

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Brenda J. Dyckman

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Ardis G. Egan Junior High School

(As it should appear in the official records)

School Mailing Address 100 West Portola Avenue

(If address is P.O. Box, also include street address.)

City Los Altos State CA Zip Code+4 (9 digits total) 94022-1210

County Santa Clara County State School Code Number* 43695186047385

Telephone 650-917-2205 Fax 650-949-3748

Web site/URL http://eganschool.org E-mail bdyckman@lasdschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Jeff Baier E-mail: jbaier@lasdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Egan Junior High School Tel. 650-947-1150

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Tamara Logan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 22 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	144	145	289
8	147	124	271
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	291	269	560

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 33 % Asian
 - 0 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 10 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 4%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	560
(5) Total transferred students in row (3) divided by total students in row (4)	0.039
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 3%
18 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: 11 Spanish, 3 Mandarin, 1 Farsi, 1 Russian, 1 Turkish, and 1 Tongan
8. Students eligible for free/reduced-priced meals: 3%
 Total number students who qualify: 17

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 7 %
36 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 10 Other Health Impaired |
| 0 Deaf-Blindness | 22 Specific Learning Disability |
| 1 Emotional Disturbance | 2 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Los Altos School District's mission is to revolutionize education by inspiring a passion for learning and preparing all students to thrive in our rapidly changing global community. Egan Junior High lives this mission every day. Egan's traditions and culture create a cohesive and intellectually curious community of learners who together strive for excellence. Staff members are early adopters and innovators who work collaboratively to design curriculum that engages students and involves them in critical thinking using the best teaching practices. Often calling Egan their "home away from home," our students feel safe, valued, and supported. Although most do not look fondly upon their junior high school years, Egan breaks that stereotype by creating a culture where students thrive in a healthy environment that honors the value of learning. Students know that it is OK to be smart, not doing homework is uncool, and asking questions shows engagement in learning rather than lack of knowledge. They aren't 12-13 year olds just waiting for high school, instead they are actively participating in a nurturing school community. Egan culture is enriched by its traditions which begin with the 6th grade Tours. After watching "A Day in the Life of an Egan Student" movie, Vikings-to-be spend the summer gathering their blue and gold attire for the first spirit day. As the year unfolds, students and staff compete in the Halloween costume contest, they race in the Turkey Trot, and students become young entrepreneurs at the Holiday Faire. Spring brings music concerts, Disneyland and Washington D.C trips, and more spirit days. Egan students are celebrated at the end of the year with Portfolio Day and Graduation.

While these are only a few of Egan's many traditions, they all reflect the school's value on learning, community and celebration of one another. A vital component in maintaining Egan's excellence is strong parental and community support. Although our community draws from diverse socio-economic groups, all unite in their dedication to this school. The active PTA runs the hot lunch program, provides countless volunteer hours for events, and spearheads fundraisers to support special programs. In addition, community volunteers tutor at-risk students. Teachers' classrooms overflow with parents on Back-to-School Night, and hundreds attend Parent Conferences in November, not because they are concerned, but because they want to be a part of Egan's rich environment. Egan teachers operate with the core belief that the best teaching is open, collaborative, and student centered. Teachers systematically set goals that challenge students to think critically and extend their knowledge outside of the individual classroom. Through department, grade-level, and staff meetings, teachers discuss and evaluate progress towards these goals, refining both curriculum and methods on an ongoing basis. In 2011, Egan partnered with Krause Center for Innovation to focus on project-based learning following common core standards. More recently, teachers began using the depth of knowledge chart as they updated their curricula. This year teachers continue to add and enrich learning with projectbased assessments and relevant technology tools. Focusing on formative assessments and how they naturally guide instruction, teachers collaborate to deepen their understanding of effective differentiation strategies to meet diverse needs of students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The norm testing measure for California is the Standardized Testing And Reporting, STAR, which requires all students to achieve at a proficient or advanced level. Over the last five years, Egan has out-performed similar schools by at least 40 points and has exceeded the state average by nearly 200 points each year. In May of 2013, the San Jose Mercury News reported that Egan Junior High defied the typical middle school drop in scores by being a perennial top-scoring school. Egan's performance levels for standardized assessments from 1998 to 2013, demonstrate that our students consistently are proficient in English, math, science and history. Our API scores have placed us as or among the top Middle Schools/Jr. Highs in California. More importantly, the last three years we have had less than 6% of our students score Basic, Below, or Far Below in ELA and less than 7% score Basic, Below or Far Below Basic in math, meaning 94% of our students score Proficient or above in English and 93% of our student score Proficient or above in math. Current data from Los Altos High School shows Egan students have an average API score of 929 in high school. There was a three point drop in Egan's API score in 2013; however, Egan met its growth target and remained in the top 10% of schools statewide and in the top 100 schools of similar demographics.

Based on 2012-2013 STAR testing results, 17 current Egan students scored below the level of Proficient in English/Language Arts. Eleven of these students tested at the Basic Level, five students tested at the Below Basic Level, and one student tested Far Below Basic. Currently, seven of these students are receiving support through Egan's ELD program. Five are enrolled in a Writing Support class through the Resource Program.

The remaining five students are all receiving additional support through either Support Study Hall, Guided Study, or THRIVE. The support study hall is the most independent of the classes, Guided Study provides academic as well as study skills support, and the THRIVE program delivers intensive emotional and behavioral support. Three of the students are in Support Study Hall and receiving a C or better in 8th grade English. One is in Guided Study and is receiving a C or better in 8th grade English. The remaining student is new to Egan and is in THRIVE. He has an aide in English, but he is still not passing English at this time.

Based on 2012-2013 STAR testing results, 17 current Egan students scored below the level of Proficient in Math. Nine of these students tested at the Basic Level, seven students tested at the Below Basic Level, and one student tested Far Below Basic. One student is receiving math instruction in the Therapeutic Special Day Class. Fifteen of these students have been placed in an intense Algebra Readiness program, preparing them for a high school Algebra course the following year. One student is in Algebra, receiving support from the Thrive program, but still not passing Algebra at this time.

Students who are struggling to meet learning goals can also take advantage of the core tutorial program to meet one-on-one with their core teacher/s. Core tutorials are on their Google calendar.

2. Using Assessment Results:

At the beginning of the school year, all STAR results are reviewed by the English, history, science and math departments. Our goal for all students is to be Proficient in all subjects. Focusing on the Data Information and comparing data to the prior years' STAR data, departments determine the areas of focus for the current school year. An example is the following goals designed by 8th grade English: Write arguments to support claims with clear reasons and relevant evidence (CC Writing 2). Specific goals and review of curriculum improvements are submitted to the principal, and these goals are included in the Single Plan of Achievement submitted to the LASD Board in the fall. The principal provides all teachers access to a Google spreadsheet with all of their students names, STAR scores in all subjects, and their writing scores. The spreadsheet also indicates any special programs, support programs, or additional academically relevant information about the student. Teachers use this information to inform their understanding of individual students' academic needs.

As Egan transitions to the Common Core, formative assessments are integrated into the curriculum. These formative and formal assessments allow identification of the students who are struggling and the students who are ready for more challenges. Teachers incorporate informal assessments such as think/pair/shares and exit slips into daily lessons to ensure students are meeting learning goals. Science, history and math also use more formal assessments such as pre-assessments and post-assessments to help students monitor their own learning. Students who are struggling to meet learning goals can take advantage of the weekly core tutorial program and meet one-on-one with their core teacher/s. All core tutorials are on the Google calendar.

The science and math departments were asked to share examples of how assessment data is used to systematically improve instruction. In the beginning of the year, both departments give benchmark tests to determine at what level students are performing and to design instruction based on student data. Students take a formative assessment at the end of second quarter so that teachers can appropriately adjust instruction and activities to meet the needs of the students and to differentiate instruction for each individual.

Egan teachers have attended a number of Project Based Learning (PBL) workshops and professional development opportunities for training on how they can incorporate this student-centered approach that caters to 21st century competencies. Project Based Learning allows teachers to use formative assessments throughout the project to inform instruction, improve student learning, address any misconceptions, and ultimately aid students in the process of getting to their end goal. The culmination of the project is always celebratory. It not only allows students to display their hard work, but also share their success with everyone who has helped them along the way, including classmates, parents, and the community. Individual departments have integrated PBL assignments into their curriculum, allowing students to take charge of their learning by figuring out what questions to ask, researching the answers, and making informative decisions to guide them through the project.

Grade level meetings give staff an opportunity to discuss any student with academic issues, and a plan is created to support the student. Grade level meetings provide an opportunity to share student work with all the teachers that share a student.

PowerSchool Student Information System's "Parent Portal" which opens their grade books to parents and students from any computer or smart device. With unique log-ins, students and parents can monitor up-to-date progress, giving parents an opportunity to stay connected to student progress in all classes.

One true way to assess student performance is to listen to what the students say about their own learning experiences. In May Egan hosts Portfolio Day, providing students time to reflect on their growth. Parents and community members interview groups of 3-4 of our 8th grade students. Students present the learning and life experiences that are meaningful to them. A parent reflecting on the Portfolio Day experience shared the following, "Portfolio Day is an amazing opportunity for the students to present themselves, their accomplishments and their growth. It gives them a chance to review where they started at Egan and where they are by the time they are moving on to High School. Every student I have ever interviewed on Portfolio Day is confident, proud of who they have become and also willing and able to see where they can still grow."

3. Sharing Lessons Learned:

Egan staff members are leaders and collaborators within the district and with other schools and organizations. Egan teachers actively participate in district-wide committees and in-services. Also, the school as a whole piloted laptops in the classroom, PowerSchool and Google calendar. Egan teachers then assisted other schools in implementing all three. Core teachers meet yearly with their high school counterparts to share strategies and calibrate instruction. Egan enjoys professional connections with organizations such as Khan Academy and international and local educators who visit to observe Egan's programs. Because Sal Khan and a district committee selected Egan as the junior high to pilot the Khan Academy program, Egan was featured in a segment on 60 Minutes. This attention brought two visits from Swedish educator to observe the program in a classroom setting. During the first few years of developing the best ways to utilize the Khan Academy program to help students succeed in math, Egan had visitors from

other districts and from schools within our own district. As a California Distinguished School, Egan has met with and shared programs with other interested schools in Santa Clara County. Five Egan teachers attended a conference in Los Angeles with representatives of other distinguished schools to share best practices. In February of 2014, Singapore educators visited Egan to gather information in strengthening their support of beginning teachers. They spent time in the classrooms of the school's new teachers, learning about the district's support program. After receiving more detail on support strategies from the principal, the visiting educators left excited to implement some new ideas. A representative from Ashoka, an organization that recognizes schools that are helping students become involved in projects that make a difference in the world, spoke with a few of our students actively involved in community service projects, locally and globally. They were interested in Egan's work at creating future Changemakers. Portfolio Day is a very good example of sharing lessons learned. At least four different schools have sent representatives at some point over the 20 years that Egan has been offering Portfolio Day. The representatives have participated in Portfolio Day Interviews and returned to their own school to duplicate this opportunity for their students.

4. Engaging Families and Community:

Egan encourages parents to partner with the school, working together to help students succeed. Parents, teachers and students connect regularly through online tools. PowerSchool opens up teachers' gradebooks and creates an open exchange between parents, students and teachers. Teachers continue these conversations through email making sure parents are informed. Egan's website and regular use of the school's Google calendar are additional resources used by all members of the Egan community. Monthly PTA meetings are well attended, and the principal uses this opportunity to provide valuable information about adolescents and core curriculum. Parents find this information crucial in their understanding of the junior high school years and helpful in their ability to support the learning of their students. An Egan parent summarizes the value of these meetings by saying, "At PTA meetings we have presentations on everything from core curriculum to the latest research on the teenage brain and parenting teens." Egan engages the larger community through a variety of special events and after school clubs. Hundreds of people attend the Holiday Faire every year, purchasing students' homemade items. Locals attend the ten musical performances of Egan's band, orchestra and chorus offered throughout the year. Each June, Egan presents Portfolio Day, involving three hundred plus supportive community member volunteers. Egan's visible and popular presence in the area, staff and students feel support and appreciation from the parents and beyond. The most successful way to engage families and community members is to focus on the students; the students themselves make the best spokespeople. At the end of each school year, 8th grade students write a letter to the principal about their experiences at Egan. Below are a few excerpts from the class of 2013. "During my two years at Egan, one of the two factors that has made my experience so enjoyable is the kindness and understanding of the teachers." "When middle school is written about in books, it's usually described as some scary experience. Egan was just the opposite. I found that Egan was great for academics, and it also provided me with a safe and fun atmosphere. One of the factors that make Egan so awesome is the teachers. Not only are they great at explaining things, but they also are very approachable." "When we are all gathered at an assembly in the multi, I can feel the connection and bond that all Egan students share."

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Egan is implementing California's Common Core Standards throughout all departments. All teachers focus on helping students become more engaged citizens and critical thinkers, preparing them for the challenges ahead in high school. In recent years, teachers have been emphasizing reading comprehension and writing across the curriculum. After sharing writing samples from their classrooms, teachers created common headings and common goals for informational, argument, and narrative writing across the disciplines. In addition, teachers provide reading support for students with techniques such as Cornell note taking and Reading Apprenticeship strategies.

All curriculums provide for differentiation, ensuring teachers meet all students' needs. All departments now approach their individual content standards through the lens of critical thinking, enhancing students' depth of knowledge and supporting students of diverse needs. The Mathematics department focuses on the fundamental skills necessary for current and future success. In the classroom, students are exposed to real-world applications of the core curriculum. They are also presented with problems that require different strategies, finding patterns, and reasoning abstractly. In English, students read literature that ties to social studies, then examine themes and motives to explore in writing and connect to real-world experiences. All science department activities target specific California State Science Standards. Following these standards, teachers created a variety of Project-Based learning activities. Egan's Social Studies department promotes critical thinking and literacy skills while following content standards. Students are exposed to a variety of texts and visual sources. Seventh graders are introduced to the use of primary sources. The 8th grade curriculum builds on these skills to incorporate more document-based inquiry lessons, focusing on critical thinking skills to help students move beyond memorization of historical facts to analysis of why these facts matter. Egan's non-core subjects also provide rich experiences for students. Physical Education objectives include teaching fundamental skills, exposing students to a variety of physical activities and sports and emphasizing how to lead a healthy, active lifestyle. The program includes traditional team sports, individual and dual sports, fitness testing and assessments. Teaching sportsmanship, ethics of fair play, and perseverance in all activities is a major focus in Egan's program.

Social development and conflict resolution is ongoing and emphasized on a daily basis. Egan's Health curriculum prepares students for high school and beyond by requesting regular participation during weekly health class. Some of the units include self-esteem, stress management, family life, internet-safety, bullying, nutrition, CPR/First Aid, and drugs and alcohol. The goal is for students to be aware mental, emotional, and physical wellness is essential to their future success. Egan's music education program develops cognitive skills and leadership skills, increases self-esteem, and teaches the ability to work together as a team, all-important skills for college and career readiness. Music students learn to decipher the language of music and use this to express themselves. All music students integrate sensory information to create and improve their sound, learning focus and self-discipline. Students apply their academic knowledge and analyze performances to synthesize each new musical experience. Students experience emotional and personal growth when they sing or play instruments together, and they develop an appreciation for a variety of opinions and forms of expression. Egan offers foreign language instruction in three languages, Mandarin, Spanish, and French. Instruction incorporates both the Common Core Standards and the ACTFL (American Council on the Teaching of Foreign Language) standards. The foreign language curriculum follows the curriculum offered at the high school and uses the same textbooks. Egan students learn basic listening, reading, writing and speaking and are introduced to the culture of countries where the languages are spoken. There is a strong emphasis on communication skills. Technology is used in the classroom to support language skills, utilizing the supersite website the textbook company provides. No matter the subject, students regularly experience collaborative work in order to develop speaking, listening and group work skills. Students learn to clarify their own understanding and gain new perspective by hearing their classmates' ideas. All of these components contribute to the idea that students will leave the classroom ready to tackle the challenges and complexities of the real world.

2. Reading/English:

Secondary Schools English: As early adapters of California's Common Core curriculum, the English Department has focused on critical thinking, depth of knowledge and individualized instruction. Those methods are apparent throughout the work in reading, writing, vocabulary, grammar, and listening/speaking work in the classrooms. In both seventh and eighth grade, writing programs focus on clarity and logical extensions in writing. In expository writing, this is exemplified by working with students to use specific examples and explain how these examples are supportive of a main idea. Both paragraph and essay writing are developed by use of writing models and a four-point rubric. Students discuss the strengths and weaknesses in their writing and set individual goals for themselves to improve. Eighth graders participate in an Inter-district Writing Assessment each spring, which allows them evaluate their own progress and continue to set goals for high school writing. Strengthening diction is a goal for most, and this ties to their study of vocabulary. Egan adopted the online Membean vocabulary program this year that provides individualized programs for each student, tracking growth and providing bi-weekly evaluations for students. The students also bolster their skills with presentations of a Word of the Day, and Latin and Greek root studies. These exercises enrich content specific vocabulary that students examine in a rich variety of literature. Last summer the English teachers attended a Reading Apprenticeship workshop, which dovetails with Kelly Gallagher's *Readicide*. Using strategies of both, the department has embraced weekly Silent Sustained Reading for pleasure as a way to enhance core literature that ties cross curricular with science and social studies. Students are also becoming more engaged in their reading through strategies of questioning, annotating, reflection, and discussion. These approaches are allowing students to advance their reading skills on an individual basis. As models of good writing abound in the variety of literature, students are also recognizing the elements of well-written works. Students examine elements of solid grammar and mechanics in both mini-lessons and within their writing. Daily warm-ups and seventh grade Friday Quizzes put grammar into play on a regular basis. As eighth graders present Grammar Points, they learn to break down ideas for their peers and back up their presentations with practice exercises. Encouraging students to strive for more depth of knowledge unites all aspects of English classes. English teachers are frequently heard asking, "Is this strong or minimal? Do you need to take this paragraph to the gym?" While working with students to prepare them for higher education, the overarching goal continues to be encouraging our students to think, question, and strive for deeper understanding.

3. Mathematics:

At Egan we emphasize both the conceptual and procedural nature of mathematics. We are committed to developing our students critical thinking and problem solving skills, and to fostering their appreciation for the power and beauty of mathematics as well as its central role in their lives. We support procedural understanding through the use of web based tools such as Khan Academy, Educreations videos and Google Docs. Such programs provide our students with instant feedback about their progress and allow for more individualized instruction. Conceptual understanding is developed through open-ended, collaborative investigations. Students might be asked to construct a formula to estimate a person's height when given the length of a forearm bone, or to analyze the exponential growth rate of zombies. While working these multi-day projects, students build their creativity and critical thinking skills. Egan provides multiple enrichment opportunities for our above average students with dedicated honors classes including a Geometry Honors course for eighth graders. Students are encouraged to participate in academic competitions such as MathCounts, AMC 8, and Purple Comet Math League, and materials from these and similar competitions form part of the curriculum. In addition, advanced students explore tangential topics including Combinatorics and Probability, binary arithmetic, Trigonometry and Number Theory. Classes for our below grade level students are purposely kept small so that teachers can have more one-on-one time with each child; therefore, all of our students are able to successfully enter Algebra in 9th grade. Students also have ample time to work in small collaborative groups. In addition, all math teachers offer weekly tutorial sessions, which provide opportunities for those seeking extra assistance to ask questions or obtain extra practice. As a department, we are actively developing our Common Core curriculum and have been working with our colleagues both at the elementary and high school level to plan for this transition. In addition, we have all attended training in such topics as problem based learning and transformational geometry. Across

all classes we encourage students to collaborate with each other on a regular basis. This collaboration builds mutual understanding, while fostering mathematical competence and confidence.

4. Additional Curriculum Area:

The central focus of the science department is to provide a hands-on, technologyforward curriculum that focuses on developing students that are able to critically analyze higher-level science concepts and support those ideas through labs and projects. Egan students participate in labs and projects that are open-ended, or involve problems with multiple pathways to the end goal, and they are guided through the development of their critical thinking skills. Students analyze problems and explore why things happen. Science students end the year by participating in the 8th grade challenge, a two month long Rube Goldberg machine building project that requires them to create and build a functioning project. This multi-layered project combines teamwork, innovation, creativity, building skills, analysis and re-planning into an unforgettable lesson for all students. At Egan, the students are exposed to a lab's scientific environment by having at least two hands-on activities every week. These activities include labs and projects designed to help students acquire greater knowledge in science as well as to stretch their critical thinking skills. Students participate in both virtual and live animal dissection labs including the dissection of a cow's eye to learn about the different parts of the eye, and of a frog to learn about different organs. Students also engineer and design projects such as the Invention Project, the pinhole camera, airplanes and the Rube Goldberg, to name a few. The ultimate aim of training students in a science lab is not merely to fill them with facts, but to help them learn how to approach and analyze a problem. Teachers seat students in heterogeneous table groups, matching students who have mastered certain skills with students still struggling. This promotes peer tutoring and understanding among students, a collaborative culture that tends to carry over into their other classes. The Science Department fully utilizes the latest digital technology and often pilots hardware for the district. Egan science was the first department in the district to pilot the MacBook Mobile Cart over a decade ago. Currently one of the science teachers is using iPads to create videography of the Oreo Model of Mitosis. Another teacher piloted a hand-held probeware device to measure minute temperature changes. Every week students handle carpentry and chemical tools for projects that require them to think creatively and, to quote a student, "both inside and outside the box". Egan formed a partnership with zSpace, a 3D modeling of various scientific concepts, aligned with 7th and 8th grade curriculum.

5. Instructional Methods:

Meeting the needs of all students, regardless of ability level, Egan puts a special focus on differentiation. Teachers create modified pyramids of intervention at the beginning of the year to target specific students. This tiered system allows students to receive appropriately challenging curriculum and assignments. In addition, lessons appeal to diverse types of learners with hands-on activities, inquiry-based instruction, and technology components. Some students also qualify, via testing, for pull out programs in Resource and English language instruction. For students who struggle but do not qualify for other supports, there is a Guided Study elective class that works with students on study skills and monitors their academic progress closely. Students with emotional as well as academic needs are placed in the Thrive Program which provides regular check-ins, one-on-one counseling, and a safe harbor at any time during the day.

All classrooms at Egan are collaborative and student-centered. Teachers use strategies including discussions, debates, presentations, and group work, ensuring that students actively engage in their learning and develop the skill to substantiate their opinions and conclusions with documentation. Project-based instruction is used in all classrooms.

Egan teachers have embedded technology into their curricula as a tool to help students deepen their understanding of the material. The science department has led students to research the different body systems to figure out if educated people live longer. The history department has allowed students to delve into the lives of Renaissance men to recreate the past. The English department provides an opportunity for students to do video trailers promoting a book they have read. The math department lets students live out the idea of a zombie apocalypse and use exponential growth to figure out an exit strategy. The P.E. department has students create instructional videos to demonstrate their deeper knowledge of a sport of their choosing.

With these projects and many more, teachers are preparing students to think critically and creatively.

Reflecting on her two years at Egan, an eighth grade student wrote, "The Egan staff is probably the biggest reason why this school is so special. Each and every teacher I've had was able to inspire me and help me grow into something greater. I don't know how Egan could make learning (and school in general) so exciting, but they were able to pull it off for the full two years that I have been here."

6. Professional Development:

Professional development for teachers and administrators occurs on three tiers: District-wide, school-wide, and individually. District-wide, teachers are provided with several days of professional development training strategically placed throughout the school year. Subjects have included Edmodo, Project Based Learning, Smarter-Balanced assessments, Depth of Knowledge, and formative assessments, assisting teachers in supporting student achievement. Write Tools training was provided to all core teachers to learn strategies to strengthen writing across content areas and to address Common Core standards. New teachers participate in a two-year BTSA (Beginning Teacher Support and Assessment) program to work with a mentor teacher in all areas.

Egan as a school site also provides professional development. During staff meetings, general training in subjects such as brain development, learning styles, and new research, i.e. life skills and Grit, is provided to all teachers to improve understanding of Egan's student population. For example, learning that the young adolescent brain is still developing during these years helps teachers adjust their expectations of students. Technology training has been organized through the Krause Center for Innovation, Apple, Google, and Khan Academy to expand teachers' understanding of project-based learning and implementation of Common Core standards. At the Krause Center, Egan teachers spent two full days learning how to adapt their teaching to the new Common Core standards. Teachers then worked with Krause Center throughout the school year to upgrade their curriculum. Teachers are encouraged to expand specific curricular knowledge and their individual technology skills by attending their professional association conferences and other training. For example, science teachers attend NSTA (National Science Teachers Association) and CSTA (California Science Teachers Association) conferences, language teachers attend CLTA (California Language Teachers' Association) and CWLP (California World Language Project) conferences, and music teachers attend NaFME (National Association for Music Education).

Teachers from several curricular areas received training in Reading Apprenticeship, which improve student strategies for reading. Many have attended various trainings offered by the county office of education as well as the Stanford Center for Excellence in Teaching. Teachers also attend training at our district iLearn center where topics include creativity, technology, pedagogy, and Common Core.

7. School Leadership

The Principal, teacher-in-charge, and counselor/psychologist work in concert to create a positive environment, concerned with meeting the social-emotional needs of all children, as well as supporting their academic pursuits. The counselor/psychologist meets with a few students on a daily basis to help them develop social and emotional skills. Egan realizes that 99% of our students do not intend to do the wrong thing; therefore, time is spent helping students understand what they did and how they can learn from the experience. Students don't "get in trouble;" they get helped.

The Principal sets the tone and continually encourages each staff member to excel. The teacher-in-charge ensures that teachers' environmental needs are met, allowing them to focus on teaching. The counselor/psychologist supports teachers through sharing current adolescent research, developing behavior plans for students, and being available for spontaneous interventions. Egan's culture of high academic standards while always valuing the individual student was begun by the Principal who set a tone of acceptance and a focus on student learning, and this is now an attitude embraced by the entire staff. In recognition, a parent wrote, "The Principal has created a school where teachers, students, and parents are excited, happy, and achieving. I've never personally experienced this at any other middle school, and I've

never even heard of a middle school where this was the case.” Our teacher-in-charge is instrumental in ensuring our students find Egan a fun and spirit-filled experience, combining a sense of belonging with a sense of release and joy. For example, leadership class students create multiple spirit days....based on providing fun, a very good reason to want to come to school. As one student wrote on her 8th grade letter to the Principal, “I am not going to say that I haven’t been tense and nervous some days with all the work, but, just when I feel overwhelmed, we have a spirit day or some fun activity at Egan, and I feel great!” The safe, caring and fun atmosphere at Egan clearly captures the hearts of students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAR, Standardized Testing and Reporting

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Department of Education, State of California

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	92	91	92	85	83
% Advanced	70	73	70	65	63
Number of students tested	278	257	272	258	266
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	99	97	99	94	91
% Advanced	86	88	91	76	84
Number of students tested	73	66	67	70	80

7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	90	93	87	82
% Advanced	73	69	66	65	57
Number of students tested	125	145	151	144	160
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Std w Disabilities, English Learner, Soc. Eco. Dis.					
% Proficient plus % Advanced	69	67	61	48	36
% Advanced	20	33	27	17	21
Number of students tested	66	60	54	40	45
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: STAR, Standardized Testing and Reporting

All Students Tested/Grade:

Edition/Publication Year: 013

Publisher: Department of Education, State of California

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	78	76	83	82	72
% Advanced	49	51	55	49	40
Number of students tested	264	273	253	271	270
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	92	96	93	93	89
% Advanced	76	77	70	73	68
Number of students tested	66	69	69	74	80
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	76	74	83	81	69
% Advanced	42	45	51	42	31
Number of students tested	144	151	158	142	159
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Std w Disabilities, English Learner, Soc. Eco. Dis.					
% Proficient plus % Advanced	40	39	33	32	27
% Advanced	19	18	11	14	9
Number of students tested	51	53	45	40	46
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAR, Standardized Testing and Reporting

All Students Tested/Grade: 7

Edition/Publication Year: 2013

Publisher: Department of Education, State of California

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	93	94	92	93	92
% Advanced	77	80	72	74	65
Number of students tested	257	262	278	258	267
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	96	100	97	96	96

% Advanced	82	86	88	79	79
Number of students tested	73	66	67	70	80
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	95	95	94	93
% Advanced	83	82	72	74	62
Number of students tested	125	145	151	144	160
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Std w Disabilities, English Learner, Soc. Eco. Dis.					
% Proficient plus % Advanced	67	63	68	59	49
% Advanced	31	35	28	17	23
Number of students tested	66	60	54	40	45
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: STAR, Standardized Testing and Reporting

All Students Tested/Grade: 8

Edition/Publication Year: 2013

Publisher: Department of Education, State of California

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	89	92	91	90	88
% Advanced	71	79	75	77	70
Number of students tested	265	274	253	271	270
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	94	96	99	93	96
% Advanced	80	88	80	81	83
Number of students tested	66	69	69	74	80
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	94	90	92	89
% Advanced	72	82	77	80	68
Number of students tested	145	152	138	142	159
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Std w Disabilities, English Learner, Soc. Eco. Dis.					
% Proficient plus % Advanced	41	60	33	32	27
% Advanced	24	35	11	14	9
Number of students tested	51	53	45	40	46
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: