

School Year: **2025-26**



School Plan for Student Achievement (SPSA)

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 8, 2026	February 9, 2026

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by George T. Egling Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by George T. Egling Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 2024-2025 Single Plan For Student Achievement (SPSA) goals resulting in minimal changes to the 2025-2026 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 2025-2026 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 2025-2026 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 works together to create long-term Action Plans that maintains our current strengths while taking necessary steps of improvement on identified areas in need of attention that are tied to our LCAP goals. Our CUSD administrative team conducts an annual evaluation of the actions taken to improve student achievement in 2025-2026 school year in order to determine next steps as well as new potential areas of focus.

Educational Partner Involvement

How, when, and with whom did George T. Egling Middle 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 identify areas that we are doing well in and areas that need attention. The educational partners 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 educational partners 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. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The following indicators had performance levels in the "Red" category:

- ELA Subgroups: Multilingual Learners, Students with Disabilities
- Math Subgroups: Students with Disabilities
- Chronic Absenteeism: Students with Disabilities

The following indicators had performance levels in the "Orange" category:

- ELA Subgroups: Hispanic, Socioeconomically Disadvantaged, White, LTELs
- Math Subgroups: Hispanic, Socioeconomically Disadvantaged, White, LTELs
- English Learners Progress: Multilingual Learners, LTELs
- Chronic Absenteeism- Multilingual Learners
- Suspension Rate: Multilingual Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with Disabilities are two levels lower in performance than all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None at this time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George T. Egling Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	2.42%	2.55%	1.81%	13	13	10
African American	0.93%	0.59%	1.27%	5	3	7
Asian	0.93%	0.98%	1.45%	5	5	8
Filipino	0%	%	%	0		
Hispanic/Latino	75.42%	74.46%	75.05%	405	379	415
Pacific Islander	0.19%	%	%	1		
White	18.25%	19.06%	17.90%	98	97	99
Two or More Races	1.86%	2.16%	2.17%	10	11	12
Not Reported	0%	0.20%	0.36%	0	1	2
Total Enrollment				537	509	553

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 4	111	85	128
Grade 5	100	107	95
Grade 6	118	94	112
Grade 7	109	116	103
Grade 8	99	107	115
Total Enrollment	537	509	553

Conclusions based on this data:

1. Our student subgroup populations are remaining constant at this time.
2. The 5th grade population is smaller than recent historical data, this caused a reduction in number of teachers at that grade level.
3. The number of students at Egling is slowly declining due to large classes graduating.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	159	99	137	29.6%	19.4%	24.8%
Fluent English Proficient (FEP)	118	161	132	22.0%	31.6%	23.9%

Conclusions based on this data:

1. The percentage of students who classify as Multilingual Learners continues to fluctuate annually.
2. The number/percentage of FEP students continues to fluctuate annually.
3. Unsure why RFEP numbers are not populating.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	112	86	127	110	84	126	110	84	126	98.2	97.7	99.2
Grade 5	92	107	94	92	103	90	92	103	90	100.0	96.3	95.7
Grade 6	118	95	111	115	93	108	115	93	108	97.5	97.9	97.3
Grade 7	107	117	96	101	114	96	101	114	95	94.4	97.4	100
Grade 8	98	103	112	92	102	107	92	102	107	93.9	99	95.5
All Grades	527	508	540	510	496	527	510	496	526	96.8	97.6	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2430.	2420.	2417.	15.45	11.90	9.52	13.64	13.10	14.29	30.91	26.19	26.19	40.00	48.81	50.00
Grade 5	2497.	2460.	2451.	16.30	10.68	6.67	31.52	24.27	22.22	27.17	27.18	21.11	25.00	37.86	50.00
Grade 6	2502.	2487.	2481.	10.43	10.75	10.19	26.09	19.35	23.15	31.30	31.18	23.15	32.17	38.71	43.52
Grade 7	2519.	2507.	2511.	9.90	8.77	8.42	28.71	25.44	30.53	29.70	25.44	24.21	31.68	40.35	36.84
Grade 8	2503.	2511.	2503.	4.35	4.90	7.48	26.09	24.51	21.50	29.35	33.33	26.17	40.22	37.25	44.86
All Grades	N/A	N/A	N/A	11.37	9.27	8.56	24.90	21.77	21.86	29.80	28.63	24.33	33.92	40.32	45.25

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	11.82	15.48	9.52	70.00	63.10	57.94	18.18	21.43	32.54
Grade 5	17.39	15.53	7.78	66.30	56.31	68.89	16.30	28.16	23.33
Grade 6	15.65	15.05	15.74	53.04	45.16	43.52	31.30	39.78	40.74
Grade 7	18.81	8.77	11.70	55.45	61.40	59.57	25.74	29.82	28.72
Grade 8	8.70	5.88	6.54	44.57	60.78	52.34	46.74	33.33	41.12
All Grades	14.51	11.90	10.29	58.04	57.46	56.00	27.45	30.65	33.71

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	3.64	3.57	5.56	58.18	51.19	53.17	38.18	45.24	41.27
Grade 5	8.70	2.94	3.33	70.65	56.86	52.22	20.65	40.20	44.44
Grade 6	9.65	10.75	10.19	48.25	41.94	41.67	42.11	47.31	48.15
Grade 7	12.87	9.65	7.45	56.44	50.88	57.45	30.69	39.47	35.11
Grade 8	15.22	3.92	6.54	43.48	51.96	41.12	41.30	44.12	52.34
All Grades	9.82	6.26	6.67	55.21	50.71	48.95	34.97	43.03	44.38

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	10.00	9.52	9.52	71.82	66.67	72.22	18.18	23.81	18.25
Grade 5	17.39	11.65	7.78	72.83	66.02	68.89	9.78	22.33	23.33
Grade 6	5.22	9.68	9.26	76.52	74.19	63.89	18.26	16.13	26.85
Grade 7	11.88	10.53	13.83	77.23	71.93	74.47	10.89	17.54	11.70
Grade 8	6.52	10.78	9.35	69.57	71.57	69.16	23.91	17.65	21.50
All Grades	10.00	10.48	9.90	73.73	70.16	69.71	16.27	19.35	20.38

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	9.09	5.95	7.94	66.36	71.43	69.05	24.55	22.62	23.02
Grade 5	11.96	11.65	6.67	71.74	58.25	62.22	16.30	30.10	31.11
Grade 6	10.43	10.75	12.96	73.04	66.67	57.41	16.52	22.58	29.63
Grade 7	12.87	8.77	14.74	63.37	63.16	62.11	23.76	28.07	23.16
Grade 8	9.78	12.75	13.08	64.13	73.53	60.75	26.09	13.73	26.17
All Grades	10.78	10.08	11.03	67.84	66.33	62.55	21.37	23.59	26.43

Conclusions based on this data:

1. 5th grade continues to be our highest performing grade level year over year for performance.
2. Writing is an area of struggle for our students.
3. Consistently more than half of our 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)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	112	86	127	110	86	126	110	86	126	98.2	100	99.2
Grade 5	92	107	94	92	105	92	92	105	92	100.0	98.1	97.9
Grade 6	118	95	111	117	95	110	117	95	110	99.2	100	99.1
Grade 7	107	117	96	103	114	96	103	114	96	96.3	97.4	100
Grade 8	98	103	112	94	102	109	94	102	109	95.9	99	97.3
All Grades	527	508	540	516	502	533	516	502	533	97.9	98.8	98.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2462.	2464.	2462.	8.18	13.95	12.70	30.00	25.58	25.40	35.45	38.37	34.13	26.36	22.09	27.78
Grade 5	2473.	2451.	2444.	10.87	6.67	6.52	13.04	10.48	9.78	35.87	35.24	28.26	40.22	47.62	55.43
Grade 6	2493.	2486.	2457.	8.55	11.58	8.18	16.24	13.68	12.73	37.61	30.53	25.45	37.61	44.21	53.64
Grade 7	2520.	2499.	2510.	10.68	9.65	16.67	22.33	15.79	8.33	31.07	29.82	38.54	35.92	44.74	36.46
Grade 8	2501.	2515.	2505.	17.02	11.76	12.84	8.51	12.75	7.34	20.21	31.37	28.44	54.26	44.12	51.38
Grade 11															
All Grades	N/A	N/A	N/A	10.85	10.56	11.44	18.41	15.34	13.32	32.36	32.87	30.96	38.37	41.24	44.28

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	20.91	19.77	16.67	45.45	48.84	54.76	33.64	31.40	28.57
Grade 5	10.87	5.71	7.61	47.83	47.62	43.48	41.30	46.67	48.91
Grade 6	11.97	8.42	6.36	41.03	42.11	37.27	47.01	49.47	56.36
Grade 7	11.65	7.89	15.79	55.34	47.37	45.26	33.01	44.74	38.95
Grade 8	14.89	13.73	10.09	35.11	51.96	50.46	50.00	34.31	39.45
Grade 11									
All Grades	14.15	10.76	11.47	44.96	47.61	46.62	40.89	41.63	41.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	18.18	13.95	13.49	55.45	50.00	57.14	26.36	36.05	29.37
Grade 5	9.78	7.62	6.52	51.09	47.62	41.30	39.13	44.76	52.17
Grade 6	9.40	13.68	7.27	60.68	42.11	40.91	29.91	44.21	51.82
Grade 7	12.62	13.16	14.58	58.25	42.98	52.08	29.13	43.86	33.33
Grade 8	14.89	8.82	9.17	43.62	53.92	41.28	41.49	37.25	49.54
All Grades	12.98	11.35	10.32	54.26	47.21	46.90	32.75	41.43	42.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	10.91	16.28	14.29	62.73	62.79	58.73	26.36	20.93	26.98
Grade 5	7.61	6.67	3.26	66.30	56.19	54.35	26.09	37.14	42.39
Grade 6	7.69	7.37	8.18	63.25	58.95	53.64	29.06	33.68	38.18
Grade 7	7.77	9.65	9.38	65.05	65.79	62.50	27.18	24.56	28.13
Grade 8	13.83	4.90	12.84	45.74	62.75	52.29	40.43	32.35	34.86
All Grades	9.50	8.76	9.94	60.85	61.35	56.29	29.65	29.88	33.77

Conclusions based on this data:

1. Communicating Reasoning is an area where we are continuing to have a high percentage of students at or near standard.
2. 4th grade continues to have the most students meeting or exceeding standards.
3. Overall our number of students not meeting standard is increasing.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC)) web page or the ELPAC.org website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	1494.5	1498.5	1493.3	1488.5	1494.4	1484.6	1499.8	1502.1	1501.4	33	25	25
5	1514.7	1481.8	1516.0	1502.9	1476.3	1527.3	1526.1	1486.8	1504.3	18	24	18
6	1526.9	1525.6	1500.0	1524.3	1529.1	1484.4	1529.1	1521.7	1514.9	28	20	25
7	*	1553.0	1529.4	*	1564.5	1531.7	*	1541.0	1526.6	10	22	19
8	1527.0	*	1541.6	1517.1	*	1538.6	1536.6	*	1543.9	16	7	16
All Grades										105	98	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	6.06	20.00	4.00	30.30	36.00	44.00	51.52	24.00	28.00	12.12	20.00	24.00	33	25	25
5	11.11	4.17	11.11	38.89	20.83	44.44	44.44	45.83	38.89	5.56	29.17	5.56	18	24	18
6	10.71	10.00	8.00	46.43	65.00	28.00	39.29	15.00	44.00	3.57	10.00	20.00	28	20	25
7	*	31.82	26.32	*	45.45	42.11	*	18.18	15.79	*	4.55	15.79	*	22	19
8	18.75	*	25.00	43.75	*	43.75	12.50	*	12.50	25.00	*	18.75	16	*	16
All Grades	12.38	17.35	13.59	39.05	40.82	39.81	38.10	25.51	29.13	10.48	16.33	17.48	105	98	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	15.15	32.00	20.00	48.48	40.00	44.00	24.24	8.00	16.00	12.12	20.00	20.00	33	25	25
5	16.67	12.50	38.89	50.00	50.00	50.00	11.11	8.33	5.56	22.22	29.17	5.56	18	24	18
6	35.71	40.00	20.00	53.57	40.00	40.00	10.71	10.00	20.00	0.00	10.00	20.00	28	20	25
7	*	63.64	47.37	*	31.82	31.58	*	0.00	5.26	*	4.55	15.79	*	22	19
8	25.00	*	43.75	50.00	*	37.50	0.00	*	0.00	25.00	*	18.75	16	*	16
All Grades	25.71	36.73	32.04	46.67	40.82	40.78	15.24	6.12	10.68	12.38	16.33	16.50	105	98	103

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	5.77	8.00	4.00	17.31	24.00	20.00	51.92	44.00	52.00	25.00	24.00	24.00	52	25	25
5	25.81	0.00	0.00	19.35	4.17	11.11	51.61	54.17	61.11	3.23	41.67	27.78	31	24	18
6	0.00	0.00	4.00	28.57	15.00	12.00	46.43	60.00	48.00	25.00	25.00	36.00	28	20	25
7	*	0.00	5.26	*	40.91	31.58	*	45.45	42.11	*	13.64	21.05	*	22	19
8	6.25	*	12.50	31.25	*	25.00	37.50	*	18.75	25.00	*	43.75	16	*	16
All Grades	3.81	2.04	4.85	22.86	21.43	19.42	52.38	51.02	45.63	20.95	25.51	30.10	105	98	103

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	24.24	28.00	24.00	69.70	52.00	64.00	6.06	20.00	12.00	33	25	25
5	22.22	12.50	27.78	72.22	66.67	66.67	5.56	20.83	5.56	18	24	18
6	7.14	20.00	16.00	89.29	65.00	56.00	3.57	15.00	28.00	28	20	25
7	*	27.27	0.00	*	50.00	84.21	*	22.73	15.79	*	22	19
8	12.50	*	25.00	62.50	*	56.25	25.00	*	18.75	16	*	16
All Grades	16.19	22.45	18.45	75.24	58.16	65.05	8.57	19.39	16.50	105	98	103

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	18.18	52.00	40.00	54.55	28.00	32.00	27.27	20.00	28.00	33	25	25
5	55.56	41.67	72.22	16.67	25.00	16.67	27.78	33.33	11.11	18	24	18
6	64.29	75.00	40.00	25.00	10.00	36.00	10.71	15.00	24.00	28	20	25
7	*	86.36	68.42	*	9.09	15.79	*	4.55	15.79	*	22	19
8	68.75	*	56.25	6.25	*	25.00	25.00	*	18.75	16	*	16
All Grades	47.62	62.24	53.40	31.43	19.39	26.21	20.95	18.37	20.39	105	98	103

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	3.03	8.00	8.00	57.58	72.00	56.00	39.39	20.00	36.00	33	25	25
5	5.56	0.00	5.56	88.89	45.83	55.56	5.56	54.17	38.89	18	24	18
6	7.14	0.00	4.00	42.86	55.00	24.00	50.00	45.00	72.00	28	20	25
7	*	4.55	5.26	*	63.64	36.84	*	31.82	57.89	*	22	19
8	12.50	*	25.00	43.75	*	25.00	43.75	*	50.00	16	*	16
All Grades	6.67	5.10	8.74	57.14	58.16	39.81	36.19	36.73	51.46	105	98	103

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	9.09	4.00	4.00	75.76	76.00	76.00	15.15	20.00	20.00	33	25	25
5	16.67	0.00	0.00	66.67	66.67	77.78	16.67	33.33	22.22	18	24	18
6	10.71	10.00	4.00	78.57	80.00	84.00	10.71	10.00	12.00	28	20	25
7	*	0.00	10.53	*	95.45	73.68	*	4.55	15.79	*	22	19
8	0.00	*	6.25	75.00	*	75.00	25.00	*	18.75	16	*	16
All Grades	11.43	3.06	4.85	73.33	79.59	77.67	15.24	17.35	17.48	105	98	103

Conclusions based on this data:

1. Speaking is an area of strength for our students.
2. Our students are struggling with maintaining 4s in the area of reading.
3. There is a variation of data from year to year, not showing any strong trends in data.

School and Student Performance Data

Student Population

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
553	78.1%	24.8%	0.4%
Total Number of Students enrolled in George T. Egling Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	137	24.8%
Foster Youth	2	0.4%
Homeless	37	6.7%
Socioeconomically Disadvantaged	432	78.1%
Students with Disabilities	94	17%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.3%
American Indian	10	1.8%
Asian	8	1.4%
Filipino	0	0.0%
Hispanic	415	75%
Two or More Races	12	2.2%
Pacific Islander	0	0.0%
White	99	17.9%

Conclusions based on this data:

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

2. Approximately one-quarter of our students are Multilingual Learners.
3. Hispanic families represent our largest ethnic group.

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Orange
Mathematics Orange		
English Learner Progress Orange		

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 slightly increased.

School and Student Performance Data

Academic Performance English Language Arts

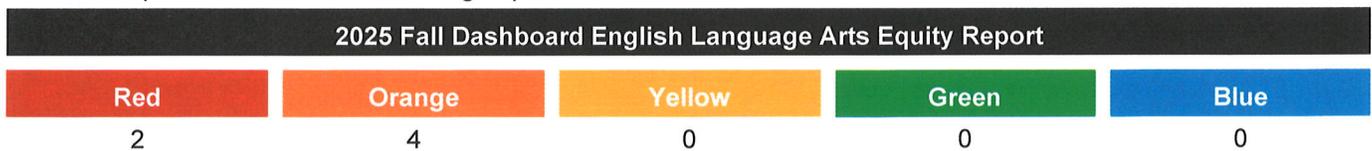
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>53 points below standard</td> </tr> <tr> <td>Declined 8.2 points</td> </tr> <tr> <td>520 Students</td> </tr> </tbody> </table>	All Students	 Orange	53 points below standard	Declined 8.2 points	520 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>78.7 points below standard</td> </tr> <tr> <td>Maintained 1.4 points</td> </tr> <tr> <td>223 Students</td> </tr> </tbody> </table>	English Learners	 Red	78.7 points below standard	Maintained 1.4 points	223 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>87.5 points below standard</td> </tr> <tr> <td>Increased 21.4 points</td> </tr> <tr> <td>40 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 Orange	87.5 points below standard	Increased 21.4 points	40 Students
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417 Students																	

<p>Students with Disabilities</p>  <p>Red</p> <p>134.2 points below standard</p> <p>Declined 27 points</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>58.8 points below standard</p> <p>Declined 6.3 points</p> <p>393 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>26.9 points below standard</p> <p>Declined 17.7 points</p> <p>95 Students</p>

Conclusions based on this data:

1. Our Long Term Multilingual Learners increased in English Language Arts, but remains below standard.
2. In the area of English Language Arts the score overall decreased, it needs to continue to be a focus.
3. Our largest student group, Multilingual Learners, maintained their performance.

School and Student Performance Data

Academic Performance Mathematics

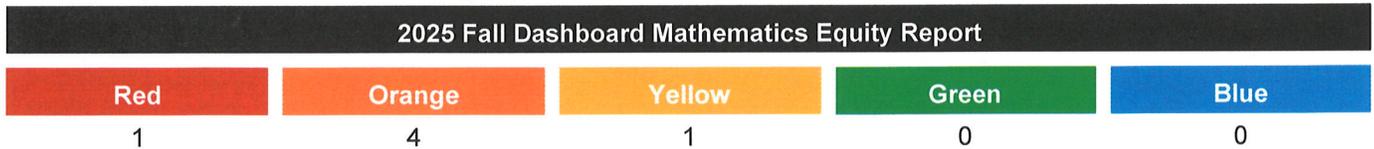
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Orange 64.3 points below standard Declined 5.7 points 523 Students	<p>English Learners</p>  Yellow 92.8 points below standard Increased 4 points 226 Students	<p>Long-Term English Learners</p>  Orange 122.7 points below standard Increased 26.3 points 40 Students
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	<p>Homeless</p>  No Performance Color 129.9 points below standard Declined 40.2 points 38 Students	<p>Socioeconomically Disadvantaged</p>  Orange 72.7 points below standard Declined 4.9 points 420 Students

<p>Students with Disabilities</p>  <p>Red</p> <p>115.4 points below standard</p> <p>Declined 13.8 points</p> <p>97 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>70.8 points below standard</p> <p>Maintained -2.5 points</p> <p>396 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>37.9 points below standard</p> <p>Declined 21.2 points</p> <p>95 Students</p>

Conclusions based on this data:

1. Our LTELs and Multilingual Learners increased their math scores.
2. Students with disabilities decreased their math scores.
3. Our white subgroup is closest to meeting standard.

School and Student Performance Data

Academic Performance Science

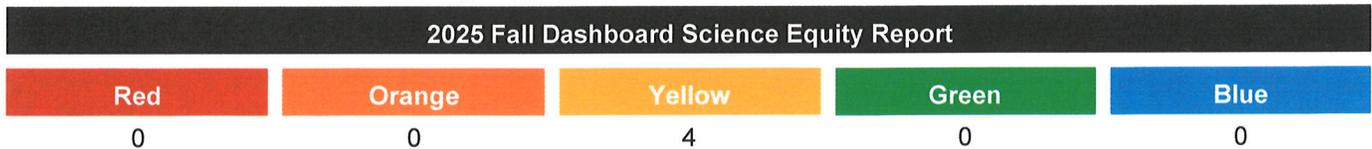
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p> Yellow</p> <p>48.1 science points Maintained 0.2 points</p> <p>198 Students</p>	<p>English Learners</p> <p> Yellow</p> <p>42.1 science points Increased 4.6 points</p> <p>80 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>39.8 science points</p> <p>18 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>42.2 science points</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>46.5 science points Maintained 1.3 points</p> <p>162 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>39.2 science points</p> <p>Increased 6 points</p> <p>30 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>46.7 science points</p> <p>Maintained 1.4 points</p> <p>148 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>52.5 science points</p> <p>Declined 7.2 points</p> <p>40 Students</p>

Conclusions based on this data:

1. Overall our science performance is maintaining.
2. All subgroups are roughly 45 points away from standard.
3. Our Multilingual Learners students increased in performance.

School and Student Performance Data

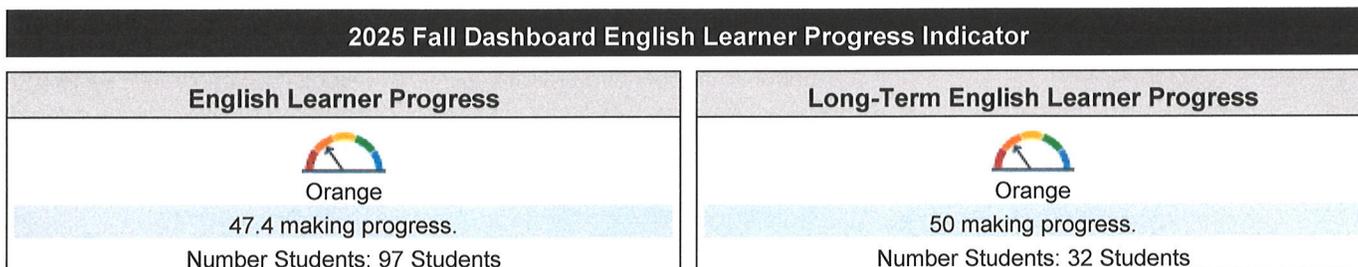
Academic Performance English Learner Progress

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



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.

2025 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
19.6%	33%	2.1%	45.4%

Conclusions based on this data:

1. 20% of our students decreased an Multilingual Learner Level.
2. Approximately 45% of our students increased one level.
3. Very few students are maintaining a level 4, due to the fact they fully reclassify. Students who are maintaining are not meeting the academic requirement for reclassification.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

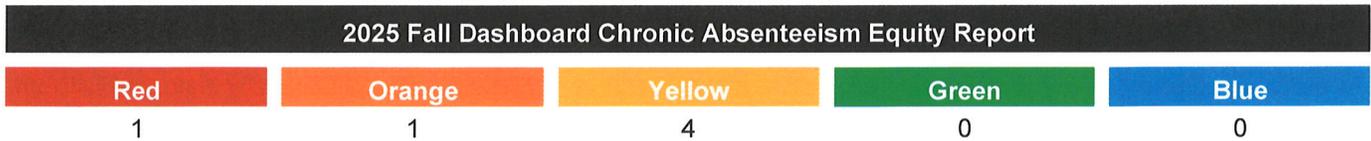
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>12.5% Chronically Absent</td> </tr> <tr> <td>Declined 1.3</td> </tr> <tr> <td>559 Students</td> </tr> </tbody> </table>	All Students	 Yellow	12.5% Chronically Absent	Declined 1.3	559 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>14.5% Chronically Absent</td> </tr> <tr> <td>Increased 3.1</td> </tr> <tr> <td>145 Students</td> </tr> </tbody> </table>	English Learners	 Orange	14.5% Chronically Absent	Increased 3.1	145 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #eee;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr style="background-color: #e6f2ff;"> <td>11.4% Chronically Absent</td> </tr> <tr> <td>Declined 6.8</td> </tr> <tr> <td>44 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 Yellow	11.4% Chronically Absent	Declined 6.8	44 Students
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451 Students																	

<p>Students with Disabilities</p>  <p>Red</p> <p>20.4% Chronically Absent</p> <p>Maintained 0.1</p> <p>103 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>11.3% Chronically Absent</p> <p>Declined 2.7</p> <p>417 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>33.3% Chronically Absent</p> <p>Increased 25</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined 1.2</p> <p>101 Students</p>

Conclusions based on this data:

1. Site measures taken are maintaining attendance.
2. Chronic absenteeism has dropped for all students.
3. Students with disabilities has the highest percentage, which is affected by medical needs.

School and Student Performance Data

Conditions & Climate Suspension Rate

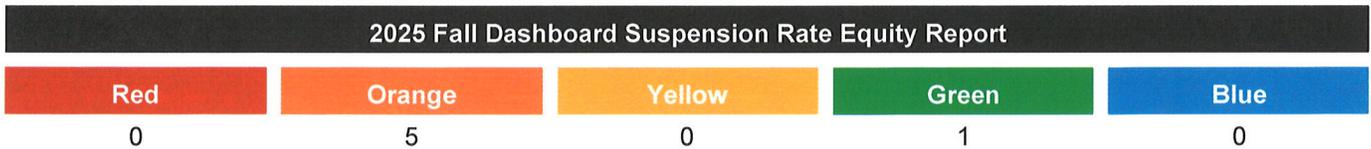
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.5% suspended at least one day</p> <p>Increased 3.6%</p> <p>567 Students</p>	<p>English Learners</p> <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Increased 1%</p> <p>148 Students</p>	<p>Long-Term English Learners</p> <p>Green</p> <p>2.2% suspended at least one day</p> <p>Declined 6.6%</p> <p>45 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>15.6% suspended at least one day</p> <p>Increased 15.6%</p> <p>45 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>7.6% suspended at least one day</p> <p>Increased 4.2%</p> <p>458 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>7.8% suspended at least one day</p> <p>Increased 4%</p> <p>103 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Increased 3.7%</p> <p>423 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>13.3% suspended at least one day</p> <p>Increased 13.3%</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>2.9% suspended at least one day</p> <p>Increased 1.9%</p> <p>103 Students</p>

Conclusions based on this data:

1. There has been a decline in the number of suspensions for LTEL students.
2. There has been an increase in the number of suspensions for our SES Disadvantaged students.
3. There has been a slight increase in suspension for all of our 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 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Continual improvement in academic scores.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessments	25% Baseline (25-26)/ 36% Actual (24-25)	39%
Student who have met or exceeded standards for CAASPP Scores in ELA	31% was Baseline (24-25)/Actual was 31% (23-24)	34%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Research for implementation of summer reading program for enrichment purposes.	All Students	
1.2	Student Study Team (SST) Meetings Conduct SST meetings as needed during the course of the school year to discuss areas of concerns and needed accommodations and supports for at-risk students	All	
1.3	Student Achievement Progress Monitoring-Pre-SST Meetings 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	All	30000 District Funded 0000: Unrestricted iReady Costs
1.4	Extended Year Program	Low Performing Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, Multilingual learners and students with disabilities		
1.5	Multi-Tiered System of Supports Provide a 4-8 target time to deliver academic supports to Multilingual learners, struggling, on-level, and challenge students. Provide reading intervention teacher to support struggling students in grades 4-8.	Low Performing Students in Reading Intervention Groups	150000 Title I 1000-1999: Certificated Personnel Salaries Reading Specialist, teacher 16265 Title I 4000-4999: Books And Supplies Curriculum and supplies
1.6	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	All	290000 LCFF 2000-2999: Classified Personnel Salaries Para Salaries
1.7	Extended Day Intervention Provide before or after school intervention for struggling students	ASES Students, Credit Recovery Students	318358 After School and Education Safety (ASES) 1000-1999: Certificated Personnel Salaries Included in Salaries 2250 After School and Education Safety (ASES) 4000-4999: Books And Supplies Supplies
1.10			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We were able to include a reading specialist into our summer program, to aide in summer learning loss.

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

We continually advertise to be fully staffed.

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.

We will continue to implement our above listed plan, we are now fully staffed for extended day program.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Achievement
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

To improve overall scores for all students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Assessments	24% at Baseline (25-26)/ 39% Actual (24-25)	42% at grade level
Student who have met or exceeded standards for CAASPP Scores in Math	25% is Baseline (24-25)/26% was Actual (23-24)	28% at met or exceeded

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Extended Day Intervention Provide before or after school intervention for struggling students	ASES Students/Credit Recovery Students	
2.2	Student Study Team (SST) Meetings Conduct SST meetings as needed during the course of the school year to discuss areas of concerns and needed accommodations and supports for at-risk students.	All	
2.3	Student Achievement Progress Monitoring-Pre-SST Meetings 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	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	Multi-Tiered System of Supports Provide a 4-8 target time to deliver academic supports to Multilingual Learners, struggling, on-level, and challenge students. Provide intervention teacher to support struggling students in grades 4-8	All	
2.5	Extended Year Program Provide a four-week Extended Year Program to support academic struggling students with a focus on socioeconomic disadvantaged, Multilingual Learners and students with disabilities	Low Performing Students	12,500 Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences
2.6	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.	All	100000 LCFF 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All strategies were implemented in an effective manner. Our students came in at an overall lower level.

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

There were no major differences in intended versus implemented plan.

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.

We have no intentions of making major changes to our plan.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Multilingual Learners

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Egling Middle School 2024 Dashboard results indicate a Low Performance Level (Red) for the category of Multilingual Learner Progress. Colusa Unified School District's districtwide professional development will be centered on Multilingual Learners. The District's efforts are intended to increase awareness of student's current level, progress, monitoring including data chats for ELPAC goal setting and practice tests. The District plans to maintain additional ELD Specialist positions at each comprehensive school site to further the review of continuous improvement as it relates to our ML students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Performance Data	Baseline was 2.18%/Actual 7.37%-We met our expectation of 5%	5%
ELPAC Data (Score of 4)	Baseline was 17.35%/Actual was 13.59%	15%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Lesson Planning, Data Analysis, and Professional Development Certificated staff of Multilingual learners will analyze data (ELPAC, ELD Progress Reports, SBAC, and Reclassification) in order to monitor ML student progress and provide differentiated instruction during ELD instruction.	Multilingual Language Learners	
3.2	Certificated staff will provide designated ELD instruction to Multilingual Learners with an emphasis on vocabulary development, constructive conversation skills, small group instruction, SDAIE, and reading complex text.	ELD	150193 LCFF 2000-2999: Classified Personnel Salaries Para Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			60879 Title III 2000-2999: Classified Personnel Salaries Para Salaries
3.3	Communicate areas of need for Multilingual language learners nearly meeting reclassification criteria to certificated staff providing Language Development instruction. Provide an informational meeting for parents of Multilingual language learners to describe reclassification criteria and how parents can support language acquisition at home	Multilingual Language Learners	1000 District Funded 4000-4999: Books And Supplies
3.4	Implementation of ELD Interim Assessment. Research and implement assessment tri annually in preparation for ELPAC, thus being able to monitor ongoing ELD progress.	Multilingual Language Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall implementation was effective and fully implemented. State changing standard for reclassification will have effect on results.

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

There were no major differences between implementation and expenditures.

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

No major changes will be made to this goal at this time. Additional bilingual paraeducator position was hired due to increase in program size.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Engagement and Climate
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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Attendance	2024/25 attendance rate was at 94.7% an increase of .45%	Increase our school average to 96%
Chronic Absenteeism	2023/24 chronic absenteeism rate was 12.5% a decrease of 1.3%.	Decreased our rate to 3%
Suspension Rate	2023/24 suspension rate is 6.5% a 3.6% increase	Decrease our rate to 2%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	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.).	All Students	1000 District Funded 4000-4999: Books And Supplies 124,130 LCFF 1000-1999: Certificated Personnel Salaries Assistant Principal
4.2	School Connectedness	All	119,362

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>The school provides a full-time counselor that supports the social-emotional well being by providing bi-monthly lessons to 4-6th grade classrooms.</p> <p>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).</p> <p>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.</p>		<p>LCFF 1000-1999: Certificated Personnel Salaries Salary of Counselor</p>
4.3	<p>Improved School Attendance</p> <p>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.</p> <p>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.</p>	All	
4.4	<p>Parent Engagement</p> <p>Provide parent education nights, guided by teaching staff and administration.</p> <p>Continue to host Back to School Night prior to school starts.</p> <p>Reinstate our Egling Parent Club monthly meetings.</p> <p>Provide informational articles for parents to support students in their social-emotional development.</p>	All	<p>1000 District Funded 4000-4999: Books And Supplies Parent Night Needs</p>
4.5	Teachers salaries	Continual efforts for retention of high quality teachers	<p>835777 LCFF 1000-1999: Certificated Personnel Salaries Salaries and Benefits</p>
4.6	Engagement in full staff on site based budgeting needs.	Continual district support for supplies to make all sure students can be actively engaged in daily school activities and curricular needs.	<p>114818 District Funded 4000-4999: Books And Supplies Classroom supplies</p>
4.7	Use of school health clerk to keep students medically safe, with updated medical plans, up to date vaccinations, vision/hearing screening and daily care needs.	All Students	<p>55010 LCFF 2000-2999: Classified Personnel Salaries School Health Clerk</p>
4.8	Exploration of writing grants to increase our ability to offer STEM/STEAM based electives to our 6-8th grade students. To include teacher training and materials.	6-8th Grade Students	

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The overall implementation and effectiveness of the strategies to achieve the goals was implemented at a high level and obvious with the supportive attached data.

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

There were no major differences in expenditures versus implementation.

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.

We have added a strategy to include pursuing grant funding to expand our elective offerings.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$239,644.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,382,542.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: 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	\$178,765.00
Title III	\$60,879.00

Subtotal of additional federal funds included for this school: \$239,644.00

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)	\$320,608.00
District Funded	\$147,818.00
LCFF	\$1,674,472.00

Subtotal of state or local funds included for this school: \$2,142,898.00

Total of federal, state, and/or local funds for this school: \$2,382,542.00

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	178,765.00	0.00
Title III	60,879.00	0.00
After School and Education Safety (ASES)	320,608.00	0.00
LCFF	1,674,472.00	0.00
District Funded	147,818.00	0.00

Expenditures by Funding Source

Funding Source	Amount
After School and Education Safety (ASES)	320,608.00
District Funded	147,818.00
LCFF	1,674,472.00
Title I	178,765.00
Title III	60,879.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	30,000.00
1000-1999: Certificated Personnel Salaries	1,547,627.00
2000-2999: Classified Personnel Salaries	656,082.00
4000-4999: Books And Supplies	136,333.00
5800: Professional/Consulting Services And Operating Expenditures	12,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	After School and Education Safety (ASES)	318,358.00
4000-4999: Books And Supplies	After School and Education Safety (ASES)	2,250.00
0000: Unrestricted	District Funded	30,000.00

4000-4999: Books And Supplies	District Funded	117,818.00
1000-1999: Certificated Personnel Salaries	LCFF	1,079,269.00
2000-2999: Classified Personnel Salaries	LCFF	595,203.00
1000-1999: Certificated Personnel Salaries	Title I	150,000.00
4000-4999: Books And Supplies	Title I	16,265.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	12,500.00
2000-2999: Classified Personnel Salaries	Title III	60,879.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	806,873.00
Goal 2	112,500.00
Goal 3	212,072.00
Goal 4	1,251,097.00

School Site Council Membership

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

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

Name of Members	Role
Erika Lemenager	Principal
Krystyna Gauthier	Classroom Teacher
Nikole McElwain	Other School Staff
Morissa Rodriguez	Parent or Community Member
Marisa Apaseo	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

[Maria L. Medina \(Jan 28, 2026 10:37:07 PST\)](#)

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 January 9, 2025.

Attested:



Principal, Erika Lemenager on



SSC Chairperson, Krystyna Gauthier on

[Krystyna Gauthier \(Jan 26, 2026 15:38:53 PST\)](#)

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 EC 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <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/>

Updated by the California Department of Education, October 2023