

The School 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 School 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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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, Social Science, Study Skills, as well as enrichment opportunities in Art, Debate, Drama, 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 enrichment that include Bridge Building, Economics, Creative Art/Writing, Technology, Woodworking, Debate, Student Leadership, Strings, Band, Jazz, Drama, 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 seven years.

Over the next two years, Colina will continue refine the development of best teaching strategies though our PLC. We will continue integrate technology, build a technology pathway to connect our students to the high school tech academy, 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 with 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 Thousand Oaks and Westlake Village, however, school choice has students attending Colina from neighboring districts. 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 awarded a National Blue Ribbon and Distinguished school in 2001-2002 school year and was a California Gold Ribbon Award recipient in 2017.

Colina Middle School was the first middle school in the Conejo Valley Unified School District to host grades 6-8 and provides school services to a population of approximately 18,750 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 continue 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 32 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 998 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. Colina Academy of Technology is new for 2018 which created a CTE pathway in the area of Career Technical Arts to feed in to Westlake High School. This Technology Academy came to fruition due the school being one of ten schools in the state to be awarded the Middle School Foundations Academy Grant to support students in Career Technical Arts.

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 assessment data as well as the CAST 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 Teacher Induction 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 as a PLC. 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 program with differentiated instruction
MTSS: Curriculum Organization Review & Enrichment (CORE)

14. Research-based educational practices to raise student achievement

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

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 secured common planning time, social/emotional support, district/school fiscal limitations and available resources as it relates to the LCFF, diversity in educational beliefs 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 are needed to effectively support students who are designated as English Language Learners. Large class sizes at the middle school level are also a barrier to meeting academic achievement goals.

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 to the Common Core State Standards (CCSS) has been an adjustment where teachers need time to unpack standards with newly adopted CCSS/NGIS 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 in a PLC supported by common planning time.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	306	354	290	299	343	281	299	340	280	97.7	96.9	96.9
Grade 7	284	319	361	269	312	349	269	312	348	94.7	97.8	96.7
Grade 8	358	298	326	352	275	297	351	275	296	98.3	92.3	91.1
All Grades	948	971	977	920	930	927	919	927	924	97	95.8	94.9

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2548.1	2540.9	2560.8	23	26.76	31.79	37	32.35	31.07	23	20.00	23.21	17	20.88	13.93
Grade 7	2583.4	2571.0	2582.7	27	26.28	29.89	41	34.29	38.22	20	19.87	13.79	13	19.55	18.10
Grade 8	2588.2	2593.9	2567.5	18	23.64	17.23	42	40.36	38.18	26	21.09	21.28	13	14.91	23.31
All Grades	N/A	N/A	N/A	22	25.67	26.41	40	35.38	36.04	23	20.28	19.05	14	18.66	18.51

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	26	30.29	35.00	46	45.59	40.00	28	24.12	25.00	
Grade 7	34	35.81	37.75	47	39.68	42.65	19	24.52	19.60	
Grade 8	33	35.40	31.19	46	42.70	39.32	22	21.90	29.49	
All Grades	31	33.66	34.82	46	42.75	40.78	23	23.59	24.40	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	29.97	40.50	49	44.21	39.43	19	25.82	20.07
Grade 7	44	42.07	48.70	42	43.04	35.45	14	14.89	15.85
Grade 8	38	36.26	27.55	45	47.99	47.96	17	15.75	24.49
All Grades	38	35.91	39.46	45	44.94	40.65	17	19.15	19.89

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	16	19.41	21.79	70	65.00	65.71	14	15.59	12.50
Grade 7	21	20.90	19.65	68	57.56	60.69	11	21.54	19.65
Grade 8	17	22.99	19.26	70	69.71	62.16	13	7.30	18.58
All Grades	18	20.97	20.17	69	63.89	62.69	13	15.14	17.14

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	41	34.41	45.36	49	45.59	43.21	10	20.00	11.43
Grade 7	32	34.30	38.62	53	44.98	45.82	15	20.71	15.56
Grade 8	34	34.93	32.31	52	50.74	47.96	14	14.34	19.73
All Grades	36	34.53	38.65	51	46.91	45.71	13	18.57	15.64

Conclusions based on this data:

1. Data shows an increase in the percentage of students meeting and exceeding standards by nearly 1% as compared to 17/18 CAASPP ELA scores for all students. This improvement consists of an increase of 3% of students above the standard by reading and understanding literary and non-fictional texts, students producing clear and purposeful writing increased by 4% and an increase in the percentage of students demonstrating effective communication skills by 4%. Data further shows that our achievement is higher than that of the county and state. However, looking at growth of the 16/17 cohort of students shows a decline as students traveled through grades 6-8. The 17/18 cohort of students is showing a 9% growth in all students meeting or exceeding standards as students have traveled through grades 6 & 7. 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/EADMs and CAASPP interim assessments are needed to support teachers in improving student learning.
2. Meeting or exceeding state and county percentages for students at or above standards in all categories tested. ELA fell below the district average in grades 6 and 8, however grade 7 ELA scores beating the district average by 3%. Teachers will need time to analyze claims and unpack essential standards as they relate to reading comprehension, writing, and research/inquiry as these will continue to be focus areas for all students. Timely common assessments will provide the data needed to guide support and interventions through our MTSS time. Common planning time is needed to facilitate these data driven discussions through PLC.

3. Colina has shown a slight increase in the percentage of students meeting or exceeding standards on 17/18 state testing compared to the prior year when looking at all students. Fidelity to ILit curriculum will be a catalyst for growth for our ELL levels 1 and 2 learners. Interventions in ELA as well as guided studies classes 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 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 and include a push to increase SWD subgroups in general education classes.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	306	354	290	299	343	278	297	343	277	97.7	96.9	95.9
Grade 7	284	319	361	269	312	349	269	312	349	94.7	97.8	96.7
Grade 8	358	298	326	352	272	302	351	272	302	98.3	91.3	92.6
All Grades	948	971	977	920	927	929	917	927	928	97	95.5	95.1

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2553.5	2552.4	2560.4	33	32.07	36.46	19	21.87	18.77	26	23.32	24.19	23	22.74	20.58
Grade 7	2585.9	2561.8	2569.7	36	30.13	32.09	23	21.47	26.07	26	24.04	16.33	14	24.36	25.50
Grade 8	2599.8	2615.0	2593.3	36	40.81	33.77	17	18.38	15.56	24	23.90	25.83	23	16.91	24.83
All Grades	N/A	N/A	N/A	35	33.98	33.94	19	20.71	20.47	25	23.73	21.77	20	21.57	23.81

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	37	38.19	43.17	34	33.82	32.10	30	27.99	24.72	
Grade 7	41	38.91	40.58	38	28.30	28.70	21	32.80	30.72	
Grade 8	41	49.26	39.53	28	31.25	30.23	30	19.49	30.23	
All Grades	40	41.68	41.00	33	31.21	30.21	27	27.11	28.79	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	31	30.61	33.21	46	42.57	45.49	23	26.82	21.30
Grade 7	36	32.05	36.10	42	43.59	41.55	21	24.36	22.35
Grade 8	35	38.24	31.46	49	41.91	45.03	17	19.85	23.51
All Grades	34	33.33	33.73	46	42.72	43.86	20	23.95	22.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	30	34.69	37.82	47	38.48	39.27	22	26.82	22.91
Grade 7	37	29.17	34.87	50	48.40	47.26	13	22.44	17.87
Grade 8	38	42.65	35.76	46	42.28	47.02	16	15.07	17.22
All Grades	35	35.17	36.04	48	42.93	44.81	17	21.90	19.16

Conclusions based on this data:

1. Data reveals a significant decline in the percentage of students exceeding/meeting standards in grade 8 for the 17-18 school year as there was no standard level class offered in the master schedule. The data also shows a plateau in the students meeting/exceeding standards but also shows a growth of 3-6% exceeding standards in the areas of applying mathematical concepts and procedures, problem solving and reasoning. 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. Growth in many significant subgroups was experienced from prior year data with the 16/17 cohort of student experiencing the most growth in students meeting/exceeding standards in all subgroups.
2. 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/EADMs and CAASPP interim assessments are needed to support teachers in improving student learning. 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. There was a decline in student achievement in 8th grade for 17/18 school year as the "standard level" class was not offered in the master schedule. Moving forward students identified as below standard will be provided an opportunity math support class as an intervention.
3. Fidelity to ILit 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.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1514.3	1512.5	1515.8	24
Grade 7	1522.7	1519.1	1525.9	32
Grade 8	1529.3	1527.8	1530.0	11
All Grades				67

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	13	54.17	*	*	*	*	24
Grade 7	*	*	12	37.50	*	*	*	*	32
Grade 8	*	*	*	*	*	*	*	*	11
All Grades	11	16.42	30	44.78	19	28.36	*	*	67

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	24
Grade 7	13	40.63	13	40.63	*	*	*	*	32
Grade 8	*	*	*	*			*	*	11
All Grades	27	40.30	28	41.79	*	*	*	*	67

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	14	58.33	*	*	24
Grade 7	*	*	*	*	15	46.88	*	*	32
Grade 8	*	*	*	*	*	*	*	*	11
All Grades	*	*	*	*	31	46.27	20	29.85	67

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	17	70.83	*	*	24
Grade 7	13	40.63	15	46.88	*	*	32
Grade 8	*	*	*	*	*	*	11
All Grades	21	31.34	39	58.21	*	*	67

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	17	70.83	*	*	*	*	24
Grade 7	17	53.13	12	37.50	*	*	32
Grade 8	*	*			*	*	11
All Grades	44	65.67	18	26.87	*	*	67

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	18	75.00	24
Grade 7	*	*	*	*	23	71.88	32
Grade 8	*	*	*	*	*	*	11
All Grades	*	*	13	19.40	49	73.13	67

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	21	87.50	*	*	24
Grade 7	*	*	25	78.13	*	*	32
Grade 8	*	*	*	*	*	*	11
All Grades	*	*	53	79.10	*	*	67

Conclusions based on this data:

1. ELPAC data provided is too limited for analysis at this point. Constant progress monitoring, Newcomer & LAT meetings, grade checks and teacher check-ins ensure that students are making significant progress.
2. 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 ELD facilitator. Our bilingual facilitator provides additional support based on individual student need through collaboration with involved stakeholders including parents.
3. Using current information from Q, of the students who have not been reclassified as RFEP reflect 28% Bridging, % 44 Emerging and 16% are Expanding..

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
By June of 2019, 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 by 2%. 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. Math teacher leaders will attend CAPs as PD for PLC and common assessments.
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 interventions held within the school day designed for specific skill development of conceptual understanding 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:
55% of all students were reported as meeting or exceeding the standards while 22% were reported nearly meeting standards and 23% not meeting standards. Focus on significant subgroups (ELL, SED, SWD) related to academic achievement in Mathematics with targeted interventions.
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: Writing formative and summative common assessments	August 2018- June 2019	Admin Team Math Teachers Dept Chair	CCSS implementation using research based best practices. Release Day(s): 4 days @ \$120 each	0000: Unrestricted	OCBG	480
			Analysis of data to monitor student achievement Focus on significant subgroups SWD, ELD, SED, Hispanic scores from assessments and progress monitoring			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Develop CCSS aligned benchmark exams and rubrics to gauge student progress towards CCSS standards.	Ongoing	Articulation/Curriculum Dept Chair (Math/ELA) Teachers Admin Team	Use district approved benchmarks and end of course exams as a basis for implementing CCSS. Supplies to support CCSS Meet and review data from benchmarks to guide instruction by scaffolding and using SDAIE strategies to support ELD, SWD Hispanic, and SED subgroups	0000: Unrestricted	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) Two formative and one summative common assessment per trimester Targeting for MTSS CORE interventions those SWD, ELD, Low SES, Hispanic			

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 2018- June 2019	Admin Counselors Math Teachers High School Tutors	<p>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>Target students will be directed to attend (SWD, ELD, Hispanic)</p>	0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	4000
5. RTI (CORE)	August 2018- June 2019	Admin Dept Chairs Teachers Counselors	<p>Evaluate best practices for academic instruction/intervention implementation</p> <p>review data from common assessments at every Core Rotation (4 weeks)</p> <p>identify at risk students (ELD, SWD, Hispanic) for Cougar Achievement Time</p> <p>Identify students for Guided Studies (SWD,ELD, Low SES, Hispanic)</p>			
6. Math Intervention Period	Trimester 2, December 3, 2018	Admin Teacher Counselor	Intervention to support targeted students in mathematics (eld, swd, Hispanic)	0001-0999: Unrestricted: Locally Defined	OTRM	10080
7. Directed Studies	August 2018 - June 2019	Admin Conselor Teacher	Weekly directed HW and study skills group	0001-0999: Unrestricted: Locally Defined		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Targeted students (SWD, ELD, Hispanic, SED) will be directed to attend support class for HW production, study skills and organization			
8. CAPs Network (PLC)	August 2018- May 2019	Principal Math Teacher 7/8 Math Teacher 6	Professional Development using PLC for positive student outcomes	0001-0999: Unrestricted: Locally Defined	Title II Part A: Improving Teacher Quality	600
			6 Release Days for 2 teachers to attend CAPs: 12 @ \$120 Identify essential standards to guide instruction Targeted interventions vs remediation for targeted students for all students including our targeted SWD, ELD, Hispanic subgroups Norms/Protocols for monitoring PLC team outcomes Four Guiding Questions	0001-0999: Unrestricted: Locally Defined	Title II Part A: Improving Teacher Quality	1440
9. Special Education	August 2018	Teachers	Math Manipulatives, increasing access to general education content Life Skills course uses chromebooks to access online ordering for groceries (SWD)	0000: Unrestricted	OCBG	500
10. ELD Support	August 2018- June 2019	Admin Teachers Counselors	Paraprofessional embedded classroom support	0001-0999: Unrestricted: Locally Defined	0860	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
		Paraprofessional	Early Back (August 6-10) Pre/post assessment in math and English (writing) ELD incoming 6th graders	0001-0999: Unrestricted: Locally Defined	0860	1350
Above and Beyond: After School Peer Tutoring	August-May	Admin Teachers Counselors WEB student Tutors	Peer tutoring in Math in an after school program targeting our significant subgroups (SWD,ELD, Hispanic).			
Data Processing	August 2018- May 2019	Counseling/Admin	Data Processing Outreach communications to ELD families regarding school programs and student achievement	0000: Unrestricted	OCBG	3000

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: English Language Arts/Humanities

LEA/LCAP GOAL:

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

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

SCHOOL GOAL #2:

By June of 2019, 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 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 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. 8th grade students with IEP goals for support in ELA will participate in a co-teaching model in 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% from the prior year's scores.

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.

Data Used to Form this Goal:
CAASPP Results 17/18 Benchmark Assessments Common Formative/Summative Writing Assessments ELPAC SRI 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.
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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			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 Core Literature	0000: Unrestricted	OCBG	250
			Social Science Release Days for 7th 2 days @120	0000: Unrestricted	OCBG	480
			Social Science Release Days for 8th 2 days @120	0000: Unrestricted	OCBG	480
Data Processing	August 2018- June 2019	Counseling/Admin	Data Processing Outreach and school to home communications to targeted families (SWD, ELD, Hispanic, SED)	0000: Unrestricted	OCBG	3000
Professional Development	August 2018- June 2019	ELA Teachers Instructional Coaches	Conference/In-service Tech Writing and Grammar	0001-0999: Unrestricted: Locally Defined 0000: Unrestricted	OCBG	2236

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			CRLP review	0000: Unrestricted		
			Argumentative, Narrative, and Informational Writing	0000: Unrestricted		
			SRI assessment for ELD/Hispanic subgroups			
Intervention Conference	November 2018	ELA Teachers	Evaluate best practices for academic instruction/intervention implementation			
			Common Writing Assessment			
			UDL implementation			
Developed CCSS aligned benchmarks and rubrics	November 2018, January/April 2019	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)			
			Release Days	0001-0999:	0860	950
			8 per trimester @ \$120 each	Unrestricted: Locally Defined		
			3 trimesters= 2880			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Share lessons and resources for UDL : exploration of quality evidence rubric and explicit learning for all students New ELA, Ilit, Storyboardthat, preferred learning style inventories.			
English Opportunity	December 2018- May 2019	Admin Counselor Teacher	ELA intervention class to support college prep placement Targeting ELD, Hispanic	0001-0999: Unrestricted: Locally Defined	OTRM	10710
Directed Studies	August 2018- May 2019	Admin Counselor Teacher	Weekly HW check and Study Skills Group Targeted subgroups for directed intervention. (SWD, ELD, Hispanic, SED)	0001-0999: Unrestricted: Locally Defined	None Specified	
CAPs Network (PLC)	August 2018- May 2019	Principal ELA Dept Chair ELA Teacher 8th	Professional Development using PLC for positive student outcomes 6 Release Days for 2 teachers to attend CAPs: 12 @ \$120 Four Guiding Questions Norm/protocols for PLC Progress monitoring of I CAN Statements	0001-0999: Unrestricted: Locally Defined 0000: Unrestricted	Instruction Title II Part A: Improving Teacher Quality	1960 460
Literature Books	November 2018		Dar/Spear Thrower		Parent-Teacher Association (PTA)	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Wonder	0000: Unrestricted	Parent-Teacher Association (PTA)	250
				0000: Unrestricted	Parent-Teacher Association (PTA)	250
Spelling/ Bee	January 2019	Admin ELA Dept Chair Teachers	Spelling Bee	0000: Unrestricted	OCBG	200
Social Science	August 2018- June 2019	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	December 2018	Admin Social Science Dept Chair Teachers	Geo Bee	0000: Unrestricted	OCBG	200
ELD Support	August 2018- June 2019	Admin Counselor Teachers Paraprofessional	Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	0860	1280
			Early Back incoming 6th graders pre/post test for reading and writing	0001-0999: Unrestricted: Locally Defined	0860	735
			Embed classroom paraprofessional support (ELD/Hispanic)	0000: Unrestricted	Instruction	735
SS Mini Q Inservice	September 27 2018	Teachers District Laison	ONline DBQ platform			
Instructional Rounds	ongoing	Teachers DC Admin	walk through observations for engagement and checking for understanding. Evidence of intentional planning for SWD/ELD			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			UDL implementation Four guiding questions			
Women in History	Spring 2019 April	Teacher Admin	Release day for supervising teacher Highlight famous contributions of women (Hellen Keller, Rosa Parks, Sally Ride, Eleanor Roosevelt)	0000: Unrestricted	OCBG	120
Civil War Re-enactment	April 26, 2019	Teachers	Civil War 8th grade	0001-0999: Unrestricted: Locally Defined	Instruction	500
Least Restrictive Environment: CO-TEACHING English Language Arts SAI B with English 8CP	March 4, 2019	Admin Counselors SAI and Gen Ed Teacher	Co-Teaching Implementation Professional Development: "Leading with the Co-teaching Dance" Increase percentage of SAI students in LRE	0000: Unrestricted	None Specified	
Least Restrictive Environment: Social Science	August 24, 2018	Admin Counselors SAI Teachers Gen Ed Teachers	Increase percentage of SAI students in general education social science classes in grades 6-8.			
Above and Beyond: After School Tutoring	August- May	Admin Counselors Teachers WEB	After school peer tutoring with targeted subgroups (SWD, ELD, Hispanic)			

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #3:
By June of 2019, all students (including ELD, SED, and SWD) will demonstrate achievement in the area of Science. Emphasis on integration and alignment of new NGSS standards with science framework curriculum in grades 6-8 is a priority. Maximizing student time with physical laboratory experiments for content mastery is a focus. Progress will be measured by site based common assessments (formative/summative) such as labs, benchmarks, and CAASPP results in 18-19. Colina will increase the percentage of students designated with SAI support in the least restrictive environment in grades 6-8.
Data Used to Form this Goal:
Common Assessments Benchmark Assessments Academic Marks Academic Language/Common written labs
Findings from the Analysis of this Data:
Findings from the previous tested year showed 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 2018-June 2019	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 2018-May 2019	Sci Dept Chair	Repair Science Lab Equipment	0001-0999: Unrestricted: Locally Defined	Science Supplemental	1000
RTI/CORE	August 2018-June 2019	Admin/Leadership Team/Counselors	science intervention targeting (SWD, ELD, Hispanic, SED)			
Science Fair/Olympiad	May 2019	Admin Sci Dept Chair Teachers	Science Olympiad Materials	0000: Unrestricted	OCBG	500
ELD Support	August 2018-June 2019	Admin Counselor Teachers Paraprofessional	ELD Embedded Classroom Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	0860	2085
Least Restrictive Environment: Science	August 2018	Admin SAI Department Chair Science Teachers Counselors	Increase percentage of SAI students in LRE via general education Science placement in grades 6-8			

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

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:
CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
SCHOOL GOAL #4:
By June of 2019, 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 using google. Students and teachers will have the current technological tools to augment curricular goals and objectives to improve student learning.
Data Used to Form this Goal:
2017-18 Site Technology Committee
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 be introduced to google drive and interact with curriculum using Chromebooks, 100% of 7th grade students will use chromebooks devices to access ELA curriculum via google drive , 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.

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
Measure I Technology	August 2018	Admin District Tech Site Tech Teachers	Purchase and distribution	None Specified	Other	60725
			Chromebook Cart	None Specified	Other	3056
			Teacher Computers	None Specified	Other	7515
			Projector Replacements	None Specified	Other	3350
			Printers	None Specified	Other	1250
Professional Development:	August 2018- March 2019	Admin Tech Committee Teachers	CUE Conference	0000: Unrestricted	OCBG	1073
Math Type	August 2018	Site Tech Math Teachers	Install Math Type in computer labs			0
Tech Standards	September 2018	Admin Tech Committee	Introduce district technology standards			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Gmail Accounts	September 2018	District and Site Techs ICTs	Enter parent/students into Q database (1/18)			
Instructional Copier Supplies	August 2018-June 2019	Office Manager	Copier Supplies	0000: Unrestricted	OCBG	5000
Physical Education	January- March 2019	Dept Chair Teachers	Spin Bikes /Heart Rate Monitors	0000: Unrestricted	OCBG	500
			Food	0000: Unrestricted	OCBG	360
			Cahperd Annual Conference Registration x3	0000: Unrestricted	OCBG	1050
			Hotel 2 nights x 3	0000: Unrestricted	OCBG	1080
			Conference Expenses/supplies	0000: Unrestricted	OCBG	174

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:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #5:
Support all students (including (SWD,ELD, SED) 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 quality electives programming for all students. Colina's Kindness Campaign, Leadership and Digital Citizenship are focus' for school climate and culture. Student will be provided opportunities to participate in Band, Orchestra, Debate, Drama, Technology Academy, Choir, Art and ASB
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. An increase in student engagement through quality activities and elective programming.

How the School will Evaluate the Progress of this Goal:

CHKS
Needs Assessment Survey
PLC
LCAP Survey
Attendance
SST

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 2018- May 2019	Admin ASB Teachers	Intramural Sports Fee		ASB	4085
			Coach	0001-0999: Unrestricted: Locally Defined	OTRM	1000
			Coach		ASB	8300
			Sports Equipment	0001-0999: Unrestricted: Locally Defined	OTRM	804
Electives	August 2018- April 2019	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	1000
			GATE	0001-0999: Unrestricted: Locally Defined	OPGR	1000
			WEB	0001-0999: Unrestricted: Locally Defined	OPGR	216
			Debate	0001-0999: Unrestricted: Locally Defined	OPGR	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Art	0001-0999: Unrestricted: Locally Defined	OPGR	1000
			6th Grade integrated team supplies	0000: Unrestricted	OCBG	5500
ASB	August 2018- April 2019	Admin Teachers	ASB School Climate and Culture/Renaissance	None Specified	ASB	15000
			Speakers, lunchtime activities, socials/dances, promotion, leadership conference, campus beautification, class gift	None Specified	Parent-Teacher Association (PTA)	26000
WEB	August 2018- April 2019	Admin Teachers Students	WEB student support supplies:emphasis 6th grade transition and students new to school	0001-0999: Unrestricted: Locally Defined	Instruction	2000
				None Specified	ASB	784
GATE	August 2018- April 2019	Dean Gate Facilitator Gate Rep	GATE Supplies	0001-0999: Unrestricted: Locally Defined	OPGR	500
				1000-1999: Certificated Personnel Salaries	OPGR	500
Visual Performing Arts	August 2018- April 2019	Band Teacher Choir Teacher Strings Teacher Art Teacher Electives Chair	Accompianst	2000-2999: Classified Personnel Salaries	Instruction	5000
Middle School Foundations Academy To create CTE pathway in technology to feed into WHS Tech Academy	Colina Academy of Technology	Principal Tech Teacher CPA at WHS Teachers Elem-High	Salaries for curriculum development and alignment with CTE standards. Release days for collaboration aongst teachers and industry partners as well as PD.	1000-1999: Certificated Personnel Salaries	California Partnership Academies	15300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Software and Equipment to implement MSFA curriculum	4000-4999: Books And Supplies	California Partnership Academies	25640
			Leadership Seminars and CTE related Professional Development	5000-5999: Services And Other Operating Expenditures	California Partnership Academies	11014
Adalante Mujeres	Latina girls club to promote leadership	Principal ELD Coordinator Teachers	Promoting school connectedness to targeted group. Emphasis on leadership skills with the power of education and philanthropic opportunities.			
Cougar Cafe	Life Skills	Principal SAI Teachers Students	Life Skill course designed for students with disabilities to create entrepreneurship opportunity. Students learn to use customer service and communication skills, design menus, fill orders, keep inventory and rotate service of delivery.			

Planned Improvements in Student Performance

School Goal #6

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:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

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 2019, 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 2018 to June 2019		Salary and Benefits		0860	5694.06
Support Staff	August 2018 to June 2019		Salary and Benefits		0860	44485.22
Professional Development	August 2018 to June 2019		Costs for conference, speakers, supplies, teacher release, etc.		0860	3234.46
School Improvement	August 2018 to June 2019		Costs for conference, speakers, supplies, teacher release, etc.		OCBG	29783

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Title II Part A: Improving Teacher	2500	0.00
0860	7600	0.00
OPGR	8216	0.00
ASB	28169	0.00
OTRM	22594	0.00
OCBG	29783	0.00
California Partnership Academies	51954	0.00
Parent-Teacher Association (PTA)	30750	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
0860	7,600.00
OPGR	8,216.00
OTRM	22,594.00
ASB	28,169.00
California Partnership Academies	51,954.00
Instruction	10,195.00
OCBG	29,783.00
Other	75,896.00
Parent-Teacher Association (PTA)	30,750.00
Science Supplemental	1,000.00
Title II Part A: Improving Teacher Quality	2,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	29,242.00
0001-0999: Unrestricted: Locally Defined	51,646.00
1000-1999: Certificated Personnel Salaries	15,800.00
2000-2999: Classified Personnel Salaries	5,000.00
4000-4999: Books And Supplies	25,640.00
5000-5999: Services And Other Operating Expenditures	11,014.00
None Specified	117,680.00

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	0860	7,600.00
0001-0999: Unrestricted: Locally Defined	OPGR	7,716.00
1000-1999: Certificated Personnel Salaries	OPGR	500.00
0001-0999: Unrestricted: Locally Defined	OTRM	22,594.00
	ASB	12,385.00
None Specified	ASB	15,784.00
1000-1999: Certificated Personnel Salaries	California Partnership Academies	15,300.00
4000-4999: Books And Supplies	California Partnership Academies	25,640.00
5000-5999: Services And Other Operating	California Partnership Academies	11,014.00
0000: Unrestricted	Instruction	735.00
0001-0999: Unrestricted: Locally Defined	Instruction	4,460.00
2000-2999: Classified Personnel Salaries	Instruction	5,000.00
0000: Unrestricted	OCBG	27,547.00
0001-0999: Unrestricted: Locally Defined	OCBG	2,236.00
None Specified	Other	75,896.00
	Parent-Teacher Association (PTA)	250.00
0000: Unrestricted	Parent-Teacher Association (PTA)	500.00
0001-0999: Unrestricted: Locally Defined	Parent-Teacher Association (PTA)	4,000.00
None Specified	Parent-Teacher Association (PTA)	26,000.00
0001-0999: Unrestricted: Locally Defined	Science Supplemental	1,000.00
0000: Unrestricted	Title II Part A: Improving Teacher Quality	460.00
0001-0999: Unrestricted: Locally Defined	Title II Part A: Improving Teacher Quality	2,040.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,170.00
Goal 2	27,126.00
Goal 3	4,585.00
Goal 4	85,133.00
Goal 5	128,643.00

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		
Lauren Dawson					X
Sienna Sheath					X
Aarya Bangali					X
Mrs. Kim Collins				X	
Mrs. Elizabeth Beaven				X	
Mrs. Stephanie Vollowitz				X	
Mrs. Charity Brockman				X	
Mrs. Jenny Crosby				X	
Numbers of members of each	1	8	1	5	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 School 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

X English Learner Advisory Committee

X Special Education Advisory Committee

X Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

X Departmental Advisory Committee (secondary)

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

Signature

Marcia E. Ramirez

Signature

Jimmy Crosby

Signature

John W. [unclear]

Signature

Signature

Signature

Elizabeth Beaven

Signature

[Signature]

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]

Signature of School Principal

4/30/19

Date

John Braaten

Typed Name of SSC Chairperson

[Signature]

Signature of SSC Chairperson

4/30/19

Date

Budget By Expenditures

Colina Middle School

Funding Source: 0860

\$7,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Paraprofessional embedded classroom support	0001-0999: Unrestricted: Locally Defined	\$1,200.00	Mathematics	10. ELD Support
Early Back (August 6-10) Pre/post assessment in math and English (writing) ELD incoming 6th graders	0001-0999: Unrestricted: Locally Defined	\$1,350.00	Mathematics	10. ELD Support
Release Days 8 per trimester @ \$120 each 3 trimesters= 2880	0001-0999: Unrestricted: Locally Defined	\$950.00	English Language Arts/Humanities	Progress Monitoring
Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	\$1,280.00	English Language Arts/Humanities	ELD Support
Early Back incoming 6th graders pre/post test for reading and writing	0001-0999: Unrestricted: Locally Defined	\$735.00	English Language Arts/Humanities	ELD Support
ELD Embedded Classroom Paraprofessional Support	0001-0999: Unrestricted: Locally Defined	\$2,085.00	Science	ELD Support
0860 Total Expenditures:		\$7,600.00		
0860 Allocation Balance:		\$0.00		

Funding Source: 0PGR

\$8,216.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Strings	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Electives
Band	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Activities	Electives

Colina Middle School

Choir	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Electives
GATE	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Electives
WEB	0001-0999: Unrestricted: Locally Defined	\$216.00	Activities	Electives
Debate	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Electives
Art	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Electives
GATE Supplies	0001-0999: Unrestricted: Locally Defined	\$500.00	Activities	GATE
	1000-1999: Certificated Personnel Salaries	\$500.00	Activities	GATE

OPGR Total Expenditures: \$8,216.00

OPGR Allocation Balance: \$0.00

Funding Source: OTRM

\$22,594.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Coach	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Activities	Teen Center Intramural Sports
Sports Equipment	0001-0999: Unrestricted: Locally Defined	\$804.00	Activities	Teen Center Intramural Sports
ELA intervention class to support college prep placement	0001-0999: Unrestricted: Locally Defined	\$10,710.00	English Language Arts/Humanities	English Opportunity
Intervention to support targeted students in mathematics (eld, swd, Hispanic)	0001-0999: Unrestricted: Locally Defined	\$10,080.00	Mathematics	6. Math Intervention Period

Colina Middle School

OTRM Total Expenditures: \$22,594.00

OTRM Allocation Balance: \$0.00

Funding Source: ASB

\$28,169.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Intramural Sports Fee		\$4,085.00	Activities	Teen Center Intramural Sports
Coach		\$8,300.00	Activities	Teen Center Intramural Sports
ASB School Climate and Culture/Renaissance	None Specified	\$15,000.00	Activities	ASB
	None Specified	\$784.00	Activities	WEB

ASB Total Expenditures: \$28,169.00

ASB Allocation Balance: \$0.00

Funding Source: California Partnership Academies

\$51,954.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Salaries for curriculum development and alignment with CTE standards. Release days for collaboration amongst teachers and industry partners as well as PD.	1000-1999: Certificated Personnel Salaries	\$15,300.00	Activities	Middle School Foundations Academy
Software and Equipment to implement MSFA curriculum	4000-4999: Books And Supplies	\$25,640.00	Activities	Middle School Foundations Academy
				To create CTE pathway in technology to feed into WHS Tech Academy
				To create CTE pathway in technology to feed into WHS Tech Academy

Colina Middle School

Leadership Seminars and CTE related Professional Development	5000-5999: Services And Other Operating Expenditures	\$11,014.00	Activities	Middle School Foundations Academy To create CTE pathway in technology to feed into WHS Tech Academy
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California Partnership Academies Total Expenditures: \$51,954.00

California Partnership Academies Allocation Balance: \$0.00

Funding Source: Instruction

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Accompanist	2000-2999: Classified Personnel Salaries	\$5,000.00	Activities	Visual Performing Arts
WEB student support supplies:emphasis 6th grade transition and students new to school	0001-0999: Unrestricted: Locally Defined	\$2,000.00	Activities	WEB
Professional Development using PLC for positive student outcomes	0001-0999: Unrestricted: Locally Defined	\$1,960.00	English Language Arts/Humanities	CAPs Network (PLC)
Embed classroom paraprofessional support (ELD/Hispanic)	0000: Unrestricted	\$735.00	English Language Arts/Humanities	ELD Support
Civil War 8th grade	0001-0999: Unrestricted: Locally Defined	\$500.00	English Language Arts/Humanities	Civil War Re-enactment

Instruction Total Expenditures: \$10,195.00

Instruction Allocation Balance: \$0.00

Funding Source: OCBG

\$29,783.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Colina Middle School

4 Release Day @ \$120 Ea	0000: Unrestricted	\$480.00	Science	CCSS/ NGSS introduction and Implementation
VCOE NGSS	0000: Unrestricted	\$300.00	Science	CCSS/ NGSS introduction and Implementation
NGSS Science Materials	0000: Unrestricted	\$220.00	Science	CCSS/ NGSS introduction and Implementation
Math Manipulatives, increasing access to general education content	0000: Unrestricted	\$500.00	Mathematics	9. Special Education
Science Olympiad Materials	0000: Unrestricted	\$500.00	Science	Science Fair/Olympiad
Release day for supervising teacher	0000: Unrestricted	\$120.00	English Language Arts/Humanities	Women in History
Spelling Bee	0000: Unrestricted	\$200.00	English Language Arts/Humanities	Spelling/ Bee
CCSS Release Days 6 @\$120	0000: Unrestricted	\$720.00	English Language Arts/Humanities	Social Science
DBQ Project Mini Digital Platform	0000: Unrestricted	\$280.00	English Language Arts/Humanities	Social Science
Geo Bee	0000: Unrestricted	\$200.00	English Language Arts/Humanities	Geographic Bee
Release Day(s): 4 days @ \$120 each	0000: Unrestricted	\$480.00	Mathematics	1. Professional Development: Writing formative and summative common assessments
Supplies to support CCSS	0000: Unrestricted	\$520.00	Mathematics	2. Develop CCSS aligned benchmark exams and rubrics to gauge student progress towards CCSS standards.
Data Processing	0000: Unrestricted	\$3,000.00	Mathematics	Data Processing
3 Release Days @ \$120 Ea 6th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	\$360.00	English Language Arts/Humanities	CCSS Common Assessment Implementation

Colina Middle School

3 Release Days @ \$120 Ea 7th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	\$360.00	English Language Arts/Humanities	CCSS Common Assessment Implementation
3 Release Days @ \$120 Ea 8th Grade ELA Teachers to discuss and analyze data from Common Assessment	0000: Unrestricted	\$360.00	English Language Arts/Humanities	CCSS Common Assessment Implementation
Special Education ELA Core Literature	0000: Unrestricted	\$250.00	English Language Arts/Humanities	CCSS Common Assessment Implementation
Social Science Release Days for 7th 2 days @120	0000: Unrestricted	\$480.00	English Language Arts/Humanities	CCSS Common Assessment Implementation
Social Science Release Days for 8th 2 days @120	0000: Unrestricted	\$480.00	English Language Arts/Humanities	CCSS Common Assessment Implementation
Data Processing	0000: Unrestricted	\$3,000.00	English Language Arts/Humanities	Data Processing
Conference/In-service	0001-0999: Unrestricted: Locally Defined	\$2,236.00	English Language Arts/Humanities	Professional Development
6th Grade integrated team supplies	0000: Unrestricted	\$5,500.00	Activities	Electives
CUE Conference	0000: Unrestricted	\$1,073.00	Tech	Professional Development:
Copier Supplies	0000: Unrestricted	\$5,000.00	Tech	Instructional Copier Supplies
Spin Bikes /Heart Rate Monitors	0000: Unrestricted	\$500.00	Tech	Physical Education
Food	0000: Unrestricted	\$360.00	Tech	Physical Education
Cahperd Annual Conference Registration x3	0000: Unrestricted	\$1,050.00	Tech	Physical Education
Hotel 2 nights x 3	0000: Unrestricted	\$1,080.00	Tech	Physical Education

Colina Middle School

Conference Expenses/supplies 0000: Unrestricted \$174.00 Tech Physical Education

OCBG Total Expenditures: \$29,783.00

OCBG Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase and distribution	None Specified	\$60,725.00	Tech	Measure I Technology
Chromebook Cart	None Specified	\$3,056.00	Tech	Measure I Technology
Teacher Computers	None Specified	\$7,515.00	Tech	Measure I Technology
Projector Replacements	None Specified	\$3,350.00	Tech	Measure I Technology
Printers	None Specified	\$1,250.00	Tech	Measure I Technology

Other Total Expenditures: \$75,896.00

Other Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA)

\$30,750.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Colina Middle School

Speakers, lunchtime activities, socials/dances, promotion, leadership conference, campus beautification, class gift	None Specified	\$26,000.00	Activities	ASB
Identification of low performing Math 8CP students (40) form two classes with high school tutors and 2 supervising teachers. (\$30/hr for 2 supervising teachers x 9 months) Dar/Spear Thrower	0001-0999: Unrestricted: Locally Defined	\$4,000.00	Mathematics	4.After School Intervention SMART Tutoring
Wonder	0000: Unrestricted	\$250.00	English Language Arts/Humanities	Literature Books
	0000: Unrestricted	\$250.00	English Language Arts/Humanities	Literature Books

Parent-Teacher Association (PTA) Total Expenditures: \$30,750.00

Parent-Teacher Association (PTA) Allocation Balance: \$0.00

Funding Source: Science Supplemental

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Repair Science Lab Equipment	0001-0999: Unrestricted: Locally Defined	\$1,000.00	Science	Science Lab Materials

Science Supplemental Total Expenditures: \$1,000.00

Science Supplemental Allocation Balance: \$0.00

Colina Middle School

Funding Source: Title II Part A: Improving Teacher Quality

\$2,500.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Professional Development using PLC for positive student outcomes	0001-0999: Unrestricted: Locally Defined	\$600.00	Mathematics	8. CAPs Network (PLC)
6 Release Days for 2 teachers to attend CAPs: 12 @ \$120	0001-0999: Unrestricted: Locally Defined	\$1,440.00	Mathematics	8. CAPs Network (PLC)
6 Release Days for 2 teachers to attend CAPs: 12 @ \$120	0000: Unrestricted	\$460.00	English Language Arts/Humanities	CAPs Network (PLC)

Title II Part A: Improving Teacher Quality Total Expenditures: \$2,500.00

Title II Part A: Improving Teacher Quality Allocation Balance: \$0.00

Colina Middle School Total Expenditures: \$268,657.00