The Single Plan for Student Achievement

School: George T. Egling Middle School

CDS Code: 06-61598-6057152

District: Colusa Unified School District

Principal: Jody Johnston

Revision Date: November 19, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on January 15, 2013.

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School Vision and Mission

George T. Egling Middle School's Vision and Mission Statements
Vision - Egling Middle School is a professional learning community dedicated to the success of all students. A professional and caring staff along with responsible and respectful students are essential components of our success.
Mission- Egling Middle School is a place where the school empowers students to develop their skills and talents to become contributing and successful participants in the changing world of education, work and life.
Guiding Principles -
High Expectations: are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students who need help in achieving the standards receive support from the entire community.
Positive and Caring School Community : The school environment is safe, positive and caring. It supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community.
Quality Curriculum: Egling Middle School is making the transition to the California Common Core Standards. All students are engaged in a rigorous curriculum. In all subject areas, students are expected to support their learning by referencing textual evidence. Strong exploratory and enrichment activities help students learn to make informed decisions.
Meeting Diverse Abilities and Cultural Needs: Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

School Profile

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

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

Egling Middle School Staff--Credentialed staff includes 30 full-time teachers including 5 Special Education staff members, 1 Principal, 1 Assistant Principal and 1 counselor. Classified staff includes 1 Administrative Secretary, 1 Attendance Clerk, 1 Reading/ Computer Instructional assistant, 1 EL Instructional Assistant, 3 Reading Instructional Assistants, 3.5 Duty Supervisors, 3 Cafeteria and 3 Custodial staff members.

Egling Middle School community works cooperatively and continuously to fulfill our mission. High Expectations are set for all students to maximize their potential. All students have the ability to learn and no student has the right to fail. Students needing help in achieving the standards receive support from the entire community. The school environment is safe, positive and caring. Egling Middle School supports the uniqueness of upper-elementary and middle school students. Students are respected and valued by the school community. All students are engaged in a rigorous, standards-based curriculum. Strong exploratory and enrichment activities help students learn to make informed decisions. Instruction is differentiated to meet the learning needs of students with a wide-range of abilities, allowing them to build upon their personal strengths. The school community understands and appreciates the diversity of our students in their talents, personal characteristics, language backgrounds, ethnic or racial heritage and cultural traditions.

Egling Middle School serves 530 students in grades 4-8. Egling Middle School has a number of special programs offered to students, including a 4th-8th grade After-School Program, 4th-5th grade GATE program, 6th grade student publication Hawk's Eye class, 7th-8th grade leadership class, choir, band and English Language Development classes. Our 6th grade students are involved in an enviromental education school at Shady Creek. A variety of sports are offered at 7th and 8th grade including girls' and boys' basketball, girls' volleyball, boys' flag football and girls' and boys' soccer. 7th and 8th Grade students may hold Associated Student Body Offices. California Junior Scholarship Federation (CJSF) and Club Live are also offered.

Graduation Requirements -- Egling Middle School has a trimester grading system. Student recieve grade reports at 6 week, 9 week and 12 week periods. Parent conferences are held in Novemeber for all 4th-6th grade students as well as on an as needed basis. 7th and 8th grade students and parents at Egling Middle School meet with our academic counselor as needed throughout the year. 7th and 8th grade students must not receive more than three F grades within the year. They also may not receive two F grades in the same subject within the year. A tutoring and grade make up session is offered through our After School Program.

Academic Achievement -- 99% of the Egling Middle School Class of 2010 graduated to the high school.

Daily Schedule: Block Schedule with an alternating 8 period schedule. Odd numbered classes are offered on Monday, Thursday. Even numbered classes are offered on Tuesday and Friday. All classes are offered on Wednesday.

Comprehensive Needs Assessment Components

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

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

Egling Middle School administers the California Healthy Kids Survey to 7th graders and parents. 80% of 7th graders reported to have caring adults in thier lives that have high expectations of them. 98% of 7th graders reported that they do not use drugs or alcohol. Colusa Unified School District has administered a district wide climate survey to teachers. The majority of our teachers expressed satisfaction with the climate of schools within the Colusa Unified School District.

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

Classroom walk-throughs are conducted by the Principal and the Assistant Principal weekly. The Reading Specialist also visits classrooms to help refine reading instruction in 4th through 6th grades.

<p align="center">**Analysis of Current Instructional Program**</p>

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

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

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

Standards, Assessment, and Accountability

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

   Data from a variety of sources is used for on-going assessment to improve student achievement. Data from the California English Language Development Tast (CELDT), the California Standards Test (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system (OARS) Online Assessment and Reporting System and AERIES student information data system. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.

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

   Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement. Parents have access to their students' grades through our School Loop on-line grade reporting system.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   All teachers meet the highly-qualified teacher requirements of the No Child Let Behind (NCLB) Act.

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

   Egling Middle School has a sufficiency of credentialed teachers. English Language Arts teachers have received an AB 466 "like" training. Teachers are currently participating in training that utilizes the Common Core English Language Arts curricular modules during collaboration time.

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

   Implemenation of research-based instructional strategies, content standards, pacing guides and benchmark assessements has occured. Training on Common Core State Standards is being delivered by consultant, reading specialist and math teachers. Teachers are currently participating in training that utilizes the Common Core English Language Arts curricular modules during collaboration time. Six math teachers are involved in a county sponsored math grant focusing on the Common Core State Standards and will attend a state math conference. The principal is attending Sacremento County office of Education workshops on Common Core State Standards in Language Arts and Math. Distirict committees in Language Arts (LATTE) and math focus on articulation between schools in the areas of writing and math. School wide data is utilized to inform classroom instruction. Data from classroom assessments is monitored in data and grade level meetings. Instruction is adjusted to increase student achievement.

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

   Egling Middle School is currently utilizing the services of content experts. Six math teachers are attending a county sponsored math grant focusing on the California Common Core State Standards. Staff focuses on quality instruction and checking for understanding. Three stategies (Think-pair - share, random calling and speaking in complete sentences) are in place school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objective posted and referenced and focusing on incorporating higher-order questioning) are being implemented. Training for Accelerated Reader and Acceleratd Math is contracted with Renaissance Learning.

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

   Weekly collaboration is used to discuss instructional startegies, data, curriculum in grade levels and content areas as well as district mission and focus. All ELA teachers meet for Data meetings every 6 weeks to analyze data and plan instruction. Math teachers will meet with the district math consultant twice this year to reivew data and continue to refine Common Core implemenation, pacing guides and benchmark assessments.

Teaching and Learning

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

   Pacing guides have been developed and reflect alignment of curriculum, instruction and the use of materials with the state standards. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards. Our Reading Specialist is working with staff in Language Arts. Pam Hutchison is working with our staff in the math content area.

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

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

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

    Pacing guides have been developed and reflect alignment of curriculum, instruction and the use of materials with the state standards. Teachers and curriculum coaches are in the process of transitioning to the Common Core State Standards. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards and updating pacing guides. Our Reading Specialist is working with staff in Language Arts. Pam Hutchison is working with our staff in the math content area. 7th and 8th grade ELD and study skills classes are built into the master schedule.

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

    The curriculum used is standards-based instructional materials and are available to all students at all grade levels. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards and updating pacing guides. Implemenatation of the Common Core State Standards supplemental materials are being explored.

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

    All materials are SBE-adopted and standards-aligned. The use of curricular crosswalks are assisting teachers in the implemenatation of the Common Core State Standards and updating pacing guides. Implementation of the Common Core State Standards supplemental materials are being explored.

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

   4th and 5th grade underperforming students are served with specific instruction and intervention materials. 4th grade underperforming students that are two years or more below grade level utilizing the Language! program published by Sopris West for language arts. 4th grade underperforming students that are a year below grade-level are taught using California Treasures approaching materials and the Skills Based Practice Readers in small instructional groups. 4th grade ELL students utilize California Treasures ELD materials. 5th grade underperforming students are taught using California Treasures approaching materials and the Skills Based Practice Readers in small instructional groups. 5th grade ELL students utilize California Treasures ELD materials.6th grade students are grouped for a 45 minute intensive language development period and leveled for language arts instruction. 6th grade ELL students are utilizing the CA Treasures ELD component program during the language development time. Many of our 4-6 grade Special Needs students utilize the Triumphs program that coordinates with the California Treasures curriculum.

   In math, the 7th and 8th grade underperforming students use the UCLA Algebra Readiness curriculum.

14. Research-based educational practices to raise student achievement

   Research-based school wide procedures have been implemented. Three stategies (Think-Pair - Share, random calling and speaking in complete sentences) are used school wide. Additional research-based teaching strategies (bell to bell instruction, clear learning objectives posted and referenced and focusing on higher order questioning) are being implemented. Staff participates in learning walks that focus on quality instruction and checking for understanding.

Parental Involvement

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

   Resources for underperforming students are served with specific instruction and intervention materials. Increased learning time is available through our after- school program and is available to all students. Community groups work with under-achieving math students. A cultural liasion from the Native American community provides tutoring to students in school as well as at home. A liasion from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments. Parents and students have access to the School Loop online grade reporting system.

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

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

Funding

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

   Student support is provided by teacher salaries (1.75) by Title I funds, a 5 hour bilingual instructional assistant, three 3.5 hour instructional assistants, reading materials and classroom libraries.

18. Fiscal support (EPC)

Description of Barriers and Related School Goals

The decrease in funding for schools is the key limitation in being able to meet the needs of students. Schools reamin hopeful with the transition to the Local Control Funding Formula and the Common Core Implemenation Funds will help in serving students. Programs such as after school tutoring, study skills, reading intervention and extra curricular activities are being jeopardized due to funding cuts. Large class sizes impact the effectiveness of instruction and teacher morale. Some of our challenges include English Language Learner literacy skills, data collection and analysis, transitioning from standards- based instructionto the Common Core. Technology has increasingly become a concern as aging equipment is difficult to replace. The transition to the Common Core Standards and the Smarter Balanced Assessemnt will have a fiscal impact due to the need for current technology.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	All Students			White			African-American			Asian		
	— API GROWTH BY STUDENT GROUP											
	2012	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**
Number Included	486	481		145	129		4	4		5	4	
Growth API	733	754		835	849							
Base API	713	741		802	842							
Target	5	5		A	A							
Growth	20	13		33	7							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	— API GROWTH BY STUDENT GROUP											
	2012	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**	**2012**	**2013**	**2014**
Number Included	309	325		196	200		343	342		86	96	
Growth API	689	712		626	661		686	708		473	488	
Base API	676	698		626	636		665	695		406	488	
Target	6	5		9	8		7	5		20	16	
Growth	13	14		0	25		21	13		67	0	
Met Target	Yes	Yes		No	Yes		Yes	Yes		Yes	No	

Conclusions based on this data:

1. All groups made the participation rate.

2. All groups but students with disabilities incresased.

3. All groups met their target except our students with disabilities.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		99	100		100	100		100	100	
Number At or Above Proficient	229	224		94	84		--			--		
Percent At or Above Proficient	47.3	47.2		65.3	65.1		--	--		--	--	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	97		100	97		100	98		98	92	
Number At or Above Proficient	120	128		52	59		136	133		12	12	
Percent At or Above Proficient	39.0	40.1		26.5	30.3		39.8	39.6		14.1	13.3	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		No	No		No	No		No	--	

Conclusions based on this data:

1. Egling made the student participation rate.

2. Both the English Learners and Hispanic populations made gains.

3. Egling did not make AYP targets in English-Language Arts.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		99	100		100	100		100	100	
Number At or Above Proficient	223	227		91	84		--			--		
Percent At or Above Proficient	46.0	47.2		63.2	65.1		--	--		--	--	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	99		100	99		98	98	
Number At or Above Proficient	118	130		56	72		131	133		15	15	
Percent At or Above Proficient	38.2	40.0		28.6	36.0		38.2	38.9		17.6	15.6	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		No	Yes		No	No		Yes	No	

Conclusions based on this data:

1. Egling students met the participation rate.

2. White students have qualified for the Safe Harbor classification for two years in a row in math.

3. Most groups have shown growth over the last three years.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	2 Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested

2013-14 CELDT (Annual Assessment) Results											
Grade	**Advanced**		**Early Advanced**		**Intermediate**		**Early Intermediate**		**Beginning**		**Number Tested**
	#	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**	**%**	**#**
4	1	2	6	14	21	48	6	14	10	23	44
5	4	15	6	22	9	33	4	15	4	15	27
6	1	4	5	20	8	32	4	16	7	28	25
7	2	8	8	31	9	35	5	19	2	8	26
8	1	5	6	30	7	35	4	20	2	10	20
Total	9	6	31	22	54	38	23	16	25	18	142

Conclusions based on this data:

1. The majority of our students are at the Intermediate level.

2. The majority of 7th and 8th graders are Advanced or Early Advanced.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		
	#	%	#	%	#	%	#	%	#	%	#
4	1	2	7	15	22	48	6	13	10	22	46
5	5	17	7	23	9	30	4	13	5	17	30
6	2	8	5	19	8	31	4	15	7	27	26
7	3	11	9	32	9	32	5	18	2	7	28
8	2	9	7	30	7	30	4	17	3	13	23
Total	13	8	35	23	55	36	23	15	27	18	153

Conclusions based on this data:

1.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers		113	142
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		113	142
Number Met		68	60
Percent Met		60.2%	42.3%
NCLB Target	56.0	57.5	59.0
Met Target		**Yes**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort			30	87	45	100
Number Met			7	38	6	30
Percent Met			23.3%	43.7%	13.3%	30.0%
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			**Yes**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	Yes	

Conclusions based on this data:

1. AMAO 1 target met school wide.

2. AMAO 2 target met for students with less than 5 years of English instruction but not met for more than 5 years of instrcution.

3. AMAO 3 target met participation target in both ELA and Math. Met the academic target in math but not in ELA.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	325	307	319
Percent with Prior Year Data	99.7	100.0	100.0
Number in Cohort	324	307	319
Number Met	186	158	158
Percent Met	57.4	51.5	49.5
NCLB Target	56.0	57.5	59.0
Met Target	**Yes**	**No**	**No**

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	230	166	242	147	267	126
Number Met	36	66	28	56	45	43
Percent Met	15.7	39.8	11.6	38.1	16.9	34.1
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	**No**	**No**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	**No**	**Yes**	**Yes**

Conclusions based on this data:

1. AMAO 1 target was not met.

2. AMAO 2 target decreased in both the "less thatn 5 Year" and the " 5 or more year" categories.

3. AMAO 3 target was met in both English-Language Arts and Math.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Languyage Arts and Writing
LEA GOAL:
Improve student achievement by supporting changes in classroom instruction.
SCHOOL GOAL #1:
After review of available data it has been determined that there is a need to increase student achievement in Language Arts and Writing for students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Tast (CELDT), the California Standards Test (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system (OARS) Online Assessment and Reporting System and AERIES student information data system. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Regular evaualion of STAR Reading and theme tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue implementation of CA Treasures Reading Series 4-6 Grades, Holt Reading 7-8 Grades, Triumphs (SPED), Sopris West Language! program 4-8 grades.	August 2013- May 2013	Principal, Teachers, Reading Specialist	Textbooks, workbooks, teacher materials	4000-4999: Books And Supplies		5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Development and professional collaboration is used to discuss instructional strategies, data, curriculum and intervention.	August 2013- May 2013	Principal, teacher - Each Wednesday All Year	Included in Teachers' Salaries	1000-1999: Certificated Personnel Salaries		
Data Meetings are utilized to analyze data and plan instruction. Data meeting are scheduled at six week intervals or at the end of a unit.	6 week intervals	Principal, Teachers, Reading Specialist	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	2100
District LATTE Committee	August 2013- May 2013	District	Substitute Teachers	5800: Professional/Consulting Services And Operating Expenditures	Title I	1200
1.75 -Title I teacher Reading Specialist - CCSS -ELA implemenation modules, data meetings, assists teachers in reading instruction, small group instruction, ELD	August 2013- May 2013	Principal, Reading Specialist	Reading Specialist, teacher	2000-2999: Classified Personnel Salaries	Title I	
Implement Accelerated Reader Enterprise Program	August 2012 - June 2013	Principal, Teachers	Accelerated Reading Program	5000-5999: Services And Other Operating Expenditures	School Wide Program (SWP)	
Supplementary Materials Intensive Intervention Sopris West Language! program 4-8 grades. ELD materials	August 2012 - June 2013	Teachers	Materials	4000-4999: Books And Supplies	School and Library Improvement Program Block	6000
3- Title III paraprofessionals	August 2012 - June 2013	Principal, Reading Specialist	Paraprofessional Salaries	2000-2999: Classified Personnel Salaries	Title I	
Libraries Open at breaks	August 2012 - June 2013	Principal, Librarian	Included in Librarian's salary	2000-2999: Classified Personnel Salaries	School and Library Improvement Program Block	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Retention / Promotion	August 2012 - June 2013	Principal, Counselor	Included in Salaries	1000-1999: Certificated Personnel Salaries	District Funded	

Planned Improvements in Student Performance

<u>School Goal #2</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Learners
LEA GOAL:
The LEA goal is to close achievement gaps by by supporting changes in classroom instruction.
SCHOOL GOAL #2:
After review of available data it has been deternmined that there is a need to increase student achievement for students who scored a level 1, 2 or 3 on the CELDT assessment and Below Basic or Far Below Basic on the CST.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California English Language Development Tast (CELDT), the California Standards Test (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system (OARS) Online Assessment and Reporting System and AERIES student information data system. Computerized assessments in reading and math are utilized to assess growth multiple times during our year. Writing assessments are also administered at the end of ELA units. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
Many students have difficultiies moving past the intermediate level of the CELDT.
How the School will Evaluate the Progress of this Goal:
Theme tests which inclued multiple measures - flueny, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension, CELDT scores and Diagnostic tools such as ADEPT.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th graders placed in Language! program 7th and 8th grader ELD students placed in the Language! program	August 2013 - June 2014	Reading Specialist Teachers	Sopris West Language! Materials	4000-4999: Books And Supplies	Title I	1500.00
			Teachers	1000-1999: Certificated Personnel Salaries	General Fund	
			Reading Specialist	1000-1999: Certificated Personnel Salaries	Title I	60,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th graders - ELD Instruction 8:15-11:00 • Additional Hour of ELD instruction 5th graders - ELD Instruction 8:15-11:30 6th graders - 45 minutes of ELD instruction 7th and 8th graders - additional period of ELD instruction with the Language! Program.	August 2013- June 2014	Teachers Reading Specialist	Sopris West Language! Materials HOLT Materials CA Treasures	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Lottery: Instructional Materials Lottery: Instructional Materials	1500.00
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered insrtuction	August 2013- June 2014	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	
Improvement of ELD Instructional Strategies Materials	August 2013- June 2014	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Cornell Notes implemented in 7th - 8th grades. 7th and 8th grade standardized rubric for writing.	August 2013- June 2014	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	Site Formula Funds	
Extended Learning Time through ASES	August 2013- June 2014	ASES Director / Staff	ASES Tutor/ Homework Time	7000-7439: Other Outgo	After School and Education Safety (ASES)	137700
Migrant Liason - Academic counceling	August 2013- June 2014		Migrant Tutor	None Specified		
Staff development and professional collaboration: EDL program discussed at collaboration	August 2013- June 2014	Teachers Reading Specialist	Collaboration Time	1000-1999: Certificated Personnel Salaries	General Fund	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Involvement of staff, parents and community: Regular up date of SITE Plan progress and DELAC Meetings	August 2013- June 2014	Principal Site Council Superintendent	Parent Meetings	None Specified		
Bi-Lingual Para Educator	August 2013- June 2014	Reading Speciallist	Bi-Lingual Para Educator	2000-2999: Classified Personnel Salaries	Title III	17,500

Planned Improvements in Student Performance

<div align="center">

School Goal #3

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The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA GOAL:
Close achievement gap by supporting changes in classroom instruction.
SCHOOL GOAL #3:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
Data Used to Form this Goal:
Data from a variety of sources is used for on going assessment to improve student achievement. Data from the California Standards Test (CST), the Academic Performance Index (API), the Adequate Yearly Progress (AYP), and grade level and subject area benchmark tests are accessible on the data warehousing system (OARS) Online Assessment and Reporting System and AERIES student information data system. Computerized assessments in math are utilized to assess growth multiple times during our year. The data from these assessments are used to inform instruction.
Findings from the Analysis of this Data:
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.
How the School will Evaluate the Progress of this Goal:
Progress toward this goal will be assessed by using CST data identify students in the below basic or far below basic range. Classroom assessments and grade level benchmark assessments will generate progress data. Data from intervention group instruction will assist in monitoring progress toward grade level standards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7th and 8th grade intervention using UCLA algebra readiness curriculum	Aug 2013 - May 2014	Teachers	Algebra Readiness Materials - UCLA Materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4th grade intervention - Small Groups 5th grade - Lunch time study hall 7th and 8th grade SSLP program 4th grade St. Stephens math tutoring	Aug 2013 - May 2014		Math Intervention	2000-2999: Classified Personnel Salaries	After School and Education Safety (ASES)	
				4000-4999: Books And Supplies	Lottery: Instructional Materials	
				1000-1999: Certificated Personnel Salaries	General Fund	
Professional Development with consultant Pam Hutchison focusing on math pacing guides, benchmark assessments and instructional strategies.	Aug 2013 - May 2014		Consultant Fee	5800: Professional/Consulting Services And Operating Expenditures	Title I	
Alignment of instruction with content standards: State standards student report will be utilized by teachers to insure curriculum alignment with the state standards.	Aug 2013 - May 2014					
Accelerate Math utilized to enhance instruction of state standards	Aug 2013 - May 2014					
Transition to Common Core State Standards Workshops, collaboration time	Aug 2013 - May 2014					
County Math Grant (6 Teachers)	Aug 2013 - May 2014					
STAR Math is used to track student progress and identify students for intervention groups.	Aug 2013 - May 2014					

Planned Improvements in Student Performance

<u>**School Goal #4**</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #4:
Improve scores for high achieving students
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
CST test data and Grades

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	**Type**	**Funding Source**	**Amount**
Honor Roll assemblies, activities for scoring advanced and proficient on CST tests, Student of the Month, AR pizza lunches 4-6 and 7-8 Monthly assemblies to recognize students with Achievement Awards	September, November and March Monthly					
Study Skills Improvement - Planners	August - June					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
language Development Class - The Hawk's Eye Student created literary book (Hawk's Eye)	August 2012 - May 2013 6th grade Hawk's Eye Teacher					
7th - 8th Field Days (Fall Festival, Sports Day, Spring Activity)	TBA Aug 2012-May 2013					
Celebrate students who score advanced or proficient on the CST.	August 2012 - May 2013					
Typing Program utilized in the study skills class.	August 2012 - May 2013					
4th - 5th grades students are leveled for ELA. Grade level and above students receive leveled instruction	August 2012 - May 2013					
6th grade leveled for Math instruction. Grade level and above students receive leveled instruction.	August 2012 - May 2013					
Advanced Math courses for 7th and 8th graders • Pre-Algebra • Algebra	August 2012 - May 2013					

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA GOAL:
SCHOOL GOAL #5:
Establish a program of systematic analysis and utilization of data to help improve the instructional program.
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:
Analysis of CST data, chapter and benchmark assessments to refine instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collaboration grade level meetings.						
Online Assessment Reporting System (OARS) software, AERIES District Software	August - June					
40% CCOE Computer Technician	August - June					
Data Meetings	September 2010- May 2011 All Teachers					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
District Committees LATTE Math Committee	Aug 2011- May 2012					
Staff analysis of state testing	August 2011 during Collaboration					
California Common Core State Standards Trainings	August 2011-May 2012					
OARS Data Warehousing System • used to collect baseline data on fluency and writing assessments • multiple measures and growth reports to track student' progress and to identify high needs students • Track progress of ELD students.	August 2011-May 2012					

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #3**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in	
SCHOOL GOAL #5:	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title I Part A: Allocation	137,251	137,251.00
LCFF-EL	91,105	91,105.00
After School and Education Safety	137,700	0.00
Lottery: Instructional Materials	15,000	14,000.00
Title III	17,494	-6.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
After School and Education Safety (ASES)	137,700.00
Lottery: Instructional Materials	1,000.00
School and Library Improvement Program Block	6,000.00
Title I	66,300.00
Title III	17,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	17,500.00
4000-4999: Books And Supplies	10,000.00
5800: Professional/Consulting Services And Operating	3,300.00
7000-7439: Other Outgo	137,700.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Title I	60,000.00
2000-2999: Classified Personnel Salaries	Title III	17,500.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	1,000.00
4000-4999: Books And Supplies	School and Library Improvement Program	6,000.00
4000-4999: Books And Supplies	Title I	3,000.00
5800: Professional/Consulting Services And	Title I	3,300.00
7000-7439: Other Outgo	After School and Education Safety (ASES)	137,700.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,300.00
Goal 2	218,200.00
Goal 3	1,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jody Johnston	X				
Deanna Jarrett		X			
Lara Kelleher			X		
Trish Ayala				X	
Cyndi Simmons				X	
Jennifer Forry				X	
Sandy Huff		X			
Erika Lemenager		X			
Numbers of members of each category:	**1**	**3**	**1**	**3**	**0**

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 Expenditure(s)s to the district governing board for approval and assures the board of the following:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

	State Compensatory Education Advisory Committee	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	Special Education Advisory Committee	_____
		Signature
	Gifted and Talented Education Program Advisory Committee	_____
		Signature
	District/School Liaison Team for schools in Program Improvement	_____
		Signature
	Compensatory Education Advisory Committee	_____
		Signature
	Departmental Advisory Committee (secondary)	_____
		Signature
	Other committees established by the school or district (list):	_____
	LATTE Committee	Signature
	Math Committee	

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on December 13, 2010.

Attested:

Jody Johnston
_____   _____   _____
     Typed Name of School Principal   Signature of School Principal   Date

Lara Kelleher
_____   _____   _____
     Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date