

The Single Plan for Student Achievement

School: Colina Middle School
CDS Code: 56 73759 6055925
District: Conejo Valley Unified School District
Principal: Thomas S. Frank
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The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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The District Governing Board approved this revision of the SPSA on .

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School Vision and Mission

Colina Middle School's Vision and Mission Statements

MISSION STATEMENT

Colina Middle School's mission is to maximize academic potential and personal responsibility for every student.

Colina has a shared vision to build academic and social confidence with every student. 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, 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 Middle School has outlined the expectations for what students should be able to do upon matriculation to the high school:

- Students will develop positive attitudes toward the learning process, think independently and have the ability to work cooperatively
- Students will develop skills for effective, grammatically acceptable written and verbal communication
- Students will develop skills and knowledge to maintain good physical and mental health as well as making healthy choices
- Students will develop attitudes, skills and knowledge to gain, organize and communicate scientific information and to engage in critical thinking to make independent judgments
- Students will develop attitudes and skills to appreciate the visual and performing arts or other interests that promote the creative processes
- Students will increase their knowledge of and appreciation for different cultures and the contributions each has made to the United States
- Colina's goal is to create an environment of respect and compassion for all people which includes a healthy online profile and appropriate use of technology

SCHOOL DESCRIPTION

Colina understands that middle school represents three formative years and has embraced the transition from childhood to early adulthood. Our dedicated staff is committed to the academic achievement of every child and recognizes the importance of fostering character in preparing the whole child for success. In order to ensure the reinforcement of academic confidence, Colina has designed a CORE period (Curriculum, Organization, Review and Enrichment) to support student learning. The CORE period provides opportunities for support in ELA, Math, Science, Study Skills, as well as enrichment opportunities in Art, Debate, Student Leadership, Intramural Sports, Music, Civic Education, and WEB.

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

With academic success as a priority, Colina also shares a belief that middle school should be a place where students are enriched at school and are provided opportunities to explore a wide variety of co-curricular offerings. Students at Colina have choice in selecting enrichments that include Bridge Building, Economics, Creative Art/Writing, Technology, Woodworking, Debate, Student Leadership, Strings, Band, Jazz, Choir, and Foreign 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 six years.

Over the next two years, Colina will continue refine the development of best teaching strategies. We will continue integrate technology, identify/unpack essential standards and common assessments to provide timely benchmarks that drive instructional decisions surrounding student learning. We will continue to place emphasis on conceptual mastery and focus on multiple levels of student support to render the academic and social/emotional confidence needed to be productive members of society.

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, ASB, and motivational speakers
- Using best teaching practices with data driven instructional planning and strategies w/ EADMs
- Collaboration of parents, teachers, students and staff to achieve school-wide goals

School Profile

The Conejo Valley Unified School District is located 35 miles northwest of Los Angeles and serves a suburban, largely middle to upper middle class community. The student population is drawn from the communities of Newbury Park, Thousand Oaks, and Westlake Village. The District's rich history has led to strong traditions leading us toward our vision of the future. This is a family oriented community with large parent involvement and support. The community is rich with cultural, linguistic, and socioeconomic diversity.

Colina Middle School was the first middle school in the Conejo Valley Unified School District, which provides school services to a population of approximately 19,000 students. The school is located in the city of Thousand Oaks in southern Ventura County.

Students from three elementary feeder schools attend Colina, and the majority continues their education at one of the three high schools. The majority of the students come from families who are on a high to very high socioeconomic level. Approximately 31 percent of the students are Hispanic, 51.4 percent White, 8.3 percent Asian, and 2.5 percent African American. Colina's total enrollment consists of 9.4 percent English language learners with 30 percent of students designated socioeconomically disadvantaged and supported by AFDC. Most residents in the school's attendance area are college graduates, with both parents working outside the home.

Colina has an enrollment of approximately 986 students. Approximately 10% of the student population is transported by bus to and from school because of the distance from the main feeder community.

The plant was built in 1963 for use as an elementary school. It was converted to a middle school in 1968, an intermediate school in 1969 and returned to middle school status in 1994. In 1969 two "temporary buildings" were located at the site to accommodate the increased school population. Locker rooms for the physical education program were constructed in 1975. The two kindergarten rooms were remodeled into a home economics room and art room in the summer of 1981 and now serve as the home of Colina's band, strings, and chorus programs.

Colina received a major renovation in the summer of 1996 with most funds coming from FEMA. In the summer of 1999 the site received a second major renovation including the addition of six permanent classes bordering the basketball courts. In the Spring of 2002 Colina opened its new 10,000 square foot gymnasium. Numerous old portable classrooms were replaced when Colina received a new 16 room, 2 story building in the Fall, 2006. In 2007 Colina added a new 10,000 square foot Boys and Girls Club facility on campus which is utilized daily by our students and teachers. A positive relationship between Colina and its longstanding PTSA has outfitted each classroom with technology including presentation tools such as LCD projectors and document readers for the presentation of dynamic lessons to and from our students. This year we have incorporated the availability of online classroom websites as we push toward connecting students with technology integration of curricular content. In 2013, the school infrastructure was introduced to fiber optic cable and wireless access to support 21st century learning environments and Colina has moved toward integration of a 1:1 learning environment with wireless Chromebooks as well as supporting student mobile devices. With the passage of Measure I, Colina has received significant dollars from the community to support our 1:1 computing initiative, as well as various renovations and new construction at our school, all of which serves to promote a safe and engaging learning environment.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Students participate in the California Healthy Kids Survey which has led to a better understanding of the relationship between students' health behaviors and academic performances. The CHKS survey provides insight into how students feel about school regarding academic and social connectedness. Parents and teachers are invited to participate in a site based needs assessment survey as well as a district LCAP survey. The information derived from these surveys drive discussions focused on student learning, school to home communications, parent involvement, curricular rigor, and school climate as it pertains to all students. Colina is working toward constant improvement in the aforementioned areas as well as an emphasis to reduce our achievement gap with our significant subgroups.

Classroom Observations

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

Observations and evaluations are conducted annually based on the approved timeline. Every teacher, regardless of tenure, will receive at minimum one formal observation each year. Temporary or Probationary teachers will also receive a formal performance evaluation. Teachers who have successfully taught for five years shall continue to be formally observed and will have a written performance evaluation conducted every other year. Each formal observation and performance evaluation will include a conference and review best teaching practices as outlined by the California Standards for the Teaching Profession (CSTPs). Department chairpersons also have responsibilities relating to teacher observations and are required to observe teachers within their department. Department chairpersons are to make themselves available to provide guidance to their teachers.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Data is used to focus and guide instruction with board approved curriculum to meet the needs of all students. Colina teachers, parents, and staff regularly analyze data from formative and summative assessments to identify areas of strength and need for the school, grade levels, teaching practices and students. Assessments include the California CAASPP/SBAC, Academic Performance Index, California English Language Development Test, Statewide 7th Grade Writing Assessment, and Benchmark Testing for specific grades and academic disciplines, EADMs, as well as the State Grade 7 Physical Fitness Test.

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

Colina uses CAASPP /SBAC assessment data as well as the CSTs in grade 8 science as state based standardized testing to guide instruction and support intervention and enrichment opportunities. District benchmark testing along with site based common assessments provide timely progress monitoring of student achievement throughout the year. Data from these assessments drive placement and directed interventions .

Staffing and Professional Development

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

CALPADS oversees teacher credentialing through reports from the district's student information system that is aligned with courses and teacher credentialing. Colina is in full compliance with highly qualified teachers providing instruction to its students.

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

Professional learning is a top priority for Colina. Professional development is provided at the district level as well as site level which allows flexibility for teachers to address professional development needs to directly impact student achievement and support best teaching practices. The district calendar provides 3 days of professional development along with 12 hours of site based professional development which are tied to school and district goals. We recognize high expectations for all students require continual improvements in curriculum, instruction, assessment, and leadership practices with support systems. These improvements require effective professional learning to expand educators' knowledge, skills, and practices. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a focus on educator professional learning. Colina is working to provide more professional collaboration time within the structure of Professional Learning Communities and is engaged in "Leading by Design" as a framework for effective PLCs.

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

The curriculum determines the need and direction for staff development activities. Workshops are offered where teachers learn to analyze data and make curricular decisions based on the results. A new student data system was piloted and purchased for the 2012-13 school year. Instructional strategies are linked to content standards and assessment results. Staff development activities will be provided to all teachers dependent upon need. These include BTSA, Reading Results, Guided Reading, EADMs, and technology in the content areas.

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

Teachers are supported through BTSA for beginning teachers and PAR for permanent teachers needing assistance. Each site based department consists of a department chairperson to assist in pacing of curriculum and provides like support as needed. The district provides support with ELD programming and training for teachers to use curricular materials with fidelity. Colina hosts an on site ELD coordinator as well as GATE coordinator in addition to department chairpersons which form our site based leadership team.

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

Colina currently hosts 10 banked time minimum days built specifically for collaboration surrounding common formative and summative assessments. Teachers are also directed in collective inquiry at monthly staff meetings as well as departmental meetings. Focus at each meeting includes student needs for interventions/enrichments with RTI, implementation of CCSS standards, technology integration and best practices. Colina is currently evaluating schedule options to provide weekly common planning time for collaboration. This time will address student learning with four essential questions 1. What do we expect our students to learn? 2. How will we know when they have learned it? 3. How we will respond when some students do not learn it? 4. How will we respond when some students already know it?

Teaching and Learning

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

District review of curriculum follows the state adoption cycle. Assembly Bill X4 2 (Chapter 2, Statutes of 2009-10 Fourth Extraordinary Session) signed on July 28, 2009, suspended the process and procedures for adopting instructional materials, including framework revisions, until the 2013-14 school year. With the adoption cycle now open, the emphasis will be on identifying the knowledge students need most for continued success with new CCSS standards. Content standards will be examined for K-12 articulation. Research on instructional methods reveals the most effective techniques for a particular content, and this information is used in the creation of the materials evaluation criteria. Materials purchased align with the state standards and District emphases.

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

Colina exceeds the California Department of Education's recommendation for total number of instructional minutes which has been approved by the board of education.

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

Colina's master schedule offers flexible scheduling and hosts a dual start and end time for intervention and enrichment opportunities. With a belief that all students can learn, Colina's master schedule provides directed and voluntary interventions and focuses on the least restrictive environments that best support student learning. Colina hosts voluntary and directed interventions as well as directed and guided study classes, opportunity classes and passport classes. Students are receiving grade level instruction at a pace that is appropriate for their success. Curriculum pacing for core academic courses are determined district wide and supported at the site level.

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

Standards-based instructional materials are purchased for all students with each curricular adoption. Teachers serve on bridge committees to identify needs for English Language Learners, Special Education students and others requiring intervention. New materials were piloted and adopted during the 2009-2010 school year. Currently our district is piloting new math curriculum and evaluating resource guides. Professional development on these materials will be ongoing and concurrent with upcoming adoptions.

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

State and district use of SBE-adopted materials is practiced and supplemented to best support student achievement.

Opportunity and Equal Educational Access

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

Student Study Team
Summer School
Counselors
Student Attendance/Review Board
Intervention programs with differentiated instruction
CORE

14. Research-based educational practices to raise student achievement

PLC foundations guide the collaborative process school wide. Materials used follow Webb, DuFour, Marzano, Mattos, Erkens and Muhammad as the catalyst for best practices focused on constant improvement of student achievement.

Parental Involvement

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

RSVP - Senior citizen volunteers
Youth Outreach Workers
CRPD Homework Club
Business Partnerships
Amgen
City Library
Sage Publication
Community Mental Health Resources
School Resource Officers
RSVP - Senior citizen volunteers
Youth Outreach Workers
School Resource Officers
Business Partnerships

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

Site meets standards as outlined in California Code of Regulations and is monitored by the offices of Instruction, Facilities and Planning, Curriculum and Secondary Education. Standards include stakeholders at SSC, ELAC, GATE, and PTSA.

Funding

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

Categorical Grant
Unrestricted General Fund Allocation
Title I
Federally Funded Program
Title IIA
Teacher Quality
Title III
Limited English Proficiency (LEP)
Title IV
Safe/Drug Free Schools
Remediation and Extension
Program Growth
Intervention

18. Fiscal support (EPC)

See goals and budget pages as part of SPSA

Description of Barriers and Related School Goals

The barriers to improvement in student achievement include social/emotional support, diversity in educational beliefs, district/school fiscal limitations and available resources, and parent training for a portion of our parent population to support their child's achievement in school.

The economic decline has reduced the ability to provide support services for under performing students. The elimination of our the AB1802 counseling staff has limited the access to academic and social / emotional support services for our at-risk students. Providing counseling support, guidance and encouragement will be essential in providing equal opportunities and helping to close the achievement gap for all students. Community supports and tutoring opportunities.

While the school demographic celebrates diversity, it also faces a divide with some families and their attitudes and beliefs toward education. Low levels of parent education and language barriers often become obstacles for students that impacts the learning process and their achievement in school. Some families may not currently hold an intrinsic belief in the importance of supporting their student in education which is an example of a lack in generational education in the family.

The transition from current California State Standards (CST) to the Common Core State Standards (CCSS) has been an adjustment where teachers need time to unpack standards with newly adopted CCSS materials to support their students. These new standards support problem based questions and require students think more critically about the curriculum. In order to meet this challenge significant time and resources will need to be devoted to professional development and curricular revisions.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	287	306	354	282	299	343	281	299	340	98.3	98	96.9
Grade 7	359	284	319	352	269	312	351	269	312	98.1	96.4	97.8
Grade 8	375	358	298	359	352	275	358	351	275	95.7	99.2	92.3
All Grades	1021	948	971	993	920	930	990	919	927	97.3	98	95.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2548.0	2548.1	2540.9	20	23	26.76	43	37	32.35	22	23	20.00	15	17	20.88
Grade 7	2554.3	2583.4	2571.0	13	27	26.28	44	41	34.29	21	20	19.87	23	13	19.55
Grade 8	2592.7	2588.2	2593.9	23	18	23.64	38	42	40.36	26	26	21.09	12	13	14.91
All Grades	N/A	N/A	N/A	19	22	25.67	41	40	35.38	23	23	20.28	17	14	18.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 6	23	26	30.29	51	46	45.59	25	28	24.12	
Grade 7	17	34	35.81	54	47	39.68	29	19	24.52	
Grade 8	36	33	35.40	43	46	42.70	21	22	21.90	
All Grades	26	31	33.66	49	46	42.75	25	23	23.59	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	33	32	29.97	50	49	44.21	16	19	25.82
Grade 7	31	44	42.07	49	42	43.04	20	14	14.89
Grade 8	38	38	36.26	48	45	47.99	14	17	15.75
All Grades	34	38	35.91	49	45	44.94	17	17	19.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	15	16	19.41	74	70	65.00	11	14	15.59
Grade 7	16	21	20.90	64	68	57.56	20	11	21.54
Grade 8	16	17	22.99	71	70	69.71	13	13	7.30
All Grades	16	18	20.97	69	69	63.89	15	13	15.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35	41	34.41	54	49	45.59	11	10	20.00
Grade 7	30	32	34.30	55	53	44.98	16	15	20.71
Grade 8	33	34	34.93	55	52	50.74	13	14	14.34
All Grades	32	36	34.53	55	51	46.91	13	13	18.57

Conclusions based on this data:

1. Data shows an increase in the percentage of students exceeding standards by nearly 3% as compared to 16-17 CAASPP ELA scores for all students. This improvement consists of an increase in the percentage of students producing clear and purposeful writing by 2% and an increase in the percentage of students demonstrating effective communication skills by 2%. Even with such growth the over all percentage of students of students meeting or exceeding standards has plateaued. Data further shows that our achievement is higher than that of the county and state. 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, ELL, Students with Disabilities and Socioeconomically Disadvantaged will be intentionally planned for in daily lessons to increase student achievement. PD in differentiation is needed to support teachers in improving student learning.
2. Meeting or exceeding state, county, and district percentages for students at or above standards in all categories testing. Analyzing and reading of literary and non-fictional texts will continue to be a focus area for all students.

Conclusions based on this data:

3. Colina has shown an increase in the percentage of students meeting or exceeding standards on 16-17 state testing. Fidelity to 3-D curriculum will be a catalyst for growth for our ELL levels 1 and 2 learners. Interventions in ELA will continue this year focusing primarily on SWD, SED, ELD subgroups to support achievement and meet AYP targets. Support to our SWD population with regard to mainstreaming our into general education course has allowed them to be successful in a least restrictive environment leaving a pure group of students needing more support. In looking at IEPs and meeting with teachers there is consensus that a reading period for these students would greatly improve their ability to make positive gains toward proficiency; we are looking to support from the district to make this a reality for our students. As a school we have dedicated staff development with an emphasis on 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.

Colina hosts a diverse student population with regard to ethnicity, socioeconomic status, English language acquisition, and students with disabilities SWD. The population of SWD at Colina has significantly increased as we host the district's LEAP program with levels 1 and 2. Our SAI teachers are working hard to better meet the needs of students with placement in the least restricted learning environment and using SOLO6 for reading and writing. Colina continues to host a significant number of English Language Learners which has led to the implementation of programs and directed interventions which are reflected in the master schedule. Currently the socioeconomically disadvantaged subgroup makes up 28% of our school population which is mainly a reflection of current economic times and hardships on families. It is important to remain diligent to closing the achievement gap with all of our subgroups while maintaining a focus on also closing the digital divide through the integration of technology into the classroom.

The middle years present a unique transition from elementary school to high school. It is a challenging educational time period for student, parents, and teachers. Colina is proud of its diversity and ability to remain academically competitive and socially inclusive for all students. We continue to allow data to drive instructional practices and educate the whole child through rigorous curriculum, assessment, interventions, and accountability. We continue to implement classroom lessons with technology utilizing our 1:1 computer pilot and going wireless. Common Core curriculum will continue to be our academic focus as we continue to facilitate critical thinkers, writers and speakers.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	287	306	354	281	299	343	280	297	343	97.9	98	96.9
Grade 7	359	284	319	351	269	312	351	269	312	97.8	96.4	97.8
Grade 8	375	358	298	359	352	272	358	351	272	95.7	99.2	91.3
All Grades	1021	948	971	991	920	927	989	917	927	97.1	98	95.5

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2558.4	2553.5	2552.4	33	33	32.07	25	19	21.87	23	26	23.32	19	23	22.74
Grade 7	2560.1	2585.9	2561.8	28	36	30.13	26	23	21.47	23	26	24.04	24	14	24.36
Grade 8	2609.9	2599.8	2615.0	41	36	40.81	17	17	18.38	22	24	23.90	21	23	16.91
All Grades	N/A	N/A	N/A	34	35	33.98	22	19	20.71	23	25	23.73	21	20	21.57

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	37	37	38.19	34	34	33.82	29	30	27.99			
Grade 7	37	41	38.91	32	38	28.30	30	21	32.80			
Grade 8	45	41	49.26	30	28	31.25	25	30	19.49			
All Grades	40	40	41.68	32	33	31.21	28	27	27.11			

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	35	31	30.61	45	46	42.57	20	23	26.82
Grade 7	28	36	32.05	48	42	43.59	23	21	24.36
Grade 8	41	35	38.24	43	49	41.91	16	17	19.85
All Grades	35	34	33.33	45	46	42.72	20	20	23.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	32	30	34.69	49	47	38.48	19	22	26.82
Grade 7	28	37	29.17	56	50	48.40	15	13	22.44
Grade 8	44	38	42.65	42	46	42.28	14	16	15.07
All Grades	35	35	35.17	49	48	42.93	16	17	21.90

Conclusions based on this data:

- Over the past three years the percentage of students meeting or exceeding standards has plateaued , but did show nearly a 2% increase in students exceeding standards in applying mathematical concepts and procedures. Data shows the percentage of students not meeting standards is slowly increasing in all areas of the tested clusters. Data further shows that our achievement is higher than that of the county and state in all tested clusters. PD in differentiation is needed to support teachers in improving student learning.
- 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, ELL, Students with Disabilities and Socioeconomically Disadvantaged will be intentionally planned for in daily lessons to increase student achievement. 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.
- Fidelity to 3D curriculum has will provide growth for our ELL levels 1 and 2 learners. Interventions in Math will continue this year focusing primarily on SWD, SED, ELD subgroups to support achievement and meet AYP targets. Support to our SWD population with regard to mainstreaming our into general education course has allowed them to be successful in a least restrictive environment leaving a pure group of students needing more support. In looking at IEPs and meeting with teachers there is consensus that a reading period for these students would greatly improve their ability to make positive gains toward proficiency; we are looking to support from the district to make this a reality for our students.

Colina hosts a diverse student population with regard to ethnicity, socioeconomic status, English language acquisition, and students with disabilities SWD. The population of SWD at Colina has significantly increased as we host the district’s LEAP program with levels 1 and 2. Our SAI teachers are working hard to better meet the needs of students with placement in the least restricted learning environment and using SOLO6 for reading and writing. Colina continues to host a significant number of English Language Learners which has led to the implementation of programs and directed interventions which are reflected in the master schedule. Currently the socioeconomically disadvantaged subgroup makes up 29% of our school population which is mainly a reflection of current economic times and hardships on families. It is important to remain diligent to closing the achievement gap with all of our subgroups while maintaining a focus on also closing the digital divide through the integration of technology into the classroom.

The middle years present a unique transition from elementary school to high school. It is a challenging educational time period for student, parents, and teachers. Colina is proud of its diversity and ability to remain academically competitive and socially inclusive for all students. We continue to allow data to drive instructional practices and educate the whole child through rigorous curriculum, assessment, interventions, and accountability. We continue to implement classrooms and lessons with technology with our 1:1 computer pilot and going wireless. Common Core curriculum will continue to be our academic focus as we continue to facilitate critical thinkers.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	18	13	6	39	43	28	33	23	44	3	7	14	6	13	8
7	26	9	17	42	70	43	21	9	26	5	4	9	5	9	4
8	27	17	15	43	47	56	5	20	22	19	10		5	7	7
Total	24	13	12	42	52	41	19	18	33	9	7	8	6	10	7

Conclusions based on this data:

1. New criteria for ELD students has had an impact on the percentage of students reclassifying compared to 14-15 along with a change in curriculum materials and technologies. Students show annual growth from grades 6-8 over time.
2. Reclassification percentages are also significant and students are accessing grade level standards.
3. Support and intervention is needed for CELDT levels 3-5 and RFEPs in English Language Arts.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	20	12	5	37	39	28	31	27	41	3	6	13	9	15	13
7	25	8	15	40	62	42	20	8	23	5	8	8	10	15	12
8	26	18	14	41	44	54	5	18	21	18	12	4	10	9	7
Total	24	13	11	39	47	40	18	18	30	9	9	9	10	13	11

Conclusions based on this data:

1. There was an increase in the percentage of students attaining Early Advanced status, Intermediate status.
2. Focus will be on supporting RFEPs, Increasing the percentages of students reclassifying
3. LTELS need support in ELA.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Mathematics
LEA/LCAP GOAL:
Improve/Optimize Learning for All Students Maximize Student Potential through Effective Intervention
SCHOOL GOAL #1:
By June of 2018, all students (including ELD,SED, SWD) will demonstrate improved academic achievement in the area of Mathematics with an increase in the percentage of students meeting/exceeding standards. Emphasis on a strong foundation of algebraic skills along with using information from text will be measured by site and district benchmarks. Colina Middle School will be measuring student achievement by student performance on formative and summative assessments such as site based and district exams/benchmarks along with CAASPP exam data. STRATEGY: Colina Middle School will work with Mathematics articulation to implement CCSS and work toward textbook adoption of state and district approved curriculum. Emphasis on a strong foundation of algebraic skills using information from text will be measured by site and district benchmarks. Colina Middle School will be measuring student achievement by student performance on updated benchmarks that reflect higher order thinking of the new CA Standards. Math teachers will create rubrics to align with CCSS question banks and continue the model of trainer of trainers for professional staff development. Fidelity to interventions that target specific skill and standards for low performing students in our MTSS/CORE classes as well as SMART tutoring is essential to improve academic achievement of low performing students in Mathematics. Colina will also be hosting directed intervention "labs/clinics" to be held after school that will be designed for specific skill development of conceptual understand of mathematics in and out of text.
Data Used to Form this Goal:
CAASPP Data Reports EOCE Benchmark Assessments Academic Marks EADMS
Findings from the Analysis of this Data:
54% of all students were reported as meeting or exceeding the standards while 25% were reported nearly meeting standards and 21% not meeting standards. Focus on significant subgroups (ELL, SED, SWD) related to academic achievement in Mathematics with targeted interventions.

SUBJECT: Mathematics**How the School will Evaluate the Progress of this Goal:**

Site/District Benchmark Assessments
 Academic Marks
 CAASPP
 Progress monitoring of site based interventions (directed studies, SMART Tutoring, CORE, math clinics)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Professional Development and Instructional Training with CCSS	August 2017- June 2018	Admin Team Math Teachers Dept Chair	CCSS implementation using research based best practices. Release Day(s): 4 days @ \$120 each	0000: Unrestricted	OCBG	480
2. Develop CCSS aligned benchmark exams and rubrics to gauge student progress towards CCSS standards.	Ongoing	Articulation/Curriculum Dept Chair (Math/ELA) Teachers Admin Team	Use district approved benchmarks and end of course exams as a basis for implementing CCSS. Supplies to support CCSS	0000: Unrestricted	OCBG	520
3. Evaluate Math Placement/ Interventions	Progress Reporting Periods	Admin team Counselors Dept Chair Supervising Teachers	Targeting the instructional needs of students not meeting proficiency targets, especially English learners (ELs), (SWDs) students with disabilities, and any high-priority students not meeting standards. (Progress/Trimester Reporting)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. After School Intervention SMART Tutoring	August 2017 - June 2018	Admin Counselors Math Teachers High School Tutors	Identification of low performing Algebra students (40) form two classes with high school tutors and 2 supervising teachers. (\$30/hr for 2 supervising teachers x 9 months)	0001-0999: Unrestricted: Locally Defined	OTRM	4000
5. RTI (CORE)	August 2017 - June 2018	Admin Dept Chairs	Evaluate best practices for academic instruction/intervention implementation			
6. Math Intervention Period	Trimester 2, November 20	Admin Teacher Counselor	Intervention to support targeted students in mathematics	0001-0999: Unrestricted: Locally Defined	OTRM	11500
Directed Studies	August 2017 - June 2018	Admin Conselor Teacher	Weekly directed HW and study skills group	0001-0999: Unrestricted: Locally Defined	003R	1000
Special Education	August 2017	Teachers	Math Manipulatives	0000: Unrestricted	OCBG	500
ELD Support	August 2017 - June 2018	Admin Teachers Counselors Paraprofessional	Paraprofessional Early Back	0001-0999: Unrestricted: Locally Defined 0001-0999: Unrestricted: Locally Defined	0860 0860	1200 1350
Overcoming the Achievement Gap Trap: Solution Tree	December 4-5	Asst. Principal CORE Committee: Math	Solution Tree- RTI Institute Math Teacher 1@\$649 Teacher Release 2@\$120	0000: Unrestricted 0000: Unrestricted	OCBG OCBG	649 240

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Asst Principal registration	0000: Unrestricted	OCBG	649
Data Processing	August 2017 - June 2018	Counseling/Admin	Data Processing	0000: Unrestricted	OCBG	3000
Mathematics in a PLC	Dec 13-15	Math Teacher	Registration	0000: Unrestricted	OCBG	689
			Teacher Release 3@120	0000: Unrestricted	OCBG	360
			Hotel	0000: Unrestricted	OCBG	850

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Humanities
LEA/LCAP GOAL:
Maximize Student Achievement
SCHOOL GOAL #2:
<p>By June of 2018, all students (including ELD, 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 a variety of text 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 ELD 3D 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 data.</p> <p>STRATEGY: Colina Middle School will work with ELA articulation to implement CCSS; emphasis on reading comprehension, text analysis, and writing across all disciplines. 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 3D curriculum is essential to improve academic achievement of lower performing students in ELA.</p>
Data Used to Form this Goal:
CAASPP Results 2016-17 Benchmark Assessments Common Formative/Summative Writing Assessments CELDT Academic Marks
Findings from the Analysis of this Data:
62% of all students were reported as meeting or exceeding standards while 22% nearly met standards and 18% did not meet the standards. Student growth from 6th to 8th shows gains an increase in students meeting or exceeding standards. Focus on significant subgroups (ELL, SED, SWD) related to academic achievement in ELA.

SUBJECT: Humanities

How the School will Evaluate the Progress of this Goal:

Site/District Benchmark Assessments
 Writing Assessments
 Academic Marks
 SBAC
 Progress monitoring of site based interventions
 Data from site based common formative and summative assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS Common Assessment Implementation	Nov, Feb, April	Admin SS/ELA Dept Chair Teachers	Introduce common/consistent writing format across all disciplines.			
			3 Release Days @ \$120 Ea 6th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	OCBG	360
			3 Release Days @ \$120 Ea 7th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	OCBG	360
			3 Release Days @ \$120 Ea 8th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	OCBG	360
			Special Education ELA	0000: Unrestricted	OCBG	250
Data Processing	August 2017-June	Counseling/Admin	Data Processing	0000: Unrestricted	OCBG	3000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	2018					
Professional Development	August 2017-June 2018	ELA Teachers Instructional Coaches	CRLP Engaging ELL Tech Writing and Grammar Student Based Learning Argumentative, Narrative, and Informational Writing	0001-0999: Unrestricted: Locally Defined 0000: Unrestricted 0000: Unrestricted 0000: Unrestricted	TPGR	2350
Intervention Conference	November 2017	ELA Teachers	Evaluate best practices for academic instruction/intervention implementation			
Developed CCSS aligned benchmarks and rubrics	November 2017, January/April 2018	Admin/ELA Chair/ELA Teachers	CCSS based question and response assessments/end of course exams (ongoing)			
Progress Monitoring	Progress reporting periods	ELD Coordinator/ Counselor/Admin Teachers	Targeting the instructional needs of students not meeting proficiency targets, especially English learners (ELs), (SWDs) students with disabilities, and any high-priority students not meeting standards, (Progress/Trimester Reporting)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Release Days 8 per trimester @ \$120 each 3 trimesters= 2880	0001-0999: Unrestricted: Locally Defined	0860	950
English Opportunity	November 2017	Admin Counselor Teacher	ELA intervention class to support college prep placement	0001-0999: Unrestricted: Locally Defined	TPGR	4270
			ELA intervention class to support college prep placement	0001-0999: Unrestricted: Locally Defined	003R	4000
Directed Studies	August 2017-June 2018	Admin Counselor Teacher	Weekly HW check and Study Skills Group	0001-0999: Unrestricted: Locally Defined	003R	2500
English Lab	August 2017-June 2018	Admin Teachers	English Assistance	0001-0999: Unrestricted: Locally Defined	TPGR	1500
Literature Books	November 2017		Dar/Spear Thrower		Parent-Teacher Association (PTA)	250
			Wonder	0000: Unrestricted	Parent-Teacher Association (PTA)	250
			Gilgamesh the Hero	0000: Unrestricted	Parent-Teacher Association (PTA)	250
Spelling/ Bee	January 2018	Admin ELA Dept Chair Teachers	Spelling Bee	0000: Unrestricted	OCBG	200
Social Science	August 2017-June 2018	Admin Social Science Dept Chair	CCSS Release Days 6 @\$120	0000: Unrestricted	OCBG	720
			DBQ Project Mini Digital Platform	0000: Unrestricted	OCBG	280
Geographic Bee	November 2017	Admin Social Science Dept Chair	Geo Bee	0000: Unrestricted	OCBG	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Teachers				
ELD Support	August 2017-June 2018	Admin Counselor Teachers Paraprofessional	Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	TPGR	2000
			Early Back	0001-0999: Unrestricted: Locally Defined	0860	1295

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Science
LEA/LCAP GOAL:
Improve student learning in Science
SCHOOL GOAL #3:
By June of 2018, all students (including ELD, SED, and SWD) will demonstrate improved achievement in the area of Science. Emphasis on integration of new NGSS standards and curriculum in grades 6-8 is a priority. Maximizing student time with physical laboratory experiments for content mastery is a focus. Progress will be measured by site and district benchmarks as well as common written labs.
Data Used to Form this Goal:
Benchmark Assessments CELDT Academic Marks Academic Language/Common written labs
Findings from the Analysis of this Data:
87% of all students were reported as scoring advanced or proficient while 13% were reported with a score of Basic or below. Focus on significant subgroups (ELL, SED, SWD) related to academic achievement in science.
How the School will Evaluate the Progress of this Goal:
Site/District Benchmark Assessments Writing Assessments Academic Marks SBAC Progress monitoring of site based interventions

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
CCSS/ NGSS introduction and Implementation	August 2017- June 2018	Admin/ELA Dept Chair	Introduce new NGSS standards for all grade levels			
			4 Release Day @ \$120 Ea	0000: Unrestricted	OCBG	480
			VCOE NGSS	0000: Unrestricted	OCBG	300
			NGSS Science Materials	0000: Unrestricted	OCBG	220
Science Lab Materials	August 2017- March 2018	Sci Dept Chair	Repair Science Lab Equipment	0001-0999: Unrestricted: Locally Defined	Science Supplemental	1000
RTI/CORE	November 2017- June 2018	Admin/Leadership Team/Counselors	science intervention			
Science Fair/Olympiad	May 2018	Admin Sci Dept Chair Teachers	Science Olympiad Materials	0000: Unrestricted	OCBG	500
ELD Support	August 2017- June 2018	Admin Counselor Teachers Paraprofessional	ELD Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	0860	2085

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Tech
LEA/LCAP GOAL:
Technology Integration to Enhance Student Learning
SCHOOL GOAL #4:
By June of 2018, students (including ELD,SED, SWD) will increase interaction with curriculum using technology in classroom lessons/lab exercises via lesson presentations, computer lab, chromebooks and/or mobile devices.
STRATEGY: Colina Middle School will through the site and district technology committee to integrate technology as we move toward implementation of CCSS; emphasis on digital citizenship for all students using technology. Teachers will integrate technology into lessons as appropriate to enhance student learning.
Data Used to Form this Goal:
2016-17 Site Technology Committee All students/parents/faculty will sign the Acceptable Use Policy Students will be assigned a district Gmail account Measure I: Technology
Findings from the Analysis of this Data:
100% of 6th grade students will interact with curriculum using chromebooks, 100% of 7th grade students will use chromebooks devices to access ELA curriculum via google drive and moodle, 100% of 8th grade students will use technology for the purpose of research, writing, file sharing with CCCS implementation. Digital Citizenship Students need access to an email account to utilize google docs On-going professional development is needed to support teachers in technology implementation.

SUBJECT: Tech**How the School will Evaluate the Progress of this Goal:**

Progress monitoring of technology integration
 Measure I Technology Purchases
 Q-reports
 Observations

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Chromebook implementation	August 2017	Admin District Tech Site Tech Teachers	Purchase and distribution		Other	65500
			Chromebook Cart		Other	10200
Professional Development:	August 2017-June 2018	Admin Tech Committee Instructional Coaches Teachers	Tech Integration	0000: Unrestricted	OCBG	2000
Math Type	August 2017	Site Tech Math Teachers	Install Math Type in computer labs			
Tech Standards	August 2017, January 2018	Admin Tech Committee	Introduce district technology standards as we work toward CCCS implementation.			
Student Gmail Accounts	September 2017	District and Site Techs ICTs	Enter parent/students into Q database (1/17)			
Instructional Copier Supplies	August 2017-June 2018	Office Manager	Copier Supplies	0000: Unrestricted	OCBG	5000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Measure I	August 2017	Tech Director Curriculum Director Site Tech Committee Teachers	Tablet		Other	2947.85
			IPad Air		Other	5200.50
			Lenovo Laptop		Other	672
			LCD Projectors		Other	8640
			VEX Super Kit		Other	650
			VEX IQ foundation kit		Other	175
			VEX Competition kit		Other	215
			Projector Mounts		Other	1500
			Winbooks		Other	4000
Physical Education	January 2018	Dept Chair Teachers	Spin Bikes /Heart Rate Monitors	0000: Unrestricted	OCBG	1000

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Activities
LEA/LCAP GOAL:
Engage Students through Quality Student Activities
SCHOOL GOAL #5:
Support students 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 with a focus to increase student achievement, enhance character development efforts and create an anti-bullying environment. Colina will continue with participation in Teen Center League intramural sports programming with equal participation of boys and girls and host host quality electives programming for all students. Kindness Campaign, Leadership and Digital Citizenship are focus' for school climate and culture.
Data Used to Form this Goal:
CHKS 2016-17 Parent Needs Assessment Survey Staff Survey LCAP Survey
Findings from the Analysis of this Data:
Student connection to school through quality activity programs is essential for positive school climate and culture.
How the School will Evaluate the Progress of this Goal:
CHKS Needs Assessment Survey PLC LCAP Survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teen Center Intramural Sports	August 2017-June 2018	Admin ASB Teachers	Intramural Sports Fee		ASB	4085

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Coach	0001-0999: Unrestricted: Locally Defined	OTRM	4700
			Coach		ASB	4700
			Sports Equipment	0001-0999: Unrestricted: Locally Defined	OTRM	766
Electives	AAugust 2017-June 2018	Admin Teachers	Strings	0001-0999: Unrestricted: Locally Defined	OPGR	1000
			Band	0001-0999: Unrestricted: Locally Defined	OPGR	2000
			Choir	0001-0999: Unrestricted: Locally Defined	OPGR	2000
			Technology	0001-0999: Unrestricted: Locally Defined	OPGR	912
			Debate	0001-0999: Unrestricted: Locally Defined	OPGR	1000
			Art	0001-0999: Unrestricted: Locally Defined	OPGR	1000
			6th Grade integrated team supplies	0000: Unrestricted	OCBG	5500
			Art, Band, Strings, Choir, Wood	0000: Unrestricted	OCBG	4400
ASB	August 2017-June 2018	Admin Teachers	ASB School Climate and Culture, Speakers, lunchtime activities, socials/dances, promotion, leadership conference		ASB	15000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WEB	August 2017-June 2018	Admin Teachers Students	WEB student support supplies:emphasis 6th grade transition	0001-0999: Unrestricted: Locally Defined	TPGR	2000
GATE	November 2017-May 2018	Dean Gate Facilitator Gate Rep	GATE Supplies	0001-0999: Unrestricted: Locally Defined	Instruction	1000
Visual Performing Arts	November 2017-March 2018	Band Teacher Choir Teacher Strings Teacher Art Teacher Electives Chair	Textbooks/Supplies/Repairs Funded 0085	0000: Unrestricted	None Specified	6000
			Accompanist	0000: Unrestricted	Instruction	5000

Centralized Services for Planned Improvements in Student Performance

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

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Student Performance
SCHOOL GOAL #1:
By June of 2017, all students including ELL,SED,SWD will demonstrate improved achievement in the area of ELA and Math. Emphasis on reading comprehension, text analysis, and writing across all disciplines; Teachers will make distinctions between content and academic language using informational text. Fidelity to interventions including Inside and LEAD is essential to improve academic achievement of low performing students in ELA and Mathematics

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certificated Staff	August 2017 to June 2018		Salary and Benefits		0860	5694.06
Support Staff	August 2017 to June 2018		Salary and Benefits		0860	44485.22
Professional Development	August 2017 to June 2018		Costs for conference, speakers, supplies, teacher release, etc.		0860	3234.46
School Improvement	August 2017 to June 2018		Costs for conference, speakers, supplies, teacher release, etc.		OCBG	30494

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
003R	7500	0.00
0860	6880	0.00
OPGR	7912	0.00
ASB	23785	0.00
OTRM	20966	0.00
OCBG	33883	816.00
TPGR	12120	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	6,880.00
OPGR	7,912.00
OTRM	20,966.00
ASB	23,785.00
Instruction	6,000.00
None Specified	6,000.00
OCBG	33,067.00
Other	99,700.35
Parent-Teacher Association (PTA)	750.00
Science Supplemental	1,000.00
TPGR	12,120.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	44,567.00
0001-0999: Unrestricted: Locally Defined	57,378.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0001-0999: Unrestricted: Locally Defined	003R	7,500.00
0001-0999: Unrestricted: Locally Defined	0860	6,880.00
0001-0999: Unrestricted: Locally Defined	OPGR	7,912.00
0001-0999: Unrestricted: Locally Defined	OTRM	20,966.00
	ASB	23,785.00
0000: Unrestricted	Instruction	5,000.00
0001-0999: Unrestricted: Locally Defined	Instruction	1,000.00
0000: Unrestricted	None Specified	6,000.00
0000: Unrestricted	OCBG	33,067.00
	Other	99,700.35
	Parent-Teacher Association (PTA)	250.00
0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
0001-0999: Unrestricted: Locally Defined	Science Supplemental	1,000.00
0001-0999: Unrestricted: Locally Defined	TPGR	12,120.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,987.00
Goal 2	25,345.00
Goal 3	4,585.00
Goal 4	107,700.35
Goal 5	61,063.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Thomas S. Frank	X				
Brian S. Farrell		X			
John Braaten		X			
Sarah Morton		X			
Kris Olson		X			
Teresa Coffman		X			
Denise Agapoff		X			
Tracy Krug		X			
Marissa Niemczyk		X			
Anita Chiapuzio			X		
Abby Flamer					X
Madeleine Mekari					X
Sophia Candella					X
Mrs. Leslie Regener				X	
Mrs. Alysia Flamer				X	
Mrs. Amy Chen				X	
Mrs. Charity Brockman				X	
Numbers of members of each	1	8	1	4	3

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

State Compensatory Education Advisory Committee

Signature

X English Learner Advisory Committee

Signature

Special Education Advisory Committee

Signature

X Gifted and Talented Education Program Advisory Committee

Signature

District/School Liaison Team for schools in Program Improvement

Signature

Compensatory Education Advisory Committee

Signature

Departmental Advisory Committee (secondary)

Signature

Other committees established by the school or district (list):

Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 24, 2017.

Attested:

Thomas S. Frank

Typed Name of School Principal

Signature of School Principal

Date

John Braaten

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date