 minutes of strategic intervention
- K-5 Math, 60 minutes of core instruction, plus 15 minutes of strategic intervention
- K-5 ELD, a minimum of 30 minutes ELD instruction per day

Empower teachers use instructional minutes to provide whole group and small group explicit instruction in core curriculum and intervention curriculum to ensure Empower students make progress on academics and their individual IEP goals.

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

Teachers have the flexibility of personalizing and pacing instruction to meet the individual needs of their students.
Teachers pull small groups of students based on their academic needs and baselines to provide intensive and targeted support. Teacher with the use of iReady ELA and Math are able to personalized intervention instruction based on student data and needs. Empower teachers provide intervention small groups or 1:1 daily.

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

All students, including English Language Learners, have access to standards-based instructional materials in English Language Arts, English Language Development, Mathematics, History, and Science as evidenced by William's ESEA requirements.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	21.74%		6	5
Asian	%					

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students	
# of Students Enrolled	

2019 performance data indicates that in 2018-2019 participation rate was at 60% of enrolled students. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation in testing. Multiple attempts, interventions, and strategies are utilized to

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate in testing or may rush through the testing which impacts the validity of scores.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

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
	20-21	21-22	22-23	20-21	21-22			

Conclusions based on this data:

1. Data is limited through CA dashboard due to low number of students, however, based on ELPAC student data, reading of is an area need. Empower needs to continue to utilize strategies and best practices to improve reading. Small group, direct explicit Instruction and use of GLAD strategies and intervention strategies will be utilized to improve student capacity in the area of reading. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate in testing or may rush through the testing which may impact the validity of the testing scores.

2. Data is limited through CA dashboard due to low number of students, however, based on ELPAC student data, writing is an area need. Empower needs to continue to utilize strategies and best practices to improve writing. Small group, direct explicit Instruction and use of GLAD strategies and intervention strategies will be utilized to improve student capacity in the area of writing. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate or may rush through the testing which may impact the validity of the testing scores.

3. Data is limited through CA dashboard due to low number of students, however, based on ELPAC student data, oral language of is an area need. Empower will utilize GLAD strategies, small group explicit instruction to build student's oral and speaking abilities. All students at the school site are students who qualified for special education due to significant behavioral and emotional needs which impacts compliance and participation. Multiple attempts, interventions, and strategies are utilized to encourage and motivate students to participate; however, due student's disability and non-compliance, students may refuse to participate or may rush through the testing which may impact the validity of the testing scores.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold

	Impairment (OHI). Enrollment taken from local data through student information system of 6/2021. Data from the dashboard was pulled from a different date resulting in different enrollment numbers.
2.	Data is limited through CA Dashboard is limited due to low number of students enrolled at Empower. Based on informal data, majority of Empower students are considered socioeconomically disadvantaged.
3.	Data is limited through CA Dashboard due to low number of students; however, based on informal data, approximately 10% of Empower students are English Learners.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This 0 0 1 r-1 0 9.38000v1 r-1 i -This 0 0 117/MCID 11 >BDCTm [( )] TJ ET EMC 8(section)1985 0.7c25ID 11 >BDCT

2. Although data is limited for 2022-23 and based on local data, English Learners have lacking skills in ELA and continue to be supported through the use of GLAD strategies, visual strategies, modeling, vocabulary building, role playing, small group explicit instructions to increase English Language Arts capacity.

3. Although data is limited for 2022 and based on local data, majority of Empower students are socioeconomically disadvantaged and scored 235.1 points below standard and are lacking ELA skills and will have multiple opportunities daily to access ELA programs, core curriculum, intervention curriculum and online resources, small group explicit instruction, incentives/PBIS interventions to increase reading and writing skills.

2. Although data is limited for 2022-23 and based on local data, all Empower students including EL students continue to need support in improving math skills and will be provided material and strategies that include GLAD, visuals, explicit instruction, modeling, manipulatives, collaboration, academic vocabulary, small group explicit instruction etc .

3. Although data is limited for 2022-23 and based on local data, multiple Empower students fall under the

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic

3. Although California Dashboard data is limited for 2022-23 and based on local data on absences, Empower Academy will use PBIS, therapeutic supports to motivate students and build relationships to increase student desire to attend

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. CA Dashboard data is limited for 2022; however based on local data, Empower is an alternative program for students with significant social emotional and behavioral needs who demonstrate higher percentage of suspendible behaviors; however, when possible alternatives to suspensions are used, such as, restorative practice, teaching, modeling and practice of lagging skills, counseling, counseling and guidance, school services, etc,

2. Based on the limited data through the California Dashboard for 2022 and local data, we saw a decrease in suspension rates in 2022-23 school year due to increase in student engagement in academics, positive relationships, increased incentives, when possible alternatives to suspensions are used, such as, restorative practice, teaching, modeling and practice of lagging skills, counseling, counseling and guidance, school services, etc

School and Student Performance Data

22-23 iReady Reading Diagnostic Growth Reports

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2021)
21-22 Diagnostic #3 (Spring 2021)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
All Students % of Students On Track to Meet Typical Growth Goal	48	52
English Learner % of Students On Track to Meet Typical Growth Goal	--	--
Socioeconomically Disadvantaged % of Students On Track to Meet Typical Growth Goal	50	48
Students with Disabilities % of Students On Track to Meet Typical Growth Goal	58	52

22-23 Reading Diagnostic Assessments

Diagnostic #2 (Winter 2022)
21-22 Diagnostic #3 (Spring 2022)

	Diagnostic #3 (Goal 70%)	Diagnostic #2 (%On Track)
American Indian or Alaska Native % of Students On Track to Meet Typical Growth Goal	--	--
Asian % of Students On Track to Meet Typical Growth Goal	--	--
Black or African American % of Students On Track to Meet Typical Growth Goal	--	33
Native Hawaiian or Other Pacific Islander % of Students On Track to Meet Typical Growth Goal	--	--
White % of Students On Track to Meet Typical Growth Goal	50	--

Conclusions based on this data:

1. Based on iReady 2nd diagnostic assessments, 52% of students are on track to meeting their typical growth that demonstrates that small group explicit instruction, use of intervention curriculum, scaffolding, use of PBIS for social emotional growth, use of various learning modalities, providing teachers instructional material and collaboration for data review is beneficial in improving students' reading skills. Based on our LCAP goal of 70%, we are close to meeting that goal.

2. Our goal for diagnostic #3 is 70% of students would be on track to meeting their typical growth and we are moving toward the goal. Based on this data, an identified need is to support students in building reading skills and motivation through using incentives, rewards, earned incentives to encourage student engagement in academic groups and learning.

3. Based on Diagnostic #3, 22% of students are on track to meet their typical growth and demonstrates Empower

School and Student Performance Data

Annual Gallup Parent Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Parent Survey	33	67	0
19-20 Parent Survey	86	14	0
20-21 Parent Survey	71	29	0
21-22 Parent Survey	71	29	0

21-22 Gallup Parent Survey Key Engagement Items

Three Key Engagement Items:	Item Mean: The average response to an item based on a 1-5 scale.	% of Parents (Strongly Agree/Agree)	% of Parents (Strongly Disagree/Disagree)
My child's school always delivers on what it promises.	4.71	71	29
I feel proud to be a parent at my child's school.	4.86	86	14
This school is perfect for my child.	4.86	86	14

Conclusions based on this data:

1. Based on the 21-22 parent gallop survey, 71% of parents were fully engaged while 29% were indifferent. There was a 15% drop in engagement from the 2019-20 survey. Based on this data, building positive parent relationship through school wide family activities and events is important to encourage parent engagement and support students with academic and social emotional growth.
2. Parent engaged for 2020-21 school year was at 71% fully engaged and 29% indifferent. Based on this data it's important to encourage all parents to feel fully engaged to support students with growth. Based on this data, we need to ensure that we continue to support students in making growth on their academics and social emotional goals for parents to feel that the school delivers on what it promises.
3. Based on 2019-20 parent gallop survey average mean of 5 on a 1-5 scale score, parents felt proud to be a parent at Empower and 4.75 felt the school was perfect for their children. Based on this data, parents believe that the services provided at Empower are benefitting their children. Empower will continue to provide resources, supports, accommodations, and core and intervention curriculum and PBIS supports to ensure student needs are being met and parent satisfaction continues.

School and Student Performance Data

Annual Gallup Student Survey Data

	% Fully Engaged	% Indifferent	% Actively Disengaged
18-19 Student Survey	--	--	--
19-20 Student Survey	--	--	--
20-21 Student Survey	--	--	--
21-22 Student Survey	--	--	--

Gallup Student Engagement Items

2021-22 Mean Scores	Empower Academy Item Mean: The average response to an item based on a 1-5 scale	Cajon Valley Union School District Item Mean: The average response to an item based on a 1-5 scale
Overall Engagement	4.27	3.89
At this school, I get to do what I do best every day	4.29	3.55
My teachers make me feel my schoolwork is important	4.36	4.01
I feel safe in this school.	3.73	3.84
I have fun at school.	4.47	3.77
I have a best friend at school	3.71	4.44
In the last seven days, someone has told me I have done good work at school.	4.33	3.58
In the last seven days, I have learned something interesting at school.	4.00	3.82
The adults at my school care about me.	4.64	3.91
I have at least one teacher who makes me excited about the future.	4.64	4.02

Empower Academy

Conclusions based on this data:

1. Based on 2021-22 student Gallup survey, overall engagement mean was at 4.27, while the district's mean was at 3.89. This data shows that students are engaged and support at Empower. Based on this data, there is a need to continue to increase positive relationship building through the use of PBIS, providing SEL and academic through the use of intervention material and curriculum.
2. Based on 2021-22 Student Gallup survey, the mean for "Adults at my school care about me" was at a mean of 4.64 increased from the previous year and demonstrates that students feel cared for and have developed positive staff relationships. Based on this data, Empower students should continue to receive the high support through intense small group instruction, lessons based on student strengths and interests and high incentives and positive reinforcement to encourage growth and trust.
3. Based on 2021-22 student Gallup survey, student mean for "I have fun at school" was at 4.47 and in previous year it was at 3.80. Based on this data, the increase shows that students enjoy school and the importance that students are

presented with engaging lessons that incorporate high interests, student strengths, and high engaging hands on learning that incorporate STEM, art, science, etc to encourage students having fun at school.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Course Access

LEA/LCAP Goal

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values.

Goal 1

All students will engage in a modern curriculum that will prepare them for the World of Work, based on their strengths, interests, and values. By June 2024, 70% of 2nd-8th grade students will complete the RIASEC interest Survey and will complete the assigned Beable courses in World of Work. On our annual student Gallup survey, our metric for "I have fun at school" will be between70% Teachers will complete professional learning courses in Alludo in modern curriculum (computer science, world of work, presentation literacy, and/or SEL) and will collaborate to integrate modern curriculum into their classroom instruction.

Identified Need

After analyzing our school's Gallup Student Data, one of our lowest performing engagement metric was "At this school, I get to do what I do best everyday" (3.70). An identified need is to create strength based classroom that celebrates an environment where students can achieve their best self and by supporting students in understanding their strengths supports in building positive relationships. With higher engagement comes higher performance in academic standards. Increasing engagement in the classroom and building positive relationships will lower chronic absenteeism. Empower Academy, a separate school setting, for students with significant social emotional and behavioral needs may have higher percentage of chronic absenteeism due to student's mental health needs, disabilities and concerns.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Collaboration and data analysis
1000	Title I 2000-2999: Classified Personnel Salaries Collaboration and data analysis

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students including EL and students with disabilities

Strategy/Activity

Students and staff will have opportunities to engage in modern curriculum, online learning programs and/or STEM/hands on activities to improve engagement and decrease student absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6000	CSI Funding

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent involvement, student engagement, school climate, and basic services

LEA/LCAP Goal

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

Goal 2

All students, staff, and families feel safe, empowered, and respected at Empower Academy. By June 2024, Empower Academy will increase student, parent and staff engagement by 10% as measured by annual Gallup survey. By June 2024, all Empower classrooms will utilize social emotional curriculum and teach skills groups daily for 30 minutes per day. By June 2024, student suspensions and chronic absenteeism will decreases by 10%.

Identified Need

When students feel safe, respected, and welcome at school, they want to be at school. Creating a positive climate and culture that empowers students and makes them feel valued and improve student attendance. Our overall rate of chronically absent students is high at 67% (22-23) base on CA Dashboard, in 2019 California Dashboard 34.6% of students were suspended and 37.5% of students were chronically absent. During the 2020-21 school year, student suspensions decreased which may be due to COVID Pandemic. Based on local data, Suspension rates for 21-22 were at 14% The strategies that we have implemented below to meet our second goal are all focused on improving the climate and culture of the school and ensuring that students have access to classrooms with high academic expectations and support for their social and emotional needs. We expect to see a significant improvement in the attendance rate as aocal ys iee a significhesd on nsion

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff Gallup Survey	Staff engagement - 75% Fully Engaged	Increase staff participation by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students, students with disabilities

Strategy/Activity

Staff will use social emotional curriculum and teach social emotional lessons daily to develop student lagging skills and increase student engagement and attendance, and decrease student suspension.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
917	S/C 4000-4999: Books And Supplies instructional material
500	S/C 1000-1999: Certificated Personnel Salaries Professional Learning
800	Title I Carryover 1000-1999: Certificated Personnel Salaries Additional time, collaboration
3000	Title I Carryover

	material, equipment, online programs
5000	CSI Funding 5800: Professional/Consulting Services And Operating Expenditures STEM, arts, and PE

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

State standards, student outcomes, and student achievement

LEA/LCAP Goal

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

Goal 3

All students will excel in reading, writing, listening, speaking, and mathematics. By June 2024, all Empower students who are students with disabilities will excel in reading, listening, speaking, and mathematics. By June 2023, 75% of all students who are students with disabilities will meet their Typical Growth goal on iReady Diagnostic #3. By June 2023, 65% of all students will meet their Stretch Growth goal on iReady Diagnostic #3.

Identified Need

Based on the Diagnostics #2 assessment results, 54% of Empower students are on track to meet their typical growth in reading and 54% are on track to meet typical growth in math. Empower current maximum student population is 30 students who are also students with disabilities data was not available in order to protect student privacy. 100% of students scored below standard in ELA and math on 2018-19 CAASPP assessment. Empower continues to address this need through building math and ELA skills with small group direct explicit instruction using intervention curriculum and core curriculum with accommodations and modifications, such as, scaffolding, use of online programs, use of speech to text, text to speech, and incorporating materials, supplies and equipment and academic tools to reinforce student academic growth. Based on SSC needs assessments, SSC determined that Empower students should have access to enrichment programs, such as, STEM to increase student skills and support teachers and staff with professional development. Empower

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	31% of all students met their typical growth. 54% of students were on a track to make typical growth by the end of the year. 4% of all students met their stretch growth. 32% of students are on a track to meet their stretch growth. As of Diagnostic #3 (June 2022) 52% of all students met their typical growth. 24% of all students met their stretch growth.	“Typical Growth” goal. 30% of students will meet their “Stretch Growth” goal.
iReady Diagnostic Growth Results Math	As of Diagnostic #2 (Feb 2023) 38% of all students met their typical growth. 54% of students are on a track to make typical growth. 37% of students are on a path to meet their stretch growth. 21% of all students met their stretch growth. As of Diagnostic #3 (June 2022) 19 of all students met their typical growth. 6% of all students met their stretch growth.	By Diagnostic #3 (June 2023), 45% of students will meet their “Typical Growth” goal. 30% of students will meet their “Stretch Growth” goal.
iReady Diagnostic Results Math	Math As of Diagnostic #2 (Feb 2023) All students Tier 1 - 4% Tier 2 - 0% Tier 3 - 96%	Math Diagnostic #3 (2023) 30% of students will place at Tier 2 or higher

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

All students, students with disabilities, EL students

Strategy/Activity

Teacher release time to collaborate on iReady and Core data to improve student achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
440	Title I 1000-1999: Certificated Personnel Salaries additional time
1200	Title I 4000-4999: Books And Supplies intervention curriculum or online programs

Provide students opportunities to engage in outdoor excursions to enhance academic standards and increase engagement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

	1000-1999: Certificated Personnel Salaries Support Teachers/staff to support in building student capacity and providing collaboration opportunities and planning

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

implementation of the strategies/activities that were effective include student access to online learning programs that students found engaging; however, there was some none compliance from some students that could be attributed to the fact that all students at Empower are students on IEPs with significant social emotional and behavioral needs and disabilities that can impact self-regulations, compliance and work completion. Staff will continue to collaborate to review data and implement strategies/intervention to increase engagement and guide instruction.

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

Due to COVID 19 Pandemic, implementation was impacted especially for students participation/lack of participation in online learning. Pandemic impacted student attendance that also impacted student access to programs and instruction.

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.

Collaboration and student access to personalized online programs will continue as planned. Expected outcomes will remain the same and students will continue to be reinforced to participate and engage in all learning through review of growth data to increase student buy-in.

Budget Summary

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

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:

Iman DeGano School Principal

Devon Wells Classroom Teachers

Alma Drage and Summer Dias Parent or Community Members

Name of Members	Role
Iman DeGano	Principal
Devon Wells	Classroom Teacher
Alma Drage	Parent or Community Member
Summer Dias	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.

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and
2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective Januable ry 1,69719

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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