

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Empower Academy	37- 67991- 0136176	May 21, 2019	July 30, 2019

## Purpose and Description

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

Schoolwide Program

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

The overall academic performance of students at Empower is at a low level for both English language arts and mathematics identifying opportunities for growth in both core academic subject matter areas. To more effectively identify struggling readers Empower will assess student reading levels at the beginning, middle, and end of the school year. This will provide all instructors data on student reading levels allowing for more targeted differentiated supports and intervention throughout the school year. Additionally, it will allow for goal setting and progress monitoring throughout the school year.

The chronic absenteeism rate at Empower is high identifying opportunities for growth in the area of overall school climate. Empower must focus on the academic, social, and emotional well being of all student subgroups.

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## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

Meaningful engagement of parents, pupils, and other stakeholders, including those representing subgroups that attend our school is critical to the annual School Plan for Student Achievement (SPSA) and budget allocation process. Our site utilizes student outcome data to drive our decisions and in determining our educational programs, professional learning opportunities and when considering supplemental curriculum. The following stakeholders are part of the SPSA development:

1. The English Learner Advisory Committee (ELAC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting for the SPSA development this year.

The ELAC provides a focus on both designated and integrated language opportunities for English learners (ELs). The charge is to support our site in improving language acquisition skills for all levels of ELs. The process used to generate their engagement is a data analysis protocol. English Learner data is analyzed for areas of growth and of need. The language acquisition process is addressed in two ways, through designated language opportunities where language acquisition is the focus and in integrated language opportunities where access to content standards is the focus through scaffolds and strategies.

ELAC confirms that our language development program addresses the needs of the students and are given the opportunity to ask questions and provide input from their child's experiences.

Suggestions provide the opportunity to make adjustments as needed to align accelerated language acquisition opportunities for our ELs. Information from this meeting was shared with School Site Council and used in the final development of the SPSA prior to approval of the plan.

2. The School Site Council (SSC): This committee meets multiple times throughout the year, but the meeting on [insert data meeting date here] was the accumulating input meeting when the SPSA was approved.

The SSC meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The site focus is to leverage competency-based instruction to engage students in the learning process, nurture their strengths & interests, help them find their role in their community and secure a path toward it. This is accomplished through a continuous site improvement focus where data is analyzed by sub-groups. Site data is analyzed for areas of growth and of need. There are three outcomes considered when reviewing our SPSA:

A. We retain "actions" that show student growth

B. We refine an "action" that shows minimal growth, but progress

C. We eliminate an "action" and replace it with a different way of approaching the need

Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

3. The Leadership Team: This committee meets multiple times throughout the year, but the meeting on 5/15/19 was the accumulating input meeting.

The Leadership Team is made up of representatives from each level represented at the school, followed by regular leveled collaboration opportunities with the group they represent. As with the SSC, these meetings provide a focus of overall academic and social-emotional welfare for all of our students, as well as site safety and fiscal needs. The charge is to support our site improvement focus, based on the particular needs of a given level or sub-group of students through collaborating as a whole site and then by leveled teams. The focus starts with celebrating successes, program monitoring, and then focusing on next steps. As a site, we develop a continuum through the development of "Actions" based on the "next steps" (focus areas) of each level. These focus areas are then taken back to the grade/subject level group and through collaboration, each level improves instruction, develops student opportunities or requests professional learning to build capacity.

The Leadership Team strengthens the development of personalized learning for students and allows for personalized professional learning for staff as well. Professional Learning (PL) brings our Instructional Model to life as teachers become proficient in facilitating Modern Learning. Our competency-based PL integrates with district-level metrics and supports our teacher's success through coaching & cohorts. Our goal is to create a culture of educators that are empowered to deliver relevant learning experiences for our students while considering the personalized needs of

students. The focus on analyzing data by level, builds capacity among staff. The process used to generate staff engagement is through the data analysis protocol. Site data is analyzed for areas of growth through a Data Analysis process. Suggestions from all members provide the opportunity to make adjustments as needed in order to align the site programs to student needs.

4. A Title I meeting: This meeting was held on [insert meeting date here] and information was shared with SSC as they developed and approved the SPSA.

This meeting is held to provide a focus of overall academic and social-emotional welfare for all students who have not yet reached proficiency or are at risk of not meeting proficiency. The Title I meeting is an additional opportunity for parents and the community to provide input into the SPSA development. As with ELAC and SSC, our site data is shared, the site programs are discussed and an opportunity to ask questions and share ideas is provided.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
American Indian	%	%	%			
African American	21.1%	%	%	4		
Asian	%	%	%			
Filipino	%	%	%			
Hispanic/Latino	47.4%	%	%	9		
Pacific Islander	%	%	%			
White	31.6%	%	%	6		
Multiple/No Response	%	%	%			
Total Enrollment				19		

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2016-17	2017-18	2018-19
Grade 4	2		
Grade 5	4		
Grade 6	2		
Grade 7	4		
Grade 8	7		
Total Enrollment	19		

### Conclusions based on this data:

1. Although data was not available in 2017-2018 school year, student enrollment has increased and will continue to increase in the 2019-2020 school year.
2. Student enrollment was higher in the 6th -8th grades compared to Kindergarten -5th grade

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
English Learners	8			42.1%		
Fluent English Proficient (FEP)	3			15.8%		
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. Although data is not available for 2017-2018, based on my informal data EL students decreased by about 10%.
2. Although data is not available for 2017-2018, Fluent English Proficient increased by 9.1% from 2015-16 to 2016-17.
3. Although data is not available for 2017-2018 and based on informal data, reclassification increased by 33%.

# 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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

Writing Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	

**Conclusions based on this data:**

1. Data not available for 2017-2018; however based on informal student data, reading, writing and speaking are areas of need. Empower needs to continue to utilize strategies and best practices to improve reading, writing and speaking skills.
2. Small group and direct explicit Instruction will continue to be utilized to improve student capacity in the areas of reading, writing and speaking



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

#### Conclusions based on this data:

1. Although data is unavailable for 2017-2018 and based on informal data, Empower will continue to focus on utilizing small group direct instruction with use of multi-learning modalities to increase engagement in core subjects and improve student capacity reading, writing and math.
2. Although data is unavailable for 2017-2018 and based on informal data, Empower will continue to focus on utilizing Positive Behavior Intervention and Supports to create a positive atmosphere, structures and procedures and built positive relationships and increase student engagement and attendance.
3. Although data is unavailable for 2017-2018 and based on informal data, Empower will continue to work and collaborate with families and incentivize students to attend daily.

# School and Student Performance Data

## Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

### Conclusions based on this data:

1. Although data is unavailable for 2017-2018 and on based informal data, all students at Empower who are all students with IEPs need continued support in the areas of reading and writing. Empower will continue to use core curriculum and intervention curriculum to improve and increase student capacity.
2. Although data is unavailable for 2017-2018 and based on informal data English Learners will continue to be supported through the use of visual strategies, modeling, vocabulary building, role playing to increase English Language Arts capacity.

# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

### Conclusions based on this data:

1. Although data is unavailable for 2017-2018, Empower students are all students on IEPs who will be supported with math acquisition through the use of core curriculum and intervention curriculum and small group direct instruction.
2. Although data is unavailable for 2017-2018 and based on informal data, all Empower students including EL students continue to need support in improving math skills and will be provided material and strategies that include visuals, explicit instruction, modeling, manipulatives, collaboration, etc.
3. Although data is unavailable for 2017-2018 and based on informal data, multiple Empower students fall under the socioeconomically disadvantaged. All students at Empower will continue to be provided explicit instruction, intervention material, core curriculum, direct instruction, and support from classroom support staff to increase math skills.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage

**Conclusions based on this data:**

1. Although data is unavailable for 2017-2018 and based on informal data, EL students demonstrate Level 1 and Level 2 skills.
2. Although data is unavailable for 2017-2018 and based on informal data, EI students continue to need support in improving skills in reading, writing, speaking and listening.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

### Conclusions based on this data:

1. Although data is unavailable for 2017-2018 and based on informal data, Empower being an alternative school for students with significant behavioral concerns and mental health disorders, there is a higher percentage of student absences.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

### 2018 Fall Dashboard Suspension Rate Equity Report

Red

Orange

Yellow

Green

Blue

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.

### 2018 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of the percentage of students who were suspended.

### 2018 Fall Dashboard Suspension Rate by Year

2016

2017

2018

### Conclusions based on this data:

1. Although data is unavailable for 2017-2018 and based on informal 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, counseling, school services, etc,

# 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

Access to, and progress in, core academic standards

## LEA/LCAP Goal

All students have access to high quality teachers and broad range of educational programs to pursue areas of interest as they prepare for college and career success

## Goal 1

Empower students have access to high-quality teachers and a broad range of educational programs including daily access to technology, careers and social emotional learning to pursue areas of interest as they prepare for college and career success. Teachers will provide individualized learning and small group explicit direct instruction utilizing research based best instructional practices to increase engagement and student success. Teachers will be provided site and district wide training.

## Identified Need

Due to the low academic scores and high rate of chronic absenteeism it is important to have targeted professional development and increased collaboration for teachers in order to provide strategies and supports for students who are at risk and struggle with behavioral challenges. Teachers need time to collaborate and implement PBIS strategies and practice restorative practices. We also need to prepare our students for their future career and college through the World of Work.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
College and Career - World of Work	50% of students participated in a World of Work activity	100% of students will participate in a World of Work activity
Teacher Professional Development Logs	0 teachers attended GLAD training	2 teachers will attend GLAD training

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Increase the use of hands-on project-based learning across curriculum, gardening, cooking, businesses to increase capacity and skills in running a business, connecting to World of Works, improving team work and collaboration

**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)
600	Supplemental Concentration Funding 4000-4999: Books And Supplies Materials, equipment, manipulatives
100	Title I 4000-4999: Books And Supplies Supplies, Materials & Equipment
1,000	Title I 5000-5999: Services And Other Operating Expenditures Contracts

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

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

All Students

**Strategy/Activity**

Supplemental curricular materials and supplies are provided to support students acquisition of standards.

**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)
810	Title I 4000-4999: Books And Supplies Materials and supplies



# 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

Positive safe school climate and healthy students

## LEA/LCAP Goal

All schools promote a positive school climate and offer programs that promote health and wellness.

## Goal 2

Empower is committed to promote a positive school climate through utilizing positive behavior intervention and supports, character education and physical and mental health and wellness for all stakeholders. Empower is committed in building positive relationships and developing student self-worth.

## Identified Need

Chronic absenteeism at Empower is very high and identifies an opportunity for growth in the area of student engagement. Empower will develop an attendance support team comprised of administrators, counselors, office staff, and our community liaison. The attendance support team will ensure that students and students sub groups with attendance problems are identified as early as possible to provide applicable support services and interventions. Emerald's attendance support team will meet regularly to evaluate the effectiveness of strategies implemented to reduce chronic absenteeism rates and truancy rates.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate: Goal 95%	2017-18:	Goal: Match the district average at 95%
SI&A Report: Chronic Absenteeism Rate, State 9%  CA Dashboard	2017-2018: 50%	Chronic Absenteeism Goal: Cut the chronic absenteeism rate by 20%
Dashboard: Suspension Rate	2017-2018: All students: Declined -0.9% Overall 0.7% Green	Decrease suspension rate to .5%

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

**Strategy/Activity**

All students take part in physical education daily. Kindergarten-5th grade receive 200 or more mins of physical education per 10 days of school. 6-8th grade students receive 400 or more mins per 10 school days.

**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)

600

Source(s)

Supplemental Concentration Funding  
4000-4999: Books And Supplies  
PE equipment

**Strategy/Activity 2**

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

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

All Fifth and 7th graders

**Strategy/Activity**

**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.

**Strategy/Activity 3**

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

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

All Students

**Strategy/Activity**

Empower is dedicated to celebrating the academic, attendance, and social emotional success of our students and promote school pride, positive behavior, and character building.

**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)

157

Source(s)

Supplemental Concentration Funding  
4000-4999: Books And Supplies



# 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

Personalized learning, supporting students passions and career aspirations

## LEA/LCAP Goal

All students demonstrate progress and proficiency over time to mastering standards and developing college and career readiness for global competencies

## Goal 3

Empower is committed to assisting students in demonstrating progress and proficiency over time, mastering standards and developing college and career readiness for global competencies. Empower teachers and staff will utilize best instructional practices and use direct explicit instructional in small group and large group setting to increase student engagement and success.

## Identified Need

Students are scoring very low on the CAASPP assessment in all subgroups in language arts and in mathematics. Though we are too small to receive a performance level on the CA Dashboard we are reviewing Lexile levels, comprehension, language proficiency, phonics development, and mathematical competencies on a regular basis and know that many of our students are scoring two years or more below grade level in both mathematics and English language arts.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	ELA 82.35% scoring Below Standard 17.65% scoring Nearly Met	ELA Goal: Move at least 5% of students into the next performance band
CAASPP	Math 82% scoring Below Standard 18% scoring Nearly Met	Math Goal: Move at least 5% of students into the next performance band

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 4

### Students to be Served by this Strategy/Activity

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

Strategy/Activity

### 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)
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**Strategy/Activity 5**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

Strategy/Activity
3.3 Students will participate in KidBiz to improve reading fluency and comprehension

**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)
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**Strategy/Activity 6**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

All Students
Strategy/Activity
Empower is committed to providing teachers and staff necessary supplies & materials and Supplemental supplies and materials to support student learning and success

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

Amount(s)	Source(s)
644	Supplemental Concentration Funding 4000-4999: Books And Supplies Supplies, Materials

**Strategy/Activity 7**  
**Students to be Served by this Strategy/Activity**  
(Identify either All Students or one or more specific student groups)

All Students
Strategy/Activity
Utilize intervention curriculum and Increase access and use of manipulative and hands on learning in math and science to increase student acquisition and participation.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
200	Supplemental Concentration Funding 4000-4999: Books And Supplies material, supplies and manipulatives
526	Title I PD 1000-1999: Certificated Personnel Salaries Hourly, Additional Hourly
846	Title I 4000-4999: Books And Supplies Intervention math program

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

District Professional Development (PD) will be provided for all staff and will include, but is not limited to, Curricular Adoptions, MTSS, ELD, etc.

### 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)
150	Supplemental Concentration Funding 1000-1999: Certificated Personnel Salaries Hourly
50	Supplemental Concentration Funding 2000-2999: Classified Personnel Salaries Classified Hourly

# 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

Shared Community and Engagement

## LEA/LCAP Goal

Schools foster a sense of shared community and decision making for parents and other stakeholders

## Goal 4

Empower Academy will engage all stakeholders in fostering a sense of shared community and decision making

## Identified Need

Empower needs to support student achievement by improving family engagement at the site, and helping parents learn how they can support their children's education at home.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement Events	Number of parents attending: 3-5	Goal for parents attending each event: 10-12
School Site Council Meetings	Number of parents at meetings: 1-2	Goal: 3-4 Parents at each meeting

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Involve parents in child's education through Back to School Night, Open House, Holiday Breakfast, events and special parent student activities

### 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)

74	Title I Parent Involvement 5700-5799: Transfers Of Direct Costs Supplemental materials copied by Printshop
378	Title I 4000-4999: Books And Supplies Supplies & Materials
50	Title I 2000-2999: Classified Personnel Salaries Babysitting

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

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

All Students

### Strategy/Activity

Parent participation in the development of IEPs as part of the decision making process.

### 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)
50	Title I 2000-2999: Classified Personnel Salaries Additional Hourly



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$3,834
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$6,235.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$3,234.00
Title I Parent Involvement	\$74.00
Title I PD	\$526.00

Subtotal of additional federal funds included for this school: \$3,834.00

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

State or Local Programs	Allocation (\$)
Supplemental Concentration Funding	\$2,401.00

Subtotal of state or local funds included for this school: \$2,401.00

Total of federal, state, and/or local funds for this school: \$6,235.00

# 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
	0	0.00
Supplemental Concentration Funding	\$2,401	0.00
Title I Parent Involvement	\$74	0.00
Title I	\$3,234	0.00
Title I PD	\$526	0.00

## Expenditures by Funding Source

Funding Source	Amount
Supplemental Concentration Funding	2,401.00
Title I	3,234.00
Title I Parent Involvement	74.00
Title I PD	526.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	676.00
2000-2999: Classified Personnel Salaries	150.00
4000-4999: Books And Supplies	4,335.00
5000-5999: Services And Other Operating Expenditures	1,000.00
5700-5799: Transfers Of Direct Costs	74.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supplemental Concentration Funding	150.00

2000-2999: Classified Personnel Salaries	Supplemental Concentration Funding	50.00
4000-4999: Books And Supplies	Supplemental Concentration Funding	2,201.00
2000-2999: Classified Personnel Salaries	Title I	100.00
4000-4999: Books And Supplies	Title I	2,134.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
5700-5799: Transfers Of Direct Costs	Title I Parent Involvement	74.00
1000-1999: Certificated Personnel Salaries	Title I PD	526.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,510.00
Goal 2	757.00
Goal 3	2,416.00
Goal 4	552.00

# School Site Council Membership

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

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

Name of Members	Role
Iman DeGano	Principal
Jesika Perea	Classroom Teacher
Alma Drage	Parent or Community Member
Karina Guzman .	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.