

# Single Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
George T. Egling Middle School	06-61598-6057152	January 19, 2020	February 22, 2020

## 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

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 2019-2020 Single Plan For Student Achievement (SPSA) goals resulting in a number of significant changes to the 2020-2021 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 2019-2020 plan took advantage of newly state assessments, 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 2019-2020 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 stakeholders in our LCAP revision process. The School Site Council also reviewed the EMS Comprehensive Safety Plan and Parent-Student Handbook.

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

## 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.

### Basis for this Goal

As indicated in the SPSA needs assessment, Egling experienced a slight increase in the area of English Language Arts from the 2018-2019 school year. Currently, 40% of all students have met or exceeded the standards on the CAASPP, which is a 1% increase from the previous year. As identified by review of CAASPP Data, Egling Middle School continues to perform below the state standard in English Language Arts. Egling maintained the number of overall students (21.7 points below) and in all of the school's significant subgroups (English learners 46.5 points below, SED 32.4 points below and SWD 103.7 points below) continue to not meet the state standards performance in English language arts. There continues to be a significant achievement gap between Hispanic, socio-economic and English language learner students as compared to their counterparts.

In 2019, the number of non-low socio-economic students who met or exceeded state standards in English language arts was 19% higher than the number of socioeconomic disadvantaged students who met or exceeded state standards in English language arts (i.e., 54% vs. 35%). Fifty-five percent of English proficient students met or exceeded state standards in English language arts compared to 11% of English learners who met or exceeded state standards in English language arts. Finally, when comparing student performance between White non-Hispanic students and Hispanic students, 56% of White non-Hispanic students met or exceeded the standards compared to 36% of the school's Hispanic students.

Analysis shows that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap among Hispanic, socio-economic disadvantaged, and English language learner students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Forty percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of English language arts by 3% on the CAASPP.
iReady Reading Assessment	Twenty-one percent of all students scored at or above grade level on the iReady Reading Assessment.	The school will increase the number of students who scored at or above grade level by 3% on the iReady Reading Assessment.

## Students to be Served by this Strategy/Activity

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

All Students

### Goal 1: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 1.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"><li>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</li></ul>	\$6000 sub costs Title 1
<p>Goal 1.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"><li>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</li></ul>	No additional funding
<p>Goal 1.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"><li>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</li></ul>	No additional funding
<p>Goal 1.4: Multi-Tiered System of Supports</p> <ul style="list-style-type: none"><li>Provide a 4-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students</li><li>Provide reading intervention teacher to support struggling students in grades 4-8</li></ul>	Reading Specialist Salary and 504 Intervention Salary, Para support
<p>Goal 1.5: Paraprofessionals</p> <ul style="list-style-type: none"><li>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</li></ul>	Para Salaries
<p>Goal 1.6: Extended Day Intervention</p> <ul style="list-style-type: none"><li>Provide before or after school intervention for struggling students</li></ul>	ASES Funding
<p>Goal 1.7: Extended Year Program</p> <ul style="list-style-type: none"><li>Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities</li></ul>	Title 1/LCFF

## 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.

### Basis for this Goal

As indicated in the SPSA needs assessment, Egling experienced an increase in the area of mathematics from the 2018-2019 school year. Currently, 31% of all students have met or exceeded the standards on the CAASPP, which is a 4% increase from the previous year. As identified by review of CAASPP Data, Egling Middle School continues to perform below the state standard in mathematics. Egling maintained the number of overall students (43.3 points below) and in all of the school's significant subgroups (English learners 68.7 points below, SED 55 points below and SWD 132.6 points below) continue to not meet the state standards performance in mathematics. There continues to be a significant achievement gap between Hispanic, socio-economic and English language learner students as compared to their counterparts.

In 2019, the number of non-low socio-economic students who met or exceeded state standards in mathematics was 17% higher than the number of socioeconomic disadvantaged students who met or exceeded state standards in mathematics (i.e., 44% vs. 27%). Forty-two percent of English proficient students met or exceeded state standards in mathematics compared to 9% of English learners who met or exceeded state standards in mathematics. Finally, when comparing student performance between White non-Hispanic students and Hispanic students, 44% of White non-Hispanic students met or exceeded the standards compared to 27% of the school's Hispanic students.

Analysis shows that the school needs to continue its focus on improving overall student achievement in the area of mathematics, as well as implement evidence-based services to narrow the achievement gap among Hispanic, socio-economic disadvantaged, and English language learner students.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Thirty-one percent of all students met or exceeded the standards as measured on the CAASPP.	The school will increase the number of students who meet or exceed the standards in the area of mathematics by 3% on the CAASPP.
iReady Math Assessment	Eighteen percent of students met or exceeded grade level standards on the iReady Math Assessment.	The school will increase the number of students who scored at or above grade level on the iReady Math Assessment by 3%.

## Students to be Served by this Strategy/Activity

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

All Students

## Goal 2: Strategies/Activities

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 2.1: Intervention Planning Team (IPT) Meetings</p> <ul style="list-style-type: none"><li>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</li></ul>	\$6000 sub costs Title 1
<p>Goal 2.2: Student Study Team (SST) Meetings</p> <ul style="list-style-type: none"><li>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</li></ul>	No additional funding
<p>Goal 2.3: Student Achievement Progress Monitoring</p> <ul style="list-style-type: none"><li>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</li></ul>	No additional funding
<p>Goal 2.4: Multi-Tiered System of Supports</p> <ul style="list-style-type: none"><li>Provide a 4-8 target time to deliver academic supports to English learners, struggling, on-level, and challenge students</li><li>Provide intervention teacher to support struggling students in grades 4-8</li></ul>	504 Intervention/Para support
<p>Goal 2.5: Paraprofessionals</p> <ul style="list-style-type: none"><li>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</li></ul>	Para Salaries
<p>Goal 2.6: Extended Day Intervention</p> <ul style="list-style-type: none"><li>Provide before or after school intervention for struggling students</li></ul>	ASES Funding
<p>Goal 2.7: Extended Year Program</p> <ul style="list-style-type: none"><li>Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, English learners and students with disabilities</li></ul>	Title 1/LCFF

### 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.

#### Basis for this Goal

#### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	Ten percent of English language learners met or exceeded the standards as measured on the CAASPP.	The school will increase the number of English language learners who meet or exceed the standards in the area of English language arts by 3% on the CAASPP.
English Language Proficiency Assessments for California (ELPAC)	Twelve percent of English language learners demonstrated language proficiency on the ELPAC.	The school will increase the number of English language learners who demonstrate proficiency by 3% on the ELPAC.

#### Basis for this Goal

As outlined in the SPSA needs assessment, Egling experienced a decrease in the number of English learners (i.e., from 19% to 11%) who met or exceeded state standards in English language arts. There continues to be a significant achievement gap between English language learner students as compared to their counterparts.

In 2019, 55% of English Only students met or exceeded state standards in English language arts compared to 11% of English learners who met or exceeded state standards in English language arts.

Data analysis points out that the school needs to continue its focus on improving overall student achievement in the area of English language arts, as well as implement evidence-based services to narrow the achievement gap for its English learners.

### Goal 3: Planned Strategies/Activities

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

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

English learners

Proposed  
Expenditures

### Goal 3: Strategies/Activities

#### Planned Strategies/Activities

<p>Goal 3.1: Lesson Planning, Data Analysis, and Professional Development</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p>\$5000 from LCFF and Title 1</p>
<p>Goal 3.2: Effective Classroom Instruction</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p>Goal 3.3: Reclassification/Parent Engagement</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>\$1000 LCFF</p>
<p>Goal 3.4 Implementation of ELD Interim Assessment.</p> <ul style="list-style-type: none"> <li>• Research and implement assessment tri annually in preparation for ELPAC, thus being able to monitor ongoing ELD progress.</li> </ul>	<p>\$5000 LCFF</p>

### 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.

#### Basis for this Goal

2018-2019 school parent survey results report that 94% of stakeholders believe the school provides a welcoming and safe environment. Eighty percent of parents share that there are many opportunities for families to participate in events at Egling. 97% percent of parents reported that they are satisfied with the communication from Egling. However, the suspension rate for hispanic male students with disabilities has remained at a higher level than their peers (i.e. 26% in 2017-18, 20% in 2018-19, and 13% in 2019-20).

#### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
School Attendance	In 2019-2020 Egling Middle School attendance rate was 96.5%.	Increase the District average attendance rate by 0.5%, from 96.5% to 97.0%.



Chronic Absenteeism	Egling Middle School's chronic absenteeism rate was 3.5%.	Reduce the chronic absenteeism rate by 0.5%, from 3.5% to 3.0%.
Suspension Rate	Egling Middle School's suspension and/or expulsion from school rate was 6.4%.	Reduce the percentage of students that are suspended or expelled from 5.6% in 2019-2020 to 2% in 2020-2021.

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

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

All Students

**Goal 4: Planned Strategies/Activities**

Planned Strategies/Activities	Proposed Expenditures
<p>Goal 4.1: Continued implementation of SOAR</p> <ul style="list-style-type: none"> <li>● Provide professional development and ongoing support by the County Office of Education and district administration</li> <li>● Implement and continually evaluate the school-wide SOAR Common Behavior Expectations Model.</li> <li>● Implement behavioral SST meetings and add strategies to our tiers of support.</li> <li>● Provide positive behavior intervention supports (e.g., Egling Bucks, Student Awards, etc.).</li> </ul>	\$1000 LCFF
<p>Goal 4.2: School Connectedness</p> <ul style="list-style-type: none"> <li>● The school provides a full-time counselor that supports the social-emotional well being by providing bi-monthly lessons to 4-6th grade classrooms.</li> <li>● 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).</li> <li>● Implement the Youth Truth Survey for students, parents and staff to measure engagement levels throughout the campus.</li> <li>● 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.</li> </ul>	Salary of counselor LCFF, \$1000 LCFF, \$5000 LCFF
<p>Goal 4.3: Improved School Attendance</p> <ul style="list-style-type: none"> <li>● The school will promote school attendance through weekly publications in the school's weekly parent bulletin publication,</li> </ul>	No additional funding needed



<p>monthly and trimester perfect attendance awards, lunch with the principal, and other incentives.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<p>Goal 4.4: Parent Engagement</p> <ul style="list-style-type: none"> <li>• Provide parent education nights, guided by teaching staff and administration.</li> <li>• Continue to host Back to School Night prior to school starts.</li> <li>• Reinstate our Egling Parent Club monthly meetings.</li> <li>• Provide informational articles for parents to support students in their social-emotional development.</li> </ul>	\$1000 LCFF

## Annual Review and Update

SPSA Year Reviewed: 2019-2020

### Goal 1

After review of available data it has been determined that there is a need to increase student achievement in English Language Arts and Mathematics. Implementation of CCSS aligned ELA/ELD and Math curriculum is essential. Adopted ELA curriculums Benchmark Advance (4th-6th grade) and Spring Board (7th and 8th grades) need to be fully implemented, as well as 4/5th grade Bridges math and 6-8th Big Ideas Math. Teachers need to be fully trained and a trainer of trainers model needs to be utilized

### ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Assessments	One year growth	21% at grade level grew to 30% at grade level at Diagnostic #2.*  *Final Diagnostic not given due to transition to distance learning.
Students who have met or exceeded standards for CAASPP Scores in ELA	43%	No testing data COVID
Students who have met or exceeded standards for CAASPP Scores in Math	35%	No testing data COVID

## Goal 1: Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditure
1.1 After School Education and Safety Program	<ul style="list-style-type: none"> <li>Providing tutoring and homework time</li> </ul>	\$206,787	\$206,787
1.2 Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention	<ul style="list-style-type: none"> <li>Introduction of PSDA data protocol, district wide iReady professional development.</li> </ul>	\$10,000	\$0
1.3 Training of para educators both during the school day and for ASES in math and ELA curriculums.	<ul style="list-style-type: none"> <li>Due to COVID training unavailable.</li> </ul>	\$1500	\$0
1.4 Low performing students in reading intervention groups	<ul style="list-style-type: none"> <li>1.75 Title 1 teacher</li> <li>Reading specialist</li> </ul>	\$129,172	\$129,172
1.5 Implement Accelerated Reader Enterprise Program	<ul style="list-style-type: none"> <li>Use of program 4-8th grade</li> </ul>	\$5800	\$5800
1.6 Use of Plato for 7/8th credit recovery program	<ul style="list-style-type: none"> <li>Two teachers and 50 students enrolled in the program.</li> </ul>	\$8500	\$8500

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

Egling Middle School effectively implemented the strategies/activities within Goal 1, with the following exceptions:

1.1 All tutoring and homework help time was presented in a virtual manner with low participation from students.

1.3 Was unavailable due to COVID restrictions.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school. Explain any material differences between the Proposed Expenditures and Actual Expenditures.

Egling Middle School's overall implementation of strategies and activities outlined in SPSA Goal 1 allowed the school to maintain the number of "All" students meeting or exceeding the standards. However, data from the state level is not available due cancellation of state assessments and the drastic move to distance learning.

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

Due to lack of being able to follow through with planned strategies, some funds were not utilized due to school closure and transmitting to a distance learning platform.

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.

There were no significant changes made to Goal 1 of the SPSA. However, as indicated above, as the school continues to work towards aligning its benchmark assessments in the area of English language arts with the California Assessment of Student Performance and Progress. In addition, the school has begun developing a new Multi-Tiered System of Supports that provides a target time focused on providing additional instructional support for struggling, on-level, and challenge students in the area of English language arts.

## Goal 2

After review of available data it has been determined that there is a need to increase student achievement for students who scored a level 1 or a 2 on the ELPAC assessment and scored in the Standards Not Met band on the CAASPP assessment. All teachers need to be trained/review ELD strategies. Continue to implement English 3D in 5th - 8th grades. Continue with an additional section for designated ELD instruction in the adopted ELA curriculums.

## ANNUAL MEASURABLE OUTCOMES

Metric/Indicator	Expected Outcomes	Actual Outcomes
Dashboard Indicator	64% at level 3 and 4	Testing cancelled no actuals
iReady Assessments	One year growth	20% at grade level grew to 34% at grade level at Diagnostic #2.*  *Final Diagnostic not given due to transition to distance learning.

## Goal 2 Strategies/Activities

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Actual Expenditures
2.1-4th-6th grade using the ELD component of Benchmark Advance 5th - 8th grades using English 3D and ELD component of ELA curriculum	The listed curriculums were utilized in the classrooms, being taught by ELD teachers and paraeducators	\$5000 \$28,522 \$3500	\$28,522 for para salaries.
2.2-Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered instruction	Egling continues to need work in the area of utilizing ELD standards by teachers in all subject areas.		
2.3-7/8th grade standardized procedure for writing.	Many teachers utilize a basic format of claim, evidence and reasoning. Additional student examples and rubric criteria still needed.	\$0	\$0
2.4-Regular Update of Site Plan, Monthly District English Advisory Committee Meetings, Monthly site English Language Advisory Committees	Egling continues to hold monthly site council and ELAC meetings where the site's plan is regularly revisited and revised.	\$1000.00	\$500.00
2.5- CAFE Conference Attendance for teacher and administrator	Egling was not able to send a teacher and administrator to CAFE due to cancellation of the conference.	\$4000	\$0

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

Egling effectively implemented the strategies/activities within Goal 2, with the following exceptions:  
 Goal 2.5 CAFE Attendance due to conference being cancelled because of COVID.  
 Goal 2.2 and 2.3 were implemented, but continue to need growth.

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

Egling Middle School's overall implementation of strategies and activities outlined in SPSA Goal 2 allowed the school to maintain the number of "All" students meeting or exceeding the standards.

However, data from the state level is not available due cancellation of state assessments and the drastic move to distance learning.

**Basis for this Goal**

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

Due to lack of being able to follow through with planned strategies, some funds were not utilized due to school closure and transmitting to a distance learning model.

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.

There were no significant changes made to Goal 2 of the SPSA. However, as indicated above, as the school continues to work towards aligning its benchmark assessments in the area of mathematics with the California Assessment of Student Performance and Progress and uses iReady data to complement annual CAASPP data. In addition, the school has begun developing a new Multi-Tiered System of Supports that provides a target time focused on providing additional instructional support for struggling, on-level, and challenge students in the area of mathematics.

**Goal 3**

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

**ANNUAL MEASURABLE OUTCOMES**

	Expected Outcomes	Actual Outcomes
Staff Engagement Survey	4.25	Not assessed
CA Dashboard for Chronic Absenteeism	5%	3.5%
CA Dashboard for Number of Suspension	5%	Not assessed

**Goal 3: Strategies/Activities**

Planned Strategies/Activities	Actual Strategies/Activities	Proposed Expenditures	Estimated Actual Expenditures
3.1-Weekly Parent Communication	Each week an email to parents/staff and school board was sent to notify	0	0

	important school information.		
3.2-ELAC Participation	Monthly meetings were held, attendance grew from 4 to 8 parents.	0	0
3.3-Pertinent information to be posted on the school website and implementation of the new website.	Egling now has a new website, as well as a Facebook page where current information is shared.	0	0
3.4-Parent Engagement Nights	5 parent engagement nights were held during 19-20	\$2000	\$2000
3.5-A site based committee will generate ideas for school wide procedures relating to positive behavior, character building and student responsibility.	Classroom management group discussions were held once a month, implementation of the buddy system and check-in/check-out became commonplace in classrooms.	\$3000	\$3000
Continuation of intervention programs: GREAT, Club Live, Girls' Circle, Boys' Council, Shady Creek, Egling Buck Store, SWAT and DARE	Club Live, Girls' Council, Shady Creek, Egling Buck Store, SWAT and DARE were all in place for the 19-20 school year.	\$5000	\$5000
Teacher Training for computer based education	Teacher's received training on IC, Illuminate, and Google Classroom.	\$2500	\$2500

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

Egling Middle School successfully implemented the strategies outlined above in relation to Goal 3 of the 2019-2020 school plan.

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

Overall effectiveness of strategies and activities outlined Goal 3 in the 2019-2020 were positive as our overall chronic absenteeism data dropped and school reported suspensions dropped (state provided data was not collected). The number of teachers who are able to communicate home with our school SIS system increased due to professional development.

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

There were no material differences.

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.

Egling Middle School continues to focus on shifting fiscal resources to provide additional services to students and family connectedness to school. Egling will begin with a wider lens of development for a multi-tiered system of support for behavior and academics.



# Budget Summary and Consolidation

Complete the table below. Schools may include additional information or more detail. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$ 76,812.52
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$428,281.00

## Consolidation of Funds

List the Federal programs that the school is consolidating in the school-wide program. Adjust the table as needed.

Federal Programs	Allocation (\$)
Title I	\$ 76,812.52
Title II	\$ 0.00
Title III	\$ 0.00
Title IV	\$ 0.00

Subtotal of consolidated federal funds for this school:

List the State and local programs that the school is consolidating in the school-wide program. Duplicate the table as needed.

State or Local Programs (ASES)	\$228,430.00
Local Control Funding Formula	\$777,077.00




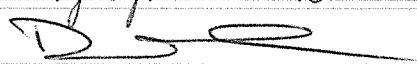


Subtotal of consolidated state or local funds for this school:

Total of consolidated (federal, state, and/or local) funds for this school:

# 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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members		Role
Erika Lemenager		Principal
Kimberly Turner		Classroom Teacher
Krystyna Frank		Classroom Teacher
Daniel Mata		Parent or Community Member
Blanca Avina		Other School Staff Parent or Community Member
Seyah Baird		Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

Other: Parent Representatives

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

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

This SPSA was adopted by the SSC at a public meeting on February 8, 2021.

Attested:



Principal, Erika Lemenager on February 2, 2021

SSC Chairperson, Erika Lemenager on February 2.2021