

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------------|-----------------------------------|--|---------------------------|
| Colina Middle School | 56 73759 6055925 | AUGUST | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

N/A. Colina Middle School does not qualify as a School Wide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Purpose:

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

EC Section 64001 requires the development of the SPSA to include the following:

- ? A comprehensive needs assessment (pursuant to ESSA)
- ? Analysis of verifiable state data, consistent with state priorities, including state-determined long term goals
- ? May include local data
- ? An identification of the process for evaluating and monitoring the implementation of the SPSA and progress

towards accomplishing the goals

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will continue to include 2019-20 CAASPP data as an important reference, and they will also include the updated, local data from the 2020-21 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council, with the goal of improving student outcomes, including addressing the needs of all student groups. These goals are aligned to the CVUSD LCAP and are consistent with the 8 State Priorities. During the course of the year, School Site Councils and other site stakeholder groups evaluate and monitor the implementation of the SPSA and progress towards accomplishing the goals.

The Comprehensive Needs Assessment and SPSA goals are developed with the goal of improving student outcomes, including addressing the needs of student groups. These goals are aligned to the District LCAP and are consistent with the 8 state priorities.

In the fall of 2019, Colina Middle School, began its first year in a restructured bell schedule to provide weekly collaborative planning time for teachers to improve student achievement. This is also Colina's second year offering an Academy of Technology that has become a Career Technical Education (CTE) pathway to Westlake High School. Our goals for the 2019-2020 school year are aligned with the CVUSD LCAP goals and ESSA, "...to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps."

School vision reflects the District's mission by:

- Monitoring high student achievement with all students meeting California State Standards
- Modeling character traits of respect, responsibility, kindness, perseverance, and integrity through WEB (Where Everybody Belongs), ASB (Associated Student Body), and motivational speakers
- Using best teaching practices with data-driven instructional planning and strategies through PLCs and collaborative planning time
- Collaboration of parents, teachers, students, and staff to achieve school-wide goals

Colina Middle School's mission is to maximize academic potential and personal responsibility for every student and has a shared vision to build academic and social confidence with each and every one. Our teachers create a safe environment that enriches, empowers, challenges, and supports our students while providing a wide variety of co-curricular opportunities in music, arts, language, leadership, and athletics. We focus on student learning for ALL students and are committed to supporting every child in reaching their full potential by working hard, making friends, and having fun.

Colina understands that middle school represents three formative years and has embraced the transition from childhood to early adulthood. Our dedicated staff is committed to the academic

achievement of every child and recognizes the importance of fostering character in preparing the whole child for success. In order to ensure the reinforcement of academic confidence, Colina has designed CORE (Curriculum, Organization, Review and Enrichment) as our multi-tiered system of support to reinforce student learning. The CORE period provides opportunities for support in ELA, Math, Science, Social Science, Study Skills, as well as enrichment opportunities in Art, Debate, Drama, Student Leadership, Intramural Sports, Music, Civic Education, Spanish, and WEB.

At Colina, we recognize student connectedness is paramount for student success. Colina is proud of its WEB (Where Everybody Belongs) program aimed at personal/social development for our students. WEB actively engages all students through age appropriate experiences targeted to help students positively navigate the transition to and through middle school. As educators, we are obligated to engage our students and build positive relationships that will ensure their academic/social success and confidence as we prepare them for their future.

With academic success as a priority, Colina also shares a belief that middle school should be a place where students are enriched at school and are provided opportunities to explore a wide variety of co-curricular offerings. Students at Colina have choice in selecting enrichment that include Bridge Building, Economics, Creative Art/Writing, Technology, Debate, Student Leadership, Strings, Band, Jazz, Drama, Choir, and World Language. Our award-winning bands, orchestra, and choir programs have been recognized with superior ratings at every festival and our Debate team has earned invitations to the National Debate Competition for the past eight years.

Over the next two years, Colina will refine the development of best teaching strategies through our PLC (Professional Learning Community). Using collaborative planning time we will identify/unpack essential standards and create common assessments to provide timely data that will drive instructional decisions surrounding student learning. We will place emphasis on conceptual mastery and focus on UDL to break down barriers to the multiple learning modalities so we can ultimately render the academic and social/emotional confidence needed for our students to become productive members of society. We will implement co-teaching classes with general ed and SAI teachers working together in the least restrictive environment for our students with disabilities. And lastly, we will integrate 1:1 technology and build our foundational technology pathway to connect our students to the high school technology academy.

Colina Middle School has outlined the expectations for what students should be able to do upon promotion to the high school:

- Students will develop positive attitudes toward the learning process, think independently, and have the ability to work cooperatively
- Students will develop skills for effective, grammatically acceptable written and verbal communication
- Students will develop skills and knowledge to maintain good physical and mental health as well as making healthy choices
- Students will develop attitudes, skills, and knowledge to gain, organize and communicate scientific information and to engage in critical thinking to make independent judgments
- Students will develop attitudes and skills to appreciate the visual and performing arts or other interests that promote the creative processes

- Students will increase their knowledge of and appreciation for different cultures and the contributions each has made to the United States
- Colina's goal is to create an environment of respect and compassion for all people, which includes appropriate social and academic use of technology

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

92% of certificated staff feel confident that they can meet their students' learning needs.

87% of certificated staff feel their school's climate fosters social emotional learning for students and staff.

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

For a historical perspective, in the 2018-19 school year, the district hosted an LCAP survey for students in grades 7 and 8 in which 95% of Colina students responded. Of students reporting, 89% felt that their teacher believes in the student's ability to be successful in school. 85% of students felt they had a good relationship with their teachers and felt that their teachers cared about them. 90% of students reported that their teacher support them and encourage them to do their best. 96% of students reported showing kindness to others and 88% of students know how to ask for help with any peer issues. Students also ranked the top three reasons for coming to school which were 1) education is important, 2) my parent encourages me, 3) I enjoy coming to school. Clearly fostering a culture and climate where each student can feel a sense of belonging is critical to the engagement and connectedness of the student to school and directly related to student achievement.

Colina Middle School provided a parent survey/needs assessment in the spring of 2019. The survey reflects 449 of 996 (45%) parents responding and 30% of parents reported from each grade level (6-8). Of the parents reporting 86% stated they check Q parent portal between 1-6 times per week and 98% of parents reporting stated their child had access to a computer and internet to complete assignments.

Homework was a focus on this needs assessment and parents reported out on the amount of time to complete homework for each academic discipline. Parents report that 49% of students in Math were spending 30 minutes or less to complete, while 21% of students spent 30-45 minutes and 17% were spending more than 45 minutes to complete math homework. In ELA parents reported 65% of students spending 30 minutes or less, 10% of students spent 30-45 minutes and 5% of students spending 45+ minutes to complete homework. In Social Science parents reported 67% of students spending 30 minutes or less, 10% of students spent 30-45 minutes and 5% of students spending 45+ minutes to complete homework. Lastly, in Science parents reported 69% of students spending 30 minutes or less, 7% of students spent 30-45 minutes and 7% of students spending 45+ minutes to complete homework. Homework was discussed at school site council and department chairpersons, the conclusion was to be sure there is open communication from home to school on what homework looks like for each individual child so that teachers and parents can adjust accordingly assignment by assignment.

The 2018 needs assessment also asked parents about their child being picked on at school. 87% of parents reported that bullying is not an issue for their child, while 6% parents felt their child might be picked on and their student had not reported to the office. Bullying is a topic that is on the forefront of school messaging and especially the acceptable use of electronic devices and social media. School Site Council and PTSA supported motivational speakers in Breaking down the Walls and Brooks Gibbs this fall specifically address bullying and hosted a parent event focused on raising resilient children. CVUSD also provided the Sandy Hook Promise assembly "Start with Hello" which again helps set focus for a positive school climate and culture. All of these assemblies help reinforce daily student activities/actions in WEB and ASB.

Colina's parents reported out on their opinion of the quality of teaching, 82% reported outstanding-satisfactory and 2% reported weak with 16% of parents not reporting. Parents also showed that 89.5% of parents who have a student with an IEP felt their student was properly supported in the general education setting and 73% knew their child's case manager. Emphasis on relationship building and strong school to home communication were areas recommend by school site council as was increasing opportunities for parents to take part in learning with their student. Colina already hosts coffee concerts for parents and our Science department offers 'parents visit the lab day'. Physical Education has scheduled a #Parents Love PE day in the fall of 2019. The survey also showed that 52% of parents have volunteered at school functions.

The CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2019-20 reflects the following: Students in grades 4-5 (2,212), 7-8 (2,780), and 10-11 (3,005); certificated (731) and classified staff (345); as well as parents (4,687) participated in the survey. Parents reported that school staff create environments that help students learn (96%), believe they are treated fairly by school staff (95%), and believe their school values the diversity of student backgrounds (94%). Parent open response comments noted they believe the school district should continue to keep class size low, add additional technology to classrooms, and teachers should assign less homework to increase student achievement. The majority (73%) of students reported looking forward to coming to school each day, found it easy to communicate with their teachers (95%), and that teachers encourage them to do their best (89%). Student open response comments noted that they felt safe at school, grades were important, and that they received help from adults when needed. Most students (86%) also felt adults treated them with kindness and respect.

Classroom Observations

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

CVUSD certificated personnel are observed over the course of the year as well as selected teachers receive an evaluation in the spring. Administrators meet with certificated and classified personnel to discuss observations, provide constructive feedback and to highlight areas of success.

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Following observations, administrators hold conferences with teachers to share reflections on the observations. Based on hire date, administrators conduct teacher evaluations including a key standards and elements conference based on the California Standards for the Teaching Profession (CSTP) within the first 60 days of school starting to set three goals. Progress on these goals is monitored both informally and formally throughout the year and culminates in a formal evaluation and conference. CVUSD continues to provide coaching and guidance with UDL practices in the classroom. Administrators also monitor and model best practices for considering Diversity, Equity, and Inclusion (DEI) in instructional planning and delivery. Teachers participating in the CVUSD Teacher Induction Program also meet regularly with support providers for goal-setting, observation, and reflection on alignment with the CSTP.

Informally, Principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. Students in grade 11 had the opportunity to take the CAASPP summative assessments in both language arts and math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

Results from these assessments are used to inform instruction and establish school-wide goals. Assessment data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Teachers work in grade level and content area teams to write common formative and summative assessments based on essential standards. Data collected from these assessments are used to guide instructional decisions in the classroom and for our multi-tiered system of support. This data provides teachers opportunities to reinforce conceptual proficiency and allow for intervention and/or enrichment using board-approved curriculum to meet the needs of all students. Colina teachers regularly analyze data from these formative and summative assessments to identify areas of strength and need for the school, grade levels, teaching practices and students. Assessments are given to students in grades 6, 7, 8 and include the California CAASPP/SBAC, CAST, English Language Proficiency Assessment for California (ELPAC), site-based benchmarks to monitor the progress of student achievement as well as the State Grade 7 Physical Fitness Test. Some students in special education were assessed utilizing the CAA in ELA and Math. In the spring of 2020, English Learners were unable to take the ELPAC as a result of school closure. However, in the fall of the 2020-21 school year, CVUSD did administer the ELPAC to a group of English Learners for reclassification purposes

Results from these assessments are used to inform instruction and establish school-wide goals. The data is analyzed by the site principal, leadership team, and School Site Council to engage in the continuous cycle of improvement. Local assessment data is also routinely analyzed through department/grade level Professional Learning Community (PLC) time during planning time based on the 2020-21 schedule that provides an opportunity for daily planning and teacher collaboration. PLC's discuss local assessment alignment, student performance, best practices, and analyze student work, utilizing specific protocols and developing collective plans of action.

Colina has a restructured bell schedule to accommodate collaborative planning time in PLCs every week for 50 minutes. This collaborative planning time allows teams to monitor the progress of student performance on essential skills and standards. Students needing intervention or enrichment are directed to such supports during Colina's CORE time (MTSS) which is hosted 4 days per week in 4-week intervals. Based on the analysis of data from CAASPP/SBAC in ELA and Math the following areas are a focus:

ELA- Grades 6-8: Analysis of Informational Text. Teachers will teach listening comprehension in ELA to improve text analysis, main idea, claim, evidence and reasoning in response to spoken informational text. Teachers will develop common formative and summative assessments based on grade level common core standards to analyze and monitor student proficiency through the use of

team developed rubrics. Data reflects focus in the following area

Grade 6-Reading Target 6 (Literary Text): Text Structures and Features: Analyze text structures and the impact of those choices on meaning or presentation

- Reading Target 13: (Informational Text) Text structures of text features: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation
- Reading Target 14: (Informational Text) Language Use: Interpret understanding of figurative language, word relationships, nuances of words and phrases or figures of speech (e.g. personification) used in context and the impact of those word choices on meaning.
- Listening Target 4: Listen/Interpret: Analyze, interpret, and use information delivered orally.

Grade 7

- Reading Target 2: (Literary Text): Central ideas: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.
- Reading Target 14: (Informational Text) Language Use: Interpret understanding of figurative language, word relationships, nuances of words and phrases or figures of speech (e.g. personification) used in context and the impact of those word choices on meaning.
- Listening Target 4: Listen/Interpret: Analyze interpret, and use information delivered orally.

Grade 8

- Writing Target 6 (Write/revise brief texts) Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the arguments.
- Research/Inquiry Target 3: Evaluate information sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research.
- Listening Target 4: Listen/Interpret: Analyze, interpret, and use information delivered orally.

Math- Grades 6-8: Emphasis on a strong foundation of algebraic skills using information from text will be measured by site and district benchmarks. Colina Middle School will be measuring student achievement by student performance on updated benchmarks that reflect higher order thinking of the CA State Standards. Math teachers will create rubrics to align with CCSS question banks.

Grade 6- Concepts and Procedures

- Target A: Understanding ratio concepts and use ratio reasoning to solve problems
- Target G: Represent and analyze the quantitative relationship between dependent and independent variables

Grade 7- Concepts and Procedures

- Target A: Analyze proportional relationships and use them to solve real-world and mathematical problems.

- Target E: Draw, construct, and describe the geometrical figures and describe the relationship between them.
 - Target I: Investigate chance processes and develop, use and evaluate probability models.
- Grade 8-: Concepts and Procedures
- Understand congruence and similarity using physical models, transparencies or geometry software

In addition, teachers will administer additional SBAC interim assessments in order to provide students with the additional experience of utilizing technology to take assessments and gain exposure to SBAC aligned questions. As part of this, teachers need additional training in downloading interim assessment data reports.

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

CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

CVUSD teachers are provided three (3) pupil-free work days dedicated to professional learning. These days are led and organized by district and school site leadership. CVUSD Local Control Accountability Plan (LCAP) Goal 2 is to “ensure highly qualified and effective staff are provided with targeted professional development, and have an understanding that all job responsibilities are structured to support positive student outcomes.” Current LCAP actions/services focus on professional learning related to Universal Design for Learning (UDL), Diversity Equity & Inclusion practices, Professional Learning Communities (PLCs and Impact Teams), 1:1 Technology implementation, Core Literature, inclusive practices such as co-teaching, and other curriculum-based professional learning opportunities.

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade-level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well as provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

This year, on-going professional learning will be provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, and Alternative Programs. This training will come in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies

Professional learning is a top priority for Colina. Professional development is provided at the district level as well as site level which allows flexibility for teachers to address professional development needs to directly impact student achievement and support best teaching practices. The district calendar provides 3 days of professional development which are tied to school and district goals. We recognize high expectations for all students require continual improvements in curriculum, instruction, assessment, and leadership practices with support systems. These improvements

require effective professional learning to expand educators' knowledge, skills, and practices. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a focus on educator professional learning. Colina is working to provide more professional collaboration time within the structure of Professional Learning Communities and is engaged in "Leading by Design" (Erkens), "Learning by Doing" (DuFour, Many, Eaker), and "Amplify Your Impact" (Many) as a framework for effective PLCs.

This year Science teachers have access to NGSS Mentor program where teachers can collaborate and gain support with NGSS standard based lessons. ELD teachers have attended Content Area Language and Literacy 'CALL' while Math teachers have attended "CALL" with UDL connections. English Language Arts teachers are attending this year's California Teachers of English (CATE) conference.

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

CVUSD's professional learning plan is rooted in addressing student performance for all students, including student groups, by best meeting the content standards. District-wide professional learning related to Universal Design For Learning (UDL) serves as the defined instructional framework across all grade-levels and content areas. While UDL implementation bolsters learning for all students, it does specifically target student groups, namely students with disabilities and English Learners, that have underperformed significantly in the past. UDL supports all students' access to learning rigorous content standards. In addition, CVUSD is committed to providing teachers with relevant training related to Diversity, Equity & Inclusion, curriculum adoptions, content standards, technology, data management, and social-emotional learning. CVUSD provides a new teacher Induction Program based on the California Standards For The Teaching Profession for all teachers with California Preliminary Teaching Credentials.

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

Administrators engage in professional development related to DEI, UDL, PLCs, Restorative Justice, and trauma-informed care to lead sites using inclusive and supportive practices with students and families.

Additionally, English Learner and GATE Facilitators at each school site receive monthly professional development on meeting the needs of English Learners and GATE students. These sessions include access to activities, resources and strategies. These Facilitators present their resources and strategies at their recurring school site faculty meetings. Teacher representatives serve on CVUSD committees including subject area SCACs, MTSS, SEL, LGBTQ+, Core Literature, report cards, curriculum and assessment, and technology.

The curriculum determines the need and direction for staff development activities. Colina is engaged in the California Principal Support (CAPs) Network through UC Davis and led by Dr. Tom Many. CAPs professional development workshops have replaced our staff meetings where teachers learn to prioritize standards by unwrapping them and writing specific learning targets. Teachers then use collaborative planning time to write common formative and summative assessments, determine proficiency standards and analyze assessment data. Data determines interventions and enrichments and reveals any barriers students have to learning. UDL is incorporated as part of the collaborative planning.

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

CVUSD provides a system of instructional assistance and support for teachers. CVUSD leads its own accredited New Teacher Induction program by utilizing Teachers on Special Assignment (TOSA) to support teachers with preliminary teaching credentials. A host of other TOSAs in the district provide focused support in the following areas: Assistive Technology, Inclusion, Educational Technology, Professional Learning, Visual and Performing Arts, and GATE. The TOSAs provide ongoing professional development and consultation to teachers, as well as conducting a number of district-level tasks that serve all student groups.

Teachers are supported through Teacher Induction for beginning teachers and Peer Assistance Review (PAR) for permanent teachers needing assistance. Each site based department consists of a department chairperson to assist in pacing of curriculum and provides like support as needed. The district provides support with SWD and ELD programming/ training for teachers to use curricular materials with fidelity. Colina hosts an onsite school psychologist and ELD coordinator as well as GATE coordinator in addition to department chairpersons which form our site based leadership team.

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

CVUSD schools engage in Professional Learning Community (PLC) practices on a regular basis. Grade-level or departments meet regularly for common planning time. All principals and numerous teacher teams across CVUSD have been provided formal training on PLCs. This time is used for a number of purposes: developing common assessment, curriculum development, identifying essential standards, assessing student work, and developing collective action that responds to student performance data. Through PLCs, teachers collaborate to focus on implementing the school site and district focal areas of professional learning.

Colina currently hosts weekly late start collaborative planning days built specifically for common formative and summative assessments. Teachers are also directed in collective inquiry at monthly staff meetings as well as departmental meetings. Focus at each meeting includes student needs for interventions/enrichments with Response To Intervention (RTI), implementation of CCSS standards, technology integration and best practices. This time addresses student learning with four essential questions: 1. What do we expect our students to learn? 2. How will we know when they have learned it? 3. How we will respond when some students do not learn it? 4. How will we respond when some students already know it? These founding question frame our MTSS program which rotates every 4 weeks for timely intervention, support and enrichment. Colina also hosts a Special Education Department Chairperson, GATE Advisor and ELD Advisor who provide site based professional development for teachers focused on meeting the needs of these special learners as to be sure we are meeting the needs of all students.

Teaching and Learning

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

CVUSD uses state-approved instructional materials in all subject areas. Each content area and grade level has a fully articulated course of study that designates the pacing and alignment of curriculum to the state standards. Teachers and administrators regularly ensure horizontal and vertical alignment of standards-based curriculum and instruction through quarterly content Articulation Meetings. SBAC interim assessments in ELA and Math are used in grades 6-8 & 11 to provide alignment to state standards and monitor student progress.

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

CVUSD teachers adhere to Board-approved instructional minutes for all subject areas.

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

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps. Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

Colina accommodates all students and their diverse interests in the strategic placement of courses as to provide equal access, these classes support SAI, College Prep, Accelerated and Honors level courses. The master schedule is built every year and monitored every 6 weeks based on student enrollment, requests and student needs. Colina's master schedule offers flexible scheduling and hosts a dual start and end time for intervention and enrichment opportunities. With a belief that all students can learn (ELD, SWD, LEAP, SED, GATE) Colina's master schedule provides directed and voluntary interventions/enrichments and focuses on the least restrictive environments that best support student learning. Colina hosts directed studies and late start interventions, opportunity classes and Co-teaching classes. Our master schedule includes six co-teaching classes in grades 6-8 to support students needing SAI services in the general education environment. Likewise, our master schedule provides support for our ELD students with intensive English language support. Students are receiving grade-level instruction at a pace that is appropriate for their success. Curriculum pacing for core academic courses is determined district-wide and supported at the site level. Colina hosts embedded MTSS through our CORE class which is held for 22 minutes daily. This class period is for targeted interventions, supports, and enrichments and made possible through a restructuring plan and was part of Colina Middle School's 2017 California Gold Ribbon Award.

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

All CVUSD students have access to appropriate California State approved curriculum in all content areas. Students in special education use the same state adopted materials that are used in the general education classrooms as well as supplemental materials and out of level when needed and designated in a student's IEP. English Learners receive instruction in content areas using standards-based instructional materials for designated and integrated teaching of the ELD standards.

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

All CVUSD classroom curriculum is Board approved in all subject areas. During this process, teachers review and pilot materials to evaluate them based on our local needs and their alignment to state standards. Intervention materials from the adopted curricula are utilized for students requiring additional support, along with additional research-based, state standards-aligned digital and print materials. Teachers receive training in the implementation of these materials with fidelity.

CVUSD teachers and schools employ Tier 2 interventions, in addition to Tier 1 instruction, for students who demonstrate a need for additional support. These intervention materials are aligned to the state standards. English learners are provided with intervention programs, including Smarty Ants, Imagine Learning, and Achieve 3000 designed for English Learners and EL instructional strategies for elementary and middle school students. Students with disabilities use various online programs (eg. Seesaw, Boom Cards, UNIQUE) to determine which one provides for the highest level of student engagement and access.

Guided Studies classes are provided at the middle school level to support students in ELA and Math. At the high school level, various intervention strategies are implemented for students including academic academies, IXL Math and Oasis classes for academic support in ELA, math and other content areas. An online tutoring program has also been created for peer tutoring in various academic areas.

Opportunity and Equal Educational Access

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

CVUSD teachers employ a range of instructional strategies to engage all students in meeting the California State Standards. District and school site staff regularly review, analyze, and develop actions based on data for “overall” student performance but also by the achievement of all student groups. Every secondary school employs forms of Professional Learning Communities (PLCs) to engage in on-going steps to support underperforming students in the regular program. CVUSD’s LCAP Goal 1 provides secondary schools with funding to provide targeted academic intervention for any underperforming student before, during, or after-school.

Colina employs the following approaches to enable under-performing students to meet standards:

- Student Study Team
- Counselors
- Student Attendance/Review Board
- Opportunity Courses hosting intervention with differentiated instruction for Math and English
- Tuesday School for EL students (Math and English Support)
- Directed Studies Course
- Smart Tutoring
- MTSS: Curriculum Organization Review & Enrichment (CORE)
- Summer School and Summer Opportunity for Academic Readiness

Evidence-based educational practices to raise student achievement

The following research-based educational practices are utilized: MTSS, PLC’s, Universal Design for Learning, Designated and Integrated ELD, differentiated instruction, Webb’s Depth of Knowledge, guided reading, academic language instruction, formative assessment, co-constructed rubrics, corrective feedback, learning goals, check for understanding, student investigations, inquiry-based learning, and cooperative learning.

Universal Design for Learning, PLC foundations guide the collaborative process school wide. Materials used follow Webb, DuFour, Many, Mattos, Erkens and Muhammad as the catalyst for best practices focused on constant improvement of student achievement through effective PLCs.

Parental Engagement

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

A CVUSD team member reached out to all families experiencing homelessness in the month of August. The purpose of the outreach was to determine if the students had access to school supplies, clothing/toiletries and to provide any needed support with the return to school. This personal outreach was also intended to share the name and contact information of their student's school site foster and homeless liaison.

In September, the District foster and homeless liaison worked with each site liaison to reach out to foster and homeless students/families to check in on student attendance and to introduce themselves to their school liaison. The District liaison serves as a connection to community agencies that are able to provide additional support in the areas of temporary housing, rent assistance, and free meals. The District liaison personally connects families to the community agencies in the area of need. Throughout the school year, the school site foster and homeless liaisons will connect with foster and homeless students/families every month to assess attendance, general well-being, and any change in needs.

Colina solicits input and utilizes the following resources as it relates to supporting student achievement:

GATE DAC
ELAC
SEDAC
DAC
PTSA
RSVP - Senior citizen volunteers
Youth Outreach Workers
CRPD Homework Club
Amgen
City Library
Sage Publication
Community Mental Health Resources
School Resource Officers
RSVP - Senior citizen volunteers
Youth Outreach Workers
CRPD Homework Club
Teen Center Sports Clubs
Business Partnerships

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

Colina Middle School has an active Parent Teacher Association (PTA), School Site Council (SSC), and English Language Advisory Council (ELAC). These leadership bodies help set the goals of the school and actively work to increase parent involvement on campus. SSC and ELAC oversee the creation, implementation, and evaluation of Colina's SPSA during their regularly-scheduled meetings, all of which are open to the public. Parents have many involvement opportunities and representation through School Site Council (SSC), our English Language Advisory Council (ELAC) along with Parent Education classes facilitated by our Outreach Assistant and community partnerships, and our Parent Teacher Association (PTA). Parents are also encouraged to volunteer at school and attend events. Our Special Education District Advisory Council (SEDAC) representatives offer involvement and connection opportunities for parents. Colina's parent DAC, GATE-DAC, and DELAC representatives participate in district-level meetings and report back to SSC and ELAC, enriching our district-site level communication.

Funding

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

Categorical Funds in CVUSD:

EIA funds are used to provide additional support and technology in the classroom.

EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.

LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.

See goals and budget pages as part of SPSA.

Colina's instructional program supports underperforming students to meet standards utilizing funding from the following:

Categorical Grant

Unrestricted General Fund Allocation

Title I

Federally Funded Program

Title IIA

Teacher Quality

Title III

Limited English Proficiency (LEP)

Title IV

Safe/Drug Free Schools

Remediation and Extension

Program Growth

Intervention

Fiscal support (EPC)

The site receives federal funding in the form of EIA. All fiscal decisions are constructed through ELAC and EL team meetings. All other funds come from LCFF. See goals and budget pages as part of SPSA.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Data from prior year's CAASPP assessment along with the interim local assessment was analyzed by overall student achievement and student group achievement which was shared with teachers along with Colina's School Site Council. Parents, teachers and students were able to respond to data through analyzing data together. Each department shared framed goals that reflected School Site Council findings from the data analysis with stakeholders on 5/25, 6/15, 8/24, & 9/28. SPSA was reviewed by Colina's site English Language Advisory Committee on 9/9/21. The SPSA will be a standing agenda item for our school site council for the 2021-2022 school year for progress reporting and revisions.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable as Colina Middle School is not designated a Comprehensive Support and Improvement school site.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 18-19 | 19-20 | 20-21 |
| Grade 6 | 329 | 282 | 286 |
| Grade 7 | 305 | 346 | 278 |
| Grade 8 | 373 | 311 | 314 |
| Total Enrollment | 1,007 | 939 | 878 |

Conclusions based on this data:

1. Enrollment is in a slow decline with a large 8th-grade class promoting to the high school in the 20-21 school year. Despite the projected enrollment decline district-wide, enrollment has continued to slightly decrease each year since 2016. This enrollment decreases impacts section offerings along with staffing. School choice offers relief to the natural enrollment decline and also brings an influx of diverse learners, subgroups with varying academic, attendance, and social-emotional needs. The offset of school choice and positive impact on enrollment is due to a wide variety of elective offerings that include the addition of Colina's Academy of Technology, Drama, and Debate among other classes to attract many families to our school and district. Colina recognizes chronic absenteeism and has implemented new systematic practices through the School Attendance Review Team to address attendance challenges.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 18-19 | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 |
| English Learners | 94 | 109 | 125 | 9.3% | 11.6% | 14.2% |
| Fluent English Proficient (FEP) | 212 | 176 | 159 | 21.1% | 18.7% | 18.1% |
| Reclassified Fluent English Proficient (RFEP) | 35 | 8 | 15 | 36.8% | 8.5% | 13.8% |

Conclusions based on this data:

1. Colina's EL enrollment has maintained at just under 15% of the school's overall population. Data from Ellevation indicates that over 75% of English Learners are At Risk/ Long Term English Learner (LTEL), indicating that they have received English Learner services for several years but have not reclassified as English Proficient.
2. The number of Reclassified Fluent English Proficient (RFEP) students is increasing each year, as such, Colina is reclassifying more EL students each year. Contributing factors would be fidelity to EL support classes and interventions run through our MTSS/CORE period and collaborative planning time with our Late Start CPT weekly. Additionally, the school has systematically implemented Language Acquisition Teams, charged with monitoring the language development of all English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 6 | | 275 | 262 | | 0 | 249 | | 0 | 249 | | 0.0 | 95 |
| Grade 7 | | 263 | 267 | | 0 | 256 | | 0 | 256 | | 0.0 | 96 |
| Grade 8 | | 299 | 267 | | 0 | 229 | | 0 | 229 | | 0.0 | 86 |
| All | | 837 | 796 | | 0 | 734 | | 0 | 734 | | 0.0 | 92 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 6 | | | 2570. | | | 35.74 | | | 33.33 | | | 15.26 | | | 15.66 |
| Grade 7 | | | 2585. | | | 27.73 | | | 37.89 | | | 19.53 | | | 14.84 |
| Grade 8 | | | 2583. | | | 24.02 | | | 34.50 | | | 2.09 | | | 21.40 |
| All Grades | N/A | N/A | N/A | | | 29.29 | | | 35.29 | | | 18.26 | | | 17.17 |

Conclusions based on this data:

- "School and Student Performance Data" for 22-23 reflects student proficiency as measured by the CAASPP summative English Language Arts assessment. Overall and grade-level student performance data is available and reported above.

The local assessment ELA data shows a decrease in students meeting/exceeding standards in all three grade levels, which is contributed to the COVID-19 pandemic. ELOG monies supported smaller class sizes small with guided studies classes and English Opportunity interventions available to address essential skills and learning loss. Further, specific targeted instruction and common assessments will drive instruction. Targeted interventions within the regular school day will be offered to build foundations in essential learning standards for those not making progress. Significant subgroups of our Hispanic/Latino, EL, Students with Disabilities, and Socioeconomically Disadvantaged will be intentionally planned for in daily lessons to increase student achievement. Professional Development focusing on Universal Design for Learning will facilitate additional access points for subgroup success within daily lessons. PD in differentiation/Mastery Connect and CAASPP interim assessments are needed to support teachers in improving student learning.
- With 68% of students meeting or exceeding Standards in ELA overall after COVID-19, Colina fell within the district average for overall student performance. Weekly collaborative time through Professional Learning Communities is used to identify students from subgroups, not meeting or near standards. Essential standards are being unpacked and analyzed to prepare students for success on high-stakes tests. Data and claims will be examined and used to improve instructional decisions and diagnose essential skill deficits. Throughout the PLC process, specific lesson plans will be designed with embedded UDL strategies to meet the various needs of our SWD, SED, and EL subgroups.
- Fidelity to ILit curriculum will catalyze growth for our EL levels 1 and 2 learners. Interventions in ELA and guided studies classes, focusing primarily on SWD, SED, EL subgroups, will support achievement and meet learning and language targets. Support to our SWD population concerning Inclusion into general education courses has

allowed much success in the least restrictive environment leaving a pure group of students needing more support. The co-teaching model has increased implementation on campus, with 10 classes offered daily, spanning grades 6-8 for continuity and compartmentalizing co-teaching with our general education and special education teachers. When considering student needs through their IEP, a reading period would greatly improve their ability to make positive gains toward proficiency. The school has implemented a supplemental reading program for SWD through the MTSS/CORE model. As a school, we have dedicated staff development emphasizing Academic Literacy across all content areas to address academic vocabulary and comprehension of reading from content-specific texts. These programs are geared toward growth in the percentages of students meeting or exceeding standards and include a push to increase SWD subgroups in general education classes and increase percentages of the least restrictive environment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 6 | | 275 | 263 | | 0 | 249 | | 0 | 249 | | 0.0 | 95 |
| Grade 7 | | 263 | 267 | | 0 | 256 | | 0 | 256 | | 0.0 | 96 |
| Grade 8 | | 299 | 267 | | 0 | 224 | | 0 | 224 | | 0.0 | 84 |
| All | | 837 | 797 | | 0 | 729 | | 0 | 729 | | 0.0 | 91 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 | 19-20 | 20-21 | 21-22 |
| Grade 6 | | | 2548. | | | 32.93 | | | 20.08 | | | 24.90 | | | 22.09 |
| Grade 7 | | | 2563. | | | 30.08 | | | 22.66 | | | 22.66 | | | 24.61 |
| Grade 8 | | | 2567. | | | 28.13 | | | 16.07 | | | 22.32 | | | 33.48 |
| All Grades | N/A | N/A | N/A | | | 30.45 | | | 19.75 | | | 23.32 | | | 26.47 |

Conclusions based on this data:

- "School and Student Performance Data" for 21-22 reflects the summative student data from the CAASPP Mathematics assessment. Overall and grade-level student performance data is available and reported above.

The number of students falling within the "Standard Not Met" category continues to be a challenge as 42%% of all students receive this designation per the local assessment. Also concerning is performance data and concerns learning loss has on essential pre-algebraic skills and concepts are not being proficient contributed by the COVID-19 pandemic. Compared with district data, Colina is at the district average for the total percentage of students meeting or exceeding the standard.

Math department members use IXL, Interim CAASPP assessments, and site-based common formative assessments to drive instruction. Data analysis of these assessments helps identify students who still require academic support, including our targeted subgroups such as EL, SED, and SWD. Common Planning Time each week is used to drive instructional decisions and determine MTSS/CORE targeted groups for daily/weekly interventions.
- Specific targeted instruction and common assessments will drive instruction while specific and targeted interventions will be offered to build foundations in essential learning standards for those not making progress. Significant subgroups of our Hispanic/Latino, EL, Students with Disabilities and Socioeconomically Disadvantaged will be intentionally planned for in daily lessons to increase student achievement. PD in differentiation, Mastery Connect and CAASPP interim assessments are needed to support teachers in improving student learning. UDL strategies will proactively plan access to instruction for SWD, SED, EL while increasing engagement and maximizing proficiency. Application of mathematical concepts given real-world scenarios and having the ability for students to explain and demonstrate conceptual mastery of mathematical skills from text is a focus for all grade levels.

3. To address the 52% of students who are not meeting standards, the school has developed intervention classes designed to meet learning needs. Students with organizational or work completion challenges participate in a Guided Studies class. Intentional focus is placed on removing organizational or executive functioning barriers which may interfere with math success. Students requiring additional instructional support for mathematical concepts receive a secondary math class that directly supports daily learning and provides additional time for mastery. The math department has determined a need for a small group, after-school tutoring designed for students who need a structured setting with adult feedback to be successful. Each support allows for subgroups such as SWD, SED, and EL to maintain growth and proficiency alongside other subgroups. The LRE for students with IEPs has been followed with fidelity, allowing for greater access to interventions and supports designed for all students and inclusion in general education through co-teaching classes. The school has designed a co-teaching class for math students, allowing two teachers to be in the classroom simultaneously. This practice has allowed diverse learning needs to be met while maintaining rigorous, grade-level expectations for proficiency. Paraprofessionals have been assigned to classes hosting our EL students and assisting in breaking down any language barriers and providing better access to grade-level curriculum.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | 1514.3 | 1519.8 | 1543.4 | 1512.5 | 1505.0 | 1546.5 | 1515.8 | 1534.1 | 1539.7 | 24 | 41 | 42 |
| 7 | 1522.7 | 1531.4 | 1539.1 | 1519.1 | 1516.2 | 1541.5 | 1525.9 | 1546.1 | 1536.0 | 32 | 23 | 37 |
| 8 | 1529.3 | 1541.8 | 1541.2 | 1527.8 | 1532.8 | 1538.9 | 1530.0 | 1550.3 | 1542.9 | 11 | 27 | 36 |
| All Grades | | | | | | | | | | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 12.20 | 33.33 | 54.17 | 39.02 | 38.10 | * | 36.59 | 16.67 | * | 12.20 | 11.90 | 24 | 41 | 42 |
| 7 | * | 17.39 | 18.92 | 37.50 | 26.09 | 43.24 | * | 47.83 | 21.62 | * | 8.70 | 16.22 | 32 | 23 | 37 |
| 8 | * | 11.11 | 16.67 | * | 40.74 | 38.89 | * | 40.74 | 27.78 | * | 7.41 | 16.67 | 11 | 27 | 36 |
| All Grades | 16.42 | 13.19 | 23.48 | 44.78 | 36.26 | 40.00 | 28.36 | 40.66 | 21.74 | * | 9.89 | 14.78 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 21.95 | 38.10 | * | 53.66 | 42.86 | * | 12.20 | 9.52 | * | 12.20 | 9.52 | 24 | 41 | 42 |
| 7 | 40.63 | 13.04 | 37.84 | 40.63 | 52.17 | 37.84 | * | 30.43 | 10.81 | * | 4.35 | 13.51 | 32 | 23 | 37 |
| 8 | * | 25.93 | 25.00 | * | 40.74 | 41.67 | | 22.22 | 22.22 | * | 11.11 | 11.11 | 11 | 27 | 36 |
| All Grades | 40.30 | 20.88 | 33.91 | 41.79 | 49.45 | 40.87 | * | 19.78 | 13.91 | * | 9.89 | 11.30 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 9.76 | 19.05 | * | 21.95 | 26.19 | 58.33 | 48.78 | 33.33 | * | 19.51 | 21.43 | 24 | 41 | 42 |
| 7 | * | 8.70 | 10.81 | * | 26.09 | 24.32 | 46.88 | 52.17 | 37.84 | * | 13.04 | 27.03 | 32 | 23 | 37 |
| 8 | * | 7.41 | 5.56 | * | 29.63 | 30.56 | * | 40.74 | 44.44 | * | 22.22 | 19.44 | 11 | 27 | 36 |
| All Grades | * | 8.79 | 12.17 | * | 25.27 | 26.96 | 46.27 | 47.25 | 38.26 | 29.85 | 18.68 | 22.61 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 14.63 | 42.86 | 70.83 | 63.41 | 50.00 | * | 21.95 | 7.14 | 24 | 41 | 42 |
| 7 | 40.63 | 13.04 | 29.73 | 46.88 | 52.17 | 59.46 | * | 34.78 | 10.81 | 32 | 23 | 37 |
| 8 | * | 18.52 | 19.44 | * | 51.85 | 69.44 | * | 29.63 | 11.11 | 11 | 27 | 36 |
| All Grades | 31.34 | 15.38 | 31.30 | 58.21 | 57.14 | 59.13 | * | 27.47 | 9.57 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | 70.83 | 34.15 | 57.14 | * | 56.10 | 28.57 | * | 9.76 | 14.29 | 24 | 41 | 42 |
| 7 | 53.13 | 26.09 | 56.76 | 37.50 | 69.57 | 29.73 | * | 4.35 | 13.51 | 32 | 23 | 37 |
| 8 | * | 48.15 | 44.44 | | 48.15 | 38.89 | * | 3.70 | 16.67 | 11 | 27 | 36 |
| All Grades | 65.67 | 36.26 | 53.04 | 26.87 | 57.14 | 32.17 | * | 6.59 | 14.78 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 7.32 | 23.81 | * | 39.02 | 38.10 | 75.00 | 53.66 | 38.10 | 24 | 41 | 42 |
| 7 | * | 13.04 | 16.22 | * | 34.78 | 37.84 | 71.88 | 52.17 | 45.95 | 32 | 23 | 37 |
| 8 | * | 14.81 | 19.44 | * | 44.44 | 36.11 | * | 40.74 | 44.44 | 11 | 27 | 36 |
| All Grades | * | 10.99 | 20.00 | 19.40 | 39.56 | 37.39 | 73.13 | 49.45 | 42.61 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 | 17-18 | 18-19 | 20-21 |
| 6 | * | 41.46 | 26.19 | 87.50 | 46.34 | 61.90 | * | 12.20 | 11.90 | 24 | 41 | 42 |
| 7 | * | 8.70 | 13.51 | 78.13 | 86.96 | 78.38 | * | 4.35 | 8.11 | 32 | 23 | 37 |
| 8 | * | 0.00 | 0.00 | * | 96.30 | 83.33 | * | 3.70 | 16.67 | 11 | 27 | 36 |
| All Grades | * | 20.88 | 13.91 | 79.10 | 71.43 | 73.91 | * | 7.69 | 12.17 | 67 | 91 | 115 |

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

- Overall mean scores demonstrate incremental growth from 6th to 8th grade. Data points from Written and Oral language components of the test also support the incremental growth from grade 6 to grade 8. The growth shown as students matriculate through middle school is a strong indication that school-wide supports are effective and efficient. Integrated and designated supports have been implemented with fidelity. UDL and SDAIE strategies are incorporated into all classroom schoolwide, Professional Development have been intentionally designed to improve instructional practices using these strategies. School data indicates that 83 of the 116 English Learners on campus have an overall score of "2" or "3". With this in mind, targeted interventions within each content area, for all student including targeted subgroups, have been designed by MTSS/CORE rotations on a daily/weekly basis. All newcomers have access to a 7-period day and elective offerings.

ELPAC data provided is too limited for analysis at this point. Constant progress monitoring, Newcomer & LAT (Language Acquisition Team) meetings, grade checks and teacher check-ins ensure that students are making significant progress. Multiple assessments outside of classroom instruction, such as SRI and IPT, also ensure data points are gathered to check for process. One large challenge faced by the school is the 75% of English Learners who are "At Risk" or "LTEL" (Long Term English Learner). These students have been receiving English Learner services for 5 years or more as they enter Colina's campus and are yet to reclassify as English proficient.
- Analysis indicates that students who are English Language Learners are progressing via the benefits of Designated and Integrated instruction by teachers and supported by our EL facilitator. Our bilingual facilitator provides additional support based on individual student need through collaboration with involved stakeholders including parents. English Learner Advisory Committee Meetings are hosted to gain parent input on programs, resources, and student development.

3. Using current information from Q, of the students who have not been reclassified as RFEP reflect 28% Bridging, 44% Emerging and 16% are Expanding.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

| 2020-21 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 878 | 32.0 | 14.2 | 0.2 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2019-20 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 125 | 14.2 |
| Foster Youth | 2 | 0.2 |
| Homeless | 4 | 0.5 |
| Socioeconomically Disadvantaged | 281 | 32.0 |
| Students with Disabilities | 115 | 13.1 |

| Enrollment by Race/Ethnicity | | |
|-------------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 18 | 2.1 |
| American Indian or Alaska Native | 2 | 0.2 |
| Asian | 53 | 6.0 |
| Filipino | 5 | 0.6 |
| Hispanic | 321 | 36.6 |
| Two or More Races | 38 | 4.3 |
| Native Hawaiian or Pacific Islander | 4 | 0.5 |
| White | 437 | 49.8 |

Conclusions based on this data:

1. Over the past decade, the demographics of the school have shifted to a more diverse student body. 33% of the students attending school on campus are SED, 13% SWD and 10% EL. With 302 UDC students, the school has increased support for non-instructional barriers. Colina's counseling office has responded by providing parents and students with community resources for physical and mental health. In addition to school counseling, CVUSD has also provided wellness counselors for Colina.

School and Student Performance Data





Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|--|---|---|
| English Language Arts  Green | Chronic Absenteeism  Orange | Suspension Rate  Orange |
| Mathematics  Green | | |

Conclusions based on this data:

1. All students in the area of English Language Arts show students are meeting standards .
2. All student in the area of Mathematics show students are meeting standards.
3. Academic Engagement with regard to chronic absenteeism is a concern reflected in the Orange. Student school connectedness will be a focus as well as proactive engagement of parents/students. School suspensions are also an area of concern in the yellow as represented in the CA Dashboard data. Addressing concerns of social media presence and acceptable use along with vape education will help improve suspension rates.

School and Student Performance Data

Academic Performance English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

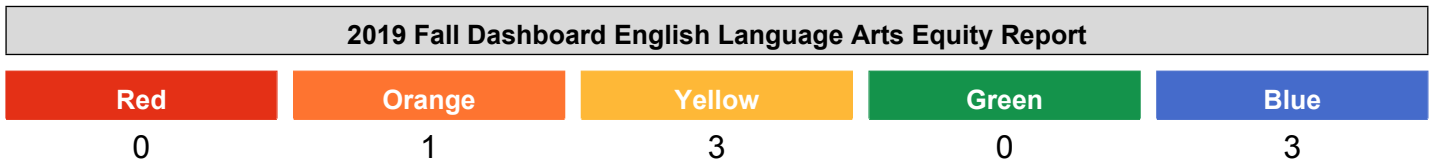
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> Green 28.5 points above standard Increased ++8.5 points 944 | <p>English Learners</p> Yellow 60.8 points below standard Increased ++8.2 points 204 | <p>Foster Youth</p> No Performance Color 0 Students |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Socioeconomically Disadvantaged</p> Yellow 38.3 points below standard Increased ++3.4 points 330 | <p>Students with Disabilities</p> Orange 76.6 points below standard Increased Significantly ++20.1 points 135 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color 15.6 points above standard Increased Significantly ++22.4 points 15 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 96.7 points above standard Increased Significantly ++10.6 points 75 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 34.1 points below standard Increased ++4.3 points 322 |  Blue 75.4 points above standard Increased ++10.6 points 53 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  Blue 55.5 points above standard Increased ++8.4 points 464 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 119.1 points below standard Increased Significantly ++26.4 points 81 | 22.4 points below standard Increased ++14.6 points 123 | 51.8 points above standard Increased ++9.4 points 647 |

Conclusions based on this data:

1. ELA dashboard shows that overall our student population has maintained a high performance with an increase performance in our socioeconomically disadvantaged subgroup. However, English Learners and Students with Disabilities declined in performance. CVUSD's 2020-2021 local assessment indicates 60% of Colina students meeting or exceeding standards, 14% of students nearly meeting standards and 26% of students not meeting standards; see goals for action plan.
2. ELA dashboard shows that performance by race/ethnicity has increased in three subgroup populations, Hispanic, White, and students with two or more races. Asian subgroup maintained performance, while the African-American subgroup declined in performance.
3. For current English Learners, performance increased, while Reclassified English Learners declined in performance. English Only students maintained performance in English Language Arts.

School and Student Performance Data

Academic Performance Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

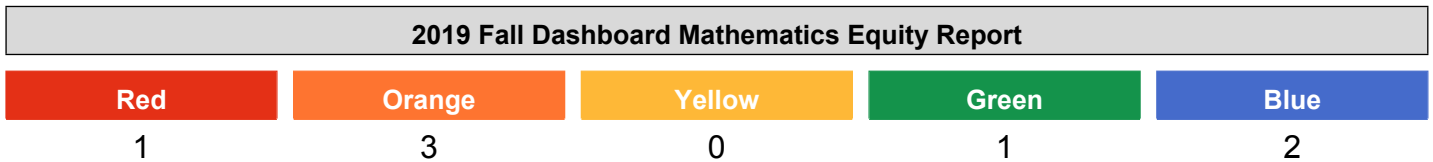
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p> Green 8.8 points above standard Maintained ++2.8 points 926 | <p>English Learners</p> Red 96.4 points below standard Declined -3.9 points 195 | <p>Foster Youth</p> |
| <p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Socioeconomically Disadvantaged</p> Orange 67.9 points below standard Maintained ++0.4 points 318 | <p>Students with Disabilities</p> Orange 121.8 points below standard Increased Significantly ++17.6 points 119 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 25.7 points below standard Increased Significantly ++26.1 points 15 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 100.5 points above standard Maintained ++0.3 points 75 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 65.5 points below standard Maintained -2.2 points 312 |  Green 49.9 points above standard Declined -7 points 52 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  Blue 40.4 points above standard Increased ++5.8 points 457 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 161.3 points below standard Increased ++13.4 points 74 | 57.3 points below standard Maintained ++2.8 points 121 | 35.7 points above standard Increased ++5.4 points 638 |

Conclusions based on this data:

- Mathematics dashboard shows that overall students have maintained a high-level of performance. While overall our student performance maintained, students who are socioeconomically disadvantaged specifically increased by one performance band. However, students with disabilities and English Learners did decline in a lower student performance band for mathematics. CVUSD's 2020-2021 local assessment shows 36% of students meeting or exceeding standards, 21% nearly meeting standards and 36% of students not meeting standards; see goals for action plan.
- In the subgroups of race/ethnicity, Hispanic and White students maintained their performance band. The Hispanic subgroup maintained a lower level of performance proficiency and the White subgroup maintained the highest performing proficiency band. While the subgroup of students with two or more races declined performance, but remains in a higher-level of performance. The Asian subgroup of students increased their performance band to the highest-level of proficiency. The African American subgroup declined in performance and shows no performance band due to a small number of students in the subgroup.
- Both current English Learners and Reclassified English Learners declined performance and are below standard in mathematics. English Only students maintained their performance at above standard.

School and Student Performance Data

Academic Performance English Learner Progress

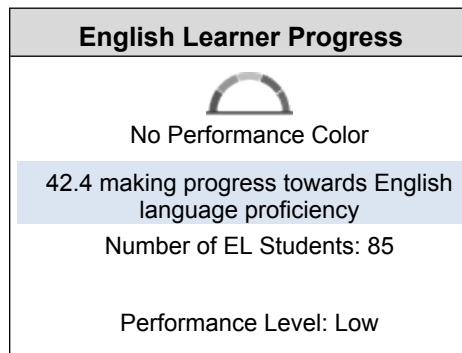
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 32.9 | 24.7 | 1.1 | 41.1 |

Conclusions based on this data:

1. This is baseline data for our EL students taking the ELPAC. Due to the transition of the ELPAC assessment, there is no reported performance colors. Constant progress monitoring through LAT meetings, grade checks, and teacher check-ins to ensure that students are making significant progress.
2. Analysis indicates that students who are English Language Learners are progressing due to the benefits of Designated and Integrates instruction by the teachers and supports by our EL facilitator. Our bilingual facilitator provides additional support based on individual student need through collaboration with involved stakeholders, including parents.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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| Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

| Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed a-g Requirements – Number and Percentage of All Students | | |
|---|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

| Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students | | |
|--|----------------------|-----------------------|
| Student Group | Cohort Totals | Cohort Percent |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

| Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses | | |
|--|---------------------------|----------------------------|
| Student Group | Number of Students | Percent of Students |
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

| Student Group | Number of Students | Percent of Students |
|--|--------------------|---------------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

| Student Group | Cohort Totals | Cohort Percent |
|--|---------------|----------------|
| All Students | | |
| African American | | |
| American Indian or Alaska Native | | |
| Asian | | |
| Filipino | | |
| Hispanic | | |
| Native Hawaiian or Pacific Islander | | |
| White | | |
| Two or More Races | | |
| English Learners | | |
| Socioeconomically Disadvantaged | | |
| Students with Disabilities | | |
| Foster Youth | | |
| Homeless | | |

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

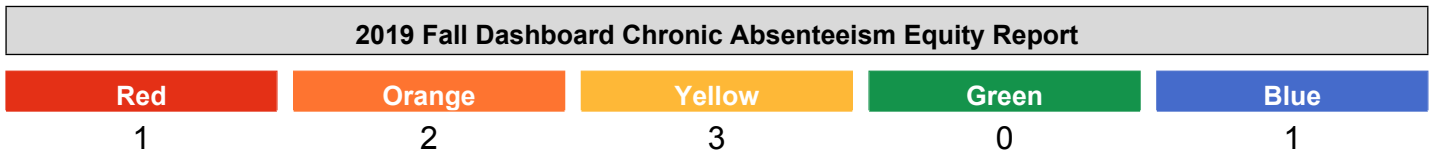
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Orange</p> <p>8.8</p> <p>Increased +0.7</p> <p>1030</p> | <p>English Learners</p> <p>Yellow</p> <p>8.2</p> <p>Maintained +0.1</p> <p>98</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>27.3</p> <p>11</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>13.4</p> <p>Increased +2.3</p> <p>359</p> | <p>Students with Disabilities</p> <p>Red</p> <p>18.3</p> <p>Increased Significantly +6.4</p> <p>153</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 15 Declined -1.7 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Blue 1.3 Declined -2.2 80 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 9.5 Maintained -0.3 346 |  Yellow 5 Increased +3 60 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  Orange 10 Increased +1.8 509 |

Conclusions based on this data:

1. The Chronic Absenteeism overall increased by 1.2% to 8.2% resulting in a low performance level. Both English Learners and Socioeconomically Disadvantaged students increased by 0.7% and 0.8%. There was a decline in chronic absenteeism in Students with Disabilities by 1.3% for an overall 11.9% absenteeism rate. In the subgroups of race/ethnicity, African American students had an increase in absenteeism by 8.3% to 16.7%. There is no performance level assigned as the student total number is low. Asian students increased absenteeism from 0% to 3.5%. Hispanic and White students equally increased by 1% to 9.9% and 8.2% respectively. However, there was a decrease in absenteeism by 2.2% to 2% for students with two or more races.
2. Chronic absenteeism will be monitored. Students will meet with administration to set attendance goals and actions. Parents will be invited to meetings to increase awareness on the importance of students attending school regularly. Using the 5-Star System, student attendance will be tracked and students can earn points to redeem for items in the student store.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

| 2021 Graduation Rate by Student Group | | | | |
|---------------------------------------|---|---------------------|--------------------------------|-----------------|
| Student Group | Number of Students in the Graduation Rate | Number of Graduates | Number of Fifth Year Graduates | Graduation Rate |
| All Students | | | | |
| English Learners | | | | |
| Foster Youth | | | | |
| Homeless | | | | |
| Socioeconomically Disadvantaged | | | | |
| Students with Disabilities | | | | |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic | | | | |
| Native Hawaiian or Pacific Islander | | | | |
| White | | | | |
| Two or More Races | | | | |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

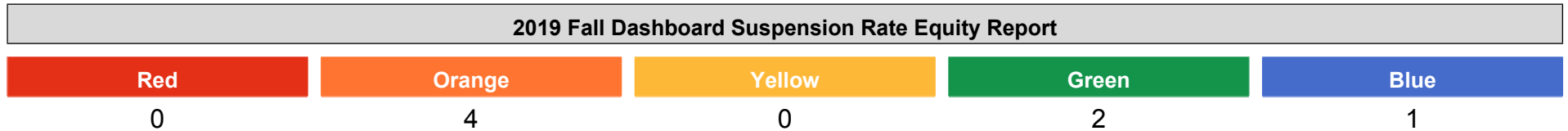
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance



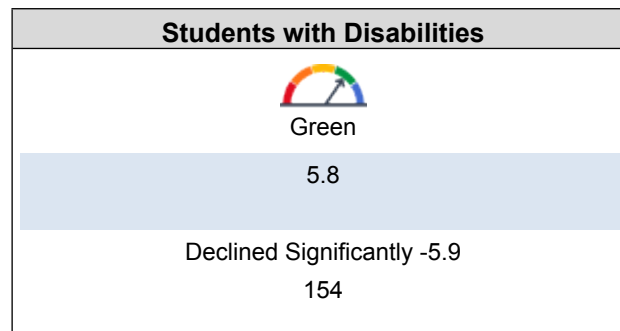
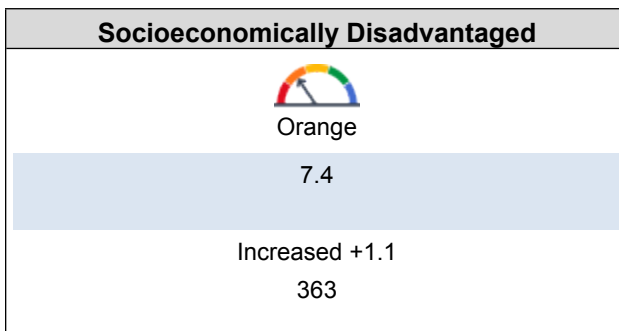
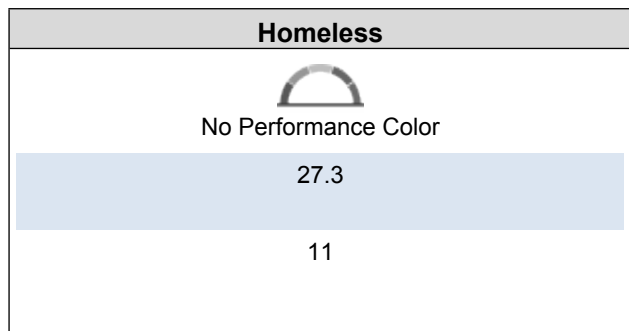
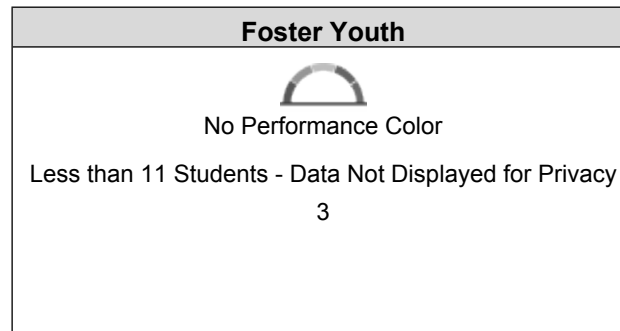
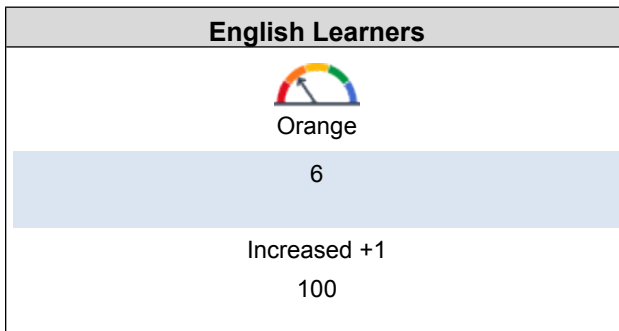
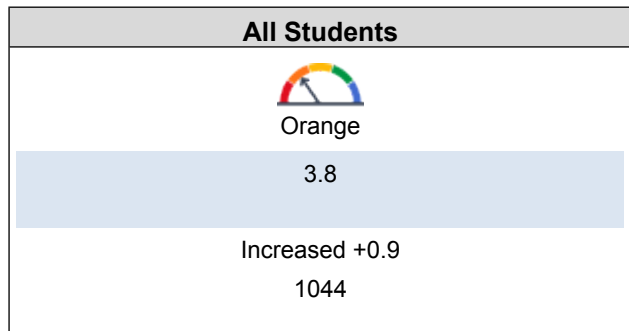
Highest Performance

This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
|  No Performance Color 19 Increased +7.9 21 |  No Performance Color Less than 11 Students - Data Not 2 |  Green 1.2 Maintained +0.1 81 |  No Performance Color Less than 11 Students - Data Not 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 6 Increased +0.8 350 |  Blue 0 Maintained 0 60 |  No Performance Color Less than 11 Students - Data Not 6 |  Orange 2.5 Increased +0.7 517 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2.9 | 3.8 |

Conclusions based on this data:

- The suspension dashboard shows that overall student suspension rate was maintained at 2.9% from the prior year. English Learners and Socioeconomically Disadvantaged students both maintained from the previous year. English Learners has 5% of student who were suspended at least once and 6.3% of Socioeconomically Disadvantaged students were suspended at least once. Students with Disabilities increased suspension rate by 5.8% for a total of 11.7%. In the subgroups of race/ethnicity, African American, Hispanic, and students with two or more races all decreased. African American students do not show a performance color but decreased to 11.1%. 5.2% of Hispanic students were suspended at least once. There was 0% of students who were suspended at least once, which was a 4.2% decrease from the prior year. The Asian subgroup maintained performance color of green at 1.1%. White students increased suspension rate by 0.8% to 1.8% of students suspended at least once.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 1

By June of 2023, all students (including EL, SED, SWD, GATE) will demonstrate improved academic achievement in the area of Mathematics with an increase in the percentage of students meeting/exceeding standards by 2% or more. Emphasis on a strong foundation of algebraic skills and using text information will be measured by site and district benchmarks. Colina Middle School will measure student achievement by student performance on formative and summative assessments such as site-based and district exams/benchmarks along with CAASPP exam data. Math teacher leaders will attend PD for PLC and common assessments. Colina will increase Co-teaching opportunities in Math 7CP and Math 8CP for students with IEPs. This will provide increased access to grade-level general education curriculum with SAI support.

STRATEGY: Colina Middle School will work with Mathematics articulation to implement common formative/summative assessments. Emphasis on a strong foundation of algebraic skills using information from text will be measured by site and district benchmarks. Colina Middle School will be measuring student achievement by student performance on updated benchmarks that reflect higher-order thinking of the CA State Standards. Math teachers will create rubrics to align with CCSS question banks and continue the model of trainer of trainers for professional staff development. Fidelity to interventions that target specific skills and standards for low-performing students in our MTSS/CORE classes as well as SMART tutoring is essential to improve the academic achievement of low-performing students in Mathematics. Colina will also be hosting directed interventions within the school day designed for specific skill development of conceptual understanding of mathematics in and out of text.

Identified Need

Mathematics dashboard shows that overall students have maintained a high-level of performance, while overall our students with disabilities and English Learners did decline in a lower student performance band for mathematics. Students who are identified as socioeconomically disadvantaged specifically increased by one performance band, Colina has identified a need to focus on essential standards with real-life applications of various concepts (proportions, geometry, functions) , rational number system and perseverance in problem-solving to best meet standards.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| CAASPP Scores | <p>54% of students met or exceeded the standard for overall student achievement</p> <p>95% of GATE students met or exceeded the standard</p> <p>20% of Socioeconomically Disadvantaged students met or exceeded the standard</p> <p>4% of English Learners met or exceeded the standard</p> <p>26% of Hispanic students met or exceeded the standard</p> <p>10% of Students with Disabilities met or exceeded the standard</p> | <p>56% of students will meet or exceeds standards for overall achievement</p> <p>97% of GATE students met or exceeded the standard</p> <p>22% of Socioeconomically Disadvantaged students met or exceeded the standard</p> <p>6% of English Learners met or exceeded the standard</p> <p>38% of Hispanic students met or exceeded the standard</p> <p>20% of Students with Disabilities met or exceeded the standard</p> |
| Site based common formative assessments | New common formative assessments, baseline has yet to be determined. | |
| <p>GR6 Target A – Understand ratio concepts and use ratio reasoning to solve problems. Incorporate real life examples as much as possible. Begin to tie these concepts to algebraic thinking as well as equivalent fractions. Sec. 5.1 – 5.4</p> <p>GR7 Target A – Analyze proportional relationships and use them to solve real-world and mathematical problems. Include more activities that promote real-world thinking. Use formative assessments Sec. 5.2-5.4 to track growth.</p> | GR6 Near Standard Met, GR7 Near Standard Met , GR8 Above Standard Met | GR6 Better performance on the test as a whole, GR7 Standard Met, GR8 performance on the test as a whole |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| <p>GR8 Target A – Know that there are numbers that are not rational, and approximate them by rational numbers.</p> | | |
| <p>GR6 Target B – Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>GR7 Target B – Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</p> <p>GR8 Target B – Work with radicals and integer exponents.</p> | <p>GR6 Above Standard Met, GR7 Above Standard Met, GR8 Above Standard Met</p> | <p>GR6 Better performance on the test as a whole, GR7 Better performance on the test as a whole, GR8 Better performance on the test as a whole</p> |
| <p>GR6 Target C – Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p>GR7 Target C – Use properties of operations to generate equivalent expressions.</p> <p>GR8 Target C – Understand the connections between proportional relationships, lines, and linear equations.</p> | <p>GR6 Above Standard Met, GR7 Above Standard Met, GR8 Above Standard Met</p> | <p>GR6 Better performance on the test as a whole, GR7 Better performance on the test as a whole, GR8 Better performance on the test as a whole</p> |
| <p>GR6 Target D – Apply and extend previous understandings of numbers to the system of rational numbers.</p> | <p>GR6 Above Standard Met, GR7 Above Standard Met, GR8 Above Standard Met</p> | <p>GR6 Better performance on the test as a whole, GR7 Better performance on the test as a whole, GR8 Better performance on the test as a whole</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| <p>GR7 Target D – Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</p> <p>GR8 Target D – Analyze and solve linear equations and pairs of simultaneous linear equations.</p> | | |
| <p>GR6 Target E – Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>GR7 Target E – Draw, construct, and describe geometrical figures and describe the relationship between them. Solve problems involving scale drawings of geometric figures. Sec. 7.5 Describe two dimensional figures that result from slicing 3 dimensional figures.</p> <p>GR8 Target E – Define, evaluate, and compare functions.</p> | <p>GR6 Above Standard Met, GR7 Near Standard Met, GR8 Above Standard Met</p> | <p>GR6 Better performance on the test as a whole, GR7 Standard Met, GR8 Better performance on the test as a whole</p> |
| <p>GR6 Target F – Reason about and solve one-variable equations and inequalities.</p> <p>GR7 Target F – Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Use 3D models (hands-on and computer generated). Sec. 7.1 – 7.2, 8.1 – 8.4, & 9.1 – 9.5 Formative assessments.</p> <p>GR8 Target F – Use functions to model relationships between quantities. Emphasize writing equations utilizing real</p> | <p>GR6 Above Standard Met, GR7 Near Standard Met, GR8 Above Standard Met</p> | <p>GR6 Better performance on the test as a whole, GR7 Standard Met, GR8 Better performance on the test as a whole</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| <p>life scenarios, tables, graphs and interpret slope and intercepts. Sec. 4.6 & 6.3</p> | | |
| <p>GR6 Target G – Represent and analyze quantitative relationships between dependent and independent variables. Use real life situations to emphasize the difference between independent & dependent variables. Use science class to reinforce. Sec. 5.4 & 7.4</p> <p>GR7 Target G – Use random sampling to draw inferences about a population. Incorporate sampling within a survey context, tie in with science department. Formative assessments Sec. 10.6 – 10.7</p> <p>GR8 Target G - Understand congruence and similarity using physical models, transparencies, or geometry software. Use of flash cards to gain mastery of the essential geometry vocabulary tools in Ch. 3. Reflections, rotations, translations Sec. 2.1 – 2.5.</p> | <p>GR6 Below Standard Met, GR7 Near Standard Met, GR8 Above Standard Met</p> | <p>GR6 Standard Met, GR7 Standard Met, GR8 Better performance on the test as a whole</p> |
| <p>GR6 Target H – Solve real-world and mathematical problems involving area, surface area, and volume. Use 3D models (hands on or computer generated) to increase conceptual understanding. Use real-life examples as much as possible. Ch. 4 & 8</p> | <p>GR6 Near Standard Met, GR7 Above Standard Met, GR8 Above Standard Met</p> | <p>GR6 Standard Met, GR7 Better performance on the test as a whole, GR8</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|---|
| <p>GR7 Target H – Draw informal comparative inferences about two populations.</p> <p>GR8 Target H – Understand and apply the Pythagorean Theorem. Pythagorean theorem and it's converse. Sec. 7.3 & 7.5</p> | | |
| <p>GR6 Target I – Develop understanding of statistical variability.</p> <p>GR7 Target I – Investigate chance processes and develop, use, and evaluate probability models. Hands on activities with independent and dependent events. Formative assessments Sec. 10.1 – 10.5</p> <p>GR8Target I – Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p> | GR6 Above Standard Met, GR7 Below Standard Met, GR8 Above Standard Met | GR6 Better performance on the test as a whole GR7 Standard Met, GR8 Better performance on the test as a whole |
| <p>GR6 Target J – Summarize and describe distributions.</p> <p>GR8 Target J – Investigate patterns of association in bi-variate data.</p> | GR6 Above Standard Met, GR8 Above Standard Met | GR6 & 8 Better performance on the test as a whole |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------|--|---|--------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 1. Professional Development: Writing formative and summative common assessments | Ongoing | Admin Team Math Teachers Dept Chair | CCSS implementation using research based best practices. Collaboration Day(s): 4 days @ \$120 each Analysis of data to monitor student achievement Focus on significant subgroups SWD, ELD, SED, Hispanic scores from assessments and progress monitoring | 0000: Unrestricted | Instruction | 480 |
| 2. Develop CCSS aligned benchmark exams and rubrics to gauge student progress towards CCSS standards. | Ongoing | Articulation/Curriculum Dept Chair (Math/ELA) Teachers Admin Team | Use district approved benchmarks and end of course exams as a basis for implementing CCSS. Supplies to support CCSS Meet and review data from benchmarks to guide instruction by scaffolding and using SDAIE strategies to support ELD, SWD Hispanic, and SED subgroups | 0000: Unrestricted | Instruction | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|----------------------------|--|---|--------------------|---------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| 3. Evaluate Math Placement/ Interventions | Progress Reporting Periods | Admin team Counselors Dept Chair Supervising Teachers | Targeting the instructional needs of students not meeting proficiency targets, especially English learners (ELs), (SWDs) students with disabilities, and any high-priority students not meeting standards. (Progress/Trimester Reporting) LTEL/Foster/McKinney Vento Two formative and one summative common assessment per trimester Targeting for MTSS CORE interventions those SWD, EL, Low SED, Hispanic Bi-weekly check ins for Foster/Homeless students | | | |
| 4. After School Intervention SMART Tutoring | October 2020- May 2022 | Admin Counselors Math Teachers High School Tutors Students | Identification of low performing Math 8CP students (40) form two classes with high school tutors and 2 supervising teachers. (\$30/hr for 2 supervising teachers x 9 months) Target students will be directed to attend (SWD, EL, Hispanic) After school RTI | 0000: Unrestricted | ESSER III - Learning Loss | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|---|--|------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Student Tutors | | | |
| 5. RTI (CORE) Multi-Tiered System of Support | August 2022- June 2023 (when schools open on a regular schedule) | Admin AP Dept Chairs Teachers Counselors | <p>Evaluate best practices for academic instruction/intervention implementation</p> <p>review data from common assessments at every Core Rotation (4 weeks)</p> <p>identify at risk students (EL, SWD, Hispanic, SED) for Cougar Achievement Time</p> <p>Identify students for Guided Studies (SWD,EL, Low SED, Hispanic)</p> | | | |
| 6th Grade Math Intervention | October 22- June 23 | Admin Counselor Teacher Parent Student | Math support class A period | 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 9000 |
| 7. Directed Studies Gen Ed | 2022-23 | Admin Counselor Teacher | <p>Weekly directed HW and study skills group</p> <p>Targeted students (SWD, EL, Hispanic, SED) will be directed to attend support class for HW production, study skills and organization</p> <p>LRE for SWD students to support students in General Education coursework</p> | 0001-0999: Unrestricted: Locally Defined | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|---|---|--|--|------------------|
| | | | Description | Type | Funding Source | Amount |
| 8 Collaborative Planning Time (Professional Learning Community) | 2022-23 LATE START DAYs (1x week) | Admin DCs Teachers | Professional Development using PLC for positive student outcomes Four Guiding Questions Identify essential standards to guide instruction Targeted interventions vs remediation for targeted students for all students including our targeted SWD, EL, Hispanic and SES subgroups Norms/Protocols for monitoring PLC team outcomes UDL/DEI/SEL | | | |
| 9. Special Education LEAP | 2022-23 | Teachers | Life Skills course uses chromebooks to access online ordering for groceries (SWD) Essential Life Skills Math | 0000: Unrestricted | Instruction | 2000 |
| 10. EL Support | 2022-23 | Admin Teachers Counselors Paraprofessional Bilingual Facilitator | Paraprofessional embedded classroom support Support (8:30-9:30 am): students utilize IXL program to support math skills Students access Achieve3000 | 0001-0999: Unrestricted: Locally Defined 1000-1999: Certificated Personnel Salaries | 0860 ESSER III - Learning Loss | 3190 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Integrated ELD through the implementation of district supported ELD professional learning Late Start Tuesday Para Support | | | |
| Directed Studies Special Education | 2022-23 | Admin Teachers Counselors | Tutoring in Math/English during school program targeting our at-risk students (SWD, EL, Hispanic, SED). Support of SAI instructor with students in Co-teaching classes to increase percentage of their day in the LRE. | | | |
| WEB Peer Tutoring | 2022-23 | Admin WEB Advisor Counselor Teachers Peer WEB Tutors | Targeting nonproficient students who need supports in Math and English. | | | |
| Data Processing | August 2022-June 2023 | Counseling/Admin | Data Processing Outreach communications to EL families regarding school programs and student achievement | 0000: Unrestricted | Instruction | 2000 |
| Universal Design for Learning | 2022-23 | Principal API Dean Teachers Director of Middle Schools | Professional development regarding UDL UDL Learning Walks | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------------------------|---|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Engagement: Academic & Social Emotional Goals by Department DEI Lens and addressing barriers for our SWD, Hispanic, SED, and EL students | | | |
| GATE/EL/SWD | 2022-23 | Principal API Dean Counselors Teachers | Intentional UDL planning to help each student achieve their full potential. Teacher directed GATE extension activities/student group Access to honors level course work Admin attending District Advisory Council meetings (SEDAC,DELAC, GATE DAC) | None Specified | | |
| Summer School | Summer 2023 | Admin Counselors Teachers (Gen Ed and SAI) | Targeted Students (EL,SPED, At Risk) Math and English Readiness Grades 6-8 | 1000-1999: Certificated Personnel Salaries | District Funded | |
| Co-Teaching Math Classes | 2022-23 | Principal Teachers Counselors SAI Case Managers Students | LRE: Increase access to General Education Classes in Math 7CP and Math 8CP with SAI Support | | | |
| Math Opportunity Class | October 2022- June 2023 | Principal Teachers Counselors | Math Support and Reteachig Essential Skills | 2000-2999: Classified Personnel Salaries | OTRM | 20000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------|---------------------------|----------------------------------|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | Paraprofessional Students | EL,SWD, SED, Hispanic Delta Math | | | |
| Unique Curriculum Professional Development | October-March | SAI Teachers LEAP | Unique PD for Teachers | | | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal that strategically focuses on maintaining rigorous expectations for all student achievement toward academic proficiency. This year's math goals is specific to the baseline data on student performance using the CAASPP assessment as this is the first CAASPP assessment since the pandemic. Last year's math goal was not as specific as the goal for 21-22, which used a first time local assessment vs the use of targets from prior year CAASPP to measure student performance. This year's math goal will incorporate the school site's focus on Universal Design for Learning, which will promote accessibility to the learning goal for EL and SWD.

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

Systems of intervention/remediation have been utilized through the strategic restructuring of the school day. Other targeted supports are funded through the LCAP plan and site budgets that focus on best first instruction and UDL.

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

Colina's bell schedule for the 22-23 school year will allow for designated time to make progress on this goal. Math teachers now have Collaborative Planning Time to discuss essential standards and are using this time to create common formative assessments to best monitor student progress and achievement. Teachers are also intentionally engaged in the identification of students needing

interventions utilizing our CORE (MTSS) period. Collaborative Planning Time allows for an intentional planning focus on Universal Design for Learning to promote access to curriculum for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts/Humanities

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 2

By June of 2023, all students (including EL, GATE, SED, and SWD) will demonstrate improved achievement in the area of Academic Literacy. Emphasis on increasing level and frequency of written and oral academic discourse, analyzing and interpreting oral information, evaluating informational sources, analyzing a variety of texts through close reading and annotation, accurately and uniformly citing text as evidence, and connecting learning through critical thinking. Progress will be monitored by site and district benchmarks as well as EL ELPAC/ILIT assessments. Colina Middle School will be measuring student achievement by student performance on common formative/summative assessments, end-of-year exams/benchmarks along with CAASPP assessment and/or local assessment data. Colina will departmentalize Co-Teaching opportunities in ELA grads 6-8 for students with IEP goals for support in ELA will participate in a co-teaching model in English 6CP, SS6CP, English 7CP, and English 8CP to provide access and increase percentages of time in the general education environment. Students meeting/exceeding standards on the CAASPP ELA will increase by 2% or more from the prior year's scores.

STRATEGY: Colina Middle School will work with ELA articulation to implement CCSS. Instruction will emphasize reading comprehension skills; informational and literary text analysis; and narrative, informational, and argumentative writing. Teachers will make distinctions between content and academic language using informational text. ELA teachers will create common assessments for each trimester along with rubrics with CCSS question banks for reading and writing conventions. Fidelity to interventions such as CORE and ELD ILIT curriculum is essential to improve the academic achievement of lower-performing students in ELA. Increase least restrictive environment via co-teaching classes with SAI supports. New core literature will include titles that represent diverse authors, protagonists, and inclusion; DEI.

Identified Need

The CA Dashboard shows that overall students have maintained a high-level of performance in English Language Arts, there is an identified need to address our significant subgroups not meeting standards. Collaborative planning time is needed to monitor student progress toward proficiency in the areas of analyzing and interpreting the impact of text structures, understanding of figurative language, listening skills, ability to determine themes or central ideas, and writing/revising paragraphs with supporting claims and evidence.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| CAASPP scores for English Language Arts | <p>64% of students met or exceeded the standard for overall achievement</p> <p>99% of GATE students met or exceeded the standard</p> <p>37% of Socioeconomically Disadvantaged students met or exceeded the standard</p> <p>14% of English Learners met or exceeded the standard</p> <p>42% of Hispanic students met or exceeded the standard</p> <p>15% of Students with Disabilities met or exceeded the standard</p> | <p>66% of students will meet or exceed standards for overall achievement</p> <p>99% of GATE students met or exceeded the standard</p> <p>39% of Socioeconomically Disadvantaged students met or exceeded the standard</p> <p>16% of English Learners met or exceeded the standard</p> <p>44% of Hispanic students met or exceeded the standard</p> <p>20% of Students with Disabilities met or exceeded the standard</p> |
| Site based common formative assessments | New common formative assessments mastery connect; baseline data | |
| GR6 READING Target 6 - (Literary Text) Text Structures & Features: Analyze text structures and the impact of those choices on meaning and presentation | GR6 Near Standard Met | GR6 Better than performance on the test as a whole |
| GR6 READING Target 13 - (Informational Text) Text Structures or Text Features: Relate knowledge of text structures (e.g. sentence, paragraph) or text features to analyze or integrate the impact of those choices on meaning or presentation | GR6 Near Standard Met | GR6 Better than performance on the test as a whole |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|----------------------------------|---|
| <p>GR6 READING Target 14 - (Informational Text) Language Use: Interpret understanding of figurative language, word relationships, nuances of words and phrases or figures of speech (e.g. personification) used in context and the impact of those word choices on meaning</p> | <p>GR6 Near Standard Met</p> | <p>GR6 Better than performance on the test as a whole</p> |
| <p>GR6/7/8 LISTENING Target 4 - Listen/Interpret: Analyze, interpret, and use information delivered orally</p> | <p>GR6/7/8 Near Standard Met</p> | <p>GR6/7/8 Better than performance on the test as a whole</p> |
| <p>GR7 READING Target 2 - (Literary Text) Central ideas: Determine a theme or central idea from evidence in the text, or provide an objective summary of the text.</p> | <p>GR7 Near Standard Met</p> | <p>GR7 Better than performance on the test as a whole</p> |
| <p>GR7 READING Target 14 - (Informational Text) Language Use: Interpret understanding of figurative language, word relationships, nuances of words and phrases or figures of speech (e.g. personification) used in context and the impact of those word choices on meaning.</p> | <p>GR7 Below Standard Met</p> | <p>GR7 Better than performance on the test as a whole</p> |
| <p>GR8 WRITING Target 6 - (Write/revise brief texts) Apply a variety of strategies when writing or revising one or more paragraphs of text that express arguments about topics or sources establishing and supporting a claim, organizing and citing supporting evidence using credible sources, providing appropriate transitional</p> | <p>GR8 Below Standard Met</p> | <p>GR8 Better than performance on the test as a whole</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|-------------------------|--|
| strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the arguments | | |
| GR8 RESEARCH/INQUIRY Target 3 - Evaluate information sources: Use reasoning, evaluation, and evidence to assess the credibility and accuracy of each source in order to gather and select information to support analysis, reflection, and research | GR8 Near Standard Met | GR8 Better than performance on the test as a whole |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------------|-----------------------|---|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Peer Tutoring | September 2022- June 2023 | Admin Counselors | Support provided to students struggling with reading and writing skills. Tutors will reinforce writing claims and supporting with evidence and reasoning; critical thinking skill | 0001-0999: Unrestricted: Locally Defined | District Funded | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|--|--|--------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Ongoing teacher participation in Professional Learning Communities (PLC's) during Common Planning Time (CPT). | 2022-23 School Year | All ELA teachers CAPs Team Coaches | All ELA teachers meet weekly during CPT to collaborate during the PLC process. Specifically, teachers will 1. Prioritize ELA standards; 2. Unwrap priority standards; 3. Write specific learning targets; 4. Write common formative and summative assessments; 5. Determine proficiency standards; 6. Analyze common assessment data; 7. Determine interventions and enrichment; 8. Collaborate on strategies and best practices, including UDL. | 0000: Unrestricted | | |
| | | | Collaborative Planning Release English (6,7,8) | 0000: Unrestricted | Instruction | 3000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|---|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Provide specific interventions to student groups (including targeted subgroups: EL, SWD, SED) during CORE as identified by common assessments. | 2022-23 School Year; CORE rotations identified every 4 weeks. | All ELA teachers; Administration (responsible for scheduling CORE rotations) | Collect and analyze data from common assessments; schedule CORE rotations based on intervention needs determined by assessment data; teachers provide intervention on specific skills as identified by Common Formative Assessments (CFA's). | None Specified | | |
| Provide enrichment opportunities to student groups (including GATE) during CORE period as identified by common assessments. | 2022-23 School Year; CORE rotations identified every 4 weeks. (when schools open on a regular schedule) COVID Schedule: Enrichment built into reinforcement time and GATE activities | All ELA teachers; Administration (responsible for scheduling CORE rotations). | Collect and analyze data from common assessments; schedule CORE enrichment interventions based on need as determined by assessment data; teachers provide enrichment opportunities for students who have met or exceeded grade level standards on specific learning targets. | None Specified | | |
| WEB tutors | 2022-23 School Year | 6th grade ELA teachers WEB coordinator ADMIN | 6th grade teachers will utilize 8th grade WEB tutors during the cohort break to assist students struggling in specific skill areas, including EL and SpEd students. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|--|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teach listening skills bi-weekly | Ongoing | All ELA/HSS teachers | Based on analysis of 2022-2023 CAASPP data, teachers will teach listening comprehension in ELA classes to improve student listening skills in text analysis, main idea, claim, evidence, and reasoning in responses to spoken informational text. Teachers will develop common formative and summative assessments based on grade-level CCCSS to continuously analyze student improvement and deficiencies. | None Specified | | |
| Articulate writing expectations and common vocabulary in writing across all grade levels. | 2022-23 School Year | ELA department chair; all ELA teachers | ELA teachers will continue to articulate across grade levels the CCSS writing expectations. ELA teachers will also articulate common writing vocabulary based on analyses of CCSS and CAASPP interim assessments. | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---|--|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Analyze CAASPP interim assessments. | TBD based on Pacing Guide/Essential Standards | ELA department chair to provide department time for analysis; all ELA teachers during CPT. | ELA teachers will analyze CAASPP interim assessment questions to inform instruction, especially in areas targeted for growth from an analysis of TBD CAASPP data (Claim # 3: Listening; Text Structures and Language Use, Figurative Language). | None Specified | | |
| Utilize CAASPP interim assessments. | 2022-23 School Year | All ELA teachers | Teachers will continue to utilize the CAASPP interim assessments to familiarize students with testing formats, computer use, annotation, and note-taking as well as gathering data on specific learning targets and skill proficiency levels tested by CAASPP. Teachers will use this data to inform instruction. | | | |
| Implement Universal Design for Learning (UDL) ELA strategies. | 2022-23 School Year | English department chair; all ELA teachers Principal API Dean Director of Middle Schools | ELA teachers will be provided with department meeting time to explore ELA UDL strategies and share the best first-teaching UDL practices that they have utilized in the ELA classroom. ongoing UDL professional learning | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|--|--|--------------------|----------------|----------|
| | | | Description | Type | Funding Source | Amount |
| | | | UDL Learning Walks Engagement : Academic & Social Emotional Pineapple Charts | | | |
| Provide professional learning collaborative opportunities in informational and literary text analysis. | 2022-23 School Year | English department chair; all ELA teachers | Based on analysis of site-based diagnostic assessment scores, ELA teachers will engage in collaboration to improve instruction in text analysis, specifically informational text structures. Learning opportunities will be provided during department meetings on text analysis strategies. | None Specified | | |
| Rho Kappa History Honors Society | 2022-23 School Year | Teachers | Charter Fee Pins and Cords To honor and reward those students who achieve at a high level (GATE, honors, etc) in the social sciences, Rho Kappa offers a forum. Students will participate in discussions, debates, and research to gain a deeper understanding of history and social sciences. | 0000: Unrestricted | Instruction | 150 0 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|---|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Mastery Connect Benchmarks | 2022-2023 | ELA Teachers Admin Counselors Students | Analyze student data on the district and site-based benchmarks Support ELA with writing structures in Social Science | | | |
| Provide support to other content areas on informational text. | 2022-23 School Year | All ELA teachers; History/Social Science and Science content area teachers. | Recognizing that the rigor and expectations of CCSS is a shared responsibility, ELA teachers will continue to provide support to content area teachers on reading and writing strategies, including Claim, Evidence, Reasoning; listening strategies, text structures, and paragraph and essay writing. | None Specified | | |
| Provide opportunity for students to participate in the Spelling Bee. | February 2023 | Bee Coordinator; all ELA teachers | Students will be provided an opportunity to participate in the Scripps National Spelling Bee which provides students with an opportunity to focus on spelling skills and awareness, listening, and speaking skills. Teacher Release | 0000: Unrestricted 0000: Unrestricted | Instruction | 120 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|---|---|--|---------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Departmentalize ELA co-teaching classes | 2022-23 School Year | SpEd and regular education ELA teachers; Administration | <p>Special education and regular education students are provided an opportunity to be enrolled in two ELA co-teaching classes in 6th and 8th grades.</p> <p>Needed to meet cohort size demands while increasing opportunities in general education for students with disabilities.</p> <p>Co-Teaching Class English 6CP</p> <p>Co-Teaching Class English 7CP</p> <p>Co-Teaching Class English 8CP</p> | 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 18000 |
| Women in History | March - April 2023 | Teacher in Charge | Release day for supervising teacher | 0000: Unrestricted | Instruction | 120 |
| | | | <p>Woman in History is a program that allows female students to learn more about the roles and contributions of famous women in history. Through this program they learn research skills. Their presentations provide them with an opportunity to gain public speaking experience. Supplies</p> | 0000: Unrestricted | Instruction | 110 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---------------------|--|---|--|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Civil War Re-enactment | May 2023 | Social Science Dept. Chair | The Civil War presentation put on by several re-enactors is an occasion for students to increase their listening comprehension skills. The re-enactors bring history alive through stories and artifacts. This enriches their understanding of the time period. | 0001-0999: Unrestricted: Locally Defined | Instruction | 500 |
| Provide Social Science co-teaching class grade 6 | 2022-23 School Year | Principal APE Counselor SS Dept. Chair SAI Chair | Special education and regular education students are provided an opportunity to be enrolled in SS 6 CP co-teaching class. | None Specified | | |
| Reading and Writing SAI Support | 2022-23 School Year | SAI Teachers | Students with disabilities will receive reading and writing support. Books with dyslexia font SONDAY Reading Program to increase literacy, fluency and comprehension | | | |
| ACSA Master Scheduling Workshop | January 2022 | Admin | Admin will participate in a one day workshop centered around building master schedules to support and promote student learning and achievement Increase access to Gen ed classes | 0001-0999: Unrestricted: Locally Defined | 4EEF | 900 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|---|---------------------|----------------------------------|---|--------------------|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Increase supports with 7 period day | | | |
| Flexible Seating | 2022-23 School Year | Principal SAI teachers | Flexible Seating- a variety of seating options to remove barriers for students who need movement or would like to stand vs. sit (ex>bar height chairs/tables, peddling desks, sensory chairs) to support student engagement during instruction. | 0000: Unrestricted | Instruction | 2500 |
| GATE/EL/SWD | 2022-23 School Year | Principal Counselors Teachers | Access to honors level coursework Intentional UDL planning to help each student reach their potential- teacher directed Gate extension activities/ student groups | None Specified | | |
| ELA Supportive Technologies- motivatee, engage, and differentiate language based skills | 2022-2023 | Admin Teachers (Gen. Ed and SAI) | Achieve 3000 No Red Ink Newslela PearDeck Read Theory Common Lit Google Apps | 0000: Unrestricted | District Funded | |
| TCI Curriculum Adoption | 2022-23 School Year | Admin SS Teachers | Professional Development around new curriculum implementation | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|------------------------|---|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Web based access and tools to support a variety of learning modalities including (EL,SWD) | | | |
| Unique Curriculum Professional Development | October- March | SAI LEAP Teachers | SAI Unique PD | | | |
| Core Literature | 2022-23 School Year | Admin ELA Dept Chair ELA Teachers Articulation members | Provide DEI lens to core literature with new core literature instruction in classes | | | |
| English Opportunity | October 2022- May 2023 | Admin Counselor Teachers Parents Students | English intervention period | 1000-1999: Certificated Personnel Salaries | OTRM | 20686 |
| Core Literature Unit Planning to integrate SEL | October 2022- May 2023 | Admin ELA Teachers | Release days for SEL integration with new core literature titles | 0001-0999: Unrestricted: Locally Defined | ESSER III - Other Allowable Uses | 2000 |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal will continue to maintain rigorous expectations for students working towards academic proficiency in ELA. This new goal provides specific actionable items to focus on subgroups (EL, SWD). A continued site focus on Universal Design for Learning will

promote access to this learning goal for EL and SWD subgroups. As a new goal, CAASPP summative data will provide the baseline for growth. Mastery Connect and benchmarks along with interim assessments will support progress monitoring of student achievement.

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

Systems of intervention/remediation have been utilized through the strategic restructuring of the school day, allowing for timely support of student learning. Other targeted supports, such as considering sections for English support, are funded through the LCAP plan and site budgets.

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

Colina's bell schedule for the 2022-2023 school year allows for designated time to make progress on this goal. English teachers now have Collaborative Planning Time to discuss essential standards and are using this time to create common formative assessments to best monitor student progress and achievement. Teachers are also intentionally engaged in the identification of students needing interventions utilizing our CORE (MTSS) period. Collaborative Planning Time allows for an intentional planning focus on best first teaching using Universal Design for Learning to promote access to curriculum for all students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Science

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 3

By June of 2023, all students (including EL, GATE, SED, and SWD) will demonstrate achievement in the area of Science. Emphasis on integration and alignment of new NGSS standards with science framework curriculum in grades 6-8 is a priority. Maximizing student time with physical laboratory experiments for content mastery is a focus. Progress will be measured by site-based common assessments (formative/summative) such as labs, benchmarks, and CAST results. Colina will increase the percentage of students designated with SAI support in the least restrictive environment in grade 7 and host a Co-Teaching Life Science 7CP class.

Identified Need

The California Science Test (CAST) data showed 42% of all student met or exceeded standards and 42% of students nearly met standards with 16% not meeting standards. Textbook pilot for Science adoption and Collaborative Planning Time is needed to identify essential NGSS standards. Emphasis will be placed on all students identifying and writing a scientific claim citing evidence and reasoning. Fall 2022 continues with the science textbook adoption to support the new NGSS standards.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CER Statements with Data Analysis

20% of all students are proficient

75% Proficiency

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAST

42% are meeting or exceeding standards

50% meeting or exceeding standards

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|--|--|---|--|--|---------------------------|
| | | | Description | Type | Funding Source | Amount |
| CCSS/ NGSS Implementation | 2022-2023 | Admin Science Dept Chair teachers | Introduce new NGSS standards for all grade levels 4 Collaboration Days @ \$120 Ea VCOE NGSS NGSS Science Materials Consumables/Lab Supplies | 0000: Unrestricted 0000: Unrestricted 0000: Unrestricted 0000: Unrestricted | Instruction Instruction Instruction Instruction | 480 300 220 2300 |
| Science Lab Materials | 2022-2023 | Sci Dept Chair | Repair Science Lab Equipment | 0001-0999: Unrestricted: Locally Defined | Science Supplemental | 1000 |
| RTI/CORE | 2022-2023 School Year (when schools open on a regular schedule) | Admin/Leadership Team/Counselors | science intervention targeting (SWD, ELD, Hispanic, SED) | None Specified | | |
| Science Fair/Olympiad | May 2023 (virtual planning due to COVID Schedule) | Admin Sci Dept Chair Teachers | Science Olympiad Materials | 0000: Unrestricted | Instruction | 500 |
| ELD Support | 2022-2023 School Year | Admin Counselor Teachers Paraprofessional | ELD Embedded Classroom Paraprofessional Support | 0001-0999: Unrestricted: Locally Defined | 0860 | 1610 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Least Restrictive Environment: Science Co-Teaching | 2022-2023 School Year | Admin SAI Department Chair Science Teachers Counselors | Increase percentage of SAI students in LRE via general education Science Grade 7 Life Science CP | None Specified | | |
| GATE/EL/SWD | 2022-2023 School Year | Principal Counselors Teachers | Intentional UDL planning to support each student in reaching their full potential. Teacher directed. Access to honors level course work GATE extension activities | None Specified | | |
| Gizmos | 2022-2023 School Year | Teachers | Use of Gizmos, online NGSS-aligned interactive curriculum with virtual laboratory experiments | | | |
| Science Co-Teaching | 2022-2023 School Year | Principal SAI Teachers Gen Ed Teachers Case Managers Counselors Students Parents | Increased access to general education Life Science Class with Co-Teaching model. Co-Taught 7CP Co-Taught 8CP | | | |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal will establish rigorous expectations for students working towards academic proficiency in the domain of Science. This new goal provides specific actionable items to focus on subgroups (EL, SWD). A continued site focus on Universal Design for Learning will make content accessible for EL, SWD. As a new goal, there is no available analysis of prior strategies/activities specific to this goal. This is a new goal and CAST scores analysis will serve as BASELINE data to target strategies/activities specific to meeting this goal.

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

Systems of intervention/remediation have been utilized through the strategic restructuring of the school day, allowing for timely support of student learning. Additional considerations to support this goal, such as modernization of physical science laboratories, are funded through the LCAP plan and site budgets.

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

Colina's 2022-2023 bell schedule provides designated time to make progress on this goal. Strategies to ensure student proficiency will include Collaborative Planning Time focusing on the continuity of concepts from Grade 6-Grade 8. Science teachers now have Collaborative Planning Time to discuss essential standards and are using this time to create common formative assessments emphasizing the NGSS science framework. Teachers are also intentionally engaged in identifying students needing interventions utilizing our CORE (MTSS) period. Collaborative Planning Time allows for an intentional planning focus on Universal Design for Learning to promote access to the curriculum for all students. Science textbook adoption will provide insight into publisher resources that align with new NGSS Standards.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Technology

LEA/LCAP Goal

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

Goal 4

By June of 2023, all students (including ELD, SED, SWD, GATE) will integrate 1:1 learning environments with technology to access classroom lessons/lab exercises via lesson presentations, computer lab, Chromebooks and/or mobile devices. Students will review the Acceptable Use Policies surrounding technology uses and appropriateness.

STRATEGY: Colina Middle School will, through the site and district technology committee, integrate technology as we move toward implementation of CCSS. There will be an emphasis on digital citizenship for all students using 1:1 technology. Teachers will integrate technology into lessons as appropriate to enhance student learning using Canvas, google and other media so that our students and teachers can have the current technological tools to augment curricular goals and objectives to improve student learning.

Identified Need

Colina has a identified a need for a balanced curriculum that implements the latest technology to best support and augment student learning while providing access to curriculum for the variety of learning modalities in our classrooms.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Tech Committee Survey and Measure I spending allocations

All academic disciplines have classroom sets of chrome books

Supplemental Chromebook devices will be available in classrooms

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|--------------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Measure I Technology | 2022-2023 School Year | Admin District Tech Site Tech Teachers | Chromebook Purchase and distribution | None Specified | Other | 80629 |
| | | | Teacher Computers | None Specified | Other | 7515 |
| | | | Projector Replacements | None Specified | Other | 4750 |
| | | | Printers | None Specified | Other | 2500 |
| Professional Development: | 2022-2023 School Year | Admin Tech Committee Teachers | CUE Conference (March 2023) Weekly Newsletter from District TOSA (Teacher On Special Assignment) Mastery Connect Second Step | 0000: Unrestricted | Instruction | 1125 |
| Math Type | 2022-2023 School Year | Site Tech Math Teachers | Install Math Type on chromebooks | None Specified | | 0 |
| Tech Standards | September 2022 | Admin Tech Committee Teachers Students | Review AUP and district technology standards | None Specified | | |
| Student Gmail Accounts | 2022-2023 School Year | District and Site Techs ICTs | Enter parent/students into Q database | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|-----------------------|--|-------------------------------|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Instructional Copier Supplies | 2022-2023 School Year | Office Manager | Copier Supplies | 0000: Unrestricted | Instruction | 5000 |
| Physical Education | October 2022- June 2023 | Dept Chair Teachers | individualized equipment to support activity in Physical Education Classes | 0000: Unrestricted | Instruction | 1000 |
| | | | Equipment for SEL integration and removing of barriers to aspects of cardiovascular fitness. | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 4000 |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal will establish a vision for students working towards proficiency with technology. Direct instruction will be considered as a strategy to ensure digital citizenship is emphasized. Social media use and online behavior will be taught to students through their This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal.

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

Measure I expenditures will be monitored by the technology committee. Budget considerations may include license fees needed to support student learning through online remediation, intervention, and enrichment.

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

Colina's bell schedule allows for designated time to make progress on this goal. Strategies will include utilization of Collaborative Planning Time to specifically focus on integration of technology into student learning. School site technology committee will review progress on implementation of devices and oversight of technology funds. Collaborative Planning Time allows for an intentional planning focus on Universal Design for Learning to promote access to curriculum for all students within technology classes and electives.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Connectedness/Student Activities

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

Goal 5

Support all students including (SWD, EL, SED, GATE) in co-curricular activities that connect them to school. ASB will provide motivational speakers, dances/socials, carnivals, and a year-long school spirit activity program. WEB will provide Colina with a structure in which students make real connections with each other to increase school safety and reduce incidents of bullying. WEB/ASB will support students as they acclimate to the transition through middle school, focusing on increasing student achievement, enhancing character development efforts, and creating an anti-bullying environment. All students will participate in Inclusive Schools Week and intentional programming for SWD will better connect to school in the least restrictive environment. Colina will continue with participation in Teen Center League intramural sports programming with equal participation of boys and girls and host quality electives programming for all students. Colina's Kindness Campaign, Leadership, and Digital Citizenship focus on school climate and culture. Students will be provided opportunities to participate in Band, Orchestra, Spanish, Debate, Drama, Technology Academy, Choir, Art and ASB

Identified Need

As evidenced from Colina's CA Dashboard in the area of Chronic Absenteeism, Conditions/Climate and our site needs assessment survey, there is a need for fostering a culture and climate where each student feels a sense of belonging; a critical need for the engagement and connectedness of our students to school and directly related to their achievement.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|-------------------------|------------------|
| LRE Percentages | 50% | 60% |
| Chronic Absenteeism | 8.2% | 6% |
| Conditions and Climate (Suspension Rate) | 2.9% | 1.9% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|-----------------------|------------------------------------|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Teen Center Intramural Sports | 2022-2023 School Year | Admin ASB Teachers | Intramural Sports | | ESSER III - Other Allowable Uses | 5500 |
| | | | Coach | | ASB | 8300 |
| | | | Sports Equipment | | | |
| Electives Program Growth | 2022-2023 School Year | Admin Teachers | Strings | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |
| | | | Band | 0001-0999: Unrestricted: Locally Defined | Instruction | 2000 |
| | | | Choir | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |
| | | | GATE | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |
| | | | WEB | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 3000 |
| | | | Debate | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |
| | | | Art | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |
| | | | 6th Grade integrated team supplies | 0000: Unrestricted | Instruction | 4000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|---|--|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Art, Choir, Band, Strings, Drama | 0000: Unrestricted | Instruction | 3316 |
| ASB Leadership Program | 2022-2023 School Year | Admin Teachers | ASB School Climate and Culture/Renaissance | None Specified | ASB | 15000 |
| | | | Speakers, lunchtime activities, socials/dances, promotion, leadership conference, campus beautification, class gift Renaissance Nearly Perfect Points Trip Talent Show | None Specified | Parent-Teacher Association (PTA) | 15000 |
| WEB: Where Everybody Belongs Program | 2022-2023 School Year | Admin Teachers Students | WEB student support supplies:emphasis 6th grade transition and students new to school | 0001-0999: Unrestricted: Locally Defined | Instruction | 2000 |
| | | | | None Specified | ASB | 784 |
| GATE | 2022-2023 School Year | Dean Gate Facilitator Gate Rep | GATE Supplies | 0001-0999: Unrestricted: Locally Defined | Instruction | 250 |
| | | | Odyssey of The Mind GATE Lunch time activities District GATE events Odyssey of The Mind | 1000-1999: Certificated Personnel Salaries | Instruction | 250 |
| Visual Performing Arts | 2022-2023 School Year | Band Teacher Choir Teacher Strings Teacher Art Teacher Electives Chair | Music | None Specified | District Funded | 1000 |
| | | | Accompanist | 2000-2999: Classified Personnel Salaries | Instruction | 5000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|---|--|---|--|----------------------------------|----------|
| | | | Description | Type | Funding Source | Amount |
| Colina Academy of Technology | 2022-2023 School Year | Principal Tech Teacher CPA at WHS Teachers Elem-High Buisness Partnerships | Software and Equipment to implement MSFA curriculum Leadership Seminars and CTE related Professional Development/ CUE Teacher Release (Substitutes) Business partnerships/CPA visits/ VEX Robotics Kits | 4000-4999: Books And Supplies | California Partnership Academies | 16854.34 |
| Adalante Mujeres | Latina girls club to promote leadership 2022-2023 School Year | API ELD Coordinator Teachers | Promoting school connectedness to targeted group. Emphasis on leadership skills with the power of education and philanthropic opportunities. | 0001-0999: Unrestricted: Locally Defined | ESSER III - Other Allowable Uses | 500 |
| Cougar Cafe | Life Skills 2022-2023 School Year | Principal SAI Teachers Students | Life Skill course designed for students with disabilities to create entrepreneurship opportunity. Food Supplies Students learn to use customer service and communication skills, design menus, fill orders, keep inventory and rotate service of delivery. | 0001-0999: Unrestricted: Locally Defined | Instruction | 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|--|--|--|
| | | | Description | Type | Funding Source | Amount |
| Middle School Transition Meetings | November 2022 | Principal Counselor PTSA Parents Students WEB Elective Teachers | Principal Coffees 5th Grade Visit Future Cougar Night School Tours | None Specified | | |
| Colina Clubs | 2022-2023 School Year | Principal Teacher Advisors Counselors Students | Ukulele Club Unified Sports Club Kindness/Friendship Club Jazz Band Christian Club Pride Club BSU | 1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses | 500 1000 500 500 500 500 500 |
| Social Emotional Support/SEL | 2022-2023 School Year | Principal API Dean Counselors Teachers | Social Skills Groups Wellness Counseling CRPD/Teen Center Outreach Counseling CORE presentations New To School Groups | 0000: Unrestricted 1000-1999: Certificated Personnel Salaries 5000-5999: Services And Other Operating Expenditures 0000: Unrestricted | Instruction District Funded District Funded Instruction | 500 250 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | College & Career Week Breakthrough Counseling Student Success Team Second Step 30 minutes weekly (MTSS) Counselor ongoing SEL services for individual and small groups of students | 1000-1999: Certificated Personnel Salaries | District Funded | |
| Parent Engagement | 2022-2023 School Year | Principal Teachers Counselor PTSA | PTSA General Association Meetings Principal Coffee Parents Visit the Lab Day- Parents perform Lab experiment with their student #Parents Love PE Day- Parents engage in PE activities and cooperative games with their student Principal Newsletter DAC/SEDAC/GATE DAC/ELAC School Site Council | None Specified | | |
| SAI LEAP Special Friends Elective | 2022-2023 School Year | Principal SAI Teachers APE Teacher Counselors | SAI Peer Support for the LEAP program SEL LEAP Mentoring??? | None Specified | | |
| Inclusive Schools Week | December 2022 | Principal Teachers | Math- Monday English- Tuesday | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-------------------------|--|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Science- Wednesday Social Science- Thursday PE/Electives- Friday | | | |
| Least Restrictive Environment | 2022-2023 School Year | Principal API Counselors Teachers Parents Students | Increase LRE percentage of students with IEPs through increased access to general ed courses Co-Teaching Classes | None Specified | | |
| Student Attendance Reveiw Team (SART) | 2022-2023 School Year | Principal API Dean of Student Attendance Clerk Counselor Student Parent | Meeting to strategize improvement in daily attendance | None Specified | | |
| Character Building | 2022-2023 School Year | Principal WEB Advisor WEB students | Use home CORE to reinforce foundational CHARACTER traits in small groups for Grades 6-8. RESPECT, RESPONSIBILITY, KINDNESS, PERSERVERANCE, INTEGRITY | | | |
| Leadership Classes 6th Graders | January - February 2023 | Principal Students | Leadership classes for students interested in Associated Student Body 1-2 pm Wednesdays | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|--|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School to Home Communications | 2022-2023 School Year | Principal Dean API Counselors Parent Teachers Student | Q/Canvas Weekly Newsletter Student announcements School website Counseling website Social media Progress Reporting Weekly school tours Principal Coffees Communication Webinars Monthly Cultural/Heritage Celebrations | | | |
| Social/Emotional Supports | 2022-2023 School Year | Admin Counselors Parent Student | Counselor presentations Social Skills group New to School group Wellness Counseling Teen Center Youth Outreach –Bullying workshops Breakthrough Counseling Keith Hawkins Second Step Counselor ongoing SEL services for individual students and small groups Wellness room on middle school campus??? | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| School Functions : Events/Activities/Programs | 2022-2023 School Year | Principal API Dean Counselors Teachers Parents Students | Events/Activities: Back to school night Open house Future Cougar Night Orientation College and Career week with college visit Inclusive schools week Carnival- Virtual Luau Socials Talent show Awards nights Student Achievement awards each trimester Promotion Spelling Bee Civil War Reenactment Women in History 5K and Rabbit Run Relay Science Olympiad Greek Olympics CO2 Cars Red Ribbon Week Tobacco Bus Assemblies - Spirit Rallies - 7th grade field trip 8th grade field trip 8th grade end-of-year activities State testing reward activities Parent Science Lab visit days Parent PE visit days Character Trait Assembly Unity Day LEAP Cougar Cafe | | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|--|--|------------------|
| | | | Description | Type | Funding Source | Amount |
| | | | Programs: GATE ELD SPED 504 Odyssey of the Mind Renaissance Citizenship points Reflections Free Lunch Moby Max Rosetta Stone | | | |
| School Safety | 2022-2023 School Year | Campus Safety Assistants ADMIN Custodial Staff | Supervision Custodial Supplies/ Campus Beautification | 2000-2999: Classified Personnel Salaries | District Funded | 66506 |
| Suspension/Other Means of Correction | 2022-2023 School Year | Admin Parents Students Counselors | Restorative Practices Counseling Tuesday Work Study Program CRPD Outreach Group | | | |
| Connection Activities | 2022-2023 School Year | Admin Leadership Students Web Students Teacher Counselor | Portable Sound System with Microphone Outdoor Games Connect 4 x 20 Giant Jenga x 2 Bag Toss Game | 4000-4999: Books And Supplies 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses | 3289 1000 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|--------------------------------------|-------------------------------|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Ring Master | | | |
| | | | Gaga Ball Arena | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 3000 |
| | | | Sewinfla Inflatable Movie Screen 33' | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 1000 |
| | | | Epson high lumen projector | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 6000 |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal will now incorporate a software system to measure the effectiveness of student attendance at social events. Culture and climate activities will include events specifically targeted to included SWD subgroups, such as Unified Sports League. Other strategies will include considerations of ongoing maintenance and creation of clubs and activities which promote inclusivity and a sense of belonging. This is a new goal and therefore there is no available analysis of prior strategies/activities specific to this goal.

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

Budget considerations include purchasing and maintaining 5Star software to measure effectiveness of activities and student connectedness. Programming costs of elective offerings will be taken into budgeting site funds with section allocation.

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

Reverting back to our restructured school bell schedule allows for designated time to make progress on this goal. Administrators and teachers have been provided Professional Learning Community time to address student engagement. Participation and attendance

within programming, such as special events, elective programs, co-curriculars, Teen Center activities, etc. Strategies to achieve this goal will vary by club and elective.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Learning Loss

LEA/LCAP Goal

CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes -----

CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes -----

CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes -----

Goal 6

Addressing Learning Loss Across the Curriculum

By June of 2023, all students (including EL, GATE, SED, and SWD) in grades 6-8 will demonstrate improved achievement on identified essential standards/skills in Math, English, Science, and Social Science. Progress will be monitored by site and district benchmarks as well as EL ELPAC/ILIT/Achieve3000 assessments. Colina Middle School will be measuring student achievement by student performance on common formative/summative assessments, end of year exams/benchmarks along with CAASPP/ CAA assessment data. Focus on tier 1 and tier 2 school counseling initiatives, increase WEB outreach and connection activities.

Identified Need

Due to COVID-19 we have challenges surrounding the disparities in accessing curriculum through distance learning from March 2019 that has provided increase opportunity for regression and gaps in student learning.

Annual Measurable Outcomes

Metric/Indicator

Grades, Common Assessments, End of Course Exams, Benchmarks

Baseline/Actual Outcome

Semester 1 Report Cards, Quarter Progress Reports

Expected Outcome

75% of students will increase achievement in core disciplines (English, Math, Science, Social Science)

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| Special Programs/Small Groups | Semester 1 Report Card data, progress on goals | Measure of student performance with decrease in D/F marks |
| Science department has determined Claim-Evidence-Reasoning as an essential skill across all three grade levels. Students will be able to writing a proficient CER independently. This skill will be measured with common assessments and benchmarks within the department. | Initial baseline results- 6th grade 20%, 7th grade 40%, 8th grade 65% | By year end, 80% of students will be proficient with independently writing CER. |
| Math department has determined specific learning loss essential standards within each grade level. 6th grade focused on 6.NS.1 Divide Fractions & 6.EE.3 Apply Properties of Operations to Generate Equivalent Expressions and 6.NS.4 Use the Distributive Property. | Initial baseline results taken early in the year indicated 64% proficiency. Following teacher instruction and intervention, another assessment indicated 72%. Additional learning assessments scheduled for Dec 2020. | By year end, 80% of students will be proficient in three math standards 6.NS.1, 6.EE.3, 6.NS.4. |
| Math department has determined specific learning loss essential standards within each grade level. 7th grade has focused on 7.EE.4 Solve One-Step Equations. | Initial informal and form assessments indicated a 35% proficiency at the start of the year. Additional assessment measures in Nov and Dec indicate growth towards 70% | By year end, 80% of all 7th grade students will be proficient in math standard 7.EE.4. |
| Math department has determined specific learning loss essential standards within each grade level. 8th grade focus on 8.EE.7 Solve Multi-Step Equations. | Initial baseline results indicate 61% proficiency at the start of the year on informal and formal assessments. | By year end, 80% of all 8th grade students will be proficient in math standard 8.EE.7. |
| English department has identified essential standards and is addressing learning loss for writing in each grade level. 6th grade ELA will focus on Writing CCSS W.6.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, | Initial baselines reflect 84% proficiency at the start of the year on site based common assessments where students write an informative paragraph (TIEs) on a chosen topic. | By year end, 90% of all 6th graders will be proficient in ELA W6.2 using TIES format to support the claim with evidence. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| organization, and analysis of relevant content. | | |
| English department has identified essential standards for addressing learning loss for each grade level. 6th grade will focus on ELA-LITERACY.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | Initial baselines reflect 82% proficiency at the start of the year on site based common assessments where students summarize primary sources in upcoming units (primary and secondary sources- letters, charts, poems, maps) | By year end, 90% of all students will be proficient in ELA-LITERACY.RH. 6-8.2 using primary and secondary source documents. |
| English department has identified essential standards for addressing learning loss for each grade level. 6th grade will focus on READING Target 14 - (Informational Text) Language Use: Interpret understanding of figurative language, word relationships, nuances of words and phrases or figures of speech (e.g. personification) used in context and the impact of those word choices on meaning. | Initial baselines reflect 81% proficiency at the start of the year on site based common assessments where students identify and interpret the understanding of figurative language (similes, metaphors, hyperbole, and personification) in context. | By year end, 90% of all students will be proficient in READING Target 14 - (Informational Text) Language Use |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| Turn it In Tuesdays | 2022-2023 School Year | SAI Teachers Paraprofessionals (SPED/EL) Students Counselors Admin CSAs | Homework support and tutoring opportunities for SAI students during reinforcement time. Teachers and paraprofessionals direct students to attend for academic and SEL supports for students with disabilities UDL Engagement | None Specified | | |
| Addressing Learning Loss: Math 6th | 2022-2023 School Year | Teachers | Identify essential standards/skills Pre-assessment/ Placement test Develop Post Common assessments Claim Evidence Reasoning Moby Max Khan Academy Data analysis/re-teach UDL Engagement | None Specified | | |
| Addressing Learning Loss: English | 2022-2023 School Year | English Teachers | Identify essential standards/skills collaboration with grade teachers Pre-assessments/skills test mini units to address essential writing skills | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|-----------------------|--|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Assess structure, conventions, claim with high interest topics Mini paragraphs to assess claim/evidence Data analysis/re-teach UDL Engagement | | | |
| Addressing Learning Loss: Math 7/8 | 2022-2023 School Year | Math Teachers | Identify essential standards/skills Collaboration with grade level and articulated level teachers monitor progress using spot checks of HW Pre-assessment/Skills test Delta Math review activities Common assessments Spiral review of essential math skills: Order of operations, integers, combining like terms, multi-step equations, exponents, scientific notation, real numbers, fractions UDL Engagement | None Specified | | |
| Addressing Learning Loss: Science | 2022-2023 School Year | Science Teachers | Collaboration with grade level and articulated level teachers Identify essential standards/skills | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|--|--|--|-----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Pre-assessment/Skills test Common Labs (imbedded assessments) graphing, structure, CERs (Claim, Evidence, Reasoning) Common assessments virtual labs focused on analyzing data UDL Engagement | | | |
| Addressing Learning Loss: Social Science | 2022-2023 School Year | Social Science Teachers | Collaborate with grade level and articulated level teachers Identify essential standards Reading comprehension, claim and supporting ideas, listening comprehension Newslea app, exit tickets/forms, Common assessment re-teach concepts to support ELA : making claims with supporting ideas UDL Engagement | None Specified | | |
| Achieve 3000 | 2022-2023 School Year | API Teacher EL Facilitator EL Paraprofessional | Academic Literacy for EL students Leveled and differentiated texts Weekly progress monitoring | 1000-1999: Certificated Personnel Salaries | District Funded | 4368 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|----------------|----------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Paraprofessional | | | |
| Specialized Programs | 2022-2023 School Year | LEAP Team Principal Counselors Parapros | Measure progress on goals Skill building Small groups Life Skills APE assessments Unique curriculum Assessments | None Specified | | |
| EL Support on Late Start Days | 2022-2023 School Year | EL Paraprofessional Bilingual Facilitator Counselors Admin Parents Students | Rosetta Stone Homework Support | | | 0 |
| Learning Loss English 8CP | Co-Taught English 8CP | Admin Counselors Teachers Parents Students | Added service cost in Goal 2 ELA | | | |
| Guided Studies for at risk students grades 6-8 | 2022-2023 School Year | Admin Counselors Teachers Parent Student | Embedded course in the master schedule to support academic achievement. Grade 6 executive functioning/HW support Grade 7/8 executive functioning/HW support | None Specified | | |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|-----------------------|---|---|--|--|------------|
| | | | Description | Type | Funding Source | Amount |
| Social Emotional Learning Small Groups | 2022-2023 School Year | Admin Counselors Parent Student Teachers CRPD Outreach | Small groups focused on social emotional wellbeing | 0001-0999: Unrestricted: Locally Defined | District Funded | |
| School Operating Budget | 2022-2023 School Year | Admin Office Manager Teachers | Operating Budget for supplies: Toner Paper Bathroom Supplies Cleaning Supplies Office Supplies Release Days Class Coverage | None Specified | Instruction | 29941 |
| Executive Functioning/Study Skills | 2022-2023 | Admin Teacher | Exploratory Wheel for Executive Functioning/Study Skills 7th and 8th grade | | | |
| Math Support Grade 6 | 2022-2023 | Admin Teacher Counselor Parent Student | Support for targeted math intervention for grade 6 students. Service and Cost reflected in Math Goal 1 | | | |
| SMART Tutoring Gr 8 | 2022-2023 | Admin Teacher Counselor Parent Student WHS Tutors | Service and Cost reflected in Math Goal 1 | | | |
| Group Counseling Curriculum | 2022-2023 | Admin Counselors Teachers Students | Growth Mindset for Tweens/Teens Resilience learning kit | 4000-4999: Books And Supplies 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses ESSER III - Other Allowable Uses | 249 249 |

| Actions to be Taken to Reach This Goal | Timeline | Person(s) Responsible | Proposed Expenditure(s) | | | |
|--|----------|-----------------------|------------------------------------|-------------------------------|----------------------------------|--------|
| | | | Description | Type | Funding Source | Amount |
| | | | Big Life Journal | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 368 |
| | | | Instant Help for Teens Book Bundle | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 152 |
| | | | ASCA SEL books | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 200 |
| | | | Mindset Matters / Growth Mindset | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 50 |
| | | | Small Group Supplies | 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 1291 |
| | | | | | | |

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This is a new goal addressing learning loss across the disciplines. Collaborative planning time is needed to create common formative assessments with data analysis to identify essential skills/concepts by monitoring student progress. The science department is focusing on their essential skills of CER (Claim-Evidence-Reasoning) across the three grade levels. Strategies to increase student proficiency include practice with daily warmups, reinforcement activities at home, intentional scaffolding with "Reasoning", and CER embedded within laboratory experiments. The math department is focusing on their essential skills as designated by grade level. Additional supports and instructional strategies to be used throughout the year- Delta math assignments, spiraling daily warmups to revisit concept, Khan academy.

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

New goal, no data available.

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

New goal, no data available.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$417,352.34 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|----------------------------------|-----------------|
| | \$0.00 |
| 0860 | \$4,800.00 |
| 0TRM | \$40,686.00 |
| 4EEF | \$900.00 |
| ASB | \$24,084.00 |
| California Partnership Academies | \$16,854.34 |
| District Funded | \$71,874.00 |
| ESSER III - Learning Loss | \$35,000.00 |
| ESSER III - Other Allowable Uses | \$35,348.00 |
| Instruction | \$76,412.00 |
| Other | \$95,394.00 |
| Other | \$95,394.00 |
| Parent-Teacher Association (PTA) | \$15,000.00 |

Science Supplemental

\$1,000.00

Subtotal of state or local funds included for this school: \$417,352.34

Total of federal, state, and/or local funds for this school: \$417,352.34

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------------------------|----------|---------|
| 4EEF | 900 | 0.00 |
| 0860 | 4800 | 0.00 |
| OTRM | 40686 | 0.00 |
| ASB | 24084 | 0.00 |
| Instruction | 76412 | 0.00 |
| District Funded | 71874 | 0.00 |
| District Funded | 71874 | 0.00 |
| California Partnership Academies | 16854.34 | 0.00 |
| Parent-Teacher Association (PTA) | 15000 | 0.00 |
| ESSER III - Learning Loss | 35000 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|-----------|
| | 0.00 |
| 0860 | 4,800.00 |
| OTRM | 40,686.00 |
| 4EEF | 900.00 |
| ASB | 24,084.00 |
| California Partnership Academies | 16,854.34 |
| District Funded | 71,874.00 |
| ESSER III - Learning Loss | 35,000.00 |
| ESSER III - Other Allowable Uses | 35,348.00 |
| Instruction | 76,412.00 |
| Other | 95,394.00 |
| Parent-Teacher Association (PTA) | 15,000.00 |
| Science Supplemental | 1,000.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 0.00 |
| 0000: Unrestricted | 35,471.00 |
| 0001-0999: Unrestricted: Locally Defined | 19,950.00 |
| 1000-1999: Certificated Personnel Salaries | 57,804.00 |
| 2000-2999: Classified Personnel Salaries | 91,506.00 |
| 4000-4999: Books And Supplies | 41,702.34 |
| None Specified | 157,119.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------------------|-----------|
| | | 0.00 |
| None Specified | | 0.00 |
| 0001-0999: Unrestricted: Locally Defined | 0860 | 4,800.00 |
| 1000-1999: Certificated Personnel Salaries | OTRM | 20,686.00 |
| 2000-2999: Classified Personnel Salaries | OTRM | 20,000.00 |
| 0001-0999: Unrestricted: Locally Defined | 4EEF | 900.00 |
| | ASB | 8,300.00 |
| None Specified | ASB | 15,784.00 |
| 4000-4999: Books And Supplies | California Partnership Academies | 16,854.34 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 4,368.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 66,506.00 |
| None Specified | District Funded | 1,000.00 |
| 0000: Unrestricted | ESSER III - Learning Loss | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Learning Loss | 30,000.00 |
| | ESSER III - Other Allowable Uses | 5,500.00 |

| | | |
|--|----------------------------------|-----------|
| 0001-0999: Unrestricted: Locally Defined | ESSER III - Other Allowable Uses | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | ESSER III - Other Allowable Uses | 2,500.00 |
| 4000-4999: Books And Supplies | ESSER III - Other Allowable Uses | 24,848.00 |
| 0000: Unrestricted | Instruction | 30,471.00 |
| 0001-0999: Unrestricted: Locally Defined | Instruction | 10,750.00 |
| 1000-1999: Certificated Personnel Salaries | Instruction | 250.00 |
| 2000-2999: Classified Personnel Salaries | Instruction | 5,000.00 |
| None Specified | Instruction | 29,941.00 |
| None Specified | Other | 95,394.00 |
| None Specified | Parent-Teacher Association (PTA) | 15,000.00 |
| 0001-0999: Unrestricted: Locally Defined | Science Supplemental | 1,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 45,670.00 |
| Goal 2 | 48,086.00 |
| Goal 3 | 6,410.00 |
| Goal 4 | 106,519.00 |
| Goal 5 | 173,799.34 |
| Goal 6 | 36,868.00 |

School Site Council Membership and Assurances

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

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

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

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

The current make-up of the SSC is as follows:

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







| Name of Members | Role |
|-----------------------------|----------------------------|
| Thomas S. Frank | Principal |
| Tasia Dove | Other School Staff |
| Sarah Morton | Classroom Teacher |
| Tracie LaMagna | Classroom Teacher |
| Kelsey Custodio | Classroom Teacher |
| Jennifer Pardini | Classroom Teacher |
| Tracy Krug | Classroom Teacher |
| Marissa Niemczyk | Classroom Teacher |
| Anita Chiapuzio | Other School Staff |
| | Secondary Student |
| | Secondary Student |
| TBD-student | Secondary Student |
| | Parent or Community Member |
| Mrs. LeeAnne Holland SEDAC | Parent or Community Member |
| Mrs. Christa Clippinger DAC | Parent or Community Member |

| | |
|---------------------------|----------------------------|
| Mrs. Heather Nordahl GATE | Parent or Community Member |
| Carina Pivaral ELAC | Parent or Community Member |

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

Advisory Council Recommendations

While some CVUSD advisory council representatives may not be voting members of SSC, individuals from advisory councils provide an important voice to reflect the diverse needs of all students in CVUSD and at the school site. The SSC sought and considered all recommendations from the following representatives before adopting this plan::

| Signature | Committee or Advisory Group Name |
|---|---|
|  | District Advisory Committee Representative |
|  | English Learner Advisory Committee Representative |
|  | Gifted and Talented Education Program Advisory Committee Representative |
|  | School Site Representative |
|  | Special Education Advisory Committee Representative |
| | African American District Advisory Council Representative |
| | Lesbian, Gay, Bisexual, Transgender and Queer or Questioning (LGBTQ+) Advisory Council Representative |
|  | Other: Parent Teacher Student Association |

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

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

This SPSA was adopted by the SSC at a public meeting on 9/15/21.

Attested:

Principal, Thomas S. Frank on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019