# School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| George T. Egling Middle School | 06-61598-6057152 | January 31, 2022 | February 21, 2022 |

## Purpose and Description

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

Schoolwide Program

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

The School Site Council reviewed and evaluated the school's state and local assessments, parent and student survey results, as well as consulted with English Language Acquisition Committee, which is a part of the development process of the Single Plan for Student Achievement. As part of the process, the council evaluated, as described in the annual evaluation and update, each of the 2020-2021 Single Plan For Student Achievement (SPSA) goals resulting in minimal changes to the 2021-2022 goals, measurable outcomes, and planned strategies, as School Site Council worked to ensure that all students had equal access to academic, social-emotional, and behavioral supports needed to be successful. SSC members also made sure that the 2020-2021 plan took advantage of new state assessments results, in addition to newly implemented local assessment tools that will enable the school and the School Site Council to more effectively evaluate the SPSA, the effective use of school resources and student success. The 2020-2021 SPSA not only aligns with California's eight state priorities, but also with the District's local priorities as highlighted in the Colusa Unified School District Local Control Accountability Plan. The School Site Council went through multiple sessions regarding our needs assessment to be valued by our community input committees in our LCAP revision process. The School Site Council also reviewed the EMS Comprehensive Safety Plan and Parent-Student Handbook.

Colusa Unified School District provides a weekly collaboration time for all sites in order to thoroughly include TK - 12 teachers, administration and other employees in site-level Professional Learning Communities (PLCs), as well as monthly district level professional development to maintain transparent communication from the superintendent and district office. The site administration facilitates the needs assessment process to analyze data, identify prioritized needs, create action

steps and communicate with community input committee members (SSC, ELAC, Parent Club). The CUSD leadership team work together to create long-term Action Plans to maintain our current strengths while taking necessary steps of improvement on identified areas in need of attention tied to our LCAP goals. Our CUSD administrative team conducts an annual evaluation of the actions taken to improve student achievement in 2020-2021 school year in order to determine next steps as well as new potential areas of focus.

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# Comprehensive Needs Assessment Components

## Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Egling Middle School administers the California Healthy Kids Survey to 7th graders and parents every year. Annually our staff participates in a staff engagement survey.  An annual school survey is sent out to parents regarding school climate, curriculum and programs.   As well community input committees participate in site wide needs assessment that address the 8 state priorities.

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

Classroom walk-throughs are conducted by the Principal  and the Assistant Principal on a monthly basis. The Reading Specialist also visits classrooms to help refine reading instruction in 4th through 6th grades. Observable strategies include but are not limited to, posted objectives, random calling, students responding in complete sentences, visual and auditory presentation of directions and explanations.  Formal teacher observations are performed bi-annually, annually or on a five year cycle depending on status with in tenure of the district.

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

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

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

## Standards, Assessment, and Accountability

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

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), the California Science Test (CAST), English Language Proficiency Assessment of California (ELPAC), the California Dashboard along with grade level and subject area benchmark tests are utilized for informing instruction and programs. This data is accessible on the data warehousing systems Illuminate. Computerized assessments in reading and math, via iReady, are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units and evaluated with a grade level standardized rubric. The data from these assessments are also used to inform instruction.

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

Data from classroom assessments is monitored in data meetings, subject area meetings and grade level meetings. Instruction is adjusted to increase student achievement and to monitor student growth. Parents have access to their students' grades through our Illuminate and Aeries on-line grade reporting systems.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Egling's teachers meet the highly-qualified teacher requirements of the Every Student Succeeds Act. Teachers who do not meet the requirements are monitored by administration and are working toward their requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Egling Middle School has a sufficiency of credentialed teachers. There are  sufficient instructional materials for each student at Egling Middle School.  Instructional materials have been adopted by the State Board of Education. All staff participates in up to date curriculum training.  All teachers regardless of content area have all participated in iReady training.

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

Implementation of research-based instructional strategies, content standards, pacing guides and benchmark assessments has occurred. Training in English Language Arts is on-going to support the adoption of ELA materials at each grade level. Training is also on going in math for newly adopted curriculum. Teachers in math, ELA and science have begun vertical alignment, identifying essential standards and common strategies and vocabulary across grade levels.

Kindergarten - 6th grades are using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. Additionally, English Language Learners graders 4 - 8 have a 45 minute daily instructional intervention utilizing English 3D English Language Development program and the ELD component of our adopted ELA program

School wide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Egling Middle School is currently utilizing the services of content experts. Staff focuses on quality instruction and checking for understanding. Three strategies, Think-pair - share, random calling and speaking in complete sentences are in place school wide. Additional research-based teaching strategies are being implemented eg. bell to bell instruction, clear learning objectives are posted and referenced. There is a focusing on incorporating higher-order questioning strategies. Training for Accelerated Reader and Acceleratd Math is contracted with Renaissance Learning. Training In math is on-going at each grade level.

Colusa County Office of Education workshops addressing California ELA strategies, Analyzing ELA and Math Assessment Data, Next Generation Science Standards have been made available to teachers, as well as other outside opportunities.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly collaboration is used to discuss instructional strategies, data, curriculum in grade levels and content areas as well as district mission and focus.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Pacing guides have been developed and are being refined to reflect alignment of curriculum, instruction and the use of materials with the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implementation of the Common Core State Standards. Our Reading Specialist is working with staff in Language Arts. Students in all grades are offer a music course which is either choir or band. Standards aligned PE course are offered to all students 4th-8th.

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

Egling Middle School meets the required instructional minutes for English Language Arts, Math and Physical Education.

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

Pacing guides have been developed but will be refined to incorporate the new ELA/ELD adoptions Benchmark Advance and Spring Board.  The pacing guides will reflect alignment of curriculum, instruction and the use of materials  with the state standards. Intervention classes service students at their individual reading level. . Our Reading Specialist is working with staff in Language Arts. 7th and 8th grade ELD and study skills classes are built into the master schedule. 7th and 8th grade students participate in a 9th period elective class rotation.

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

The curriculum used is standards-based instructional materials and are available to all students at all grade levels.  Common Core aligned math curriculum has been adopted. English Language Arts and English Language Development curriculum have been adopted.  Kindergarten - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials are SBE-adopted / district adopted and standards-aligned. English Language Arts and English Language Development curriculum have been adopted.  4th - 6th grades will be using the Benchmark Advance ELA/ELD curriculum and 7th and 8th grade students will use Spring Board ELA/ELD curriculum. English 3D has been adopted for our designated ELD time.
In math our 4th and 5th grade students are using Bridges curriculum published by The Math Learning Center. 6th -8th grade students are using Big Ideas Math by Cengage Learning.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

4th-6th grade students receive Core ELA instruction. These students also are grouped for a 45 minute intensive language development period and leveled for language arts. Students will be using the Benchmark Advance curriculum.  4th-6th grade under performing students are served with specific instruction and intervention materials from Benchmark Advance.

Many of our 4-6 grade special needs students utilize the intervention program that coordinates with the Benchmark Advance curriculum.

Our 4th grade through 8th grade English Language Learners participate in a 45 minute intensive language development period daily. ELD students utilize English 3D materials published by Houghton Mifflin Harcourt. 2.5 FTE bilingual instructional assistants help our English Learners access the curriculum.

7th and 8th grade students have a study skills period built in to their schedule. During the study skills course students get help on their homework from a credentialed teacher and are instructed in computer competencies.

Evidence-based educational practices to raise student achievement

Research-based school wide procedures have been implemented. Three strategies (Think-Pair-Share, random calling and speaking in complete sentences) are used school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objectives posted and referenced and focusing on higher order questioning) are being implemented. Teachers focus on academic vocabulary throughout subject areas in all grades in our school. Staff participates in data meetings focusing on quality instruction, checking for understanding and assessing student achievement.4th-6th grade teachers are transitioning to standards based report cards to help keep parents informed about students' progress toward standards.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Underperforming students are served with specific instruction and intervention materials. Increased learning time is available through our after- school program and is available to all students. Community groups work with under-achieving 4th grade math students. A cultural liaisons from the Native American community provides tutoring to students in school as well as at home. A liaison from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments. Parents and students have access to the Illuminate (4th - 5th grades) and Aeries (6th -8th grades) online grade reporting systems.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community members, classroom teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolidated application programs. Egling Middle School involves parents through Site Council, Parent Club, English Language Acquisition Committee (ELAC),  District English Language Acquisition Committee (DELAC), Illuminate, Infinite Campus, weekly parent email bulletins, and the school website. Teachers have input through district collaboration meetings and surveys, site collaboration meetings and in grade level data meetings. 7th and 8th grade students participate in leadership activities at our school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are utilized to support students by providing 1.75 teacher salaries, 2.5 bilingual instructional assistants and 5 instructional assistants, reading  materials and classroom libraries.

Fiscal support (EPC)



# 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 and categorized into issues that can be immediately addressed, training opportunities, purchases, staffing and other ideas. The goals for the following year are generated bu 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.

# Resource Inequities

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

None were noted at the time.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| Student Group | Percent of Enrollment | | | Number of Students | | |
|---|---|---|---|---|---|---|
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| American Indian | 3.03% | 3.38% | 1.1% | 17 | 20 | 6 |
| African American | 0.71% | 1.02% | 0.9% | 4 | 6 | 5 |
| Asian | 1.25% | 1.02% | 0.9% | 7 | 6 | 5 |
| Filipino | % | 0.17% | 0.2% | | 1 | 1 |
| Hispanic/Latino | 73.98% | 74.62% | 76.1% | 415 | 441 | 436 |
| Pacific Islander | 0.36% | 0.34% | 0.4% | 2 | 2 | 2 |
| White | 20.32% | 18.95% | 19.9% | 114 | 112 | 114 |
| Multiple/No Response | 0.36% | 0.51% | 0.7% | 2 | 3 | 4 |
| | | | Total Enrollment | 561 | 591 | 573 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 18-19 | 19-20 | 20-21 |
| Grade 4 | 104 | 113 | 113 |
| Grade 5 | 124 | 109 | 106 |
| Grade 6 | 129 | 126 | 105 |
| Grade 7 | 105 | 134 | 119 |
| Grade 8 | 99 | 109 | 130 |
| Total Enrollment | 561 | 591 | 573 |

**Conclusions based on this data:**

1. Our student subgroup populations are remaining constant at this time.

2. The are two large classes going through the school and currently at 7th and 8th grades. This effects 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 | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 176 | 175 | 177 | 31.4% | 29.6% | 30.9% |
| Fluent English Proficient (FEP) | 124 | 140 | 143 | 22.1% | 23.7% | 25.0% |
| Reclassified Fluent English Proficient (RFEP) | 44 | 18 | 27 | 21.5% | 10.2% | 15.4% |

Conclusions based on this data:

1. The percentage of English Learners is remaining constant.

2. The number of FEP students are increasing.

3. The number of RFEP students are increasing.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 4 | 127 | 107 | 111 | 124 | 104 | 98 | 124 | 104 | 98 | 97.6 | 97.2 | 88.3 |
| Grade 5 | 125 | 124 | 111 | 124 | 122 | 102 | 124 | 122 | 102 | 99.2 | 98.4 | 91.9 |
| Grade 6 | 101 | 132 | 99 | 98 | 129 | 90 | 98 | 129 | 90 | 97 | 97.7 | 90.9 |
| Grade 7 | 96 | 106 | 117 | 93 | 104 | 110 | 93 | 104 | 105 | 96.9 | 98.1 | 94.0 |
| Grade 8 | 98 | 104 | 131 | 97 | 100 | 112 | 97 | 100 | 111 | 99 | 96.2 | 85.5 |
| All Grades | 547 | 573 | 569 | 536 | 559 | 512 | 536 | 559 | 506 | 98 | 97.6 | 90.0 |

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 4 | 2440. | 2458. | 2433. | 16.13 | 17.31 | 10.20 | 20.16 | 29.81 | 24.49 | 25.00 | 14.42 | 27.55 | 38.71 | 38.46 | 37.76 |
| Grade 5 | 2471. | 2471. | 2484. | 13.71 | 7.38 | 12.75 | 25.81 | 27.05 | 30.39 | 25.81 | 31.97 | 26.47 | 34.68 | 33.61 | 30.39 |
| Grade 6 | 2484. | 2510. | 2491. | 7.14 | 13.95 | 3.33 | 31.63 | 26.36 | 33.33 | 23.47 | 31.78 | 30.00 | 37.76 | 27.91 | 33.33 |
| Grade 7 | 2514. | 2518. | 2498. | 11.83 | 6.73 | 5.71 | 27.96 | 37.50 | 29.52 | 26.88 | 22.12 | 22.86 | 33.33 | 33.65 | 41.90 |
| Grade 8 | 2545. | 2539. | 2527. | 6.19 | 9.00 | 7.21 | 39.18 | 29.00 | 28.83 | 29.90 | 32.00 | 27.93 | 24.74 | 30.00 | 36.04 |
| All Grades | N/A | N/A | N/A | 11.38 | 10.91 | 7.91 | 28.36 | 29.70 | 29.25 | 26.12 | 26.83 | 26.88 | 34.14 | 32.56 | 35.97 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 4 | 16.94 | 25.96 | 13.27 | 56.45 | 44.23 | 65.31 | 26.61 | 29.81 | 21.43 |
| Grade 5 | 16.13 | 14.75 | 17.65 | 46.77 | 53.28 | 65.69 | 37.10 | 31.97 | 16.67 |
| Grade 6 | 17.35 | 20.93 | 10.23 | 39.80 | 48.84 | 60.23 | 42.86 | 30.23 | 29.55 |
| Grade 7 | 17.20 | 15.38 | 8.82 | 43.01 | 46.15 | 58.82 | 39.78 | 38.46 | 32.35 |
| Grade 8 | 18.56 | 20.00 | 11.82 | 45.36 | 37.00 | 50.00 | 36.08 | 43.00 | 38.18 |
| All Grades | 17.16 | 19.32 | 12.40 | 46.83 | 46.33 | 59.80 | 36.01 | 34.35 | 27.80 |

**Reading**
**Demonstrating understanding of literary and non-fictional texts** (table header above)

2019-20 Data:
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| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 12.90 | 10.58 | 3.06 | 46.77 | 59.62 | 60.20 | 40.32 | 29.81 | 36.73 |
| **Grade 5** | 23.39 | 16.39 | 4.95 | 41.94 | 54.10 | 64.36 | 34.68 | 29.51 | 30.69 |
| **Grade 6** | 9.18 | 13.18 | 8.89 | 44.90 | 61.24 | 55.56 | 45.92 | 25.58 | 35.56 |
| **Grade 7** | 22.58 | 13.46 | 10.10 | 48.39 | 56.73 | 55.56 | 29.03 | 29.81 | 34.34 |
| **Grade 8** | 16.49 | 19.00 | 14.55 | 55.67 | 58.00 | 60.00 | 27.84 | 23.00 | 25.45 |
| **All Grades** | 16.98 | 14.49 | 8.43 | 47.20 | 57.96 | 59.24 | 35.82 | 27.55 | 32.33 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 12.90 | 16.35 | 12.24 | 66.13 | 66.35 | 72.45 | 20.97 | 17.31 | 15.31 |
| **Grade 5** | 11.29 | 10.66 | 10.78 | 59.68 | 59.02 | 72.55 | 29.03 | 30.33 | 16.67 |
| **Grade 6** | 11.22 | 16.28 | 10.11 | 63.27 | 58.91 | 67.42 | 25.51 | 24.81 | 22.47 |
| **Grade 7** | 6.45 | 7.69 | 5.83 | 64.52 | 60.58 | 73.79 | 29.03 | 31.73 | 20.39 |
| **Grade 8** | 11.34 | 12.00 | 6.36 | 72.16 | 67.00 | 73.64 | 16.49 | 21.00 | 20.00 |
| **All Grades** | 10.82 | 12.70 | 8.96 | 64.93 | 62.08 | 72.11 | 24.25 | 25.22 | 18.92 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 12.90 | 14.42 | 9.18 | 55.65 | 58.65 | 65.31 | 31.45 | 26.92 | 25.51 |
| **Grade 5** | 13.71 | 9.84 | 13.73 | 54.84 | 54.10 | 62.75 | 31.45 | 36.07 | 23.53 |
| **Grade 6** | 20.41 | 21.71 | 10.00 | 48.98 | 50.39 | 70.00 | 30.61 | 27.91 | 20.00 |
| **Grade 7** | 19.35 | 15.38 | 10.48 | 51.61 | 48.08 | 60.95 | 29.03 | 36.54 | 28.57 |
| **Grade 8** | 29.90 | 12.00 | 7.27 | 46.39 | 59.00 | 75.45 | 23.71 | 29.00 | 17.27 |
| **All Grades** | 18.66 | 14.85 | 10.10 | 51.87 | 53.85 | 66.93 | 29.48 | 31.31 | 22.97 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Reading is an area of concern. Listening is an area of strength.

2. Writing is an area of struggle for our students.

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 | | | % of Enrolled Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 4 | 127 | 107 | 111 | 124 | 105 | 98 | 124 | 105 | 98 | 97.6 | 98.1 | 88.3 |
| Grade 5 | 125 | 124 | 111 | 125 | 122 | 101 | 125 | 122 | 101 | 100 | 98.4 | 91.0 |
| Grade 6 | 101 | 132 | 99 | 100 | 129 | 90 | 100 | 129 | 90 | 99 | 97.7 | 90.9 |
| Grade 7 | 96 | 105 | 117 | 95 | 104 | 107 | 95 | 104 | 107 | 99 | 99 | 91.5 |
| Grade 8 | 98 | 104 | 131 | 97 | 103 | 109 | 97 | 103 | 108 | 99 | 99 | 83.2 |
| All Grades | 547 | 572 | 569 | 541 | 563 | 505 | 541 | 563 | 504 | 98.9 | 98.4 | 88.8 |

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Overall Achievement for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| Grade 4 | 2451. | 2472. | 2430. | 5.65 | 15.24 | 8.16 | 23.39 | 26.67 | 14.29 | 44.35 | 38.10 | 39.80 | 26.61 | 20.00 | 37.76 |
| Grade 5 | 2469. | 2469. | 2459. | 8.00 | 8.20 | 5.94 | 21.60 | 18.03 | 10.89 | 24.00 | 31.97 | 36.63 | 46.40 | 41.80 | 46.53 |
| Grade 6 | 2474. | 2492. | 2473. | 6.00 | 10.85 | 5.56 | 17.00 | 15.50 | 17.78 | 36.00 | 32.56 | 26.67 | 41.00 | 41.09 | 50.00 |
| Grade 7 | 2485. | 2518. | 2482. | 11.58 | 18.27 | 5.61 | 11.58 | 13.46 | 13.08 | 25.26 | 32.69 | 32.71 | 51.58 | 35.58 | 48.60 |
| Grade 8 | 2535. | 2532. | 2485. | 16.49 | 18.45 | 12.04 | 14.43 | 12.62 | 10.19 | 30.93 | 24.27 | 15.74 | 38.14 | 44.66 | 62.04 |
| All Grades | N/A | N/A | N/A | 9.24 | 13.85 | 7.54 | 18.11 | 17.23 | 13.10 | 32.35 | 31.97 | 30.16 | 40.30 | 36.94 | 49.21 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Concepts & Procedures<br>Applying mathematical concepts and procedures | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 15.32 | 23.81 | 8.16 | 37.90 | 42.86 | 40.82 | 46.77 | 33.33 | 51.02 |
| **Grade 5** | 14.40 | 11.48 | 7.92 | 31.20 | 38.52 | 47.52 | 54.40 | 50.00 | 44.55 |
| **Grade 6** | 10.00 | 17.05 | 2.25 | 36.00 | 30.23 | 49.44 | 54.00 | 52.71 | 48.31 |
| **Grade 7** | 12.63 | 19.23 | 6.80 | 25.26 | 31.73 | 49.51 | 62.11 | 49.04 | 43.69 |
| **Grade 8** | 21.65 | 23.30 | 6.60 | 34.02 | 27.18 | 45.28 | 44.33 | 49.51 | 48.11 |
| **All Grades** | 14.79 | 18.65 | 6.44 | 33.09 | 34.10 | 46.48 | 52.13 | 47.25 | 47.08 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 10.48 | 12.38 | 8.16 | 51.61 | 59.05 | 47.96 | 37.90 | 28.57 | 43.88 |
| **Grade 5** | 6.40 | 10.66 | 3.96 | 50.40 | 42.62 | 62.38 | 43.20 | 46.72 | 33.66 |
| **Grade 6** | 10.00 | 10.08 | 6.67 | 43.00 | 50.39 | 54.44 | 47.00 | 39.53 | 38.89 |
| **Grade 7** | 13.68 | 20.19 | 5.61 | 40.00 | 44.23 | 54.21 | 46.32 | 35.58 | 40.19 |
| **Grade 8** | 18.56 | 15.53 | 12.04 | 51.55 | 38.83 | 40.74 | 29.90 | 45.63 | 47.22 |
| **All Grades** | 11.46 | 13.50 | 7.34 | 47.69 | 47.07 | 51.79 | 40.85 | 39.43 | 40.87 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **Grade 4** | 11.29 | 15.24 | 7.14 | 50.00 | 55.24 | 59.18 | 38.71 | 29.52 | 33.67 |
| **Grade 5** | 8.80 | 10.66 | 4.95 | 49.60 | 45.90 | 66.34 | 41.60 | 43.44 | 28.71 |
| **Grade 6** | 9.00 | 10.08 | 6.67 | 43.00 | 51.94 | 62.22 | 48.00 | 37.98 | 31.11 |
| **Grade 7** | 9.47 | 20.19 | 3.74 | 48.42 | 45.19 | 64.49 | 42.11 | 34.62 | 31.78 |
| **Grade 8** | 15.46 | 17.48 | 5.56 | 58.76 | 50.49 | 64.81 | 25.77 | 32.04 | 29.63 |
| **All Grades** | 10.72 | 14.39 | 5.56 | 49.91 | 49.73 | 63.49 | 39.37 | 35.88 | 30.95 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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.** Problem Solving and Modeling/Analysis all grade levels increased the amount of students who were above standard.

**3.** Overall our number of students not meeting standard is decreasing.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 4 | 1502.3 | 1503.7 | 1489.6 | 1485.5 | 1492.3 | 1477.3 | 1518.7 | 1514.7 | 1501.4 | 55 | 33 | 52 |
| 5 | 1509.9 | 1525.9 | 1534.1 | 1477.4 | 1509.2 | 1515.2 | 1541.8 | 1542.2 | 1552.7 | 35 | 50 | 32 |
| 6 | 1516.4 | 1513.9 | 1525.7 | 1503.8 | 1490.6 | 1515.3 | 1528.4 | 1536.8 | 1535.7 | 34 | 37 | 30 |
| 7 | 1553.4 | 1524.5 | 1531.2 | 1538.3 | 1515.7 | 1516.8 | 1567.9 | 1532.8 | 1545.1 | 27 | 32 | 32 |
| 8 | 1519.9 | 1523.0 | 1537.1 | 1497.3 | 1512.6 | 1518.0 | 1541.9 | 1533.1 | 1555.6 | 39 | 26 | 26 |
| All Grades | | | | | | | | | | 190 | 178 | 172 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 4 | * | 3.03 | 9.62 | 58.18 | 63.64 | 32.69 | 25.45 | 24.24 | 44.23 | * | 9.09 | 13.46 | 55 | 33 | 52 |
| 5 | * | 16.00 | 29.03 | 42.86 | 54.00 | 38.71 | * | 22.00 | 29.03 | * | 8.00 | 3.23 | 35 | 50 | 31 |
| 6 | * | 16.22 | 13.79 | 35.29 | 29.73 | 48.28 | * | 37.84 | 31.03 | * | 16.22 | 6.90 | 34 | 37 | 29 |
| 7 | 59.26 | 15.63 | 20.00 | * | 37.50 | 33.33 | | 34.38 | 30.00 | * | 12.50 | 16.67 | 27 | 32 | 30 |
| 8 | 46.15 | 7.69 | 19.23 | * | 46.15 | 30.77 | * | 23.08 | 30.77 | * | 23.08 | 19.23 | 39 | 26 | 26 |
| All Grades | 30.00 | 12.36 | 17.26 | 38.42 | 46.63 | 36.31 | 17.37 | 28.09 | 34.52 | 14.21 | 12.92 | 11.90 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 4 | * | 27.27 | 17.31 | 58.18 | 54.55 | 38.46 | * | 9.09 | 34.62 | * | 9.09 | 9.62 | 55 | 33 | 52 |
| 5 | * | 30.00 | 41.94 | 45.71 | 54.00 | 35.48 | * | 4.00 | 16.13 | * | 12.00 | 6.45 | 35 | 50 | 31 |
| 6 | * | 13.51 | 27.59 | 47.06 | 51.35 | 48.28 | * | 16.22 | 17.24 | * | 18.92 | 6.90 | 34 | 37 | 29 |
| 7 | 66.67 | 28.13 | 30.00 | * | 34.38 | 33.33 | * | 18.75 | 23.33 | * | 18.75 | 13.33 | 27 | 32 | 30 |
| 8 | 43.59 | 23.08 | 26.92 | 30.77 | 42.31 | 38.46 | * | 11.54 | 15.38 | * | 23.08 | 19.23 | 39 | 26 | 26 |
| All Grades | 31.58 | 24.72 | 27.38 | 42.63 | 48.31 | 38.69 | 13.68 | 11.24 | 23.21 | 12.11 | 15.73 | 10.71 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 4 | * | 0.00 | 5.77 | 41.82 | 45.45 | 17.31 | 27.27 | 36.36 | 51.92 | * | 18.18 | 25.00 | 55 | 33 | 52 |
| 5 | 40.00 | 12.00 | 25.81 | 34.29 | 38.00 | 19.35 | * | 36.00 | 51.61 | * | 14.00 | 3.23 | 35 | 50 | 31 |
| 6 | * | 13.51 | 6.90 | * | 27.03 | 34.48 | * | 35.14 | 41.38 | 41.18 | 24.32 | 17.24 | 34 | 37 | 29 |
| 7 | 51.85 | 9.38 | 10.00 | * | 21.88 | 33.33 | * | 43.75 | 40.00 | * | 25.00 | 16.67 | 27 | 32 | 30 |
| 8 | 48.72 | 3.85 | 3.85 | * | 38.46 | 30.77 | * | 26.92 | 46.15 | 35.90 | 30.77 | 19.23 | 39 | 26 | 26 |
| All Grades | 31.05 | 8.43 | 10.12 | 30.00 | 34.27 | 25.60 | 13.68 | 35.96 | 47.02 | 25.26 | 21.35 | 17.26 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 4 | 49.09 | 39.39 | 50.00 | 47.27 | 54.55 | 42.31 | * | 6.06 | 7.69 | 55 | 33 | 52 |
| 5 | 42.86 | 20.00 | 38.71 | 48.57 | 70.00 | 58.06 | * | 10.00 | 3.23 | 35 | 50 | 31 |
| 6 | * | 21.62 | 24.14 | 55.88 | 45.95 | 65.52 | * | 32.43 | 10.34 | 34 | 37 | 29 |
| 7 | 51.85 | 12.50 | 13.33 | 44.44 | 56.25 | 76.67 | * | 31.25 | 10.00 | 27 | 32 | 30 |
| 8 | 38.46 | 15.38 | 19.23 | 46.15 | 53.85 | 65.38 | * | 30.77 | 15.38 | 39 | 26 | 26 |
| All Grades | 41.58 | 21.91 | 32.14 | 48.42 | 57.30 | 58.93 | 10.00 | 20.79 | 8.93 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Speaking Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **4** | * | 21.21 | 5.88 | 70.91 | 57.58 | 72.55 | * | 21.21 | 21.57 | 55 | 33 | 51 |
| **5** | * | 44.00 | 45.16 | 40.00 | 42.00 | 29.03 | 34.29 | 14.00 | 25.81 | 35 | 50 | 31 |
| **6** | 52.94 | 29.73 | 37.93 | 35.29 | 54.05 | 55.17 | * | 16.22 | 6.90 | 34 | 37 | 29 |
| **7** | 81.48 | 59.38 | 37.93 | * | 25.00 | 44.83 | * | 15.63 | 17.24 | 27 | 32 | 29 |
| **8** | 43.59 | 42.31 | 36.00 | 43.59 | 34.62 | 44.00 | * | 23.08 | 20.00 | 39 | 26 | 25 |
| **All Grades** | 38.42 | 39.33 | 29.09 | 44.74 | 43.26 | 52.12 | 16.84 | 17.42 | 18.79 | 190 | 178 | 165 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Reading Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **4** | * | 0.00 | 7.69 | 54.55 | 69.70 | 59.62 | 30.91 | 30.30 | 32.69 | 55 | 33 | 52 |
| **5** | 40.00 | 22.00 | 35.48 | 40.00 | 60.00 | 58.06 | * | 18.00 | 6.45 | 35 | 50 | 31 |
| **6** | * | 13.51 | 6.90 | * | 35.14 | 48.28 | 58.82 | 51.35 | 44.83 | 34 | 37 | 29 |
| **7** | 44.44 | 6.25 | 26.67 | 40.74 | 56.25 | 33.33 | * | 37.50 | 40.00 | 27 | 32 | 30 |
| **8** | 51.28 | 11.54 | 23.08 | * | 34.62 | 30.77 | 43.59 | 53.85 | 46.15 | 39 | 26 | 26 |
| **All Grades** | 31.05 | 11.80 | 18.45 | 34.74 | 52.25 | 48.21 | 34.21 | 35.96 | 33.33 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| | Writing Domain<br>Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **Well Developed** | | | **Somewhat/Moderately** | | | **Beginning** | | | **Total Number of Students** | | |
| | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** | **17-18** | **18-19** | **20-21** |
| **4** | 36.36 | 24.24 | 3.85 | 58.18 | 69.70 | 82.69 | * | 6.06 | 13.46 | 55 | 33 | 52 |
| **5** | 60.00 | 18.00 | 12.90 | * | 72.00 | 83.87 | * | 10.00 | 3.23 | 35 | 50 | 31 |
| **6** | * | 32.43 | 20.69 | 67.65 | 59.46 | 72.41 | * | 8.11 | 6.90 | 34 | 37 | 29 |
| **7** | * | 9.38 | 6.67 | 55.56 | 78.13 | 80.00 | * | 12.50 | 13.33 | 27 | 32 | 30 |
| **8** | * | 0.00 | 7.69 | 61.54 | 76.92 | 80.77 | * | 23.08 | 11.54 | 39 | 26 | 26 |
| **All Grades** | 34.74 | 17.98 | 9.52 | 54.74 | 70.79 | 80.36 | 10.53 | 11.24 | 10.12 | 190 | 178 | 168 |

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

**1.** | Listen and Speaking skills are a strength. |

**2.** | Our population of beginning English speakers in increasing |

**3.** | As students remain in our school the number of ELs decrease over time. |

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

| 2020-21 Student Population | | | |
|---|---|---|---|
| **Total Enrollment** | **Socioeconomically Disadvantaged** | **English Learners** | **Foster Youth** |
| **573** | **65.4** | **30.9** | **0.9** |
| 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. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 177 | 30.9 |
| **Foster Youth** | 5 | 0.9 |
| **Homeless** | 17 | 3.0 |
| **Socioeconomically Disadvantaged** | 375 | 65.4 |
| **Students with Disabilities** | 76 | 13.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 5 | 0.9 |
| **American Indian or Alaska Native** | 6 | 1.0 |
| **Asian** | 5 | 0.9 |
| **Filipino** | 1 | 0.2 |
| **Hispanic** | 436 | 76.1 |
| **Two or More Races** | 4 | 0.7 |
| **Native Hawaiian or Pacific Islander** | 2 | 0.3 |
| **White** | 114 | 19.9 |

Conclusions based on this data:

1. The student population at Egling includes a high number of students coming from socioeconomically disadvantaged families.

**2.** Approximately one-third of our students are English learners.

**3.** Hispanic families represent our largest ethnic group.

# School and Student Performance Data
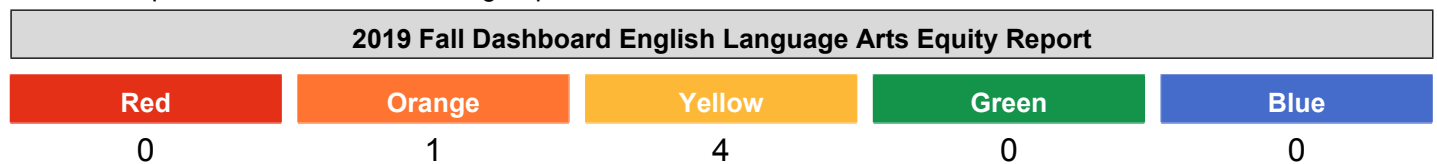
## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

| 2019 Fall Dashboard Overall Performance for All Students |
|---|

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Green | **Suspension Rate**<br>Green |
| **Mathematics**<br>Yellow | | |

**Conclusions based on this data:**

1. English language arts and math continue to be a major focus.

2. Chronic absenteeism has improved.

3. Our suspension rate has improved due to alternative measures.

# School and Student Performance Data

## Academic Performance
## English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 4 | 0 | 0 |

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.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Yellow | No Performance Color |
| 21.7 points below standard | 46.5 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++11.7 points | Increased ++8.1 points | |
| | | 3 |
| 532 | 241 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 32.4 points below standard | 103.7 points below standard |
| | Increased ++12.6 points | Increased Significantly ++19.7 points |
| 3 | 405 | 80 |

## 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 13.4 points below standard | Less than 11 Students - Data Not Displayed for Privacy | 0 Students |
| 2 | Increased Significantly ++41.1 points | 7 | |
| | 15 | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | Yellow |
| 31.1 points below standard | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 9.2 points above standard |
| Increased ++13.5 points | 1 | 2 | Maintained ++1.9 points |
| 398 | | | 107 |

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.

## 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 83.2 points below standard | 25.8 points above standard | 7.1 points below standard |
| Declined -10.8 points | Declined -9.2 points | Increased ++13.3 points |
| 160 | 81 | 240 |

**Conclusions based on this data:**

**1.** Our reclassified English learners decreased in English language arts, but was above standard.

**2.** In the area of English language arts overall increased their scores but need to continue to be focus groups.

**3.** Our English learners increased the English language arts scores, but are still below standard.

# School and Student Performance Data
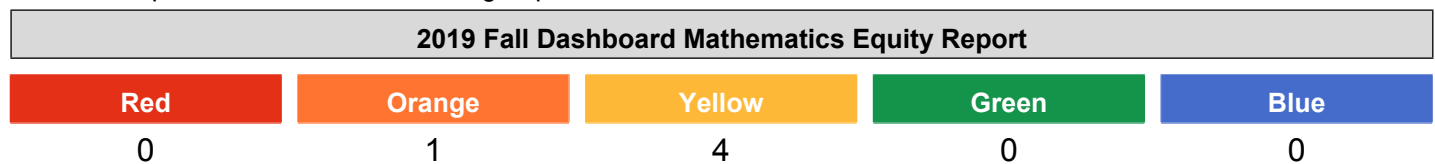
## Academic Performance
## Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 4 | 0 | 0 |

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.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Yellow | Yellow | No Performance Color |
| 43.3 points below standard | 68.7 points below standard | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++14.8 points | Increased ++12.7 points | |
| | | 3 |
| 532 | 241 | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Yellow | Orange |
| Less than 11 Students - Data Not Displayed for Privacy | 55 points below standard | 132.6 points below standard |
| | Increased Significantly ++20.4 points | Increased Significantly ++18.8 points |
| 3 | 405 | 80 |

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | No Performance Color | No Performance Color | |
| Less than 11 Students - Data Not Displayed for Privacy | 38.3 points below standard | Less than 11 Students - Data Not Displayed for Privacy | |
| 2 | Increased Significantly ++31 points | 7 | |
| | 15 | | |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Yellow | No Performance Color | No Performance Color | Yellow |
| 52.8 points below standard | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 10.4 points below standard |
| Increased Significantly ++18.8 points | 1 | 2 | Maintained -1.6 points |
| 398 | | | 107 |

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.

## 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 98.6 points below standard | 9.8 points below standard | 31.1 points below standard |
| Maintained -2.3 points | Declined -4.1 points | Increased ++13.8 points |
| 160 | 81 | 240 |

**Conclusions based on this data:**

**1.** Our Low SES students significantly increased their math scores.

**2.** English learners and students with disabilities increased their math scores.

**3.** All student groups remain significantly below standard in math.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
| No Performance Color |
| 50.3 making progress towards English language proficiency |
| Number of EL Students: 159 |
| Performance Level: Medium |

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

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 18.2 | 31.4 | 2.5 | 47.7 |

**Conclusions based on this data:**

1. English Learner progress has increased significantly.

2. Approximately half of our ELL students progressed one level.

3. Very few students are maintaining a level 4.

# School and Student Performance Data

## Academic Performance
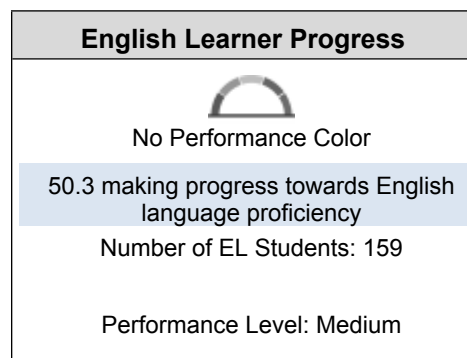## College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

| Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | | |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | | |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | | |
| **Students with Disabilities** | | |
| **Foster Youth** | | |
| **Homeless** | | |

\*  This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

| International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | | |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | | |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | | |
| **Students with Disabilities** | | |
| **Foster Youth** | | |
| **Homeless** | | |

\*  This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|---|---|---|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|---|---|---|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Completed College Credit Courses – Number and Percentage of All Student Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses | | |
|---|---|---|
| **Student Group** | **Number of Students** | **Percent of Students** |
| **All Students** | | |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | | |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | | |
| **Students with Disabilities** | | |
| **Foster Youth** | | |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

| Earned the State Seal of Biliteracy – Number and Percentage of All Students | | |
|---|---|---|
| **Student Group** | **Cohort Totals** | **Cohort Percent** |
| **All Students** | | |
| **African American** | | |
| **American Indian or Alaska Native** | | |
| **Asian** | | |
| **Filipino** | | |
| **Hispanic** | | |
| **Native Hawaiian or Pacific Islander** | | |
| **White** | | |
| **Two or More Races** | | |
| **English Learners** | | |
| **Socioeconomically Disadvantaged** | | |
| **Students with Disabilities** | | |
| **Foster Youth** | | |
| **Homeless** | | |

\*   This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement
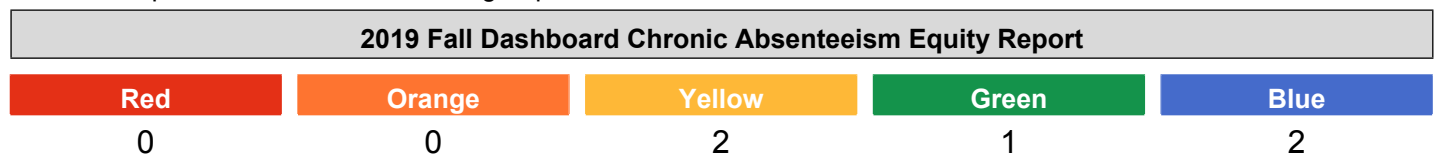## Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 0 | 2 | 1 | 2 |

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.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| **All Students** | **English Learners** | **Foster Youth** |
| Green | Blue | No Performance Color |
| 6.9 | 3.7 | Less than 11 Students - Data Not Displayed for Privacy |
| Declined Significantly -7.1 | Declined Significantly -4.5 | |
| 583 | 190 | 6 |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
| No Performance Color | Green | Yellow |
| Less than 11 Students - Data Not Displayed for Privacy | 6.9 | 12.8 |
| | Declined Significantly -7.7 | Declined -6.8 |
| 5 | 452 | 86 |

| **2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity** | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 20 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 4 | Declined -31.9 | 8 | 1 |
| | 20 | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Blue | No Performance Color | No Performance Color | Yellow |
| 4.9 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 10.3 |
| Declined Significantly -6.3 | 3 | 2 | Declined -4.4 |
| 428 | | | 117 |

**Conclusions based on this data:**

1. Site measures taken are improving attendance.

2. Decreased chronic absenteeism has dropped for all students.

3. All chronic absenteeism by race has decreased chronic absenteeism.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

| 2021 Graduation Rate by Student Group | | | | |
|---|---|---|---|---|
| **Student Group** | **Number of Students in the Graduation Rate** | **Number of Graduates** | **Number of Fifth Year Graduates** | **Graduation Rate** |
| **All Students** | | | | |
| **English Learners** | | | | |
| **Foster Youth** | | | | |
| **Homeless** | | | | |
| **Socioeconomically Disadvantaged** | | | | |
| **Students with Disabilities** | | | | |
| **African American** | | | | |
| **American Indian or Alaska Native** | | | | |
| **Asian** | | | | |
| **Filipino** | | | | |
| **Hispanic** | | | | |
| **Native Hawaiian or Pacific Islander** | | | | |
| **White** | | | | |
| **Two or More Races** | | | | |

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 3 | 0 | 2 | 0 |

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.

### 2019 Fall Dashboard Suspension Rate for All Students/Student Group

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Green | Orange | No Performance Color |
| 6.4 | 7.2 | Less than 11 Students - Data Not |
| Declined -0.9 | Increased +1.5 | 6 |
| 598 | 194 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | Green | Orange |
| Less than 11 Students - Data Not | 7.1 | 13.5 |
| 7 | Declined -1.8 | Declined -3 |
| | 465 | 89 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy 4 | 15 | Less than 11 Students - Data Not Displayed for Privacy 8 | Less than 11 Students - Data Not Displayed for Privacy 1 |
| | Increased +11.4 20 | | |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Green | No Performance Color | No Performance Color | Orange |
| 5.7 | Less than 11 Students - Data Not Displayed for Privacy 4 | Less than 11 Students - Data Not Displayed for Privacy 2 | 5.8 |
| Declined -2.5 438 | | | Increased +1 121 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 7.3 | 6.4 |

**Conclusions based on this data:**

**1.** There has been a decline in the number of suspensions for SES students and students with disabilities.

**2.** There has been an increase in the number of suspensions for our Native American students.

**3.** There has been an increase in the number of suspension for our ELL students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Improve student outcomes for all students, in all grades, and in all content areas.

# Goal 1

Egling Middle School will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of English Language Arts by 3% as measured by state and local assessments.

## Identified Need

Continual improvement in academic scores.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| iReady Assessments | Grade equivalency for students | One year growth |
| Student who have met or exceeded standards for CAASPP Scores in ELA | 38% | 41% |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Planning Team (IPT) Meetings
Conduct Intervention Planning Team Meetings 3 times during the course of the 2021-2022 school year to evaluate student achievement and targeted intervention time for all students to include students with disabilities, socioeconomic disadvantaged, and English learners

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

| Amount(s) | Source(s) |
|---|---|
| 6000 | General Fund<br>1000-1999: Certificated Personnel Salaries<br>Sub Costs |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |
|---|

Strategy/Activity

| Student Study Team (SST) Meetings<br>Conduct SST meetings as needed during the course of the 2021-2022 school year discuss areas of concerns and needed accommodations and supports for at-risk students |
|---|

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

| Amount(s) | Source(s) |
|---|---|

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

| All |
|---|

Strategy/Activity

| Student Achievement Progress Monitoring<br>Use of fluency, district assessments, iReady assessments, CAASPP scores, and grade-data ongoing throughout the school year, aligned with scheduled Individual Plan Team meetings for at-risk students |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| 60000 | District Funded<br>0000: Unrestricted<br>No additional funding |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Low Performing Students

Strategy/Activity

Extended Year Program
Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities

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

| Amount(s) | Source(s) |
|---|---|
| 75000 | District Funded<br>0000: Unrestricted<br>Summer School Costs |

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

Low Performing Students in Reading Intervention Groups

Strategy/Activity

Multi-Tiered System of Supports
Provide a 4-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students.  Provide reading intervention teacher to support struggling students in grades 4-8.

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

| Amount(s) | Source(s) |
|---|---|
| 134035 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Reading Specialist, teacher |

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

All

Strategy/Activity

Paraprofessionals
Provide one-on-one tutoring and small group instruction in 4-8th classrooms; provide instructional support in English language arts and translation during parent conferences, as needed

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 28460 | Title III<br>2000-2999: Classified Personnel Salaries<br>Para Salaries |

## Strategy/Activity 7

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|

## Strategy/Activity 8

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

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

ASES Students, Credit Recovery Students

Strategy/Activity

Extended Day Intervention
Provide before or after school intervention for struggling students

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 201308 | After School and Education Safety (ASES)<br>1000-1999: Certificated Personnel Salaries<br>Included in Salaries |
| 10000 | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Plato Learning and Teacher Tutor Costs |

# Annual Review

**SPSA Year Reviewed: 2020-21**

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

## ANALYSIS

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

All strategies list above have been fully implemented.  Progress toward score improvement in being made.  Students are making growth in both areas.

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

We have not been able to fully implement IPT teams.  In lieu of this work we are utilizing CAPS Network to build a strong foundation first.  We are still recovering from COVID learning loss.

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.

Any changes to these goals will be determined after analysis of the completion of the 21/22 school years testing data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Improve student outcomes for all students, in all grades, and in all content areas.

# Goal 2

Egling Middle School will increase the number of students, to include all significant subgroups, who meet or exceed standards in the area of mathematics by 3% as measured by state and local assessments.

## Identified Need

To improve overall scores for all students.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| iReady Assessments | Grade equivalency for students | One year growth |
| Student who have met or exceeded standards for CAASPP Scores in Math | 23% | 26% |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Intervention Planning Team (IPT) Meetings
Conduct Intervention Planning Team Meetings 3 times during the course of the 2021-2022 school year to evaluate student achievement and targeted intervention time for all students to include students with disabilities, socioeconomic disadvantaged, and English learners

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

| Amount(s) | Source(s) |
|---|---|
| 6000 | Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Sub Costs |

## Strategy/Activity 2
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

ASES Students/Credit Recovery Students

Strategy/Activity

Extended Day Intervention
Provide before or after school intervention for struggling students

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

Amount(s) Source(s)

## Strategy/Activity 3
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Student Study Team (SST) Meetings
Conduct SST meetings as needed during the course of the 2021-2022 school year discuss areas of concerns and needed accommodations and supports for at-risk students.

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

Amount(s) Source(s)

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student Achievement Progress Monitoring

Use of math fluency data, district assessments, iReady assessments, CAASPP scores, and grade-data ongoing throughout the school year, aligned with scheduled Individual Plan Team meetings for at-risk students

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

Amount(s)                                          Source(s)

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

Low Performing Students

Strategy/Activity

Extended Year Program
Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities

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

| Amount(s) | Source(s) |
|---|---|
| 50000 | District Funded |
| | Summer School Costs |

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

All

Strategy/Activity

Multi-Tiered System of Supports
Provide a 4-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students.  Provide intervention teacher to support struggling students in grades 4-8

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

Amount(s)                                                    Source(s)

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

All

Strategy/Activity

Paraprofessionals
Provide one-on-one tutoring and small group instruction in 4-8th classrooms; provide instructional support in mathematics and translation during parent conferences, as needed.

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

| Amount(s) | Source(s) |
|---|---|
| 60000 | District Funded<br>2000-2999: Classified Personnel Salaries<br>Para Salaries |

# Annual Review

## SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

We are making progress towards all strategies, we have not begun IPT Meetings yet.

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

IPT Meetings have been set aside for foundational building of teams via CAPS Network professional development. As a school we are still recovering from impacts of COVID-19.

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.

Any changes to these goals will be determined after analysis of the completion of the 21/22 school years testing data.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

English Language Learners

## LEA/LCAP Goal

Improve student outcomes for all students, in all grades, and in all content areas

# Goal 3

Egling Middle School will increase the number of English language learners who demonstrate language proficiency by 3% as measured by state and local assessments.

## Identified Need

Increase number of students who are designated and English Language Proficient.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| CAASPP Performance Data | 19% | 22% |
| ELPAC Reclassification Data | 25% | 28% |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Lesson Planning, Data Analysis, and Professional Development
Certificated staff of English learners will analyze data (ELPAC, ELD Progress Reports, SBAC, and Reclassification) in order to monitor EL student progress and provide differentiated instruction during ELD instruction.

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

Amount(s)                                        Source(s)

| 1000 | District Funded |
|------|-----------------|
|      | 1000-1999: Certificated Personnel Salaries |
|      | ELD Teacher Duties |

## Strategy/Activity 2

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

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

ELD

Strategy/Activity

Certificated staff will provide designated ELD instruction to English learners with an emphasis on vocabulary development, constructive conversation skills, small group instruction, SDAIE, and reading complex text.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                          Source(s)

## Strategy/Activity 3

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

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

English Language Learners

Strategy/Activity

Communicate areas of need for English language learners nearly meeting reclassification criteria to certificated staff providing English Language Development instruction.   Provide an informational meeting for parents of English language learners to describe reclassification criteria and how parents can support language acquisition at home

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)                                          Source(s)

| 1000 | LCFF |
|------|------|

## Strategy/Activity 4

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

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

English Language Learners

Strategy/Activity

Implementation of ELD Interim Assessment.

Research and implement assessment tri annually in preparation for ELPAC, thus being able to monitor ongoing ELD progress.

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

Amount(s)                                               Source(s)

# Annual Review

## SPSA Year Reviewed: 2020-21

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

# ANALYSIS

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

We have been able to dedicate a site based ELD Coordinator who has daily time to work on above stated goals.

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

We are still trying to fill all bilingual para educator positions for our site and continue to make progress on defined goals.

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

Any changes will be determined after 21/22 ELPAC and CAASPP Testing.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Engagement and Climate

## LEA/LCAP Goal

Create safe, welcoming learning environments that support the social emotional development of all students and increase school connectedness among students and families.

# Goal 4

Egling Middle School will create a welcoming and safe learning environment that increases safety and school connectedness among students through the implementation of the SOAR behavioral model focused on increasing the efforts to hold all students and staff to a level of common behavioral expectations.

## Identified Need

Increase the amount of parent participation on campus, while continuing to decrease chronic absenteeism and suspension rates.

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| School Attendance | 2019/2020 attendance rate was at 96.5% | Increase our school average to 97% |
| Chronic Absenteeism | 2019-2020 data was at 3.5% | Decrease our rate to 30% |
| Suspension Rate | 2019-2020 data was at 6.4% | Decrease our rate to 5.6% |

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

## Strategy/Activity 1
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continued implementation of SOAR
Provide professional development and ongoing support by the County Office of Education and district administration
Implement and continually evaluate the school-wide SOAR Common Behavior Expectations Model.
Implement behavioral SST meetings and add strategies to our tiers of support.
Provide positive behavior intervention supports (e.g., Egling Bucks, Student Awards, etc.).

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

| Amount(s) | Source(s) |
|---|---|
| 1000 | LCFF<br>None Specified |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All |
|---|

Strategy/Activity

School Connectedness
The school provides a full-time counselor that supports the social-emotional well being by providing bi-monthly lessons to 4-6th grade classrooms.
The school will host and support schoolwide activities that promote the development of compassion, kindness, and empathy (e.g., Caught You Being Good, Random Acts of Kindness Week, Renaissance Program).
The school will promote and support Egling Middle School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular activities, etc.) to increase school connectedness.

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

| Amount(s) | Source(s) |
|---|---|
| 70000 | LCFF<br>1000-1999: Certificated Personnel Salaries<br>Salary of Counselor |

## Strategy/Activity 3
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

| All |
|---|

Strategy/Activity

Improved School Attendance
The school will promote school attendance through weekly publications in the school's weekly parent bulletin publication, monthly and trimester perfect attendance awards, lunch with the principal, and other incentives.
The school will regularly meet with parents through the District Attendance Review Team (DART) activities to identify and support students and their families in improving daily attendance.

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

Amount(s)                                              Source(s)

## Strategy/Activity 4
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Parent Engagement
Provide parent education nights, guided by teaching staff and administration.
Continue to host Back to School Night prior to school starts.
Reinstate our Egling Parent Club monthly meetings.
Provide informational articles for parents to support students in their social-emotional development.

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

| Amount(s) | Source(s) |
|---|---|
| 1000 | LCFF<br><br>Parent Night Needs |

# Annual Review

**SPSA Year Reviewed: 2020-21**

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

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

We have continued to work with staff in de-escalation skills and strategies of how to work with students of trauma via Kristen Miller With A Heart Project. We have continued to reach out to families with implementation of Parent Square Communication App which all staff are utilizing. Lastly, we continue to fund via Parent Club our positive reinforcement program SOAR with tri-annual stores and drawings.

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

We are still having issues tracking attendance due to mandatory COVID quarantines.

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.

Any changes will be implemented after review of 21/22 data.

# Budget Summary

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

## Budget Summary

| Description | Amount |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $189809 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $704,803.00 |

## Other Federal, State, and Local Funds

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

| Federal Programs | Allocation ($) |
|---|---|
| Title I Part A: Allocation | $140,035.00 |
| Title III | $28,460.00 |

Subtotal of additional federal funds included for this school: $168,495.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| After School and Education Safety (ASES) | $201,308.00 |
| District Funded | $256,000.00 |
| General Fund | $6,000.00 |
| LCFF | $73,000.00 |

Subtotal of state or local funds included for this school: $536,308.00

Total of federal, state, and/or local funds for this school: $704,803.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|---|---|---|
| Title I Part A: Allocation | 161349 | 21,314.00 |
| Title III | 28460 | 0.00 |
| After School and Education Safety (ASES) | 201308 | 0.00 |
| LCFF | 801660 | 728,660.00 |
| District Funded | 119000 | -137,000.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| After School and Education Safety (ASES) | 201,308.00 |
| District Funded | 256,000.00 |
| General Fund | 6,000.00 |
| LCFF | 73,000.00 |
| Title I Part A: Allocation | 140,035.00 |
| Title III | 28,460.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
|  | 52,000.00 |
| 0000: Unrestricted | 135,000.00 |
| 1000-1999: Certificated Personnel Salaries | 428,343.00 |
| 2000-2999: Classified Personnel Salaries | 88,460.00 |
| None Specified | 1,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | After School and Education Safety (ASES) | 201,308.00 |
| | District Funded | 50,000.00 |
| 0000: Unrestricted | District Funded | 135,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 11,000.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 60,000.00 |
| 1000-1999: Certificated Personnel Salaries | General Fund | 6,000.00 |
| | LCFF | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF | 70,000.00 |
| None Specified | LCFF | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 140,035.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 28,460.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 514,803.00 |
| Goal 2 | 116,000.00 |
| Goal 3 | 2,000.00 |
| Goal 4 | 72,000.00 |

# 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

2 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

0 Secondary Students

| Name of Members | Role |
|---|---|
| Erika Lemenager<br>Erika Lemenager (Feb 9, 2022 07:01 PST) | Principal |
| Kari Vlahos<br>Kari Vlahos (Jan 31, 2022 15:21 PST) | Classroom Teacher |
| Krystyna Frank *Krystyna Frank* | Classroom Teacher |
| Norma Meza<br>Norma Meza (Feb 8, 2022 20:56 PST) | Parent or Community Member |
| Blanca Avina<br>Blanca Avina (Feb 7, 2022 14:42 PST) | Other School Staff<br>Parent or Community Member |
| Brizia Tofolla Martinez<br>Brizia G. Tofolla Martinez (Feb 9, 2022 16:06 PST) | 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 |
|---|---|
| *Lupe Espindola*<br>Lupe Espindola (Feb 10, 2022 08:49 PST) | 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 .

Attested:

| | |
|---|---|
| *C. Lemenager*<br>Erika Lemenager (Feb 9, 2022 07:01 PST) | Principal, Erika Lemenager on |
| | SSC Chairperson, Erika Lemenager on |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

# Resource Inequities

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

# Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

# Budget Summary

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

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

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

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

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

  A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

    1. The comprehensive needs assessment of the entire school shall:

      a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

      b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

        i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

        ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

        iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

        iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

        v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

  B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

II. The SPSA shall include the following:

  A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    1.  Ensure that those students' difficulties are identified on a timely basis; and

    2.  Provide sufficient information on which to base effective assistance to those students.

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

## Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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