



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Colina Middle School	56 73759 6055925	September 5, 2023	

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

- Schoolwide Program
- Additional Targeted Support and Improvement
- The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement

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

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Plan Description

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement

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 include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

The Comprehensive Needs Assessment and SPSA goals are developed in collaboration with school site stakeholder groups, including the School Site Council and English Learner Advisory 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.

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 6th year offering an Academy of Technology that has become a Career Technical Education (CTE) pathway to Westlake High School. Our 2023-2024 school year goals align 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 transitioning 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 believes 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 a choice in selecting enrichment that includes 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 the 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 to drive instructional decisions surrounding student learning. We will emphasize 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 make 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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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 could respond to data by analyzing data collaboratively in small groups. Each department shared framed goals that reflected School Site Council findings from the data analysis with stakeholders on 3/5, 5/7, 6/4 and 8/27. The SPSA will be a standing agenda item for our school site council for the 2024-2025 school year for progress reporting and revisions at monthly scheduled SSC meetings.

Resource Inequities

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

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

Colina is eligible as an ATSI school in the areas of Chronic Absenteeism, English Language Arts, and Mathematics for our SWD demographic. Directed studies and co-teaching opportunities will be addressing the ELA and Math components to ATSI with a focus on school attendance and subsidized through additional site section allocations.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

All students at Colina Middle School scored Red in Chronic Absenteeism. English Learner, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students scored Orange in suspension rate. Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students scored Orange for Math and English Language Arts. EL students scored in the Red for Math and Language Arts.

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

At Colina Middle School EL students scored in the Red for Math and English Language Arts which is two or more levels below the "all students" performance level. Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students scored in the orange which is two levels below the "all student" performance level in Math and English Language Arts.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.38%	0	0	3
African American	2.24%	1.97%	1.76%	18	16	14
Asian	5.84%	6.4%	6.66%	47	52	53
Filipino	0.87%	0.74%	0.75%	7	6	6
Hispanic/Latino	37.14%	35.47%	35.80%	299	288	285
Pacific Islander	%	0.12%	0.25%	0	1	2
White	48.82%	49.88%	46.98%	393	405	374
Multiple/No Response	5.09%	5.42%	7.41%	41	44	59
Total Enrollment				805	812	796

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	261	269	242
Grade 7	271	272	278
Grade 8	273	271	276
Total Enrollment	805	812	796

Conclusions based on this data:

- Enrollment has increased this year, with a larger incoming 6th-grade class for 24-25. Despite the projected enrollment decline district-wide, enrollment has decreased slightly each year since 2018. This enrollment decrease impacts section offerings along with staffing. School choice relieves the natural enrollment decline and 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 flexible schedule with a wide variety of electives, including 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.
- Colina qualified for ATSI for chronic absenteeism for our students with disabilities subgroup. Actions to improve attendance per ATSI are found in Goal 5 School Connectedness.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	120	102	106	14.2%	14.9%	13.3%
Fluent English Proficient (FEP)	138	135	123	18.1%	17.1%	15.5%
Reclassified Fluent English Proficient (RFEP)				7.2%		

Conclusions based on this data:

1. Colina's EL enrollment has declined to 13.3% of the school's overall population. Data 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	262	264	242	249	255	234	249	254	234	95.0	96.6	97
Grade 7	267	272	278	256	264	261	256	264	261	95.9	97.1	94
Grade 8	269	264	276	229	250	263	229	250	263	85.1	94.7	95
All Grades	798	800	796	734	769	758	734	768	758	92.0	96.1	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2570.	2552.	2560	35.74	25.59	30.0	33.33	33.86	35.9	15.26	24.02	22.2	15.66	16.54	12.0
Grade 7	2585.	2582.	2567	27.73	32.20	24.9	37.89	31.06	37.2	19.53	18.56	15.7	14.84	18.18	22.2
Grade 8	2583.	2591.	2570	24.02	28.00	22.4	34.50	32.00	33.1	20.09	23.60	20.2	21.40	16.40	24.3
All Grades	N/A	N/A	N/A	29.29	28.65	25.6	35.29	32.29	35.4	18.26	22.01	19.3	17.17	17.06	19.8

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	36.95	26.77		47.79	53.94		15.26	19.29	
Grade 7	28.63	29.92		59.22	54.92		12.16	15.15	
Grade 8	30.57	24.40		48.91	60.40		20.52	15.20	
All Grades	32.06	27.08		52.11	56.38		15.83	16.54	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	30.92	23.23		55.02	55.91		14.06	20.87	
Grade 7	36.47	35.23		50.20	46.97		13.33	17.80	
Grade 8	20.09	22.00		56.77	56.40		23.14	21.60	
All Grades	29.47	26.95		53.89	52.99		16.64	20.05	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	24.50	16.14		65.86	73.23		9.64	10.63	
Grade 7	21.09	17.80		69.92	71.97		8.98	10.23	
Grade 8	22.27	25.60		64.63	66.00		13.10	8.40	
All Grades	22.62	19.79		66.89	70.44		10.49	9.77	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.72	23.62		57.83	64.57		12.45	11.81	
Grade 7	25.78	28.79		64.06	56.82		10.16	14.39	
Grade 8	26.20	29.60		63.32	62.00		10.48	8.40	
All Grades	27.25	27.34		61.72	61.07		11.04	11.59	

Conclusions based on this data:

- "School and Student Performance Data" for 23-24 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 overall scores for students scoring at or above proficiency across all three grade levels are over 50%, with 6th and 7th grades exceeding 60%. This data suggests that the learning gaps caused by COVID-19 are decreasing, and students are achieving grade-level skills.

Our weekly PLC (Professional Learning Community) time has been instrumental in this progress. During these sessions, our English Language Arts teachers collaborate to create common assessments, examine data, and analyze student progress on essential standards. This deep dive into the standards enables teachers to better understand student needs and determine the appropriate supports and extensions.

The targeted use of CORE time, where students receive additional support or enrichment based on their specific needs, has significantly contributed to the increase in overall proficiency. Teachers use this time to reteach standards to students who have not yet mastered them and to extend the knowledge of students who have already demonstrated proficiency. This focused differentiation has been a key factor in the improvement of our students' proficiency levels.

In addition to CORE and PLC time, we offer a ELA Opportunity course for our 7th and 8th grade students. This course is designed to support students who have not yet mastered standards from previous grades while also providing additional practice with current grade-level standards. By addressing both gaps in foundational knowledge

and reinforcing current learning, this course plays a crucial role in helping students achieve and maintain proficiency in the ELA standards.

2. 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.

3. 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	263	264	242	249	258	234	249	256	234	94.7	97.7	97
Grade 7	267	272	278	256	266	262	256	266	262	95.9	97.8	94
Grade 8	267	264	276	224	252	263	224	252	263	83.9	95.5	95
All Grades	797	800	796	729	776	759	729	774	759	91.5	97.0	95

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2548.	2535.	2539	32.93	28.13	34.2	20.08	21.88	16.2	24.90	23.05	17.9	22.09	26.95	31.6
Grade 7	2563.	2554.	2542	30.08	30.83	24.8	22.66	18.05	22.5	22.66	24.06	21.0	24.61	27.07	31.7
Grade 8	2567.	2572.	2584	28.13	27.38	30.8	16.07	19.44	19.0	22.32	23.02	24.7	33.48	30.16	25.5
All Grades	N/A	N/A	N/A	30.45	28.81	30	19.75	19.77	19.4	23.32	23.39	21.3	26.47	28.04	29.6

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	34.54	30.08		41.37	42.58		24.10	27.34	
Grade 7	31.25	31.58		44.14	38.72		24.61	29.70	
Grade 8	31.70	28.97		42.41	45.24		25.89	25.79	
All Grades	32.51	30.23		42.66	42.12		24.83	27.65	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.89	19.14		53.01	54.30		24.10	26.56	
Grade 7	26.56	27.44		50.00	51.88		23.44	20.68	
Grade 8	23.21	28.57		47.77	42.86		29.02	28.57	
All Grades	24.28	25.06		50.34	49.74		25.38	25.19	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.49	23.05		57.43	56.64		20.08	20.31	
Grade 7	21.48	22.93		57.81	57.52		20.70	19.55	
Grade 8	25.00	21.83		54.02	57.94		20.98	20.24	
All Grades	22.91	22.61		56.52	57.36		20.58	20.03	

Conclusions based on this data:

- "School and Student Performance Data" for 23-24 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 meeting or exceeded standard is increasing each year away from COVID-19. Currently, the data illustrates that 50% of 6th grade students are meeting or exceeding standard with 7th and 8th scoring in the high 40%. Our weekly PLC (Professional Learning Community) time has been instrumental in this progress. During these sessions, our English Language Arts teachers collaborate to create common assessments, examine data, and analyze student progress on essential standards. This deep dive into the standards enables teachers to better understand student needs and determine the appropriate supports and extensions.

The targeted use of CORE time, where students receive additional support or enrichment based on their specific needs, has significantly contributed to the increase in overall proficiency. Teachers use this time to reteach standards to students who have not yet mastered them and to extend the knowledge of students who have already demonstrated proficiency. This focused differentiation has been a key factor in the improvement of our students' proficiency levels.

In addition to CORE and PLC time, we offer a Math Opportunity course for our 6th and 8th-grade students. This course is designed to support students who have not yet mastered standards from previous grades while also providing additional practice with current grade-level standards. By addressing both gaps in foundational knowledge and reinforcing current learning, this course plays a crucial role in helping students achieve and maintain proficiency in math.
- 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.
- 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

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1543.4	1516.6	1513.1	1546.5	1510.1	1516.0	1539.7	1522.6	1509.4	42	42	29
7	1539.1	1517.3	1536.3	1541.5	1518.0	1539.2	1536.0	1516.1	1532.8	37	32	39
8	1541.2	1545.7	1535.9	1538.9	1549.6	1535.6	1542.9	1541.4	1535.8	36	38	27
All Grades										115	112	95

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	33.33	11.90	13.79	38.10	40.48	41.38	16.67	30.95	24.14	11.90	16.67	20.69	42	42	29
7	18.92	25.00	28.21	43.24	12.50	30.77	21.62	37.50	25.64	16.22	25.00	15.38	37	32	39
8	16.67	21.05	14.81	38.89	36.84	44.44	27.78	23.68	25.93	16.67	18.42	14.81	36	38	27
All Grades	23.48	18.75	20.00	40.00	31.25	37.89	21.74	30.36	25.26	14.78	19.64	16.84	115	112	95

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	38.10	35.71	44.83	42.86	35.71	27.59	9.52	19.05	17.24	9.52	9.52	10.34	42	42	29
7	37.84	25.00	38.46	37.84	43.75	43.59	10.81	15.63	10.26	13.51	15.63	7.69	37	32	39
8	25.00	26.32	29.63	41.67	47.37	44.44	22.22	7.89	11.11	11.11	18.42	14.81	36	38	27
All Grades	33.91	29.46	37.89	40.87	41.96	38.95	13.91	14.29	12.63	11.30	14.29	10.53	115	112	95

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.05	2.38	0.00	26.19	28.57	20.69	33.33	40.48	48.28	21.43	28.57	31.03	42	42	29
7	10.81	9.38	10.26	24.32	12.50	30.77	37.84	34.38	25.64	27.03	43.75	33.33	37	32	39
8	5.56	10.53	7.41	30.56	21.05	7.41	44.44	42.11	66.67	19.44	26.32	18.52	36	38	27
All Grades	12.17	7.14	6.32	26.96	21.43	21.05	38.26	39.29	44.21	22.61	32.14	28.42	115	112	95

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	42.86	14.29	10.34	50.00	76.19	82.76	7.14	9.52	6.90	42	42	29	
7	29.73	12.50	12.82	59.46	56.25	71.79	10.81	31.25	15.38	37	32	39	
8	19.44	18.42	7.41	69.44	63.16	81.48	11.11	18.42	11.11	36	38	27	
All Grades	31.30	15.18	10.53	59.13	66.07	77.89	9.57	18.75	11.58	115	112	95	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	57.14	35.71	65.52	28.57	57.14	24.14	14.29	7.14	10.34	42	42	29	
7	56.76	50.00	69.23	29.73	34.38	23.08	13.51	15.63	7.69	37	32	39	
8	44.44	44.74	59.26	38.89	36.84	25.93	16.67	18.42	14.81	36	38	27	
All Grades	53.04	42.86	65.26	32.17	43.75	24.21	14.78	13.39	10.53	115	112	95	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	23.81	2.38	0.00	38.10	40.48	41.38	38.10	57.14	58.62	42	42	29	
7	16.22	12.50	15.38	37.84	15.63	43.59	45.95	71.88	41.03	37	32	39	
8	19.44	18.42	18.52	36.11	15.79	29.63	44.44	65.79	51.85	36	38	27	
All Grades	20.00	10.71	11.58	37.39	25.00	38.95	42.61	64.29	49.47	115	112	95	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	26.19	28.57	20.69	61.90	59.52	55.17	11.90	11.90	24.14	42	42	29
7	13.51	9.38	17.95	78.38	68.75	61.54	8.11	21.88	20.51	37	32	39
8	0.00	2.63	3.70	83.33	81.58	77.78	16.67	15.79	18.52	36	38	27
All Grades	13.91	14.29	14.74	73.91	69.64	64.21	12.17	16.07	21.05	115	112	95

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.
- 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

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
812	31.2	12.6	0.1
Total Number of Students enrolled in Colina Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	12.6
Foster Youth	1	0.1
Homeless	14	1.7
Socioeconomically Disadvantaged	253	31.2
Students with Disabilities	106	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	2
Asian	52	6.4
Filipino	6	0.7
Hispanic	288	35.5
Two or More Races	44	5.4
Pacific Islander	1	0.1
White	405	49.9

Conclusions based on this data:

- 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

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. All students at Colina Middle School scored Red in Chronic Absenteeism, and Orange in Suspension Rate.
2. All students at Colina Middle School scored Green in English Language Arts and Mathematics.
3. Academic Engagement with regard to chronic absenteeism is a concern reflected in the Red. 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 Orange 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. By implementing restorative practices in school, such as peace paths, restorative conversations, and utilizing alternative settings, we foster a supportive environment where students learn to resolve conflicts, take responsibility for their actions, and build positive relationships with peers and staff.

School and Student Performance Data

Academic Performance English Language Arts

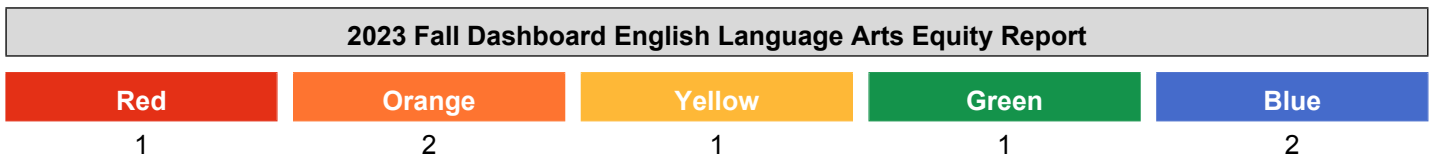
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 25.8 points above standard Maintained +0.7 points 767 Students	<p>English Learners</p>  Red 72.5 points below standard Decreased -12 points 139 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>55.7 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 30 points below standard Increased +8.4 points 250 Students	<p>Students with Disabilities</p>  Orange 95.3 points below standard Increased Significantly +20.4 points 105 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>60.5 points below standard</p> <p>Decreased -10.7 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>104.8 points above standard</p> <p>Decreased -4 points</p> <p>51 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>32 points below standard</p> <p>Decreased -9.6 points</p> <p>274 Students</p>	<p></p> <p>Blue</p> <p>82.6 points above standard</p> <p>Increased Significantly +18.7 points</p> <p>43 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Blue</p> <p>51.5 points above standard</p> <p>Increased +6.4 points</p> <p>378 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>122.4 points below standard</p> <p>Decreased Significantly -20.1 points</p> <p>76 Students</p>	<p>12.2 points below standard</p> <p>Decreased -12 points</p> <p>63 Students</p>	<p>44.6 points above standard</p> <p>Increased +7.5 points</p> <p>540 Students</p>

Conclusions based on this data:

- All students at Colina Middle School scored a green in English Language Arts. ELA dashboard shows that overall our student population has maintained a high performance with an increase performance in our socioeconomically disadvantaged subgroup and Students with Disabilities. However, English Learners declined in performance.
- ELA dashboard shows that performance by race/ethnicity has increased in two subgroup populations, White, and students with two or more races. African American, Asian, and Hispanic subgroups declined in performance.
- For current English Learners, performance increased, while Reclassified English Learners declined in performance. English Only students increased performance in English Language Arts. English learner students at Colina Middle School scored Red, which is three performance levels lower than All Students who scored Green. Although, the English Learner Progress indicator is a level Blue, illustrating that students are making progress towards these goals.

School and Student Performance Data

Academic Performance Mathematics

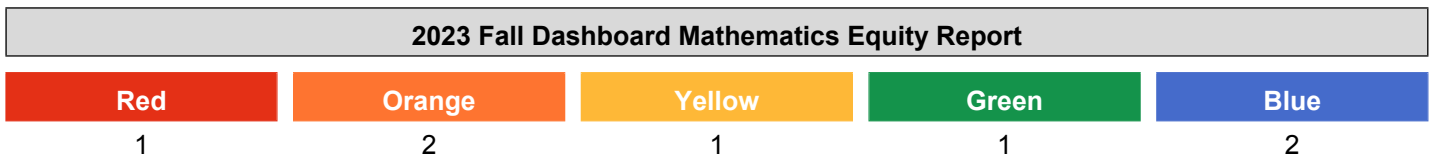
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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





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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 12.5 points below standard Increased +4.9 points 768 Students	<p>English Learners</p>  Red 123.2 points below standard Decreased -7.1 points 140 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>102.4 points below standard</p> <p>17 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 88.6 points below standard Increased +7.4 points 251 Students	<p>Students with Disabilities</p>  Orange 153.9 points below standard Increased +4.3 points 107 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>113.8 points below standard</p> <p>Maintained +0.4 points</p> <p>15 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Blue</p> <p>97.9 points above standard</p> <p>Maintained -1 points</p> <p>51 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>81.7 points below standard</p> <p>Decreased -6.4 points</p> <p>273 Students</p>	<p></p> <p>Blue</p> <p>41.4 points above standard</p> <p>Increased Significantly +35.6 points</p> <p>44 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Green</p> <p>18.3 points above standard</p> <p>Increased +7.6 points</p> <p>379 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>162.4 points below standard</p> <p>Decreased -7.2 points</p> <p>76 Students</p>	<p>76.7 points below standard</p> <p>Decreased Significantly -16.2 points</p> <p>64 Students</p>	<p>10.5 points above standard</p> <p>Increased +11.3 points</p> <p>540 Students</p>

Conclusions based on this data:

- All students at Colina Middle School scored a Green in overall performance in Mathematics. The dashboard shows that overall students have increased overall performance as well as Socioeconomically Disadvantaged and Students with Disabilities subgroups increased in overall performance. The English Learners subgroup decreased in overall performance in mathematics.
- In the subgroups of race/ethnicity, African American and Asian subgroups maintained their performance band. While the subgroup of students with two or more races and White students increased in overall performance. Hispanic subgroup of students decreased in overall mathematical performance.
- Both current English Learners and Reclassified English Learners declined performance and are below standard in mathematics. English Only students increased their performance at above standard.

School and Student Performance Data

Academic Performance English Learner Progress

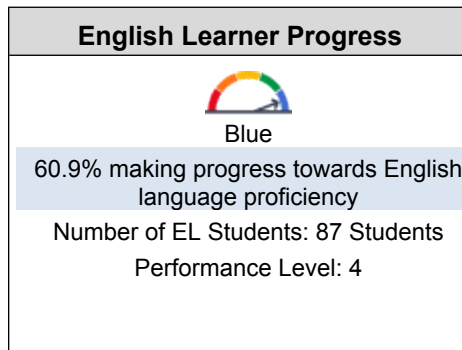
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 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.

2023 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
10	24	3	49

Conclusions based on this data:

1. Over half of all students classified as English Learners, grew at least one level on the ELPAC.
2. Analysis indicates that students who are English Language Learners are progressing due to the benefits of Designated and Integrated 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 Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

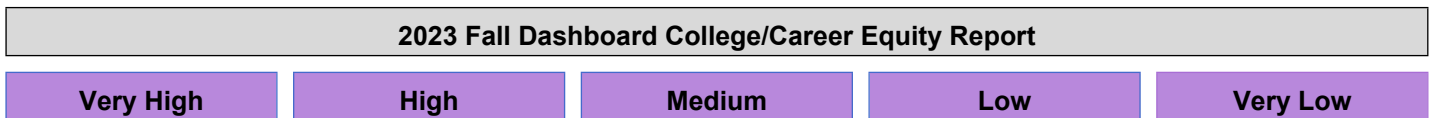
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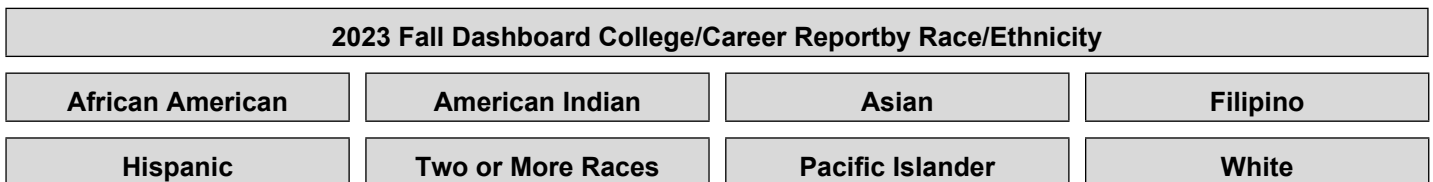
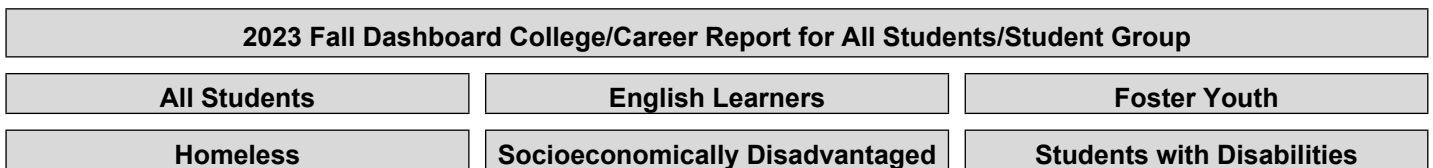
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 20.3% Chronically Absent Increased Significantly 3.1 833 Students	English Learners Yellow 19.3% Chronically Absent Declined -3.2 109 Students	Foster Youth Less than 11 Students 2 Students
Homeless 18.5% Chronically Absent Declined -27.6 27 Students	Socioeconomically Disadvantaged Red 30.8% Chronically Absent Increased 2.7 286 Students	Students with Disabilities Red 37.2% Chronically Absent Increased 10.6 121 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>23.5% Chronically Absent</p> <p>Declined -4.2</p> <p>17 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Green</p> <p>3.8% Chronically Absent</p> <p>Declined -8.7</p> <p>52 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>24.8% Chronically Absent</p> <p>Increased Significantly 4.4</p> <p>298 Students</p>	<p></p> <p>Green</p> <p>4.4% Chronically Absent</p> <p>Declined -7.5</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Red</p> <p>20.8% Chronically Absent</p> <p>Increased Significantly 5.4</p> <p>414 Students</p>

Conclusions based on this data:

1. The Chronic Absenteeism overall increased by resulting in a low performance level. Both Students with Disabilities and Socioeconomically Disadvantaged students increased in overall chronic absenteeism. There was a decline in chronic absenteeism in homeless and English Learners subgroups. African American, Two or More Races, and Asian subgroups declined in chronic absenteeism while Hispanic and White subgroups increased in chronic absenteeism.
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.
3. CORE Check Ins for attendance along with SART and incentivizing attendance will be a focus. Child find will be the foundation of improvement efforts and work to exit ATSI.

School and Student Performance Data

Conditions & Climate Suspension Rate

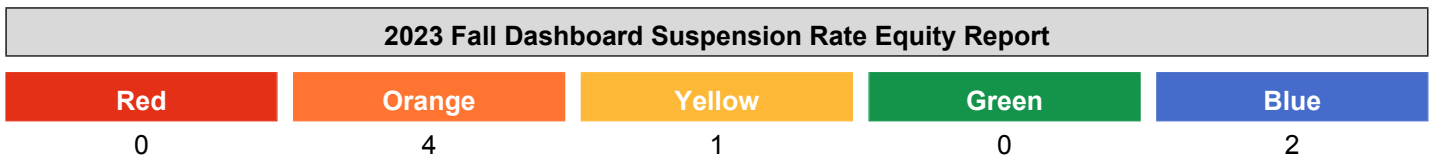
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 0.6 839 Students</p>	<p>English Learners</p> <p>Orange</p> <p>10% suspended at least one day</p> <p>Increased 0.7 110 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>25.9% suspended at least one day</p> <p>Increased 11.6 27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>11.7% suspended at least one day</p> <p>Increased 3.4 291 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>9.6% suspended at least one day</p> <p>Increased 3.3 125 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>29.4% suspended at least one day</p> <p>Increased 18.3 17 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -4.2 52 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 1.4 301 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 46 Students</p>	<p>Less than 11 Students 1 Student</p>	<p> Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0.2 416 Students</p>

Conclusions based on this data:

- The suspension dashboard shows that overall student suspension rate increased to 5.1% as well as English Learners, Homeless, Students with Disabilities, and Socioeconomically Disadvantaged subgroups also increased in suspension rate for 2023. African American and Hispanic subgroups increased in suspension rate. Two or More Races and White subgroups maintained suspension rate while Asian subgroup declined in suspension rate.
- Fostering meaningful connections with students is crucial in motivating them and helping them feel engaged with their education at Colina and an important factor in decreasing the suspension rate for the 2024 school year. Utilizing MTSS support for all through academic, behavioral, and SEL support will continue to address the underlying causes of behavioral issues by understanding each student's unique needs and motivations.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Mathematics

By June of 2025, all students (including EL, SED, SWD, GATE, Homeless/Foster) will demonstrate improved academic achievement in Mathematics with an increase in the percentage of students meeting/exceeding standards by 2% or more. Emphasis on a solid 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 access to General Education Classes in Math 8CP by incorporating Specialized Academic Instruction through a co-teaching approach.

STRATEGY: Colina Middle School will work with Mathematics articulation to implement common formative/summative assessments. Emphasis on a solid foundation of algebraic skills using information from text will be measured by site and district benchmarks. Colina Middle School will measure student achievement by 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 timely 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	54% of students met or exceeded the standard for overall student achievement 95% of GATE students met or exceeded the standard 20% of Socioeconomically Disadvantaged students met or exceeded the standard 4% of English Learners met or exceeded the standard 26% of Hispanic students met or exceeded the standard 10% of Students with Disabilities met or exceeded the standard ATSI of Students with Disabilities in Mathematics Homeless/Foster No performance level -102	56% of students will meet or exceeds standards for overall achievement 97% of GATE students met or exceeded the standard 22% of Socioeconomically Disadvantaged students met or exceeded the standard 6% of English Learners met or exceeded the standard 38% of Hispanic students met or exceeded the standard 20% of Students with Disabilities met or exceeded the standard ATSI Essential Standards and Test Prep using online assessment tools (Increase performance Caaspp) Homeless/Foster No performance level +5
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> <p>GR8 Target A – Know that there are numbers that are not rational, and approximate them by rational numbers.</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
<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>	GR6 Above Standard Met, GR7 Above Standard Met, GR8 Above Standard Met	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
GR6 Target C – Compute fluently with multi-digit numbers and find common factors and multiples.	GR6 Above Standard Met, GR7 Above Standard Met, GR8 Above Standard Met	GR6 Better performance on the test as a whole, GR7 Better performance on

<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>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>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 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 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 life scenarios, tables, graphs and interpret slope and intercepts. Sec. 4.6 & 6.3</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 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>GR7 Target H – Draw informal comparative inferences about two populations.</p> <p>GR8 Target H – Understand and apply the Pythagorean Theorem. Pythagorean theorem and its converse. Sec. 7.3 & 7.5</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>
<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>GR8 Target I – Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.</p>	<p>GR6 Above Standard Met, GR7 Below 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 J – Summarize and describe distributions.</p>	<p>GR6 Above Standard Met, GR8 Above Standard Met</p>	<p>GR6 & 8 Better performance on the test as a whole</p>

GR8 Target J – Investigate patterns of association in bi-variate data.		
Homeless/Foster Youth- targeted intervention	No Performance Indicator -102	Increase +5

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Professional Development: Writing formative and summative common assessments	Focus on significant subgroups SWD, ELD, SED, Hispanic, Foster, Homeless, African American scores from assessments and progress monitoring	CCSS implementation using research based best practices. 480 Instruction 0000: Unrestricted Collaboration Day(s): 4 days @ \$120 each Analysis of data to monitor student achievement
1.2	2. Develop CCSS aligned benchmark exams and rubrics to gauge student progress towards CCSS standards.	Meet and review data from benchmarks to guide instruction by scaffolding and using SDAIE strategies to support ELD, SWD Hispanic, SED, Foster, Homeless, African American scores from assessments and progress monitoring	Use district approved benchmarks and end of course exams as a basis for implementing CCSS.
1.3	3. Evaluate Math Placement/ Interventions	EL, SWD, Foster, Homeless, Hispanic, African American, Low SED	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/Quarter/Semester Reporting) LTEL/Foster/McKinney Vento

			<p>Two formative and one summative common assessment per Quarter</p> <p>Targeting for MTSS CORE interventions those SWD, EL, Low SED, Hispanic, Foster, Homeless, AA</p> <p>Bi-weekly check ins for Foster/Homeless students</p>
1.4	4. After School Intervention SMART Tutoring	Targeted students will be directed to attend (SWD, EL, Hispanic, Foster, Homeless)	<p>12870 OTRM 1000-1999: Certificated Personnel Salaries Identification of low performing Math 8CP students (40) form two classes with high school tutors and 2 supervising teachers.</p> <p>(\$30/hr for 2 supervising teachers x 9 months)</p> <p>After school RTI</p> <p>Student Tutors</p>
1.5	5. RTI (CORE) Multi-Tiered System of Support	Identify students for Guided Studies (SWD,EL, Low SED, Hispanic, Foster, Homeless)	<p>Evaluate best practices for academic instruction/intervention implementation</p> <p>review data from common assessments at every Core Rotation (2 weeks)</p> <p>identify at risk students (EL, SWD, Hispanic, SED) for CORE interventions</p>
1.6	7. Guided Studies	Targeted students (SWD, EL, Hispanic, SED, Foster/Homeless)	Weekly directed HW and study skills group

			<p>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>
1.7	8 Collaborative Planning Time (Professional Learning Community)	All students	<p>Professional Development using PLC for positive student outcomes</p> <p>Four Guiding Questions</p> <p>Use essential standards to guide instruction</p> <p>Targeted interventions vs remediation for targeted students for all students including our targeted SWD, EL, Hispanic and SES subgroups</p> <p>Norms/Protocols for monitoring PLC team outcomes</p> <p>UDL/DEI/SEL</p>
1.8	9. Special Education LEAP	Specialized Program Students SWD	<p>2000</p> <p>0000: Unrestricted Life Skills course uses chromebooks to access online ordering for groceries (SWD) Essential Life Skills Math</p>
1.9	10. EL Support	EL	<p>2470</p> <p>0010</p> <p>0001-0999: Unrestricted: Locally Defined Paraprofessional embedded classroom support</p>

			<p>Support (8:30-9:30 am): students utilize IXL program to support math skills</p> <p>Students access Achieve3000</p> <p>Integrated ELD through the implementation of district supported ELD professional learning</p> <p>Late Start Tuesday Para Support</p>
1.10	WEB Peer Tutoring	Teacher Identified students who are at risk of failing	Targeting nonproficient students who need supports in Math and English.
1.11	EL Outreach	EL	<p>Data Processing</p> <p>Outreach communications to EL families regarding school programs and student achievement</p>
1.12	Universal Design for Learning	All Students including significant subgroups SWD, Hispanic, SED, Foster, Homeless, and EL students	<p>Professional development regarding UDL</p> <p>UDL Learning Walks</p> <p>Engagement: Academic & Social Emotional Goals by Department</p> <p>DEI Lens and addressing barriers of learning</p> <p>SEL</p>

1.13	GATE	GATE	<p>None Specified Intentional UDL planning to help each student achieve their full potential. Teacher directed</p> <p>GATE extension activities/student group</p> <p>Access to honors level course work</p> <p>Admin attending District Advisory Council meetings (SEDAC,DELAC, GATE DAC)</p>
1.14	Summer School	At Risk Students Gr 6-8 (Failing Math/English)	<p>1000-1999: Certificated Personnel Salaries Targeted Students (EL,SPED, Hispanic, Foster, Homeless)</p> <p>Math and English Readiness</p> <p>Grades 6-8</p> <p>SEL</p>
1.15	Math Opportunity Class	(SWD,EL, Low SED, Hispanic, Foster, Homeless)	<p>Math Support and Reteachig Essential Skills</p> <p>EL,SWD, SED, Hispanic, Homeless, Foster, African American</p> <p>Delta Math 8000 0010 5000-5999: Services And Other Operating Expenditures IXL</p>

1.16	Math Contests	All students	128 0010 5000-5999: Services And Other Operating Expenditures American Mathematics Competition AMC 8 120 0010 5000-5999: Services And Other Operating Expenditures California Math League CML Noetic Math Contest Fall
1.17	Unique Curriculum Professional Development	SWD Program Specialized	Unique PD for Teachers
1.18	CAASPP Interim Assessments	All Students	Interim Assessments to monitor student mastery using CAASPP. ATSI- Students with disabilities Learning Targets visible on whiteboards Students demonstrate proficiency daily

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

There has been improvement in students mathematical proficiency in the 2023-2024 on the CAASPP Mathematics assessment. All students increased by 4.9 points, landing in the green band. Utilizing in-class intervention, differentiated CORE time, and common assessments have allowed teachers and staff to target the interventions for all students.

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

There was no major difference between the intended implementation and budgeted expenditures.

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

There will be no changes made to this goal for the 2024 school year. Colina will continue to support all students in the mathematical performance and growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Arts/Humanities

By June of 2025, 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP scores for English Language Arts	64% of students met or exceeded the standard for overall achievement 99% of GATE students met or exceeded the standard 37% of Socioeconomically Disadvantaged students met or exceeded the standard 14% of English Learners met or exceeded the standard 42% of Hispanic students met or exceeded the standard 15% of Students with Disabilities met or exceeded the standard	66% of students will meet or exceed standards for overall achievement 99% of GATE students met or exceeded the standard 39% of Socioeconomically Disadvantaged students met or exceeded the standard 16% of English Learners met or exceeded the standard 44% of Hispanic students met or exceeded the standard 20% of Students with Disabilities met or exceeded the standard
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
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	GR6 Near Standard Met	GR6 Better than performance on the test as a whole
GR6/7/8 LISTENING Target 4 - Listen/Interpret: Analyze, interpret, and use information delivered orally	GR6/7/8 Near Standard Met	GR6/7/8 Better than performance on the test as a whole
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.	GR7 Near Standard Met	GR7 Better than performance on the test as a whole
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	GR7 Below Standard Met	GR7 Better than performance on the test as a whole

context and the impact of those word choices on meaning.		
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 strategies for coherence, appropriate vocabulary, or providing a conclusion that is appropriate to purpose and audience and follows from and supports the arguments	GR8 Below Standard Met	GR8 Better than performance on the test as a whole
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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Peer Tutoring	Teacher identified at risk students	District Funded 0001-0999: Unrestricted: Locally Defined Support provided to students struggling with reading and writing skills. Tutors will reinforce writing claims and supporting with evidence and reasoning; critical thinking skill
2.2	Ongoing teacher participation in Professional Learning Communities (PLC's) during Common Planning Time (CPT).	All students including EL, Foster, Homeless, SWD	0000: Unrestricted 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;

			<p>6. Analyze common assessment data;</p> <p>7. Determine interventions and enrichment;</p> <p>8. Collaborate on strategies and best practices, including UDL.</p> <p>6000 Instruction 0000: Unrestricted Subs needed to cover teachers to attend CAPS training to support PLC collaboration time.</p>
2.3	Provide specific interventions to targeted subgroups: EL, SWD, SED, Homeless, Foster) during CORE as identified by common assessments.	EL, SWD, SED, Homeless, Foster	<p>None Specified 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).</p>
2.4	Provide enrichment opportunities to student groups (including GATE) during CORE period as identified by common assessments.	GATE	<p>None Specified 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.</p>
2.5	WEB tutors	Teacher identified students at risk of failing	<p>None Specified 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.</p>
2.6	Teach listening skills bi-weekly	All students	<p>None Specified Based on analysis of 2022-2023 CAASPP data, teachers will teach listening comprehension in ELA classes to improve</p>

			<p>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.</p>
2.7	Articulate writing expectations and common vocabulary in writing across all grade levels.	All Students	<p>None Specified 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.</p>
2.8	Analyze CAASPP interim assessments.	All students	<p>None Specified 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).</p> <p>Use weekly Common Planning Time (CPT) to track progress of all students on essential skills as demonstrated by common formative assessments, district benchmarks, SRM, and CAASPP interim assessments.</p>
2.9	Utilize CAASPP interim assessments.	All students	<p>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</p>

			CAASPP. Teachers will use this data to inform instruction. Benchmarks Quarterly
2.10	Implement Universal Design for Learning (UDL) ELA strategies.	All students including significant subgroups (EL, Foster, Homeless, SWD, SED)	<p>None Specified 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.</p> <p>ongoing UDL professional learning</p> <p>UDL Learning Walks</p> <p>Provide students with “voice and choice” to allow more freedom of expression</p> <p>Administer beginning-middle-end of year Scholastic Reading Measure (SRM) to track reading comprehension progress. Identify SMART goals for student reading progress and reward students with grade appropriate reward systems.</p>
2.11	Provide professional learning collaborative opportunities in informational and literary text analysis.	Teachers	<p>None Specified 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.</p>

			Employ culturally responsive teaching, especially when teaching and selecting short stories and in teaching core literature novels, to engage and motivate all students, but especially targeted subgroups
2.12	Frequent Flextime Interventions/Enrichments	All students	0 administer frequent common formative assessments to track progress of all students, including targeted subgroups, on essential standards (both district and site identified standards) 0
2.13	Mastery Connect Benchmarks	All Students	Analyze student data on the district and site-based benchmarks Support ELA with writing structures in Social Science
2.14	Provide support to other content areas on informational text.	ELA DC	None Specified 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.
2.15	Provide opportunity for students to participate in the Spelling Bee.	All Students	0000: Unrestricted 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. 120

			Instruction 0000: Unrestricted Teacher Release
2.16	Departmentalize ELA co-teaching classes	SWD	<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 0</p> <p>Co-Teaching Class English 8CP</p>
2.17	Women in History	All students	<p>120 Instruction 0000: Unrestricted Release day for supervising teacher</p> <p>110 Instruction 0000: Unrestricted</p> <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>
2.18	School Connections	All Students	0

			<p>1. Make classroom walls and decorations reflective of diversity</p> <p>2. Provide frequent opportunities for students to be heard (Socratic seminar, constructive discourse, community circles, pair-share)</p> <p>3. Provide frequent opportunities for students to interact and share ideas (e.g, collaborative learning, pair-share, team debates, Harvard Thinking Routines)</p> <p>4. Employ methods by which all students are supported and engaged in classroom discussions (e.g. white board responses, "Class Cards," think-pair-share, active vs. passive response systems)</p>
2.19			<p>None Specified</p> <p>Special education and regular education students are provided an opportunity to be enrolled in SS 6 CP co-teaching class.</p>
2.20	Reading and Writing SAI Support	SWD	<p>Students with disabilities will receive reading and writing support.</p> <p>Books with dyslexia font</p> <p>SONDAY Reading Program to increase literacy, fluency and comprehension</p>
2.21	ACSA Master Scheduling Workshop	AP/Counselor	<p>900 4EEF 0001-0999: Unrestricted: Locally Defined Admin will participate in a one day workshop centered around building master schedules to support and promote student learning and achievement</p>

			<p>Increase access to Gen ed classes</p> <p>Increase supports with 7 period day</p>
2.22	Flexible Seating	SWD Students	<p>1500 Instruction</p> <p>0000: Unrestricted 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.</p>
2.23	GATE/EL/SWD	GATE/EL/SWD	<p>None Specified</p> <p>Access to honors level coursework</p> <p>Intentional UDL planning to help each student reach their potential- teacher directed</p> <p>Gate extension activities/ student groups</p>
2.24	ELA Supportive Technologies- motivatee, engage, and differentiate language based skills	All Students	<p>District Funded</p> <p>0000: Unrestricted Achieve 3000</p> <p>No Red Ink</p> <p>Newslela</p> <p>PearDeck</p> <p>Read Theory</p> <p>Common Lit</p>

			IXL Google Apps
2.25	TCI Curriculum	All Students	Professional Development around new curriculum implementation Web based access and tools to support a variety of learning modalities including (EL,SWD)
2.26	Unique Curriculum Professional Development	SWD	SAI Unique PD
2.27	Core Literature	All Students	Provide DEI lens to core literature with new core literature instruction in classes
2.28	English Opportunity	Hispanic, SED, EL	25000 OTRM 1000-1999: Certificated Personnel Salaries English intervention period
2.30	IXL for English Language Arts/ Special Education	EL/SWD	0 Classroom License for IXL ELA
2.31	Reading Support CORE	6th grade EL	0 Reading intervention 6th grade
2.32	English Co-Teaching 6-8	SWD	0 Co-Teaching to increase LRE for SWD population
2.33	CAASPP Interim Assessments	All Students	Learning Targets visible on whiteboards Students demonstrate proficiency daily

			Caaspp Interim assessments to monitor student progress toward mastery
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Overall the scores maintained a level green for the 23-24 school year, while Students with Disabilities and Socioeconomically Disadvantaged students increased in their overall performance. Utilizing the co-teaching model for our SWDs, differentiated CORE time, and common assessments have allowed teachers and staff to target the interventions for all students.

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

There was no major difference between the intended implementation and budgeted expenditures.

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

There will be no changes made to this goal for the 2024 school year. Colina will continue to support all students in English Language Arts performance and growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Science

By June of 2025, all students (including EL, GATE, SED, and SWD) will demonstrate achievement in Science. Emphasis on integrating and aligning new NGSS standards with the science framework curriculum in grades 6-8 is a priority with the newly adopted curriculum. 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 all grades 6-8 CP/H classes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CER Statements with Data Analysis	20% of all students are proficient	75% Proficiency
CAST	42% are meeting or exceeding standards	50% meeting or exceeding standards

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	CCSS/ NGSS Implementation	Teachers/All Students	Introduce new NGSS standards for all grade levels 600 Instruction 0000: Unrestricted Collaboration Days @ \$200 Ea 300 Instruction 0000: Unrestricted VCOE NGSS 220 Instruction 0000: Unrestricted NGSS Science Materials 2300 Instruction 0000: Unrestricted Consumables/Lab Supplies
3.2	Science Lab Materials	Teachers/All Students	1306 Science Supplemental 0001-0999: Unrestricted: Locally Defined Repair Science Lab Equipment
3.3	RTI/CORE	(SWD, ELD, Hispanic, SED)	None Specified science intervention targeting (SWD, ELD, Hispanic, SED)
3.4	Science Fair/Olympiad	All Students, Parents	500 Instruction 0000: Unrestricted Science Olympiad Materials
3.5	ELD Support	EL	1610 0010 0001-0999: Unrestricted: Locally Defined ELD Embedded Classroom Paraprofessional Support
3.6	Least Restrictive Environment: Science	SWD	None Specified Increase percentage of SAI students in LRE via general education Science
3.7	GATE/EL/SWD		

			<p>None Specified Intentional UDL planning to support each student in reaching their full potential. Teacher directed.</p> <p>Access to honors level course work</p> <p>GATE extension activities</p> <p>TOSA</p>
3.8	Gizmos	All Students	Use of Gizmos, online NGSS-aligned interactive curriculum with virtual laboratory experiments
3.9	Science LRE	SWD	Increased access to general education Life Science Class

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Having weekly common planning time, creation of common assessments, and identification of core standards at each grade-level are supporting the attainment of this goal and will continue for the 24-25 school year.

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

There was no major difference between the intended implementation and budgeted expenditures.

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

There will be no changes made to this goal for the 2024 school year. Colina will continue to support all students in the mathematical performance and growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Technology

By June of 2025, 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 implementing 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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	Measure I Technology	All students	40800 Other None Specified Student and Staff Technology 7515 Other None Specified Computer replacement 4750 Other None Specified Projector Replacements 2500 Other None Specified Printers
4.2	Professional Development:	All Students	1125 Instruction 0000: Unrestricted CADA (activities director conference) School Culture/Climate Weekly Newsletter from District TOSA (Teacher On Special Assignment) Mastery Connect Second Step
4.3	Math Type	All Students	0 None Specified Install Math Type on chromebooks
4.4	Tech Standards	All Students	None Specified Review AUP and district technology standards
4.5	Student Gmail Accounts	All Students	None Specified Enter parent/students into Q database
4.6	Instructional Supplies	All Students	5000 Instruction 0000: Unrestricted Copier Supplies 2548 0010

			0001-0999: Unrestricted: Locally Defined Office Supplies
4.7	Physical Education LRE Push In APE	SWD	Increase inclusion for students with disabilities and adapted physical education goals Push in model for grades 6-8
4.8	Physical Education	All Students	1000 Instruction 0000: Unrestricted individualized equipment to support activity in Physical Education Classes 4000-4999: Books And Supplies Equipment for SEL integration and removing of barriers to aspects of cardiovascular fitness.

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

All of the Colina students have a Chromebook for the their duration of middle school. All school and district wide programs are accessible on their school computer. Additional loaner computers are available to students and technology support is accessed on site.

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

There was no major difference between the intended implementation and budgeted expenditures.

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

There will be no changes made to this goal for the 2024 school year. Colina will continue to support all students in the mathematical performance and growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

School Connectedness/Student Activities

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.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)
- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)
- Goal 4: Enhance the social, emotional, physical, and mental well-being for all students through targeted actions and services. (Student and school focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LRE Percentages	50%	60%
Chronic Absenteeism (ATSI SWD)	8.2%	4%
Conditions and Climate (Suspension Rate)	2.9%	1.9%
Chronic Absenteeism (African American)	No Performance Indicator 23.5%	No Performance Indicator +5

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Teen Center Intramural Sports	All Students	0 Intramural Sports 8300 0010 Teen Center Coach/Equipment/Celebrations
5.2	Electives Program Growth	All Students	1000 0P28 - Proposition 28 0001-0999: Unrestricted: Locally Defined Strings 2000 0P28 - Proposition 28 0001-0999: Unrestricted: Locally Defined Band 1000 0P28 - Proposition 28 0001-0999: Unrestricted: Locally Defined Choir 1000 Instruction 0001-0999: Unrestricted: Locally Defined GATE 3000 0010 4000-4999: Books And Supplies WEB 1000 Instruction 0001-0999: Unrestricted: Locally Defined Debate 1000 Instruction 0001-0999: Unrestricted: Locally Defined Art 4000 Instruction 0000: Unrestricted 6th Grade integrated team supplies
5.3	ASB Leadership Program	All Students	15000 ASB None Specified

			<p>ASB School Climate and Culture/Renaissance 15000 Parent-Teacher Association (PTA) None Specified Speakers, lunchtime activities, socials/dances, promotion, leadership conference, campus beautification, class gift</p> <p>Renaissance</p> <p>Nearly Perfect Points</p> <p>Talent Show</p>
5.4	WEB: Where Everybody Belongs Program	All Students	<p>2000 Instruction 0001-0999: Unrestricted: Locally Defined WEB student support supplies:emphasis 6th grade transition and students new to school 784 ASB None Specified</p>
5.5	GATE	GATE Students Identified	<p>500 Instruction 0001-0999: Unrestricted: Locally Defined GATE Supplies 250 OTRM 1000-1999: Certificated Personnel Salaries GATE Apps Bird Seed</p> <p>GATE Lunch time activities</p> <p>District GATE events</p> <p>Odyssey of The Mind</p>
5.6	Visual Performing Arts	All Students	<p>1000 District Funded None Specified Music</p>

			5000 Instruction 2000-2999: Classified Personnel Salaries Accompanist
5.7	Colina Academy of Technology	All Students	Software and Equipment to implement MSFA curriculum Leadership Seminars and CTE related Professional Development/ CUE Teacher Release (Substitutes) Business partnerships/CPA visits/ 16854.34 California Partnership Academies 4000-4999: Books And Supplies VEX Robotics Kits
5.9	Cougar Cafe	LEAP Specialized Program Activity, SWD	1000 Instruction 0001-0999: Unrestricted: Locally Defined 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.
5.10	Middle School Transition Meetings	SWD	None Specified Principal Coffees 5th Grade Visit Future Cougar Night School Tours

<p>5.11</p>	<p>Colina Electives</p>	<p>All Students</p>	<p>Band</p> <p>Unified Sports</p> <p>Kindness/Friendship</p> <p>Jazz Band</p> <p>Christian</p> <p>Pride</p> <p>Arduino</p> <p>Chess</p> <p>BSU</p>
<p>5.12</p>	<p>Social Emotional Support/SEL</p>	<p>All Students</p>	<p>500 Instruction 0000: Unrestricted Social Skills Groups</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Wellness Counseling</p> <p>District Funded 5000-5999: Services And Other Operating Expenditures CRPD/Teen Center Outreach</p> <p>Counseling presentations CORE 250 Instruction 0000: Unrestricted New To School Groups</p>

			<p>College & Career Week</p> <p>District Funded 1000-1999: Certificated Personnel Salaries Breakthrough Counseling</p> <p>Student Success Team</p> <p>Second Step 30 minutes weekly (MTSS)</p> <p>Counselor ongoing SEL services for individual and small groups of students</p>
5.13	Parent Engagement	All Students	<p>None Specified PTSA General Association Meetings</p> <p>Principal Coffee</p> <p>Parents Visit the Lab Day- Parents perform Lab experiment with their student</p> <p>#Parents Love PE Day- Parents engage in PE activities and cooperative games with their student</p> <p>Principal Newsletter</p> <p>DAC/SEDAC/GATE DAC/ELAC</p> <p>School Site Council</p>
5.14	SAI LEAP Special Friends Elective	All Students	None Specified

			SAI Peer Support for the LEAP program SEL LEAP Mentoring
5.15	Inclusive Schools Week	All Students	None Specified Math- Monday English- Tuesday Science- Wednesday Social Science- Thursday PE/Electives- Friday
5.16	Least Restrictive Environment	SWD	None Specified Increase LRE percentage of students with IEPs through increased access to general ed courses Co-Teaching Classes
5.17	Student Attendance Review Team (SART)	African American, Hispanic, SED	None Specified Meeting to strategize improvement in daily attendance
5.18	Character Building	All Students	Use home CORE to reinforce foundational CHARACTER traits in small groups for Grades 6-8. RESPECT, RESPONSIBILITY, KINDNESS, PERSISTENCE, INTEGRITY
5.19	Increase Access to Performing Arts	All Students	26000 OP28 - Proposition 28

			<p>1000-1999: Certificated Personnel Salaries Additional Section of Band 26000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Additional Section of Chorus 26000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Additional Section of Drama 21710 0P28 - Proposition 28 4000-4999: Books And Supplies Supplies, Equipment, Materials, Repair, Curriculum 8838 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries Coach, Accompanist, Specialist, Speaker,</p>
5.20	School to Home Communications	All Students	<p>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</p>
5.21	Social/Emotional Supports	All students	<p>Counselor presentations Social Skills group New to School group Wellness Counseling Teen Center Youth Outreach –Bullying workshops Breakthrough Counseling</p> <p>Keith Hawkins</p>

			<p>Second Step</p> <p>Counselor ongoing SEL services for individual students and small groups</p> <p>Wellness room</p>
5.22	School Functions : Events/Activities/Programs	All Students	<p>2000 OTRM 5000-5999: Services And Other Operating Expenditures Events/Activities: Back to school night Open house Future Cougar Night Orientation College and Career week with college visit (\$2000 UDP) Inclusive schools week Carnival- Luau Socials Talent show Awards nights Student Achievement awards Promotion Spelling Bee Women in History 5K and Rabbit Run Relay Science Olympiad Greek Olympics CO2 Cars Red Ribbon Week TUPE 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 Climate/Culture/Character Assembly Unity Day LEAP Cougar Cafe</p> <p>Programs: GATE ELD SPED</p>

			504 Odyssey of the Mind Renaissance Citizenship points Reflections Free Lunch
5.23	School Safety	All Students	63216 0010 2000-2999: Classified Personnel Salaries Supervision 2000 OTRM 2000-2999: Classified Personnel Salaries CSA extra time needed to support school safety 2000 0010 2000-2999: Classified Personnel Salaries CSA extra time needed to support school safety
5.24	Suspension/Other Means of Correction	Foster, Hispanic, SWD	Restorative Practices Wellness Counseling Tuesday Work Study Program CRPD Outreach Group
5.25	Hatchings Results Trainings	All Students Counselors	0 Tier 1 classroom lessons: Academic, College Career, Social/Emotional 100% of students 0 Tier 2 Small Group Targeted Supports 20% of students Tier 3 Intensified Support 5- 10% of students

5.26	CSU and UC School Counselor Conference	Counselors	0 Counselor Conference 0 Counselor Conference
5.27	Core Connections (SWD- Foster, Homeless, SED, African American		Mental Health Check ins SEL Absenteeism Monitoring Reward for quarterly attendance improvement School Supply Check SART Child Find

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

The activities, extra-curricular, and in-school supports for all students provided through this goal have supported student connectedness. Colina will continue to support student connectedness and attendance in the 24-25 school year with these strategies and activities.

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

There was no major difference between the intended implementation and budgeted expenditures.

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

There will be no changes made to this goal for the 2024 school year. Colina will continue to support all students in the mathematical performance and growth.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$390,094.34
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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
0010	\$91,392.00
0P28 - Proposition 28	\$112,548.00
0TRM	\$42,120.00
4EEF	\$900.00
ASB	\$15,784.00
California Partnership Academies	\$16,854.34
District Funded	\$1,000.00
Instruction	\$37,625.00
Other	\$55,565.00
Parent-Teacher Association (PTA)	\$15,000.00
Science Supplemental	\$1,306.00

Subtotal of state or local funds included for this school: \$390,094.34

Total of federal, state, and/or local funds for this school: \$390,094.34

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
OTRM	42120	0.00
	0	0.00
ASB	15784	0.00
0010	91392	0.00
District Funded	1000	0.00
California Partnership Academies	16854.34	0.00
Parent-Teacher Association (PTA)	15000	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0010	91,392.00
0P28 - Proposition 28	112,548.00
OTRM	42,120.00
4EEF	900.00
ASB	15,784.00
California Partnership Academies	16,854.34
District Funded	1,000.00
Instruction	37,625.00
Other	55,565.00
Parent-Teacher Association (PTA)	15,000.00
Science Supplemental	1,306.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	26,125.00
0001-0999: Unrestricted: Locally Defined	19,334.00
1000-1999: Certificated Personnel Salaries	116,120.00
2000-2999: Classified Personnel Salaries	81,054.00
4000-4999: Books And Supplies	41,564.34
5000-5999: Services And Other Operating Expenditures	10,248.00
None Specified	87,349.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
None Specified		0.00
	0010	8,300.00
0001-0999: Unrestricted: Locally Defined	0010	6,628.00
2000-2999: Classified Personnel Salaries	0010	65,216.00
4000-4999: Books And Supplies	0010	3,000.00
5000-5999: Services And Other Operating Expenditures	0010	8,248.00
0001-0999: Unrestricted: Locally Defined	0P28 - Proposition 28	4,000.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	78,000.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	8,838.00
4000-4999: Books And Supplies	0P28 - Proposition 28	21,710.00
1000-1999: Certificated Personnel Salaries	OTRM	38,120.00
2000-2999: Classified Personnel Salaries	OTRM	2,000.00
5000-5999: Services And Other Operating Expenditures	OTRM	2,000.00
0001-0999: Unrestricted: Locally Defined	4EEF	900.00

None Specified	ASB	15,784.00
4000-4999: Books And Supplies	California Partnership Academies	16,854.34
None Specified	District Funded	1,000.00
0000: Unrestricted	Instruction	26,125.00
0001-0999: Unrestricted: Locally Defined	Instruction	6,500.00
2000-2999: Classified Personnel Salaries	Instruction	5,000.00
None Specified	Other	55,565.00
None Specified	Parent-Teacher Association (PTA)	15,000.00
0001-0999: Unrestricted: Locally Defined	Science Supplemental	1,306.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,068.00
Goal 2	33,750.00
Goal 3	6,836.00
Goal 4	65,238.00
Goal 5	258,202.34

School Site Council Membership

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








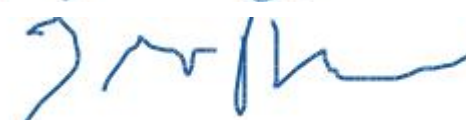
- 1 School Principal
- 6 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Jennifer Dobson	Principal
Heather Lane	Other School Staff
Sarah Morton	Classroom Teacher
Tracie LaMagna	Classroom Teacher
Kelsey Custodio	Classroom Teacher
Connie Gutierrez LGBTQ+ Rep	Parent or Community Member
Jennifer Pardini	Classroom Teacher
Tracy Krug	Classroom Teacher
Kathrine Smith	Classroom Teacher
Michelle Eby	Other School Staff
TBD-student	Secondary Student
TBD-student	Secondary Student
Lemika Johnson- AADAC	Parent or Community Member
Trina Rodriguez SEDAC	Parent or Community Member
Timothy Neal DAC	Parent or Community Member
Sharon Schram GATE	Parent or Community Member
Julissa Palma 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 9/5/23.

Attested:



Principal, Jennifer Dobson on 9/3/2024

SSC Chairperson, 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 (LCAP) process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

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

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

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

Annual Review

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

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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