The Single Plan for Student Achievement

George T. Egling Middle School
School Name

06-61598-6057152
CDS Code

Date of this revision: November 19, 2012

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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:

Contact Person:	Jody Johnston
Position:	Principal
Telephone Number:	(530) 458-7631
Address:	813 Webster Street
	Colusa, CA 95932
E-mail Address:	jjohnston@colusa.k12.ca.us

Colusa Unified School District
School District

Superintendent:	Dwayne Newman
Telephone Number:	(530) 458-7791
Address:	745 10th Street
	Colusa, CA 95932
E-mail Address:	dnewman@colusa.k12.ca.us

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

II. School Vision and Mission

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: All students are engaged in a rigorous, standards-based curriculum. 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.

III. 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 28 full-time teachers including 4 Spececial 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, 2.5 Duty Supervisors, 3 Cafeteria and 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 tIt 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 500 students in grades 4-8. Egling Middle School has a number of special programs offered to students, including a 4-8 grade After-School Program, Leadership Classes, Choir, Band, Language Development classes, and 6th grade involvement in enviromental education school at Shady Creek. A variety of sports are offered at 7th and 8th grade including girls and boys basketball, girls' volley ball, boys' flag football, 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 4-6 grade students as well as on a when needed basis. 7th and 8th grade students and parents at Egling Middle School meet our academic counselor as needed throughout the year. 7th and 8th grade students must not receive more than three F grades with in the year. They also may not receive two F grades in the same subject with in the year. A tutoring and grade make up session is offered through our After School Program.

Academic Achievement -- 100% 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.

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)
Data from the API, CST, AYP, Title III and the CELDT assessments have been analyzed as components in this self study and have been uitlized in the development of this plan.

B. Surveys

C. Classroom Observations
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.

D. Student Work and School Documents
Multiple measure assessments are used to refine instruction. Weekly and theme test data are reviewed during language arts data and planning meetings that are scheduled on a regular basis. Chapter tests and benchmark assessments are reviewed in subject areas to inform instruction. The STAR Reading and STAR Math assessments are used to review student growth.

E. Analysis of Current Instructional Program (See Appendix B)
Data regarding the efficacy of the current instructional program is available in Appendix B. Please refer to that section.

V. 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. 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, implementing standards- based instruction and the requirement of Algebra for all 8th graders. 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 use of technology.

VI. Planned Improvements in Student Performance

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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

SCHOOL GOAL # 1	
(Based on conclusions from Analysis of Program Components and Student Data pages) 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.	
Student groups and grade levels to participate in this goal: All students that scores below basic or far below basic in Language Arts.	**Anticipated annual performance growth for each group:** Students should increase at least one academic band.
Means of evaluating progress toward this goal: Regular evaulation of theme tests which include multiple measures - fluency, spelling, vocabulary, phonemic awareness, phonics and decoding and reading comprehension.	**Group data to be collected to measure academic gains:** OARS data for theme tests and benchmark assessments and STAR data.

SCHOOL GOAL #1				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Continue implementation of CA Treasures Reading Series 4-6 Grades, Holt Reading 7-8 Grades, Triumphs (SPED)	August 2012- June 2013	Text books, workbooks and teacher materials	$5000	Textbook Funds
Staff Development and professional collaboration Accelerated Reading, intervention program and instructional strategies discussed weekly	Principal, teacher - Each Wednesday All Year	Included in Teacher Salaries		
Data Meetings	4-6 September 2012- May 2013	Sub Days	$2100	Title I RSDSS Funds
LATTE Committee	4-8 August 2012 - May 2013	Sub Days	$ 1200	Title I RSDSS Funds
Title I teacher, Aide	August 2011 - June 2012	1)1.75 Teachers (Kelleher- 1.0, Robles - 0.75) 2)Threee 3.5 Hour aides (Paige, Cuca, Sally) 3) Reading Materials 4)Classroom Libraries	137,539 42,081 31,491 1,000 500	Title I EIA EIA Lottery SIP

SCHOOL GOAL #1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Implement Accelerated Reader Enterprise Program	August 2012 - June 2013	1) Program and Materials 2) AR Computers (printers, ink and maintence) a. Lab Maintence b. One 5.9 hour Lab/Reading Aide	1000 1,000 8,000 3,000 24,046	SIP Lottery SIP SIP SIP
Supplementary Materials	All Teachers	Student Reinforcement Teacher class room budgets	2,600 3,200 ($100 each)	SIP SIP
Reading Specialist - Teaches 4th Grade intensive intervention, Data Meetings, Assists teachers in Reading Instruction	August 2012 - June 2013	Reading Secialist Salary		General Fund
Libraries Open at breaks	Admin / Librarians			
Retention / Promotion	4-6 Nov 2012 7-8 Nov 2012 Throughout the year as needed			

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages) 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 , Below Basic or Far Below Basic on the CST.

Student groups and grade levels to participate in this goal: All students that scored 1,2 or 3 on the CELDT assessment.	**Anticipated annual performance growth for each group:** Students should increase at least one level as measures by the CELDT assesment.
Means of evaluating progress toward 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.	**Group data to be collected to measure academic gains:** OARS data for Students who are a level 1,2 or 3 as measured by the CELDT test, Theme tests, benchmark assessments, STAR reading data and CST data.

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
4th graders placed in Language! program 7th and 8th grader ELD students placed in the Language! program	August 2012 - June 2013	Language! materials	$1500	Title I Textbook Funds
4th graders - ELD Instruction 8:15-11:00 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.	Aug 2012 - May 2013 Aug 2012 - May 2013 Aug 2012- May 2013	Language! materials CA Tresures materials Holt Materials	$1500	Title I Textbook Funds
Alignment of instruction with content standards: ELD standards utilized by teachers during ELD instructional periods and utilizing sheltered insrtuction	All Teachers All year			
Improvement of ELD Instructional Strategies Materials	ELD Teacher (Lilia)	.25 Teacher ELD Materials	17,621	Title III English Learner Lottery
Cornell Notes implemented in 7th -8th grades. 7th and 8th grade standardized rubric for writing.	August 2012 - June 2013 Study Skills classes	Mateials	$1500	SIP (1000) Lottery (500)
Extended Learning Time through ASES	August 2012 - June 2013			ASES
Migrant Liason - Academic counceling	September 2012 - May 2013		Migrant Funded	

SCHOOL GOAL #2				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Staff development and professional collaboration: EDL program discussed at collaboration	August 2012 - June 2013			
Involvement of staff, parents and community: Regular up date of SITE Plan progress and DELAC Meetings	Three times per year			
One teacher at each grade level teaching ELD and receiving support from Reading Specialist	August 2012 - June 2013	Training by Reading Specialist	$ 1000	Title I

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #3
(Based on conclusions from Analysis of Program Components and Student Data pages)
After review of available data it has been determined that there is a need to increase student achievement in Math for all students.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All students that scored below basic or far below basic.	Students should increase at least one academic band as measure by the CST Assessment.
Means of evaluating progress toward this goal: By using CST data identify students in the below basic or far below basic range. use intervention strategies through small group instruction and monitor progress toward grade level standards through chapter tests and benchmark assessment.	**Group data to be collected to measure academic gains:** OARS data, Chapter tests, benchmark assessments, STAR Math and CST data.

SCHOOL GOAL #3				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
7th and 8th grade intervention using UCLA algebra readiness curriculum	Aug 2012 - May 2013	UCLA Materials	$1500	Textbook Funds
4th grade intervention - After school tutoring for FBB students 5th grade - Lunch time study hall 7th and 8th grade SSLP program 4th grade St. Stephens math tutoring	Aug 2012 - May 2013	1 Para educator	$1700	ASES
Professional Development with consultant Pam Hutchison focusing on math pacing guides, benchmark assessments and instructional strategies.	September 2012 - May 2013	Consultant Substitute costs	$6000 $5500	RSDSS Title I SIP
Alignment of instruction with content standards: State standards student report will be utilized by teachers to insure curriculum alignment with the state standards.	All Teachers			
Accelerate Math utilized to enhance instruction of state standards	August 2012 - June 2013	Scanner, printer, ink	$2000	SIP
Transition to Common Core State Standards Workshops, collaboration time	August 2012 - June 2013	Workshops	$500	SIP
County Math Grant (6 Teachers)	August 2012 - June 2013	Workshops Stipends		Co Math Grant
STAR Math is used to track student progress and identify students for intervention groups.	August 2012 - June 2013	Program	$1000	SIP

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #4	
(Based on conclusions from Analysis of Program Components and Student Data pages) Improve scores for high achieving students	
Student groups and grade levels to participate in this goal: All students that make the Honor Roll and students who achieve advanced or proficient on the CST test.	**Anticipated annual performance growth for each group:** Increased number of students on Honor Roll and increased number of students who achieve advanced or proficient on the CST test.
Means of evaluating progress toward this goal: CST test data and Grades	**Group data to be collected to measure academic gains:** 4th - 8th Grade grades, OARS information and CST test data.

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
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	Awards, Pizza Lunches Certificates, postcards	$2100 $500	SIP
Study Skills Improvement - Planners	August - June	Planners	$1200	SIP
language Development Class - The Hawk's Eye Student created literary book (Hawk's Eye)	August 2012 - May 2013 6th grade Hawk's Eye Teacher	Book Publication	$ 1000	SIP
7th - 8th Field Days (Fall Festival, Sports Day, Spring Activity)	TBA Aug 2012-May 2013	Materials	$1000	SIP
Celebrate students who score advanced or proficient on the CST.	August 2012 - May 2013	Awards, ice cream	$300	SIP
Typing Program utilized in the study skills class.	August 2012 - May 2013	Typing Program	$300	SIP
4th - 5th grades students are leveled for ELA. Grade level and above students receive leveled instruction	August 2012 - May 2013	CA Treasures Novels	$300	Textbook funds SIP

SCHOOL GOAL #4				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
6th grade leveled for Math instruction. Grade level and above students receive leveled instruction.	August 2012 - May 2013	Glenco-McGraw Hill math text Accelerated Math	$1000	Textbook Funds SIP
Advanced Math courses for 7th and 8th graders • Pre-Algebra • Algebra	August 2012 - May 2013	Glenco-McGraw Hill math text Accelerated Math		Textbook Funds SIP

VI. Planned Improvements in Student Performance (continued)

SCHOOL GOAL #5
(Based on conclusions from Analysis of Program Components and Student Data pages) Establish a program of systematic analysis and utilization of data to help improve the instructional program.

Student groups and grade levels to participate in this goal: 4th - 8th Grade students	**Anticipated annual performance growth for each group:** Increased performance in all sub groups and grade levels in all subject areas.
Means of evaluating progress toward this goal: Analysis of CST data, chapter and benchmark assessments to refine instruction	**Group data to be collected to measure academic gains:** CST data, chapter and benchmark assessments

SCHOOL GOAL #5				
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
Collaboration grade level meetings.				
Online Assessment Reporting System (OARS) software, AERIES District Software	August - June	OARS AERIES	$1625 $550	Title I Title I
40% CCOE Computer Technician	August - June	Services	$9,333	EIA
Data Meetings	September 2010-May 2011 All Teachers	Sub Costs	Already Calculated	SIP
District Committees LATTE Math Committee	Aug 2011- May 2012	Consultant Costs Sub Costs	Already Caluclated	SIP
Staff analysis of state testing	August 2011 during Collaboration			
California Common Core State Standards Trainings	August 2011-May 2012	Consultant Costs	Already Calculated	SIP
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	OARS Data Warehousing System	$6500	Title I

Appendix A - School and Student Performance Data

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	432	475	485	139	144	144	0	2	4	0	4	5
Growth API	718	711	733	821	802	836						
Base API	701	718	713	817	821	802						
Target	5	5	5	A	A	A						
Growth	17	-7	20	4	-19	34						
Met Target	Yes	No	Yes	Yes	Yes	Yes						

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Number Included	266	303	309	199	220	196	294	337	342	62	82	85
Growth API	666	673	689	626	623	626	675	663	685		406	470
Base API	648	666	676	613	626	626	645	676	665		469	406
Target	8	7	6	9	9	9	8	6	7			20
Growth	18	7	13	13	-3	0	30	-13	20			64
Met Target	Yes	Yes	Yes	Yes	No	No	Yes	No	Yes			Yes

Appendix A - School and Student Performance Data (continued)

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2009-10	2010-11	2011-12
Number of Annual Testers	320	332	325
Percent with Prior Year Data	99	99.1	99.7
Number in Cohort	317	329	324
Number Met	191	135	186
Percent Met	60	41	57.4
NCLB Target	53.1	54.6	56.0
Met Target	**Yes**	**No**	**Yes**

AMAO 2	Attaining English Proficiency					
	2009-10		2010-11		2011-12	
	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	242	154	231	171	230	166
Number Met	37	68	29	53	36	66
Percent Met	15.3	44.2	12.6	31	15.7	39.8
NCLB Target	17.4	41.3	18.7	43.2	20.1	45.1
Met Target	**No**	**Yes**	**No**	**No**	**No**	**No**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2009-10	2010-11	2011-12
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	(Pending)	No	No
Met Target for AMAO 3	**No**	**No**	**No**

Appendix A - School and Student Performance Data (continued)

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	97	99	100	100	99	--	100	100	--	100	100
Number At or Above Proficient	187	206	228	90	87	93	--	--	--	--	--	--
Percent At or Above Proficient	43.3	44.8	47.2	64.7	60.4	65.0	--	--	--	--	--	--
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
HS	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**
Met AYP Criteria	No	No	No	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	95	100	100	94	100	100	96	100	100	82	98
Number At or Above Proficient	87	108	120	51	59	52	104	118	135	9	9	11
Percent At or Above Proficient	32.7	37.5	39.0	25.6	28.6	26.5	35.4	36.6	39.6	14.5	13.4	13.1
ES/MS	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**	**56.8**	**67.6**	**78.4**
HS	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**	**55.6**	**66.7**	**77.8**
Met AYP Criteria	No	Yes	No	No	No	No	No	No	No	--	--	No

Appendix A - School and Student Performance Data (continued)

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	100	99	99	--	100	100	--	100	100
Number At or Above Proficient	187	195	223	81	78	91	--	--	--	--	--	--
Percent At or Above Proficient	43.3	41.4	46.1	58.3	54.5	63.6	--	--	--	--	--	--
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
HS	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**
Met AYP Criteria	Yes	No	Yes	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
Participation Rate	100	99	100	100	99	100	100	99	100	100	94	98
Number At or Above Proficient	91	109	118	62	66	56	110	115	131	6	8	15
Percent At or Above Proficient	34.2	36.3	38.2	31.2	30.3	28.6	37.4	34.4	38.3	9.7	10.3	17.9
ES/MS	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**	**58.0**	**68.5**	**79.0**
HS	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**	**54.8**	**66.1**	**77.4**
Met AYP Criteria	Yes	No	No	Yes	No	No	Yes	No	No	--	No	Yes

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2011-12										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
4			12	33	17	47	2	6	5	14	36
5			12	44	10	37	5	19			27
6	2	6	9	27	14	42	6	18	2	6	33
7	4	18	12	55	5	23	1	5			22
8	1	6	8	47	3	18	3	18	2	12	17
Total	7	5	53	39	49	36	17	13	9	7	135

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was 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 (NCLB)

   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 are benchmark tests are accessible on the data warehousing system (OARS) Online Assessment and Reporting System and ARIES student information data system.

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 Aries on line grade reporting.

Staffing and Professional Development

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

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   The Principal has taken the AB 75 Principal's training regarding adopted instructional materials.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 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.

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

   Staff development has focused on research based instructional strategies, content standards, pacing guides and benchmark assessements. Training on California Common Core State Standards is being delivered by consultant, reading specialist and math teachers. Six math teachers are attending a county sponsored math grant focusing on the California Common Core State Standards. The principal is attending Sacremento County office of Education workshops on California 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.

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

   We are 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 use school wide. Training Accelerated Reading and Acceleratd Math is contracted with Renaissance Learning.

8. Teacher collaboration by grade level (EPC)

Weekly collaboration is used to discuss instructional startegies and curriculum in grade levels and content areas.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

Pacing guides have been developed and reflect alignment of curriculum, instruction and the use of materials with the state standards. Our Reading Specialist is working with staff in Language Arts. Pam Hutchison is working with our staff in the math content area.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

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

11. Lesson pacing schedule (EPC)

Pacing guides have been developed and reflect alignment of curriculum, instruction and the use of materials with the state standards. Our Reading Specialist is working with staff in Language Arts. Pam Hutchison is working with our staff in the math content area.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

The curriculum used is standards based instructional materials and are available to all students at all grade levels.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

All materials are SBE-adopted and standards-aligned.

Opportunity and Equal Educational Access

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

4th and 5th grade underperforming students are served with specific instruction and intervention materials. Our reading specialist teacher teaches 4th grade underperforming students utilizing the Language! program for language arts. 6th grade students are grouped for a 45 minute language development period. 4th -6th grade ELL students are utilizing the CA Treasures ELD component program during the language development time. In math the 7th and 8th grade underperforming students use the UCLA Algebra readiness curriculum.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Research based school wide procedures have been implemented. Staff participates in learning walks that focus on quality instruction and checking for understanding. Three stategies (Think-pair - share, random calling and speaking in complete sentences) are use school wide.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Increased learning time is available through a variety of after school opportunities. Our After School Program (ASES) is available to grades 4th - 8th. This program incorporates home work help and enrichment activities for students. Tutoring provided by our reading specialist is available for our underperforming 4th grade students (FBB). For 7th and 8th grade students we offer a credit make up and tutoring program.

17. Transition from preschool to kindergarten (Title I SWP)

Involvement

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

    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 liason from the Native American community provides tutoring to students in school as well as at home. A liason from Migrant Education does academic counseling with migrant students. All students use planners to help organize and keep track of the assignments.

19. Strategies to increase parental involvement (Title I SWP)

    Egling Middle School works to increase parent involvement through Parent Club, the District English Learner Advisory Committee (DELAC), subject area informational nights for parents, back to school nights, open house, and 4th and 7th grade orientations.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    Parents, community members, classroom teachers, and other school personnel are invited to participate in the planning, implementation and evaluation of consolodated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

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

22. Fiscal support (EPC)

Appendix C - Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school <u>participates</u>. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
[ ] California School Age Families Education <u>Purpose</u>: Assist expectant and parenting students succeed in school.	$
[ ] Economic Impact Aid/ State Compensatory Education <u>Purpose</u>: Help educationally disadvantaged students succeed in the regular program.	$
[X] Economic Impact Aid/ English Learner Program <u>Purpose</u>: Develop fluency in English and academic proficiency of English learners	$79,544
[ ] High Priority Schools Grant Program <u>Purpose</u>: Assist schools in meeting academic growth targets.	$
[ ] Instructional Time and Staff Development Reform <u>Purpose</u>: Train classroom personnel to improve student performance in core curriculum areas.	$
[ ] Peer Assistance and Review <u>Purpose</u>: Assist teachers through coaching and mentoring.	$
[ ] Pupil Retention Block Grant <u>Purpose</u>: Prevent students from dropping out of school.	$
[X] School and Library Improvement Program Block Grant <u>Purpose</u>: Improve library and other school programs.	$53,570
[ ] School Safety and Violence Prevention Act <u>Purpose</u>: Increase school safety.	$
[ ] Tobacco-Use Prevention Education <u>Purpose</u>: Eliminate tobacco use among students.	$
[ ] List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	$
Total amount of state categorical funds allocated to this school	$133,114

Federal Programs under No Child Left Behind (NCLB)	Allocation
[ ] Title I, Neglected Purpose: Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	$
[ ] Title I, Part D: Delinquent Purpose: Supplement instruction for delinquent youth	$
[X] Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$123,114
[ ] Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$
[ ] Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$
[ ] Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$
[ ] Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$
[X] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$17494
[ ] Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$
[ ] Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$
[ ] Title VI, Part B: Rural Education Achievement Purpose: Provide flexibility in the use of NCLB funds to eligible LEAs	$
[ ] Other Federal Funds (list and describe*	$
Total amount of federal categorical funds allocated to this school	$140,608

Total amount of state and federal categorical funds allocated to this school	**$273722**

* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

Appendix D – 2012-13 Categorical District Services Budget

	SLIP	Title I	LEP	Title V
Allocation	53,570	123,114	79,544	
Carryover				
Indirect Costs				
Direct Costs	53,570	123,114	79,544	
Transfer to General Fund				
Intervention Programs				
Less Testing Team				
Plus Parent Involvement				
Schools Allocation	53,570	123,114	79,544	

2012-13 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	**Description of Services**	**SIP Amount**	**Title I Amount**	**LEP Amount**	**Title V Amount**
1302	**Director of Special Programs:** Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data				
1912	**Curriculum Specialist:** Provides support/staff development/modeling for new teachers, resource teachers.				
2422	**Secretarial:** Processes and maintains records, originates purchase orders, provides clerical support				
2442	**Technician:** Provides network support for language arts intervention programs				
2452	**Program Analyst**: Processes purchase orders and personnel requisitions, provides financial informational support				
2432	**Warehouse Assistant:** Assists in district-wide book vendor fair, processes and orders library materials.				
2932	**Community Liaison:** Acts as liaison and translator for the Vietnamese community and the school sites.			10,000	
3000	**Employee Benefits:** Certificate and classified benefits				
4000	**Supplies:** Programming curriculum materials, office supplies, computer software			15,000	
5000	**Conferences, Mileage:** Reimbursement for professional development, program in-services/conferences, mileage, printing				
	TOTALS			**25,000**	

Appendix E - Recommendations and Assurances (George T. Egling Middle School)

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:

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

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

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:

Parents Pledge:

Staff Pledge:

Appendix G - School Site Council Membership: George T. Egling Middle School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council 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]	[ ]	[ ]
Amber Kesterson	[ ]	[ ]	[ ]	[X]	[ ]
Cynid Simmons	[ ]	[ ]	[ ]	[X]	[ ]
Krissy Free	[ ]	[ ]	[ ]	[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.