

School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	George T. Egling Middle School
Address	813 Webster Street Colusa, CA 95932
County-District-School (CDS) Code	06-61598-6057152
Principal	Jody Johnston
District Name	Colusa Unified School District
SPSA Revision Date	April 15, 2019
Schoolsite Council (SSC) Approval Date	March 18, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.

Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.

Guiding Principles - High Expectations: are set for all students to maximize their potential. All students have the ability to learn. Students who need help in achieving the standards receive support from the entire school community.

Positive and Caring School Community: The school environment is safe, positive and caring. It supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community.

Quality Curriculum: Egling Middle School has implemented California Common Core Standards. All students are engaged in a rigorous curriculum. This year we are refining our implementation of our new English Language Arts programs that were adopted in Colusa Unified School District. In Kindergarten through grade 6 we have adopted Benchmark Advance published by Benchmark Advance Company LLC. For 7th and 8th grade Language Arts classes SpringBoard published by College Board was adopted. In 4th and 5th math classes we are continuing to use the Bridges curriculum published by the Math Learning Center and in 6th through 8th grades we are using Connected Mathematics by Pearson. We also offer an advance mathematics course to our 8th grade students which utilizes Big Ideas Math - Integrated Mathematics I published by Cengage. In all subject areas, students are expected to support their learning by referencing textual evidence. Strong exploratory and enrichment activities help students learn to make informed decisions.

Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions. Students are exposed to weekly character education topics and quotes. Our counselor teachers age appropriate life skills to selected groups of our 4th - 6th grade students and to 7th and 8th grade students during their Wednesday study skills classes.

School Profile

Colusa Community - Situated along the Sacramento River, Colusa is a quiet and serene community. Colusa County is one of the original 27 California counties created in 1850. Located along the Pacific Flyway, this city is 120 miles north of San Francisco, and 69 miles northwest of Sacramento. The city benefits from an excellent location, with Interstate 5, the major northwest transportation quarter for the West Coast, passing within nine miles of the city. Much of the land area around the city is devoted to agriculture, the primary economic activity and major source of commerce and employment.

Colusa Unified School District--The district consists of three comprehensive schools: Colusa High School, Egling Middle School and Burchfield Primary School. Additionally, to meet the needs of those who wish an alternative to these schools the district offers the Colusa Alternative Home School which assists families with the desire to educate children at home and Colusa Alternative High School which assists students in completing deficient credits. The Burchfield Primary School's mascot is the BraveHawks, the Egling Middle School's mascot is the RiverHawks and Colusa High School's is the RedHawks.

Egling Middle School serves 550 students in grades 4th-8th. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade English Language Development classes, an After-School Program, band, and choir. In 7th and 8th grade leadership, journalism, and enrichment classes are offered. In 6th grade students participate in environmental education at Shady Creek Outdoor School. All students receive computer instruction both in a lab setting and in the classroom on Chromebooks. A variety of sports are offered at 7th and 8th grade students including girls and boys basketball, girls volleyball, girls' and boys' soccer. 7th and 8th grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Egling Middle School Staff--Credentialed staff includes 32 full-time teachers including 4 special education teachers, 1 principal, 1 vice principal, 1 reading specialist, 1 counselor, 1 speech teacher, and 1 part time school psychologist. Classified staff includes 1 administrative secretary, 1 attendance clerk, 1 office assistant, 1 after school program director, 3.5 bilingual instructional assistants, 3 instructional assistants, 7 special education instructional assistants, 1 library aide, 4 duty supervisors, 5 cafeteria staff members and 3.5 custodial staff members.

The Egling Middle School community works cooperatively and continuously to fulfill our mission. High expectations are set for all students to maximize their potential. Students needing help in achieving the Common Core State Standards receive support from the entire community. The school environment is safe, positive and caring. New character education topics are taught weekly. The environment supports the uniqueness of upper elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, Common Core State Standards based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Graduation Requirements -- Egling Middle School has a trimester grading system. Students receive grade reports at 6 week, 9 week and 12 week periods. Parents may access students' grades and assignments online through our grade reporting system, Illuminate (4th-6th grades) and Infinite Campus (7th and 8th grades). Parent conferences are held in October for our 4th - 6th grade students as well as on an as-needed basis. 7th and 8th grade students and parents at Egling Middle School meet with administrators and teachers as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our Credit Recovery and After School Program. A summer school program is also offered for students with academic concerns.

Academic Achievement -- 99% of the Egling Middle School 8th grade class of 2018 graduated.

Daily Schedule: School begins at 8:13. 4th - 6th grades' day ends at 2:30. 7th and 8th grades' day ends at 2:45. 7th and 8th graders have a Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday. 7th and 8th graders rotate through enrichment classes taught by teachers during 9th period. The state required instructional minutes are met in all grade levels.

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

Egling Middle School conducts a comprehensive needs assessment annually. Individual meetings are held to review the eight state priority areas and to identify areas that we are doing well in and areas that need attention. The stakeholder groups that provide input are our teachers, office staff, MOT, paraprofessionals, special education staff, after school program staff, the English language acquisition committee, and the parent club. All of the positive areas are shared out with the entire school community. The areas of need are reviewed and categorized into issues that can be immediately addressed, training opportunities, purchases, staffing and other ideas. The goals for the following year are generated by staff from the needs assessment and the data generated from a variety of assessments. The goals are reviewed by stakeholder groups and approved by our site council.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	2.9%	3.7%	4.97%	15	20	28
African American	0.2%	%	0.71%	1		4
Asian	1.2%	1.3%	1.42%	6	7	8
Filipino	%	%	%			
Hispanic/Latino	69.6%	69.7%	70.34%	360	379	396
Pacific Islander	0.2%	0.2%	0.36%	1	1	2
White	25.1%	24.1%	21.31%	130	131	120
Multiple/No Response	0.8%	%	%	4		
Total Enrollment				517	544	563

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 4	101	126	126
Grade 5	88	108	125
Grade 6	106	88	107
Grade 7	107	119	101
Grade 8	115	103	104
Total Enrollment	517	544	563

Conclusions based on this data:

1. The population of students that identify with "white" is decreasing slightly and the number of "Hispanic/ Latino" is increasing slightly.
2. There are two large classes going through the school and currently at 5th and 6th grades. This affects the number of classes and teachers needed at each grade level.
3. The number of students at Egling has been increasing over time.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	160	174	205	30.9%	32.0%	36.4%
Fluent English Proficient (FEP)	115	108	88	22.2%	19.9%	15.6%
Reclassified Fluent English Proficient (RFEP)	3	8	1	2.1%	5.0%	0.6%

Conclusions based on this data:

1. The percentage of English Learners s increasing.
2. the number of FEP students are decreasing.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	104	126	127	104	121	124	104	121	124	100	96	97.6
Grade 5	88	112	125	85	109	124	85	109	124	96.6	97.3	99.2
Grade 6	104	96	101	101	94	98	101	94	98	97.1	97.9	97
Grade 7	102	117	96	100	108	93	100	108	93	98	92.3	96.9
Grade 8	117	103	98	116	99	97	116	99	97	99.1	96.1	99
All Grades	515	554	547	506	531	536	506	531	536	98.3	95.8	98

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2422.	2427.	2440.	11	10.74	16.13	20	14.05	20.16	21	31.40	25.00	48	43.80	38.71
Grade 5	2461.	2453.	2471.	5	11.01	13.71	27	22.02	25.81	28	17.43	25.81	40	49.54	34.68
Grade 6	2481.	2493.	2484.	5	4.26	7.14	28	32.98	31.63	28	30.85	23.47	40	31.91	37.76
Grade 7	2532.	2514.	2514.	13	4.63	11.83	29	36.11	27.96	29	23.15	26.88	29	36.11	33.33
Grade 8	2548.	2556.	2545.	9	9.09	6.19	35	40.40	39.18	34	27.27	29.90	22	23.23	24.74
All Grades	N/A	N/A	N/A	8	8.10	11.38	28	28.44	28.36	28	25.99	26.12	35	37.48	34.14

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	14	12.40	16.94	34	50.41	56.45	52	37.19	26.61
Grade 5	5	13.76	16.13	55	40.37	46.77	40	45.87	37.10
Grade 6	14	11.70	17.35	44	58.51	39.80	43	29.79	42.86
Grade 7	21	16.67	17.20	42	45.37	43.01	37	37.96	39.78
Grade 8	21	18.18	18.56	47	49.49	45.36	32	32.32	36.08
All Grades	15	14.50	17.16	44	48.59	46.83	41	36.91	36.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	11.57	12.90	48	47.11	46.77	38	41.32	40.32
Grade 5	12	19.27	23.39	45	36.70	41.94	44	44.04	34.68
Grade 6	6	11.83	9.18	50	56.99	44.90	45	31.18	45.92
Grade 7	21	21.30	22.58	53	39.81	48.39	26	38.89	29.03
Grade 8	18	25.25	16.49	50	55.56	55.67	32	19.19	27.84
All Grades	14	17.74	16.98	49	46.79	47.20	37	35.47	35.82

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	4.13	12.90	62	57.85	66.13	27	38.02	20.97
Grade 5	6	11.93	11.29	65	58.72	59.68	29	29.36	29.03
Grade 6	12	3.19	11.22	62	73.40	63.27	26	23.40	25.51
Grade 7	11	8.33	6.45	64	61.11	64.52	25	30.56	29.03
Grade 8	14	11.11	11.34	71	66.67	72.16	16	22.22	16.49
All Grades	11	7.72	10.82	65	63.09	64.93	24	29.19	24.25

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	10.74	12.90	50	56.20	55.65	38	33.06	31.45
Grade 5	11	13.76	13.71	67	40.37	54.84	22	45.87	31.45
Grade 6	16	10.64	20.41	57	60.64	48.98	27	28.72	30.61
Grade 7	20	18.52	19.35	59	52.78	51.61	21	28.70	29.03
Grade 8	24	26.26	29.90	53	53.54	46.39	22	20.20	23.71
All Grades	17	15.82	18.66	57	52.54	51.87	26	31.64	29.48

Conclusions based on this data:

1. Reading is an area of concern. Listening is an area of strength.
2. 5th grade has made significant progress over time with students who are above standard in writing.
3. Nearly half of or students in each grade are at or near standard in Reading, Writing and Research skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	104	126	127	104	120	124	104	120	124	100	95.2	97.6
Grade 5	88	112	125	85	108	125	85	108	125	96.6	96.4	100
Grade 6	104	96	101	100	94	100	100	94	100	96.2	97.9	99
Grade 7	102	117	96	100	108	95	100	108	95	98	92.3	99
Grade 8	115	103	98	114	99	97	114	99	97	99.1	96.1	99
All Grades	513	554	547	503	529	541	503	529	541	98.1	95.5	98.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2443.	2460.	2451.	7	10.00	5.65	22	27.50	23.39	40	37.50	44.35	31	25.00	26.61
Grade 5	2461.	2451.	2469.	6	6.48	8.00	14	12.96	21.60	29	25.00	24.00	51	55.56	46.40
Grade 6	2471.	2470.	2474.	4	4.26	6.00	15	14.89	17.00	34	28.72	36.00	47	52.13	41.00
Grade 7	2511.	2506.	2485.	15	9.26	11.58	16	25.93	11.58	34	22.22	25.26	35	42.59	51.58
Grade 8	2547.	2532.	2535.	23	17.17	16.49	14	15.15	14.43	20	26.26	30.93	43	41.41	38.14
All Grades	N/A	N/A	N/A	11	9.45	9.24	16	19.66	18.11	31	28.17	32.35	41	42.72	40.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	15	25.00	15.32	42	35.83	37.90	42	39.17	46.77
Grade 5	11	8.33	14.40	29	28.70	31.20	60	62.96	54.40
Grade 6	12	9.57	10.00	25	29.79	36.00	63	60.64	54.00
Grade 7	19	17.59	12.63	31	32.41	25.26	50	50.00	62.11
Grade 8	31	23.23	21.65	20	25.25	34.02	49	51.52	44.33
All Grades	18	17.01	14.79	29	30.62	33.09	52	52.36	52.13

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	10.83	10.48	49	52.50	51.61	38	36.67	37.90
Grade 5	7	11.11	6.40	36	33.33	50.40	56	55.56	43.20
Grade 6	4	5.32	10.00	47	42.55	43.00	49	52.13	47.00
Grade 7	18	18.52	13.68	50	44.44	40.00	32	37.04	46.32
Grade 8	19	21.21	18.56	46	32.32	51.55	34	46.46	29.90
All Grades	13	13.42	11.46	46	41.40	47.69	41	45.18	40.85

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	13	11.67	11.29	41	51.67	50.00	45	36.67	38.71
Grade 5	5	6.48	8.80	51	44.44	49.60	45	49.07	41.60
Grade 6	5	6.38	9.00	58	46.81	43.00	37	46.81	48.00
Grade 7	17	13.89	9.47	48	52.78	48.42	35	33.33	42.11
Grade 8	19	13.13	15.46	59	50.51	58.76	22	36.36	25.77
All Grades	12	10.40	10.72	51	49.34	49.91	36	40.26	39.37

Conclusions based on this data:

1. Concepts and Procedures had the highest percentage above standard and the highest percentage below standard. Our participation goal was met.
2. There is a large percentage of students above standard in 8th grade. 5th grade over time is increasing the number of student in the above standards category.
3. There is a significant number of students across the grade levels not meeting standards in math.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 4	1502.3	1485.5	1518.7	55
Grade 5	1509.9	1477.4	1541.8	35
Grade 6	1516.4	1503.8	1528.4	34
Grade 7	1553.4	1538.3	1567.9	27
Grade 8	1519.9	1497.3	1541.9	39
All Grades				190

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	32	58.18	14	25.45	*	*	55
Grade 5	*	*	15	42.86	*	*	*	*	35
Grade 6	*	*	12	35.29	*	*	*	*	34
Grade 7	16	59.26	*	*			*	*	27
Grade 8	18	46.15	*	*	*	*	*	*	39
All Grades	57	30.00	73	38.42	33	17.37	27	14.21	190

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	32	58.18	*	*	*	*	55
Grade 5	*	*	16	45.71	*	*	*	*	35
Grade 6	*	*	16	47.06	*	*	*	*	34
Grade 7	18	66.67	*	*	*	*	*	*	27
Grade 8	17	43.59	12	30.77	*	*	*	*	39
All Grades	60	31.58	81	42.63	26	13.68	23	12.11	190

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 4	*	*	23	41.82	15	27.27	*	*	55
Grade 5	14	40.00	12	34.29	*	*	*	*	35
Grade 6	*	*	*	*	*	*	14	41.18	34
Grade 7	14	51.85	*	*	*	*	*	*	27
Grade 8	19	48.72	*	*	*	*	14	35.90	39
All Grades	59	31.05	57	30.00	26	13.68	48	25.26	190

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	27	49.09	26	47.27	*	*	55
Grade 5	15	42.86	17	48.57	*	*	35
Grade 6	*	*	19	55.88	*	*	34
Grade 7	14	51.85	12	44.44	*	*	27
Grade 8	15	38.46	18	46.15	*	*	39
All Grades	79	41.58	92	48.42	19	10.00	190

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	39	70.91	*	*	55
Grade 5	*	*	14	40.00	12	34.29	35
Grade 6	18	52.94	12	35.29	*	*	34
Grade 7	22	81.48	*	*	*	*	27
Grade 8	17	43.59	17	43.59	*	*	39
All Grades	73	38.42	85	44.74	32	16.84	190

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	*	*	30	54.55	17	30.91	55
Grade 5	14	40.00	14	40.00	*	*	35
Grade 6	*	*	*	*	20	58.82	34
Grade 7	12	44.44	11	40.74	*	*	27
Grade 8	20	51.28	*	*	17	43.59	39
All Grades	59	31.05	66	34.74	65	34.21	190

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 4	20	36.36	32	58.18	*	*	55
Grade 5	21	60.00	*	*	*	*	35
Grade 6	*	*	23	67.65	*	*	34
Grade 7	*	*	15	55.56	*	*	27
Grade 8	*	*	24	61.54	*	*	39
All Grades	66	34.74	104	54.74	20	10.53	190

Conclusions based on this data:

1. Listen and Speaking skills are a strength.
2. Reading and writing are areas
3. As students remain in our school the number of ELs decrease over time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
563	74.4%	36.4%	0.2%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	205	36.4%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	419	74.4%
Students with Disabilities	53	9.4%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.7%
American Indian	28	5.0%
Asian	8	1.4%
Hispanic	396	70.3%
Two or More Races	5	0.9%
Pacific Islander	2	0.4%
White	120	21.3%

Conclusions based on this data:

1. The student population at Egling includes a high number of students coming from socioeconomically disadvantaged families.
2. One Third of our students are English learners.
3. Hispanic families represent our largest ethnic group.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Red</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

- English language arts and math continue to be a major focus.
- Chronic absenteeism needs to be an area of focus.
- Our suspension rate has improved due to alternate measures.

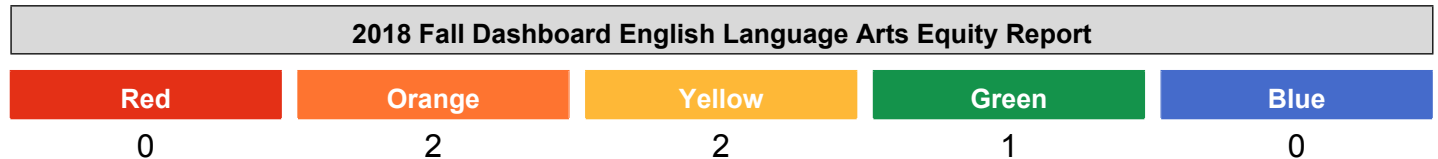
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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  Orange 33.4 points below standard Maintained 2 points 517 students	English Learners  Yellow 51 points below standard Increased 10.6 points 247 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Yellow 45.1 points below standard Increased 3.9 points 377 students	Students with Disabilities  Orange 125.8 points below standard Increased 7.4 points 86 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 54.5 points below standard Declined -14.4 points 22 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 44.7 points below standard Maintained 1.3 points 371 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Green 7.3 points above standard Increased 8.1 points 107 students

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 73.4 points below standard Increased 16.9 points 193 students	Reclassified English Learners 28.9 points above standard Increased 17.6 points 54 students	English Only 20.2 points below standard Maintained 0.5 points 240 students
---	--	--

Conclusions based on this data:

1. Our reclassified English learners increase in English language arts and average above standard.
2. In the area of English language arts EL, SED, students with disabilities and our hispanic student groups increase their scores but need to continue to be focus groups.
3. Our English learners increased the English language arts scores but are still significantly below standard.

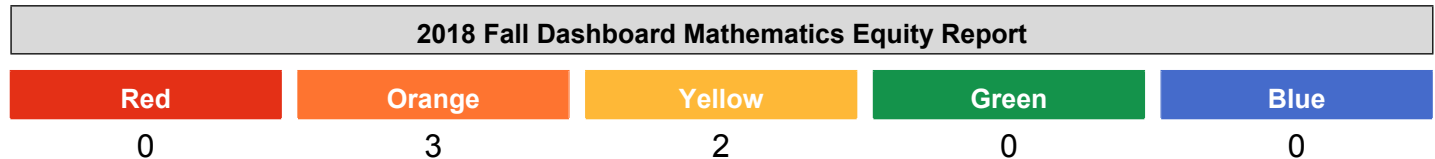
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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  Orange 58 points below standard Maintained -1.4 points 517 students	English Learners  Yellow 77.2 points below standard Increased 4.7 points 247 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Orange 75.6 points below standard Maintained -2.8 points 377 students	Students with Disabilities  Orange 153.7 points below standard Increased 10.9 points 86 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	American Indian  No Performance Color 69.3 points below standard Declined -19.8 points 22 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Filipino  No Performance Color 0 Students
Hispanic  Orange 71.6 points below standard Maintained -0.1 points 371 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Yellow 8.7 points below standard Maintained -0.8 points 107 students

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 97.1 points below standard Increased 12.7 points 193 students	Reclassified English Learners 6 points below standard Increased 4.8 points 54 students	English Only 44.8 points below standard Declined -4.7 points 240 students
---	--	---

Conclusions based on this data:

1. Our reclassified English learners increased their math scores and are near standard.
2. English learners and students with disabilities slightly increased their math scores.
3. All student groups remain significantly below standard in math.

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
190	30%	38.4%	17.4%	14.2%

Conclusions based on this data:

1. English Learner progress has increased significantly.
2. One third of our English language learners are at a level 4 with well developed skills.
3. Over one third of our English language learners are at a level 3 with moderately developed skills.

School and Student Performance Data

Academic Performance College/Career

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 College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

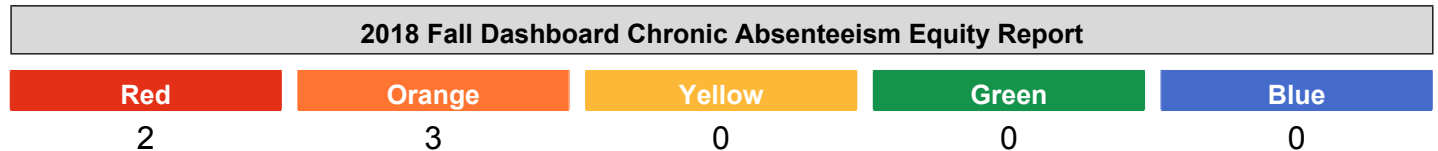
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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  Red 13.9% chronically absent Increased 4.6% 581 students	English Learners  Orange 8.2% chronically absent Increased 1.4% 208 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Socioeconomically Disadvantaged  Red 14.6% chronically absent Increased 4.9% 432 students	Students with Disabilities  Orange 19.6% chronically absent Increased 6.7% 97 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color 51.9% chronically absent Increased 18.5% 27 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Hispanic  Red 11.2% chronically absent Increased 4% 411 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	White  Orange 14.6% chronically absent Increased 4.3% 123 students

Conclusions based on this data:

1. Chronically absent students is a significant challenge within all student groups.
2. Increased absenteeism is noted in all students groups.
3. One student group show a significantly higher percentage of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation 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 Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2018 Fall Dashboard Graduation 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 received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year

2017

2018

Conclusions based on this data:

1.

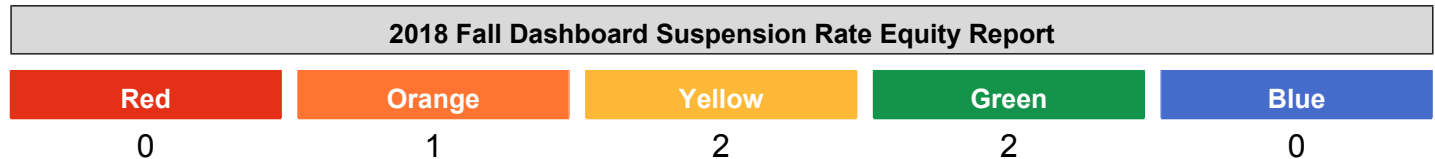
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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  Green 7.3% suspended at least once Declined -1.5% 590 students	English Learners  Green 5.7% suspended at least once Declined -5.3% 210 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 7 students
Homeless  No Performance Color Less than 11 Students - Data Not 2 students	Socioeconomically Disadvantaged  Yellow 8.9% suspended at least once Declined -1.6% 438 students	Students with Disabilities  Orange 16.5% suspended at least once Declined -0.4% 97 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color 3.6% suspended at least once Declined -1.2% 28 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 8.2% suspended at least once Declined -1.9% 416 students	 No Performance Color Less than 11 Students - Data 5 students	 No Performance Color Less than 11 Students - Data 2 students	 Green 4.8% suspended at least once Declined -2.5% 126 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
7.3% suspended at least once	8.8% suspended at least once	7.3% suspended at least once

Conclusions based on this data:

1. There have been significant increases in the number of suspensions SES students students with disabilities.
2. There have been a decrease in the number of suspensions for our Native American students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts and Writing

Goal Statement

After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.

LCAP Goal

Improve student achievement and close the achievement gap in ELA.

Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the English Language Proficiency Assessments for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments is used to inform instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
STAR Assessments	Grade equivalency for students	One year growth
Student at or above grade level for CAASPP Scores	40%	43%

Planned Strategies/Activities

Strategy/Activity 1

Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades,

Fully train teachers in both Benchmark Advance and Spring Board curriculum.

Implement a Trainer of Trainers model

Utilize vertical PLC teams

3rd - 4th

4th - 6th

6th-8th

7th-12th

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal, Teachers, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	35000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption.
Amount	15000
Source	District Funded
Budget Reference	4000-4999: Books And Supplies
Description	Benchmark Advance

Strategy/Activity 2

Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal, teacher - Each Wednesday All Year

Proposed Expenditures for this Strategy/Activity

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Included in Teachers' Salaries

Strategy/Activity 3

Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit.
Writing assessments are consistent 4th-8th grades.

Students to be Served by this Strategy/Activity

All

Timeline

6 week intervals

Person(s) Responsible

Principal, Teachers, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	6600
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Substitute Teachers

Strategy/Activity 4

Training for improvement and implementation of new teaching strategies within the classroom.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

District

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Substitute Teachers
Amount	900
Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Substitute Teachers
Amount	10000
Source	Title I Part A: Professional Development (PI Schools)
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Description

Professional Trainers

Strategy/Activity 5

1.75 -Title I teacher

Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD

Students to be Served by this Strategy/Activity

ELD and Low Performing students

Timeline

2019-2020

Person(s) Responsible

Principal, Reading Specialist

Proposed Expenditures for this Strategy/Activity**Amount**

60,000

Source

Title I

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Reading Specialist, teacher

Strategy/Activity 6

Implement Accelerated Reader Enterprise Program and STAR Reading Assessment

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity**Amount**

5800

Source

School Wide Program (SWP)

Budget Reference

5000-5999: Services And Other Operating Expenditures

Description

Accelerated Reading Program

Strategy/Activity 7

Supplementary Materials

Intensive Intervention

ELD materials - English 3D

Benchmark ELD materials

Students to be Served by this Strategy/Activity

All students

Timeline

2019-2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	School and Library Improvement Program Block
Budget Reference	4000-4999: Books And Supplies
Description	Materials

Strategy/Activity 8

3- Title III paraprofessionals

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Principal, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Paraprofessional Salaries

Strategy/Activity 9

Computer Lab -
Dedicated Para professional
To help with computer skills, word processing, research.

2 students labs

7 Chrome Book Carts

Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills.

Replacement Chromebooks
Replacement Projectors

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Librarian

Proposed Expenditures for this Strategy/Activity

Amount	30000
Source	Title I Part A: Allocation
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Included in Paraprofessional Salaries
Amount	7500
Source	LCFF - Base
Budget Reference	0000: Unrestricted
Description	Technology

Strategy/Activity 10

7th and 8th Credit Recovery Program
Plato Learning

Students to be Served by this Strategy/Activity

Low Performing Students

Timeline

2019-2020

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I Part A: Allocation
Budget Reference	7000-7439: Other Outgo
Description	Included in Salaries

Amount	3500
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Plato Learning

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Language Learners

Goal Statement

After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and/or students who scored a 1 or a 2 on the EL PAC assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the 7th and 8th grade schedule for the 2018-2019 school year.

LCAP Goal

The LEA goal is to improve student achievement and close the achievement gap.

Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Test (CELDT), the English Language Proficiency Assessment for California (EL PAC), the California Assessment for Student Performance and Progress (CAASPP), and grade level and subject area benchmark tests are accessible on the data warehousing system Illuminate and our student information data system Infinite Campus. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dashboard Indicator	68.4% at level 3 and 4	70% at level 3 and 4

Planned Strategies/Activities

Strategy/Activity 1

4th-6th grade using the ELD component of Benchmark Advance
5th - 8th grades using English 3D
7-8th grade Springboard ELD Component

Students to be Served by this Strategy/Activity

ELD

Timeline

2019-2020

Person(s) Responsible

Reading Specialist
Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Benchmark Advance and Springboard
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers
Amount	60,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Reading Specialist
Amount	3500
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	English 3 D

Strategy/Activity 2

4th graders - ELD Instruction 10:15-10:55
5th graders - ELD Instruction 8:15-9:00
6th graders - ELD instruction 1:45-2:30
7th and 8th graders - 2:00-2:45

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Teachers
Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	5000
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Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	English 3 D curriculum
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Benchmark Advance
Source	Lottery: Instructional Materials
Budget Reference	None Specified

Strategy/Activity 3

Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction

Students to be Served by this Strategy/Activity

ELD

Timeline

2019-2020

Person(s) Responsible

Teachers
Reading Specialist

Proposed Expenditures for this Strategy/Activity

Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration Time

Strategy/Activity 4

Review ELD Instructional Strategies and Program Implementation

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Teachers
Reading Specialist

Proposed Expenditures for this Strategy/Activity

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration Time

Strategy/Activity 5

7th and 8th grade standardized procedure for writing.

Students to be Served by this Strategy/Activity

Timeline

2019-2020

Person(s) Responsible

Teachers
Reading Specialist

Proposed Expenditures for this Strategy/Activity

Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Collaboration Time

Strategy/Activity 6

Extended Learning Time through ASES

Students to be Served by this Strategy/Activity

ASES students

Timeline

2019-2020

Person(s) Responsible

ASES Director / Staff

Proposed Expenditures for this Strategy/Activity

Amount	137700
Source	After School and Education Safety (ASES)
Budget Reference	7000-7439: Other Outgo
Description	ASES Tutor/ Homework Time

Strategy/Activity 7

Migrant Liaison - Academic counseling

Students to be Served by this Strategy/Activity

Migrant Education Qualified Students

Timeline

2019-2020

Person(s) Responsible

Migrant Education

Proposed Expenditures for this Strategy/Activity**Budget Reference**

None Specified

Description

Migrant Tutor

Strategy/Activity 8

Involvement of staff, parents and community:
Regular update of SITE Plan

Monthly District English Language Advisory Committee meetings

Continue a site English Language Advisory Committee

Students to be Served by this Strategy/Activity

ELD

Timeline

2019-2020

Person(s) Responsible

Principal
Site Council
Superintendent

Proposed Expenditures for this Strategy/Activity**Budget Reference**

None Specified

Description

Parent Meetings

Strategy/Activity 9

2.5 Bi -Lingual Para Educators
Newcomers receive small group instruction from Para-professionals.
Extended day homework assistance.

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

2019-2020

Person(s) Responsible

Reading Specialist

Proposed Expenditures for this Strategy/Activity

Amount	35,000
Source	Title III
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bi-Lingual Para Educator

Strategy/Activity 10

Teacher attendance to CABA Conference

Students to be Served by this Strategy/Activity

ELD

Timeline

2019-2020

Person(s) Responsible

Principal, Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title III
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Math

Goal Statement

After review of available data it has been determined that there is a need to increase student achievement in Math for all students.

LCAP Goal

The LEA goal is to improve achievement and close achievement gap in math.

Basis for this Goal

Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Assessment of Student Performance and Progress (CAASPP) and grade level and subject area benchmark tests are accessible on the data warehousing system online assessment and reporting system Illuminate and Infinite Campus student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Data	27% at Met or exceeded standard	30% at met or exceeded standard

Planned Strategies/Activities

Strategy/Activity 1

Advanced Course - Integrated I

Students to be Served by this Strategy/Activity

High Performing students

Timeline

2019-2020

Person(s) Responsible

Teacher and Administrator

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source

LCFF - Base

Budget Reference	4000-4999: Books And Supplies
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Description	Continue with Integrated I
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Strategy/Activity 2

7th and 8th grade Math support classes. 4th grade St. Stephens math tutoring, Small group intervention

Students to be Served by this Strategy/Activity

Low Performing Student in Math

Timeline

2019-2020

Person(s) Responsible

Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Source	After School and Education Safety (ASES)
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Budget Reference	2000-2999: Classified Personnel Salaries
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Description	Math Intervention
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Source	Lottery: Instructional Materials
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Budget Reference	4000-4999: Books And Supplies
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Source	General Fund
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Strategy/Activity 3

Staff will engage in PLC time, developing SMART Goals to identify and develop benchmark assessments and instructional strategies.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Source	General Fund
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Budget Reference	1000-1999: Certificated Personnel Salaries
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Description	Collaboration Time
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Strategy/Activity 4

Continue to refine Implementation of math curriculum:grades K-5
Bridges in Mathematics, The Math Learning Center
Grades 6-8 Connected Mathematics 3, Pearson
Grade 8 Big Idea Math, Cengage Learning

Students to be Served by this Strategy/Activity

Timeline

2019-2020

Person(s) Responsible

Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	18000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Bridges
Amount	5000
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	CMP3
Amount	2500
Source	Lottery: Instructional Materials
Budget Reference	4000-4999: Books And Supplies
Description	Integrated I

Strategy/Activity 5

Accelerated Math utilized to enhance instruction of grade level standards

Math Facts in a Flash

STAR Math Assessment

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	AM
Amount	2500
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Math Facts
Amount	2500
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	STAR Math

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Technology

Goal Statement

Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers, students and parents is needed for Illuminate, Infinite Campus and Google Classroom to help all stakeholders access grades, student data, and reports.

LCAP Goal

Improve access to use of instructional technology in order to aide in closing the achievement gap and increase in overall student achievement.

Basis for this Goal

Data from local sources and CAASPP assessments

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Build standards aligned grade level appropriate lessons for technology.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Teachers, Administrators, IT department

Proposed Expenditures for this Strategy/Activity

Source

General Fund

Budget Reference

None Specified

Description

Collaboration - Teachers review standards

Source

None Specified

Strategy/Activity 2

Training on Google Classroom

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

IT Department

Proposed Expenditures for this Strategy/Activity**Budget Reference**

None Specified

Description

Wednesday collaboration

Strategy/Activity 3

Add Additional COWs on a rotational basis.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administrator and IT

Proposed Expenditures for this Strategy/Activity**Amount**

12000

Source

General Fund

Budget Reference

0001-0999: Unrestricted: Locally Defined

Description

IT

Strategy/Activity 4

Training for Illuminate for grading, data gathering and report generating.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

IT Department

Proposed Expenditures for this Strategy/Activity

Amount

2000

Source

General Fund

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

IT Training during collaboration

Strategy/Activity 5

Parent Education Nights

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

IT Department, Administration

Proposed Expenditures for this Strategy/Activity

Amount

2000

Budget Reference

5800: Professional/Consulting Services And Operating Expenditures

Description

Presenters for Parent Nights

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Improve atmosphere in our school and improve communication between home and school.

Goal Statement

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

LCAP Goal

Improve atmosphere in our school and improve communication between home and school.

Basis for this Goal

Both parent and teacher surveys were examined.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Engagement Survey	3.8	

Planned Strategies/Activities

Strategy/Activity 1

Continue to send out Friday Eblast that includes pertinent weekly information.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

VP

Proposed Expenditures for this Strategy/Activity

Amount	0.00
Description	eblast with pertinent information will sent weekly.

Strategy/Activity 2

English Language Advisory Committee

Students to be Served by this Strategy/Activity

ELD

Timeline

Monthly

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 3

Pertinent information posted on the school website.

Students to be Served by this Strategy/Activity

All

Timeline

Monthly

Person(s) Responsible

Principal/ webmaster

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Evening Parent Education
Math Night
BTSN
Open House
Shady Creek Parent Night
Infinite Campus Training
Illuminate Training
Internet Safety
Parent Club
Academic Achievement Nights

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount 1500

Source LCFF - Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures

Description Math Night

Amount 500

Source Lottery: Instructional Materials

Budget Reference 4000-4999: Books And Supplies

Description Parent information

Strategy/Activity 5

A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Continue current programs
School wide expectations SOAR
Word of the week
4th grade SWAT program
5th grade DARE program
6th grade GREAT program
Club Live
Girls' Circle
Boys' Council
Shady Creek
Egling Buck Store

Students to be Served by this Strategy/Activity

All

Timeline

2019-2020

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Description	
	Community, Parent and County generated funds

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for all students. Implementation of CCSS aligned ELA/ELD curriculum is essential. Newly adopted curriculum Benchmark Advance (Kindergarten - 6th grade) and Spring Board (7th and 8th grades) need to be fully implemented. Teachers need to be fully trained and a trainer of trainers model needs to be utilized.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP scores in the ELA assessments	Students will increase overall scores on the CAASPP in ELA	Data shows and increase in scores.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades, Fully train teachers in both Benchmark Advance and Spring Board curriculum. Implement a Trainer of Trainers model Utilize vertical PLC teams 3rd - 4th 4th - 6th 6th-8th 7th-12th	Continue implementation of Benchmark Advance 4-6 Grades, Spring Board 7-8 Grades, Fully train teachers in both Benchmark Advance and Spring Board curriculum. Implement a Trainer of Trainers model Utilize vertical PLC teams 3rd - 4th 4th - 6th 6th-8th 7th-12th	Spring Board Textbooks, workbooks, teacher materials for the 7 year adoption. 4000-4999: Books And Supplies District Funded 10000	
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	Included in Teachers' Salaries 1000-1999: Certificated Personnel Salaries	
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week	Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week	Substitute Teachers 5800: Professional/Consulting	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
intervals or at the end of a unit. Writing assessments are consistent 4th-8th grades.	intervals or at the end of a unit. Writing assessments are consistent 4th-8th grades	Services And Operating Expenditures Title I 6600	
Training for Benchmark Advance Spring Board English 3D	Training for Benchmark Advance Spring Board English 3D	Substitute Teachers 5800: Professional/Consulting Services And Operating Expenditures Title I 1500	
1.75 -Title I teacher Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	1.75 -Title I teacher Reading Specialist - CCSS -ELA implementation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	Reading Specialist, teacher 2000-2999: Classified Personnel Salaries Title I 60,000	
Implement Accelerated Reader Program and STAR Reading Assessment	Implement Accelerated Reader Program and STAR Reading Assessment	Accelerated Reading Program 5000-5999: Services And Other Operating Expenditures School Wide Program (SWP) 5800	
Supplementary Materials Intensive Intervention ELD materials - English 3D	Supplementary Materials Intensive Intervention ELD materials - English 3D	Materials 4000-4999: Books And Supplies School and Library Improvement Program Block 6000	
3- Title III paraprofessionals	3- Title III paraprofessionals	Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I	
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs Increase Chrome Book Carts to 1 per classroom	Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs Increase Chrome Book Carts Nearly 1 per classroom	Included in Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I Part A: Allocation 30000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills. Replacement Chromebooks Replacement Projectors	Both the labs and Chrome Books provide expanded access to technology and improve the ability to teach research and writing skills. Replacement Chromebooks Replacement Projectors		
Retention / Promotion 7th and 8th Credit Recovery Program Plato Learning	Retention / Promotion 7th and 8th Credit Recovery Program Plato Learning	Included in Salaries 7000-7439: Other Outgo Title I Part A: Allocation 5000	

Analysis

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

Test data shows there is a slow increase in ELA scores. The longer a students is at Egling the more the scores increase. There approximately 40% of the students still scoring below grade level.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Teachers continue to implement Benchmark Advance and Spring Board. Training continued for Benchmark Advance. Assessments seem to be a struggle with some in inaccuracies noted within the assessments. Teachers hand score student assessments to fairly assess students. Spring Board training has occurred at inopportune times. Teachers need additional training to fully implement and refine the delivery of the Spring Board curriculum.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Chrome Book carts have been added. We need 2 additional carts to have one cart per classroom. Some teachers would benefit by additional training on utilizing technology in the classroom.

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.

Increase Chrome Books. Continue program as noted in Goal 1.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and/or students who scored a 1 or a 2 on the EL PAC assessment and scored in the Standards Not Met band on the CAASPP assessment. CELDT level scores need to be disseminated to classroom teachers. All teachers need to be trained / review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the 7th and 8th grade schedule for the 2018-2019 school year.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
4th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D	4th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D	Benchmark Advance 4000-4999: Books And Supplies General Fund	
4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	4th graders - ELD Instruction 10:15-10:55 5th graders - ELD Instruction 8:15-9:00 6th graders - ELD instruction 1:45-2:30 7th and 8th graders - 2:00-2:45	English 3 D curriculum 4000-4999: Books And Supplies General Fund 5000	
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	Collaboration Time 1000-1999: Certificated Personnel Salaries General Fund	
Review ELD Instructional Strategies	Review ELD Instructional Strategies	Collaboration Time 1000-1999: Certificated Personnel Salaries Site Formula Funds	
7th and 8th grade standardized rubric for writing.	7th and 8th grade standardized rubric for writing.	Collaboration Time 1000-1999: Certificated	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Personnel Salaries Site Formula Funds	
Extended Learning Time through ASES	Extended Learning Time through ASES	ASES Tutor/ Homework Time 7000-7439: Other Outgo After School and Education Safety (ASES) 137700	
Migrant Liaison - Academic counseling	Limited Migrant liaison time	Migrant Tutor None Specified	
Staff development and professional collaboration: ELD program discussed at collaboration	Staff development and professional collaboration: ELD program discussed at collaboration	Collaboration Time 1000-1999: Certificated Personnel Salaries General Fund	
Involvement of staff, parents and community: Regular update of SITE Plan	Involvement of staff, parents and community: Regular update of SITE Plan	Parent Meetings None Specified	
Monthly District English Language Advisory Committee meetings	Monthly District English Language Advisory Committee meetings		
Continue a site English Language Advisory Committee	Continue a site English Language Advisory Committee		
2.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	3.5 Bi -Lingual Para Educators Newcomers receive small group instruction from Para-professionals. Extended day homework assistance.	Bi-Lingual Para Educator 2000-2999: Classified Personnel Salaries Title III 35,000	
Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 7 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and	Computer Lab - Dedicated Para professional To help with computer skills, word processing, research. 2 students labs 7 Chrome Book Carts Both the labs and Chrome Books provide expanded access to technology and	Para assigned to the computer labs 2000- 2999: Classified Personnel Salaries General Fund 30,000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
improve the ability teach research and writing skills.	improve the ability teach research and writing skills.		

Analysis

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

English Language Development classes were taught and English 3D was implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

A large number of students were reclassified.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

An additional section of English Language Development was added to each grade level due to students numbers and need. 4-6 grade teachers received Benchmark Advance training on the English Language Development component that is woven into the curricula. The Benchmark Advance materials were utilized along with the English 3D materials to pre-teach and re-teach English Language Arts concepts.

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.

7th and 8th grades implemented Spring Board English Language Development materials within the English Language Development classes.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

After review of available data it has been determined that there is a need to increase student achievement in Math for all students.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Advanced Course - Integrated I	Advanced Course - Integrated I Big Idea Math was piloted in Integrated I. This text aligns with the text taught at the high school.	Continue with Integrated I 4000-4999: Books And Supplies LCFF - Base 1000	
7th and 8th grade Math support classes. 4th grade St. Stephens math tutoring	7th and 8th grade Math support classes. 4th grade St. Stephens math tutoring	Math Intervention 2000-2999: Classified Personnel Salaries After School and Education Safety (ASES)	
Professional Development 6th - 8th grades with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	Professional Development 6th - 8th grades with consultant Pam Hutchison, Director of UC Davis Math Project. The focus will be on benchmark assessments and instructional strategies.	Consultant Fee 5800: Professional/Consulting Services And Operating Expenditures Title I 8,500	
Continue to refine Implementation of math curriculum:grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson Grade 8 Integrated Math, Carnegie Learning	Continue to refine Implementation of math curriculum:grades K-5 Bridges in Mathematics, the Math Learning Center Grades 6-8 Connected Mathematics 3, Pearson Big Idea Math was piloted in Integrated I. This text	Bridges 4000-4999: Books And Supplies Lottery: Instructional Materials 18000	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	aligns with the text taught at the high school.		
Accelerated Math utilized to enhance instruction of grade level standards IXL Math Math Facts in a Flash Prodigy STAR Math Assessment	Accelerated Math utilized to enhance instruction of grade level standards Other computerized programs were piloted to see if a change would be beneficial. Math Facts in a Flash STAR Math Assessment	AM 4000-4999: Books And Supplies General Fund 5000	
4th and 5th grade Bridges math curriculum- Professional Development with consultant Professionals from The Math Learning Center. The focus will be on benchmark assessments and instructional strategies.	Teachers met regularly to refine the pacing guide and discuss strategy presentation for the 4th and 5th grade Bridges program	Bridges Professional Development 5800: Professional/Consulting Services And Operating Expenditures General Fund 5000	

Analysis

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

The strategies were implemented with the addition of some pilot programs. In Integrated 1 the Big Ideas Math was piloted to align with the high school curriculum. Technology programs were also piloted.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Student data shows that problem solving and communicating reasoning is a relative strength overall. Students increase scores over time at Egling but scores continue to be lower than expected.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

In Integrated 1 the Big Ideas Math was adopted. A 4-6 grade math intervention teacher will be available for struggling students.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Access to technology will help prepare all students gain access to curriculum, jobs and higher education. Technology instruction needs to include increasing complexity in lessons as students move from grade level to grade level. Technology standards will guide these lessons. Additional Chromebooks on carts will increase that availability of technology in the classroom. Training for teachers including Microsoft products like Google Classroom as needed. Training for teachers, students and parents is needed for Illuminate and Infinite Campus to help all stakeholders access grades, student data, and reports.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Build standards aligned grade level appropriate lessons for technology.	Build standards aligned grade level appropriate lessons for technology.	Collaboration - Teachers review standards None Specified General Fund	
Training on Google Classroom	Isolated teacher got Training on Google Classroom	Wednesday collaboration None Specified	
Add Additional COWs on a rotational basis.	Add Additional COWs on a rotational basis.	IT 0001-0999: Unrestricted: Locally Defined General Fund 5000	
Training for Illuminate for grading and data gathering	Minimal Training for Illuminate for grading and data gathering. Report cards became an Issue.	IT Training during collaboration	
Training for Infinite Campus for grading and data gathering	Training for Infinite Campus for grading and data gathering		
Typing program utilized in the study skills class and computer lab time.	Typing program utilized in the study skills class and computer lab time.	Free online curriculum	
Parent Education Nights	Parent Education Nights	Presenters for Parent Nights 5800: Professional/Consulting Services And Operating Expenditures 2000	

Analysis

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

Activities were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Students are utilizing technology daily. Teachers have more access to Chrome books with the purchase of the additional carts. 4-6 grades are having difficulties with the accuracy of the standards based grades being reported due to a technology alignment. Additional time and training for teachers needed to be implemented to improve report card accuracy.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Few teachers expressed interest in Google Classroom training.
A teacher technology trainer was added by the technology department to help with site technology needs.

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.

Additional Chrome Books will be added to service all classrooms. With a Chrome Cart in classroom Egling will down size by eliminating the 7/8 computer lab.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Improve atmosphere in our school and improve communication between home and school. Parents need to have training to access student grades, data and attendance information on school data warehousing systems Illuminate and Infinite campus. Regular parent communication needs to continue and different avenues for this communication needs to be explored. A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to send out Friday Eblast that includes pertinent weekly information.	Continue to send out Friday Eblast that includes pertinent weekly information.	eblast with pertinent information will sent weekly. 0.00	
English Language Advisory Committee	English Language Advisory Committee		
Pertinent information posted on the school website.	Pertinent information posted on the school website		
Evening Parent Education Math Night BTSN Open House Shady Creek Parent Night Infinite Campus Training Illuminate Training Internet Safety Parent Club	Evening Parent Education BTSN Open House Shady Creek Parent Night Infinite Campus Training Internet Safety Parent Club	Math Night 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 1500	
A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.	site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.		
Continue current programs School wide expectations SOAR Word of the week 4th grade SWAT program	Continue current programs School wide expectations SOAR Word of the week 4th grade SWAT program		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
5th grade DARE program 6th grade GREAT program Club Live Girls' Circle Boys' Council Shady Creek	5th grade DARE program 6th grade GREAT program Club Live Girls' Circle Boys' Council Shady Creek		
Student Store - Student recognition	Student recognition	Parent Club sponsored	
Pursue Character Education Program	Pursue Character Education Program	On going student presentations 0001- 0999: Unrestricted: Locally Defined LCFF - Base 5000	

Analysis

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

Most strategies were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent communication continued with the weekly eblasts and updates of the website. Student recognition and the SOAR program positively affected the school climate.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Adding a full time counselor impacted the overall budget but the benefits that were gained far out weighs the cost. We were able to implement personal and group counseling sessions and weekly social emotional lessons for our older students. Adding a counselor also gave parents another adult resource at Egling.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	486,500.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	137,251	102,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety (ASES)	137,700	0.00
Lottery: Instructional Materials	15,000	-11,000.00
Title III	17,494	-18,506.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	137,700.00
District Funded	50,000.00
General Fund	37,500.00
LCFF - Base	10,000.00
LCFF - Supplemental	3,500.00
Lottery: Instructional Materials	26,000.00
School and Library Improvement Program Block	6,000.00
School Wide Program (SWP)	5,800.00
Title I	129,000.00
Title I Part A: Allocation	35,000.00
Title I Part A: Professional Development (PI Schools)	10,000.00
Title III	36,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	7,500.00
0001-0999: Unrestricted: Locally Defined	15,500.00
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	125,000.00
4000-4999: Books And Supplies	106,500.00
5000-5999: Services And Other Operating Expenditures	5,800.00
5800: Professional/Consulting Services And Operating Expenditures	23,500.00
7000-7439: Other Outgo	142,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00
4000-4999: Books And Supplies	District Funded	50,000.00
0001-0999: Unrestricted: Locally Defined	General Fund	12,000.00
4000-4999: Books And Supplies	General Fund	23,500.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	2,000.00
0000: Unrestricted	LCFF - Base	7,500.00
4000-4999: Books And Supplies	LCFF - Base	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	1,500.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	26,000.00
4000-4999: Books And Supplies	School and Library Improvement Program Block	6,000.00
5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	5,800.00
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title I	60,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	30,000.00
7000-7439: Other Outgo	Title I Part A: Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Professional Development (PI Schools)	10,000.00
2000-2999: Classified Personnel Salaries	Title III	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Jody Johnston	Principal
Stephanie Archibald	Classroom Teacher
Lara Kelleher	Other School Staff
Kari Vlahos	Classroom Teacher
Blanca Avina	Parent or Community Member
Anahi Garcia	Parent or Community Member
Craig Dunn	Parent or Community Member
Cindy Cerney	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Parent Representatives

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

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

This SPSA was adopted by the SSC at a public meeting on June 2019.

Attested:

Principal, Jody Johnston on April 19, 2019

SSC Chairperson, Stephanie Archibald on April 19, 2019

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program