

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	56 73759 6055891	August 30, 2022	_____

Purpose and Description

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

Purpose:

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

At Redwood Middle School, our mission is to develop life-long learners who communicate, collaborate, and think critically, creatively, and independently. We encourage students to embrace the challenges that are necessary to become outstanding citizens and scholars. Redwood is a community that strives to maintain a safe, nurturing, and academic environment where there is a place for everyone. The Redwood mission statement was recently revisited and reviewed in 2021 to ensure that meeting the needs of all students is at the forefront of our work and daily instruction in a remote learning environment. The focus on learning loss and reconnecting with students in an in person learning environment is a main priority as some students are still struggling from the pandemic learning years.

The vision that unifies our staff is to create a place in "Vikingville" where every student belongs. Our continued motto this year of "people before passwords" is critical as we focus on building back relationships with our students and community due to the effects of the COVID-19 pandemic. We are promoting community by hosting lunchtime activities, daily announcements, and ASB activities to the extent possible with a mission of keeping our inclusive school culture a priority. Redwood will continue with Second Step curriculum where students are engaged in Social Emotional learning activities with topics such as bullying prevention, citizenship, and healthy living. The SEL curriculum will be delivered during our Advisory classes. In addition to Advisory, WEB (Where Every Student Belongs) will start the year of strong with 8th grade students connecting to 6th grade students through Advisory classes. Finally, during Advisory, our two counselors will deliver a host of college and career readiness topics through advisory to help build connections with students and support our students academically.

2022-2023 marks the 4th year for our EDGE program- Where Every Discovery Generates Empowerment. The mission statement for our EDGE students is to unite the rigorous academic disciplines of English, social studies, science, and innovative thinking by encouraging the exchange of ideas through collaboration and problem-based learning. The 7th-grade EDGE program will consist of English and science classes. Our 7th grade EDGE team embraced the concurrent class model and are teaching students at home and in school simultaneously. Together, the student with their EDGE teachers and classmates will collaboratively support the student's journey by collecting and analyzing information while, at the same time, developing communication skills. Public speaking and scholarly writing for a real-world audience along with research skills within an intellectual, innovative and nurturing environment will be emphasized. The 7th-grade EDGE program will strengthen and extend critical thinking, independent research skills, and collaborative teamwork focusing on problem solving. After completing the 7th-grade EDGE program, the student will then continue their studies in 8th-grade as a member of the English/social studies EDGE cohort. The 8th-grade EDGE program is the social studies and English classes. Together, the student with their EDGE teachers and classmates will collaboratively support the student's journey by collecting and analyzing information while, at the same time, developing communication skills. Public speaking and scholarly writing for a real-world audience along with research skills within an intellectual, innovative and nurturing environment will be emphasized. The student will then, hopefully, continue their studies by applying to The Center for Advanced Studies and Research, a three-year program at Thousand Oaks High School, beginning in 10th grade. The 7th- and 8th-grade EDGE Cohort classes will encourage students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset.

In addition to EDGE, Redwood is working to implement the REAL Academy this school year. REAL Academy stands for Redwood Entrepreneurship Academy for Learning. We have been working hard to vertically articulate the efforts of RMS and TOHS to support our students in their study of entrepreneurship. The CDE is offering a Middle School Foundation Academies Grant that will award funding (\$25,000) for us to properly plan this collaboration throughout this year with the aspirations of a follow-up grant (\$50,000) to implement our vision with purchases of necessary curriculum, equipment, and student events. We are working with the CTE coordinator at TOHS to help us write this grant and hope to offer this Academy in the future. The REAL academy will be a pathway to ETHOS at Thousand Oaks High School.

Redwood has several signature performing arts programs such as choir, band and strings. These programs will focus solely on building back up enrollment and participation. More than 50% of our student body have participated in performing arts in years past. During the pandemic, our numbers shrank dramatically, but we are hopeful that our programs will grow in capacity as we

return to our blended model. Our students have opportunities for Leadership by joining as a WEB leader or applying for ASB. This year, our WEB leaders work during lunch time providing activities for our 6th grade students by making connections and building capacity as student leaders.

Our active PTSA enhances the Redwood community with many events and activities. Some of those events are designed to engage the entire family: Viking WEB camp, Fall Festival, Red Ribbon Week, Reflections, Inclusive Students Week, and Abilities Awareness Week. We are very grateful for the support of our amazing parents.

Redwood is united by a common goal of helping every student achieve their highest potential.

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

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

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

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

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

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2021-22 reflects the following: Students in grades 4-5 (1483), 7-8 (1721), and 10-11 (1199); certificated (331) and classified staff (170); as well as parents (2439) participated in the survey.

86% of parents saying their children enjoy coming to school

91% of parents report that the school creates a positive environment for learning

86% of parents report indicating that they are informed of their students' academic progress.

87% of parents report feeling comfortable on campus and participating in school events

83% of parents report that students' differences were treated with respect.

96% of elementary students feel their teachers care about them

89% of elementary students said they knew who to go to at school if they have a problem

59% of middle school students and 68% of high school students feel comfortable going to their counselor

88% of middle school students and 87% of high school students report that a counselor is available when needed.

93% of certificated staff know what to look for in students experiencing depression.

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

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

79% of certificated staff feel students are engaged and motivated

Redwood student survey data shows the following of approximately 371 students reporting on the LCAP:

83% of students reported that they think their teachers care about them

89% of students reported that they think their counselor cares about them

87% of students report that their counselor is available to meet with them

56% of students report feeling the amount of homework they receive is appropriate.

43% of students report enough time to handle their schoolwork along with all their extracurricular activities

47 students reported that they missed school because they didn't finish HW the night before.

74% of students said the classroom rules and ways of doing things are fair

94% of students said they know what they should be doing and learning.

71% of students reported that they know an adult to go to on campus for help

120 students reported they have experienced bullying.

16 students reported that they don't believe their teachers think they can do well in school.

300 students reported that they like being at this school.

17 Redwood certificated teaching staff reported the following:

76% teachers reported that the school's climate is conducive to teaching and learning

88% teachers reported that the school's climate fosters social and emotional learning for students and staff

58% teachers agree that students are engaged and motivated

94% teachers reported that they are generally enthusiastic about working with their students on a daily basis

53% of teachers reported that they have witnessed students bullying one another

Classroom Observations

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

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

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

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

All teachers receive at least one formal observation by a Redwood site administrator. Probationary and temporary teachers receive at least two formal observations, an evaluation, and several informal observations throughout the school year. Site administrators regularly conduct informal classroom observations via Zoom. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and recommendations for future growth. At Redwood, the Principal frequently shares best practices emails with all staff during informal observations of teachers. As we continue implement UDL strategies, the best practices emails will have a UDL focus, highlighting UDL strategies observed and then sharing those best practices school wide with a distant learning environment. Redwood department chairs also observe teachers in their departments and submit a formal observation through talent ed, however this year, due to the constraints of the schedule with teachers teaching 6 periods, only administrators will observe 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

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

CVUSD students in grades 6-8 took benchmark assessment in math during Semesters 1 & 2. Students in grade 6- 8 and 11 took the CAASPP summative assessments in both English and Math. Additionally, 11th and/or 12th grade students had the option to take the CAST exam in science. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for California (ELPAC) and curriculum-based unit and formative assessments.

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

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

CVUSD began utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Students take assessments all online as part of the system. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA.

Teachers continued to use Canvas, our learning management system, to administer classroom assessments and monitor student progress. Canvas integrates with Mastery Connect to allow for administration, data analysis, and disaggregation of data. Canvas will continue to be the learning management system uniformly used moving forward.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

CVUSD Elementary Teachers attended grade level professional development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, and updated assessments and record keeping. Teachers in TK-2 were also offered refresher training on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 14-18, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 22nd, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into UDL and how it aligns with practices in DEI and SEL. On November 1st, 2021 staff engaged in video and follow up discussions regarding DEI. Elementary teachers participated in ELA curriculum PLCs, while middle and high school teachers engaged in grade span or site collaboration focused on SEL. At the completion of the 2021-22 school year, all sites have received training on Gender Diverse students and affirming and supportive practices for teachers.

During the 2021-22 school year, on-going professional learning was provided by district office staff, including the district’s Teachers on Special Assignment for Educational Technology, GATE, Inclusion, VAPA, SEL, UDL, and Alternative Programs. This training came in the form of weekly communications to all teachers, “virtual office hours”, opportunities for teachers to schedule appointments, and larger group training on specific topics.

Additionally, selected teachers from each school site participated in T3 training on utilizing technology for learning in the classroom. Sonny Magana provided teachers with Eduprotocols and other strategies for engaging students in demonstrating learning using technology. Elementary teachers participated in a breakout group focused on strategies for elementary students as well.

In addition, during the 2021-22 school year, a cohort of secondary English teachers participated in the UCLA Center X professional development series, (De)Normalizing Literature, to develop instructional strategies for the teaching of diverse core literature titles.

All elementary and secondary counselors participated in on-going professional development on social-emotional learning with a specific emphasis on the CASEL competencies: self-management, social-awareness, self-awareness, responsible decision-making, and relationship skills. In addition, all counselors and site administration are participating in the Hatching Results professional learning series to develop a comprehensive school counseling program (TK-12) that addresses students'

academic, college and career, and social-emotional development.

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

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

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

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

Each site add additional information: Discuss guiding coalitions here and CAPS training

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

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

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

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

Teaching and Learning

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

At Redwood, we enhance and infuse the curriculum with many different ancillary approaches. In English, teachers incorporate the Jane Schaffer Method for Essay Writing to complement, extend, and enhance the Step Up to Writing program used in many elementary schools. In Social Studies for example, teachers use TCI materials. The TCI curriculum institute Teachers Curriculum Institute (TCI) is teaching for the 21st Century learner, TCI marries content, purposeful technology and an interactive classroom. Lessons start with an Essential Question incorporating graphic notetaking, groupwork, step x step discovery and experiential activities. It incorporates a variety of learning styles allowing students of all abilities to learn. All teachers and students have access to online subscriptions. Additionally, in Social Studies the DBQ Project is an inquiry model of instruction that provides opportunities for students to read complex texts, exercise critical thinking, and write to communicate their thinking. It integrates skills with content in history. It engages and challenges students at all academic levels as they grapple with a variety of primary and secondary sources with emphasis on non-fiction informational text. Lessons are inquiry-based, content-specific, and provide practice reading as well as speaking and writing. Students are faced not only with unfamiliar vocabulary and writing styles, but with cultural references that are different from their own immediate world. And finally, for social studies, the Stanford Educational History Project (SHEG). "Reading Like a Historian" is a strategy developed by Stanford University in which students approach history by reading primary source documents. Anchored by these texts, students explore different perspectives of historical events and develop opinions based on their reading. It encourages students to read and think like a historian through sourcing, contextualization, close reading, and corroborating. Facts are mastered by engaging students in historical questions that spark their curiosity and make them passionate about seeking answers. Students look for patterns, make sense of contradictions, and formulate reasoned interpretations are prompted to defend their answers with evidence for the documents, to check claims against evidence. Students are supported through difficult by providing modified documents, scaffolding, guided questions and graphic organizers.

Redwood Middle School science is implementing the Next Generation Science Standards (NGSS). Redwood is piloting new science materials this year. In addition to the currently-adopted Focus On Science textbooks by Prentice Hall, teachers pull from and create NGSS-aligned resources. One such resource is STEMscopes, created by Accelerate Learning Inc. This curriculum is aligned to the NGSS and has been approved by California for use in K-8 classrooms. It is an online-platform, harnesses phenomena-driven learning, and follows the 5E lesson-plan model. Teachers also use interactive computer simulations like PhET Interactive Simulations, created by the University of Colorado at Boulder, and Gizmos, created by ExploreLearning, which allow students to visualize and manipulate the variables of science. This online curriculum provides scaffolded instruction for all learners including SWD creating a more inclusive classroom. Teachers have utilized materials from the California Education and Environment Initiative (EEI) to meet the Environment Principles and Concerns (EP&C) standards. By using these resources and more, teachers strive to create a well-rounded science curriculum for the students at Redwood Middle School.

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

Core literature titles with diverse authors and/or with diverse protagonists have been added to the secondary ELA curriculum as required materials to be implemented at each grade level. In a collaborative effort, English teachers from secondary sites created units of study and added lessons

and resources to an electronic library of resources for all ELA teachers to access.

Additionally, secondary teams from both the History/Social Science and Science Departments have participated in a textbook adoption process throughout the year to determine which publishers (textbooks) are to be piloted in 2022-23.

Instructional materials and resources are aligned with both the FAIR Act, as well as the Next Generation Science Standards and will be brought forward for Board approval in 2023.

Finally, a committee of educators completed work on the Ethnic Studies course of study that is aligned with CDE Ethnic Studies Model Curriculum. As per AB 101, this pilot has been developed as a one-semester course in ethnic studies, meeting specified requirements. It will be implemented as an elective course to begin with, until it becomes a graduation requirement commencing with pupils graduating in the 2029-30 school year. This course has been approved as a pilot for the 2022-23 school year for high school students.

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

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

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

CVUSD Secondary departments use curriculum pacing and formative assessments to monitor student progress and calibrate learning practices. Secondary schools are provided an additional section allocation for reading and math intervention and class size reduction. Oasis and other guided studies courses are added to the master schedule to provide students with academic support and to address learning gaps.

Additionally, the Newcomer Academy has been instituted at Newbury Park High School to serve and support our English Learner population who are new to the country.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Redwood utilizes a variety of community, district, and county resources that are designed to support student development, academic success, and engagement. CVUSD partners with Thousand Oaks Teen Center for outreach mentors who meet with small groups of students and discuss common issues and provide resources and social/emotional support. The Thousand Oaks Police Department, the City of Thousand Oaks, and the CVUSD have a long-standing partnership that results in the placement of a School Resource Officer who serves as a liaison between law enforcement and the student body. Our School Resource officer is available when called up. This partnership has resulted in a very positive relationship that extends to accessing County resources including Child Protective Services (CPS) and the Crisis Team through Ventura County Behavioral Health. CVUSD provides wellness counselors to serve lower level social emotional resources for our students. Community engagement is seen through our 15 plus school clubs as community members visit the campus and guest speak at club meetings as they lend their expertise and experience to the benefit of our students. Redwood families have generously supported school-wide activities through our PTSA and our band booster organizations.

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. English as a Second Language classes for parents are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs. In addition, parents are encouraged to participate in trainings provided by Project 2Inspire staff where they present information about the US school system and other relevant topics.

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

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

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)

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

Funding

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

Categorical Funds in CVUSD:

- EIA funds are used to provide additional support and technology in the classroom.
- EEF funds are used to provide professional development opportunities for teachers. ELAC has approved the use of these funds.
- LCFF monies are all tied to LCAP goals and approved by our leadership team and school site council.
- See goals and budget pages as part of SPSA.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

August 31, 2021- Site Council meeting of the 2021-2022 school year. The School Site Council reviewed the goals, the actions, and discussion ensued. The SPSA Monitoring and Accountability Tool was sent to all stakeholders after the meeting to gather written feedback and ratings for discussion at our next meeting scheduled for September 21st, 2021. This tool will help us revise, guide, and monitor our progress throughout the year.

September 21, 2021- Site Council Meeting- Principal reviewed the SPSA in its entirety. – Accountability and Monitoring tool data was discussed with all stakeholders. She noted that evidence/comments are not mandatory but provide additional detail and insight that is helpful to her as she compiles all feedback on the SPSA. She requested that all SSC representatives submit the form by September 23 so all of the data may be compiled by the due date of September 24.

October 19, 2021- Site Council Meeting- Principal explained that part of our duty as an SSC is to monitor progress of implementation of our SPSA, i.e., our actions towards all of the goals we have laid out and the best way to track and report what we are doing. Comprehensive review of the SPSA monitoring and Accountability tool. Principal has started reaching out to faculty members to ask them to provide highlights at future SSC meetings. There will be a SEL highlight on what students are doing in Advisory, highlights on some of the new tools we are using such as NewsEla etc.

November 16th, 2021- Assistant Principal presented D/F data to the Site Council team from Quarter 1. Site council analyzed and discussed by grade level, socio economic status, ethnicity, EL, and SPED.

December- No meeting.

January 18, 2022- Ms. Sims presented student response data on SEL counselor presentations for all students during advisory. In addition to presenting data, she shared a small video lesson with the group so Site Council could get an idea of what students are experiencing during SEL time. Ms. Sims shared with the Site council group how they can access all SEL lessons.

February 22, 2022- Progress monitoring presentation from Nancy Joly Cause and Laura Detweiler on Whoo's Reading and NewsELA. Presentation included feedback from teachers and data on student implementation. ELOP presentation and feedback from Site Council on implementation. Reviewed with Site Council team our SPSA goals and whether to carry over our goals to match the LCAP timeline as well. LCAP cycle is 2021-2024. Redwood would keep our goals and re-write them on the same cycle as LCAP.

March 22, 2022- SPSA progress monitoring- Progress on Goal #2 and #5 and the implementation of IXL – Stacey Wasson gave a presentation on implementation of IXL. Key points from her summary and from the discussion are noted below.

Summary -

- IXL – 3 major components- the Diagnostic, Recommended Skills and Specific Topics
- All but 9 students have taken the Diagnostic this year to date which is incredible. The diagnostic gives a lot of information including an overall score and strand scores.
- Overall progress for this school year so far – CP 6th and 8th graders – almost a full years' growth. Honors students were a bit lower especially in 8th grade, mostly because they have not spent much time on IXL because the course curriculum doesn't allow a lot of time to do IXL.
- Teacher engagement – 9 out of 11 teachers use IXL regularly. In the last 2-3 weeks, these 2 teachers' students have not been on IXL as they have been focusing elsewhere.
- Teacher usage varies from 1 hour/week to 1hour/2 weeks, daily warmups, some teachers assign specific topics, some use IXL for suggestions for studying before a test or quiz, and teachers also use IXL to track student usage by time or topic.
- Redwood Middle School achievement – to date we have answered almost 1 million questions just this school year. Students have spent 7000 hours on this split between school and home.

The overall recommendation from the Math Department was to continue using IXL for the 2022-2023 school year.

April- No SSC meeting

May 17th, 2022- Site Council Meeting- SPSA Action Analysis. Site council members reviewed actions attached to each goal and provided feedback. Any DAC groups were advised to meet separately to review actions as applicable to their DAC, and anyone who would like to have a separate meeting is welcome to discuss anything that would not have been shared today. Prior to the meeting, SSC members were assigned to different goals and asked to review these. Breakout groups were formed during this SSC meeting look at SPSA actions that are currently in place with analysis of what worked and what could be improved upon. This is an opportunity for us to determine the success of what we implemented this year. Principal assigned facilitators and notetakers for each breakout group with notetakers having ability to edit slides and note discussion points from the breakout session to be reviewed in the larger group. Detailed discussion points and recommended actions for each goal was documented for future reference in a Google Slides presentation.

August 30, 2022- Site Council Meeting- SPSA approval. Site council members reviewed all final actions and data (based on what was available). Site council members asked questions and provided suggestions. Site council members completed the accountability and monitoring tool on their own and sent back to the Principal for review and for discussion at the next site council meeting in September. SPSA was unanimously approved the 2022-2023 with the understanding that it is a fluid document and subject to change throughout the school year.

Resource Inequities

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

N/A as Redwood is not identified as a Comprehensive Support and Improvement school site.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	264	266	244
Grade 7	250	252	254
Grade 8	288	255	258
Total Enrollment	802	773	756

Conclusions based on this data:

1. 22-23 Declining enrollment every year continues to be a concern for Redwood Middle School
2. 22-23 Redwood's Hispanic/Latino population continues to rise and so it is critical that both cultural and linguistic needs of our Hispanic/Latino population are addressed through effective UDL teaching strategies, social emotional supports, and more culturally diverse literature and cross curricular curriculum.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	62	99	113	7.7%	12.8%	14.9%
Fluent English Proficient (FEP)	167	136	127	20.8%	17.6%	16.8%
Reclassified Fluent English Proficient (RFEP)	16	4	16	30.2%	6.5%	16.2%

Conclusions based on this data:

1. 22-23 For the last three years, the enrollment of English Learners continues to increase.
2. 22-23 Emphasis on English Language Acquisition and the ILit curriculum needs to be a focus in daily instruction using UDL and removing barriers as a focus
3. 22-23 Our reclassification rate is consistently fluctuating. Continued focus on helping students reclassify through programs such as Achieve, ILit, and UDL strategies. Additionally, we are purchasing Lexia this year in place of Rosetta Stone in an effort to increase students fluency and language acquisition skills.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6		236	238		0	230		0	230		0.0	97
Grade 7		252	232		0	225		0	225		0.0	97
Grade 8		256	247		0	237		0	237		0.0	96
All		744	717		0	692		0	692		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6			2561.			30.43			35.65			20.87			13.04
Grade 7			2568.			24.89			34.22			21.33			19.56
Grade 8			2591.			27.00			32.49			23.63			16.88
All Grades	N/A	N/A	N/A			27.46			34.10			21.97			16.47

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. In Spring 2021 the participation rate declined by 10%. The logical conclusion for this would that the tests were given during a pandemic to both in person and remote students. It was very challenging to get students to engage with the exam and then students who were absent, it was challenging to administer make up exams due to the students either being remote or only in person for 180 minutes.
3. Overall level of achievement for all three grade levels, dropped from 61% to 55%. Meaning that the percentage of students who met or exceeded standards dropped by 6%. However, the test was different, taken during pandemic conditions, so the drop in achievement was expected.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6		236	238		0	231		0	231		0.0	97
Grade 7		252	232		0	223		0	223		0.0	96
Grade 8		256	247		0	239		0	238		0.0	97
All		744	717		0	693		0	692		0.0	97

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22	19-20	20-21	21-22
Grade 6			2547.			26.41			24.24			26.84			22.51
Grade 7			2552.			26.71			15.70			29.60			27.80
Grade 8			2552.			26.89			13.03			21.01			39.08
All Grades	N/A	N/A	N/A			26.73			17.63			25.72			29.91

Conclusions based on this data:

1. In Spring 2020, school districts were permitted to select their own end of year assessments aligned with California State Standards in lieu of traditional CAASPP testing. For Grades 3-8, the above "School and Student Performance Data" for 20-21 reflects CVUSD's administered and approved local assessments in English Language Arts and Mathematics. Overall and grade-level student performance data is available and reported above.
2. In Spring 2021 the participation rate declined by 5%. The logical conclusion for this would be that the tests were given during a pandemic to both in person and remote students. It was very challenging to get students to engage with the exam and then students who were absent, it was challenging to administer make up exams due to the students either being remote or only in person for 180 minutes.
3. Spring 2021, overall level of achievement for all three grade levels, dropped from 48% to 33%. Meaning that the percentage of students who met or exceeded standards dropped by 15%. However, the test was different, taken during pandemic conditions, so the drop in achievement was expected.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	1504.8	1538.6	1536.2	1486.4	1549.0	1532.9	1522.7	1527.7	1539.0	21	30	43
7	*	1529.3	1551.4	*	1531.5	1545.8	*	1526.6	1556.5	*	22	35
8	*	*	1547.2	*	*	1539.6	*	*	1554.0	*	7	28
All Grades										38	59	106

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	20.00	23.81	*	46.67	35.71	*	30.00	21.43	*	3.33	19.05	21	30	42
7	*	27.27	37.14	*	18.18	34.29	*	36.36	20.00	*	18.18	8.57	*	22	35
8	*	*	21.43	*	*	46.43	*	*	25.00	*	*	7.14	*	*	28
All Grades	*	22.03	27.62	*	35.59	38.10	*	32.20	21.90	*	10.17	12.38	38	59	105

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	46.67	30.95	*	43.33	35.71	*	6.67	23.81	*	3.33	9.52	21	30	42
7	*	36.36	40.00		36.36	45.71	*	13.64	8.57	*	13.64	5.71	*	22	35
8	*	*	28.57	*	*	57.14		*	7.14	*	*	7.14	*	*	28
All Grades	36.84	40.68	33.33	28.95	38.98	44.76	*	11.86	14.29	*	8.47	7.62	38	59	105

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	6.67	11.90	*	16.67	30.95	*	63.33	28.57	*	13.33	28.57	21	30	42
7	*	9.09	14.29	*	22.73	37.14		40.91	34.29	*	27.27	14.29	*	22	35
8	*	*	17.86	*	*	25.00	*	*	42.86	*	*	14.29	*	*	28
All Grades	*	6.78	14.29	28.95	22.03	31.43	*	52.54	34.29	39.47	18.64	20.00	38	59	105

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	30.00	33.33	*	50.00	50.00	*	20.00	16.67	21	30	42	
7	*	13.64	23.53	*	54.55	61.76	*	31.82	14.71	*	22	34	
8	*	*	25.00	*	*	64.29	*	*	10.71	*	*	28	
All Grades	34.21	20.34	27.88	47.37	52.54	57.69	*	27.12	14.42	38	59	104	

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
6	*	83.33	52.38	*	13.33	30.95	*	3.33	16.67	21	30	42	
7	*	63.64	65.71	*	22.73	28.57	*	13.64	5.71	*	22	35	
8	*	*	53.57	*	*	35.71	*	*	10.71	*	*	28	
All Grades	42.11	71.19	57.14	39.47	22.03	31.43	*	6.78	11.43	38	59	105	

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	3.33	14.29	*	40.00	40.48	61.90	56.67	45.24	21	30	42
7	*	13.64	34.29	*	31.82	37.14	*	54.55	28.57	*	22	35
8	*	*	28.57	*	*	28.57	*	*	42.86	*	*	28
All Grades	*	8.47	24.76	*	38.98	36.19	55.26	52.54	39.05	38	59	105

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
6	*	30.00	19.05	66.67	63.33	69.05	*	6.67	11.90	21	30	42
7	*	0.00	11.76	*	90.91	79.41	*	9.09	8.82	*	22	34
8	*	*	0.00	*	*	92.86		*	7.14	*	*	28
All Grades	*	15.25	11.54	68.42	77.97	78.85	*	6.78	9.62	38	59	104

2019-20 Data:

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

Conclusions based on this data:

1. In looking at mean scale scores as compared from 17-18 to 18-19, 6th grade data shows improvement in increase in all areas. Overall scale score increase by 34 points, Oral Language increased by 62 points and written language increased by 5 points. Due to a lower number of students tested in 7th and 8th grade in 17-18, scores were not reported and therefore could not be compared.
2. In looking at each of the individual domains as compared from 17-18 to 18-19, 6th graders showed improvement in the Reading domain as seen in a decrease of an overall 5.23% of students at the Beginning level. This shows a significant increase in both Somewhat/Moderately and Well Developed levels. Due to a lower number of students tested in 7th and 8th grade in 17-18, scores were not reported and therefore could not be compared.
3. In looking at each of the individual domains as compared from 17-18 to 18-19, 6th graders showed improvement in the Writing domain as seen in a decrease of 3.3% of students at the Somewhat/Moderately developed level. This shows an increase in both Beginning and Well Developed levels. Due to a lower number of students tested in 7th and 8th grade in 17-18, scores were not reported and therefore could not be compared.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
756	31.2	14.9	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	113	14.9
Foster Youth	2	0.3
Homeless	12	1.6
Socioeconomically Disadvantaged	236	31.2
Students with Disabilities	88	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	1.2
American Indian or Alaska Native		
Asian	44	5.8
Filipino	16	2.1
Hispanic	274	36.2
Two or More Races	38	5.0
Native Hawaiian or Pacific Islander		
White	375	49.6

Conclusions based on this data:

1. Almost 31% of our students are socioeconomically disadvantaged. This number has increased dramatically in the last 5-7 years.
2. Enrollment continues to decline.
3. 8% of our students require EL services to adequately access their education.

School and Student Performance Data





Overall Performance

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

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

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

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. 19-20 Based on the overall performance, our students are maintaining or performing above standard in English Language Arts.
2. 19-20 Based on the overall performance, our students are maintaining the standard in Math.
3. 19-20 Chronic absenteeism and Suspension rates are in the green which indicates that we either improved or maintained above the state average.

School and Student Performance Data

Academic Performance English Language Arts

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

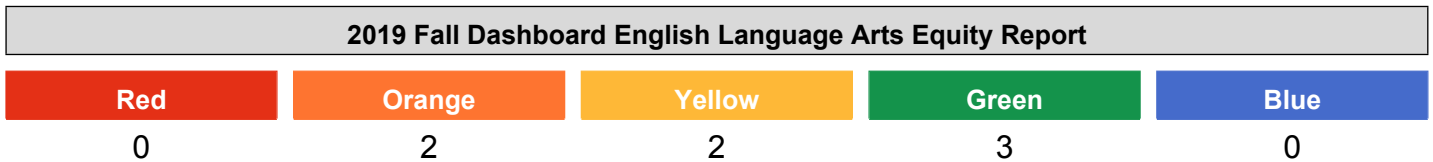
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 20.2 points above standard Increased ++5.2 points 761	<p>English Learners</p> Yellow 54.5 points below standard Increased ++8.8 points 147	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Yellow 36.5 points below standard Increased ++5.2 points 246	<p>Students with Disabilities</p> Orange 79.9 points below standard Increased ++12.3 points 104

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 81 points above standard Declined -9.9 points 51	 No Performance Color 89 points above standard Increased Significantly ++22.2 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.7 points below standard Maintained ++1.9 points 235	 Green 39.8 points above standard Increased ++9.7 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.2 points above standard Increased ++10.5 points 412

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
109.1 points below standard Increased Significantly ++22.1 points 54	22.8 points below standard Increased ++12.6 points 93	34.7 points above standard Increased ++8.3 points 540

Conclusions based on this data:

- 19-20 Overall, Redwood students are performing 19 points above the state standard.
- 19-20 Redwood's students with disabilities, English Learners, and Socioeconomically disadvantaged students scored below the state average despite increases from last year's scores.
- 19-20 Redwood's current English Learners made significant progress from the previous year in their overall English score.

School and Student Performance Data

Academic Performance Mathematics

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

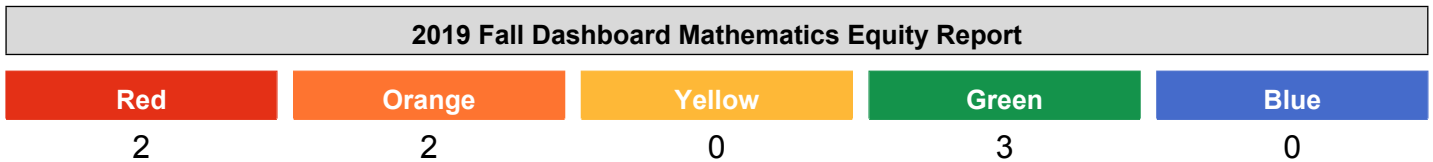
To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Yellow 8.6 points below standard Declined -11.7 points 761	<p>English Learners</p> Red 95.3 points below standard Declined -6.5 points 147	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	<p>Socioeconomically Disadvantaged</p> Orange 79.3 points below standard Declined -13.4 points 246	<p>Students with Disabilities</p> Red 132.9 points below standard Declined -9.5 points 104

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 87 points above standard Declined Significantly -20.6 points 51	 No Performance Color 55.9 points above standard Declined -8.1 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 69.9 points below standard Declined -14.5 points 235	 Green 14.9 points above standard Maintained -2.8 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 9.7 points above standard Declined -6.2 points 412

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.8 points below standard Maintained ++1.7 points 54	64.2 points below standard Maintained ++2.7 points 93	6.8 points above standard Declined -8.7 points 540

Conclusions based on this data:

1. 19-20 Redwood declined overall in Math, dropping to the yellow category and scoring 8.6% below the state standard.
2. 19-20 Redwood English Learners maintained, however they are still 148 points below the state standard.
3. 19-20 Redwood Students with Disabilities and English Learners are scoring in the Red category.

School and Student Performance Data

Academic Performance English Learner Progress

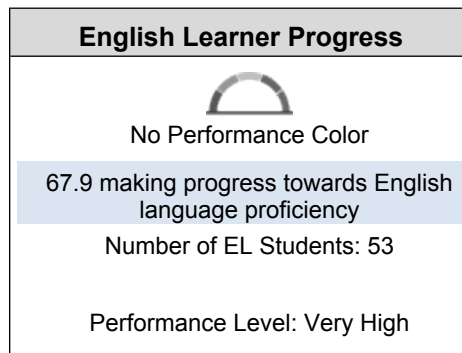
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.0	16.9	9.4	58.4

Conclusions based on this data:

- 19-20 31 out of the 53 English learner Redwood students progressed at least one ELPI level, while only 8 students total decreased one ELPI level.
- 19-20 Redwood's English Learner Progress performance level is very high.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

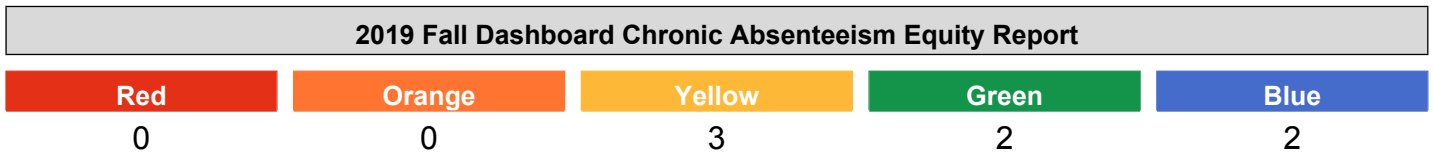
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We are expecting updated reports to come from CDE in December 2022 and be available at www.caschooldashboard.org

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>6.1</p> <p>Declined Significantly -3.2</p> <p>817</p>	<p>English Learners</p> <p>Yellow</p> <p>14.1</p> <p>Declined -8.2</p> <p>64</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>10.3</p> <p>Declined Significantly -7.4</p> <p>263</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>15</p> <p>Declined -4.5</p> <p>113</p>

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 0 Maintained 0 52	 No Performance Color 0 Declined -13.3 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 8.4 Declined Significantly -3.3 262	 Blue 2.3 Declined -7.1 43	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 6 Declined -2.8 436

Conclusions based on this data:

- 19-20 Overall, Redwood students significantly declined in chronic absenteeism.
- 19-20 Our English learners, Socioeconomically disadvantaged, and Special education students all attend more frequently, however there is still room for improvement.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

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

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

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

Conclusions based on this data:

- 1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

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

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

Lowest Performance



Red



Orange



Yellow



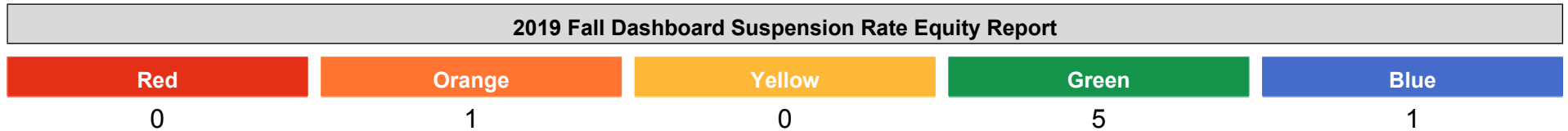
Green



Blue

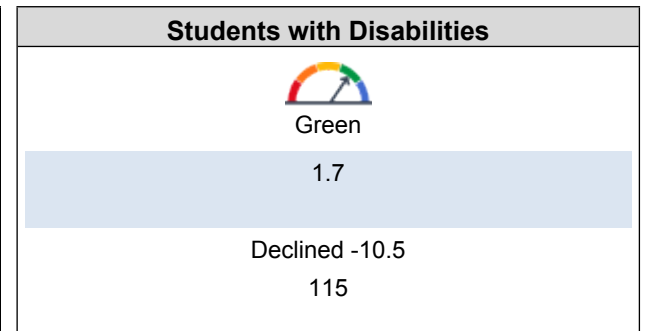
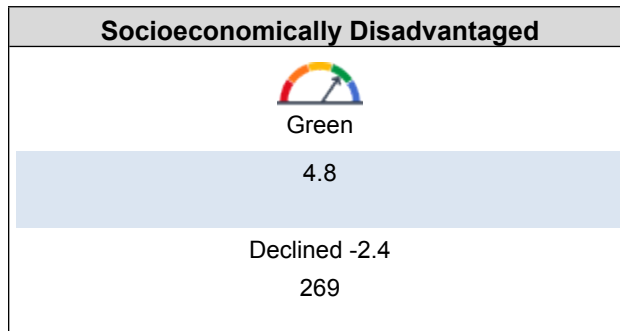
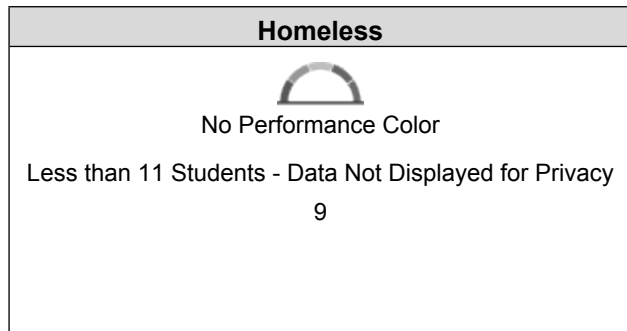
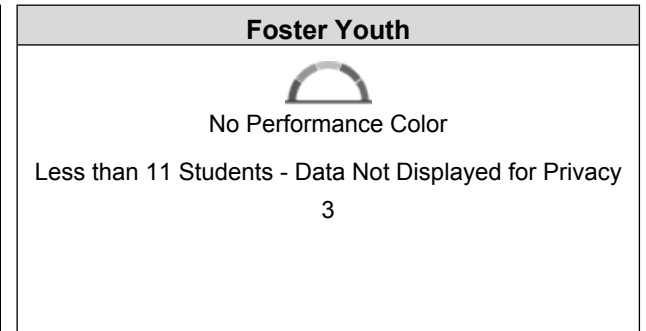
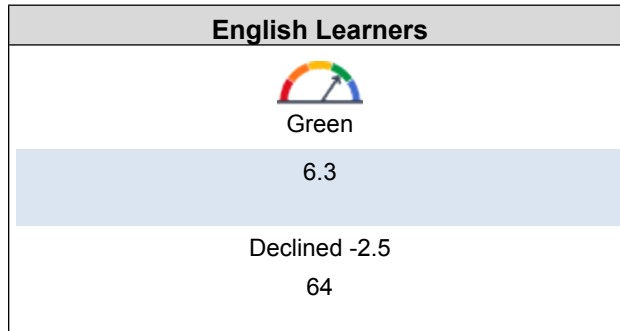
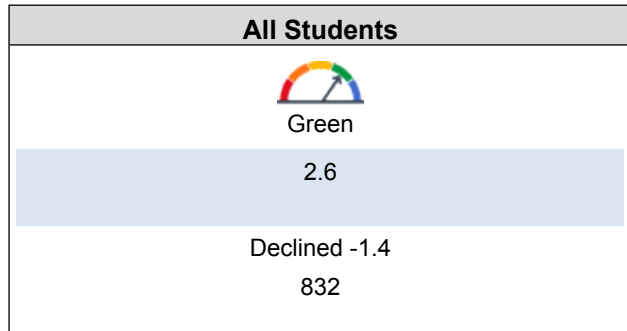
Highest Performance

This section provides number of student groups in each color.











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

2019 Fall Dashboard Suspension Rate for All Students/Student Group



2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not 10	 No Performance Color Less than 11 Students - Data Not 2	 Blue 0 Declined -2.9 52	 No Performance Color 8.3 Increased +1.7 12
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.5 Declined Significantly -3.1 265	 Orange 9.3 Increased +5.6 43	 No Performance Color Less than 11 Students - Data Not 1	 Green 0.7 Declined -1.4 447

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	4	2.6

Conclusions based on this data:

1. 19-20 Overall, the suspension rate for Redwood Middle School declined in all categories with the exception of students in two or more races.
2. 19-20 The suspension dropped from 4% to 2.6% school wide.
3. 19-20 The suspension rate for SWD dropped significantly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve English Language Arts student achievement through targeted instruction, supports, and teacher professional development

LEA/LCAP Goal

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

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

Goal 1

By June 2023, Redwood will optimize learning for all students, specifically our target populations including SWD, SED, and EL by increasing their engagement with Common Core State Standards in English Language Arts. Students will increase academic achievement in English Language Arts as evidenced by a 2% increase in the overall mean score in all grade levels and target populations on the California Assessment of Student Progress and Performance (CAASPP).

Identified Need

Students within the targeted populations demonstrate an achievement gap when compared to the overall academic achievement on the ELA portion of the CAASPP.

In addition, based on academic grades, there is an identified need schoolwide based on D/F data disaggregated by EL, SED, SWD, Hispanic/Latino, and African American students.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Overall CAASPP ELA scores

CAASPP

6th Grade- 2% overall growth

Grade 6, CAASPP ELA scores

SWD- 2% overall growth

SED- 2% overall growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 7, CAASPP ELA scores	ELA Overall 6th grade Met or Exceeded Standard	EL- 2% overall growth
Grade 8, CAASPP ELA scores	ELA Overall 7th grade Met or Exceeded Standard	7th Grade- 2% overall growth
SWD CAASPP ELA scores	ELA Overall 8th grade Met or Exceeded Standard	SWD- 2% overall growth
SED CAASPP ELA scores		SED- 2% overall growth
EL CAASPP ELA scores		EL- 2% overall growth
Academic Grades	Students with disabilities Met or Exceeded Standard	8th Grade- 2% overall growth
	English Language Learners Met or Exceeded Standard	SWD- 2% overall growth
	Black Met or Exceeded Standard	SED- 2% overall growth
	Hispanic/Latino Met or Exceeded Standard	EL- 2% overall growth
	Socio Econ Disadvantaged Met or Exceeded Standard	
	Homeless Met or Exceeded Standard	
	Semester 2 D/F Data 2022	
	Students w/ at least 1 D or F 215 30%	
	Students w/ 1 D or F 72 10%	
	Students w/ 2 Ds or Fs 58 8%	
	Students w/ 3 Ds or Fs 39 5%	
	Students w/ 4 Ds or Fs 32 4%	
	Students w/ 5 Ds or Fs 10 1%	
	Students w/ 6 Ds or Fs 5 0.06%	
	6th graders w/ at least 1 D/F (n=) 56 24%	
	7th graders w/ at least 1 D/F (n=) 87 38%	
	8th graders w/ at least 1 D/F (n=) 76 31%	
	Target Populations	
	Students w/ Disabilities with at least 1 D/F 53%	

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Students w/ at least 1 D/F & is EL
73%

Students w/ at least 1 D/F & is RFEP
35%

Students w/ at least 1 D/F & is Hispanic
52%

Students w/ at least 1 D/F & is African-
American or Black 40%

Students w/ at least 1 D/F & is Homeless
or Foster 55%

Students w/ at least 1 D/F & is
Socioeconomically Disadvantaged 52%

2019 8th grade English met or exceeded
61%

2022 8th grade math met or exceeded
59%

2% drop in overall 8th grade English
achievement scores (data not longitudinal)

2019 7th grade English met or exceeded
61%

2022 7th grade English met or exceeded
58%

3% drop in overall 7th grade English
achievement scores (data not longitudinal)

2019 6th grade English met or exceeded
62%

2022 6th grade English met or exceeded
65%

3% increase in overall 6th grade English
achievement scores (data not longitudinal)

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teacher requested supplementary resources that directly align with improving instructional practices. The supplementary resources will be implemented in all classrooms to help improve academic achievement for all students with specific materials purchased to supplement all our student populations (SED, EL, and SWD).	On going	Administration Department Chairs Teachers	Viking Wishes program permits teachers to purchase supplementary materials to support the achievement and learning of all students specifically our student populations (SED, EL, and SWD). Teachers have purchased programs such as Spelling City, Scholastic magazines, online subscriptions, technology needs, and music software.	4000-4999: Books And Supplies	OTRM	383.00
Administration of the English Language Arts Quarterly Benchmark	Every Quarter	Teachers	Schoolwide benchmark in English administered by all teachers and data disaggregated and reviewed by teachers and administration.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide staff with opportunities to learn more about Universal Design for Learning (UDL), technology/UDL, Least Restrictive Environment and inclusion through on site and district level meetings/training. The goal for teachers will be able to intentionally design first instruction that achieves equitable outcomes for all learners through the implementation of targeted UDL checkpoints that promote DEI and SEL.	On-Going	Administration	Support teachers and all staff in their need for professional development in UDL using the three PD days- one in August, one in November, and one in March. The August PD focused on Equity and the intersection with UDL. Throughout the year administration will conduct learning walks to identify UDL teaching practices and teachers will participate in Pineapple charts where they will observe other teachers during their prep time or will be provided release time.			
Faculty clerk to assist all staff, students, and the community.	On Going	Administration Redwood Staff	Maintain faculty clerk to assist all staff with instructional material copies, etc. for students, updating the marquee, subbing at the front desk to assist parents and students.	5000-5999: Services And Other Operating Expenditures	OTRM	13,000
Replace and purchase new titles for the English classes and school library with a specific emphasis on building our diverse core literature titles that were recently adopted.	Fall 2023	Teachers IMT Administration	Add more multicultural literature to our core literature library. Class sets will be available for all students (GATE, SED, SWD, and EL)	4000-4999: Books And Supplies	OTRM	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Whooo's reading for all learners.	On going.	Teachers	Purpose is create and foster and culture of independent readers across all grade levels and specific needs including but not limited to SWD, GATE identified, SED, and EL.			
Maintain and repair existing technology to enhance content delivery and student learning. Purchase of additional insurance licenses for families that cannot afford to pay for the insurance.	On going	Administration Site Tech	Due to the ever increasing need for technology, these funds are allocated to support broken, missing, or as needed supplies for teacher classrooms.	4000-4999: Books And Supplies	OTRM	1500.00
Grading For Equity- Guiding Coalition teacher leader support	On going	Teacher leaders	Engage in teacher discussion and collaboration on Grading for Equity. Teacher leaders will be paid to facilitate meetings and plan discussions.	1000-1999: Certificated Personnel Salaries	OTRM	1600.00
			Grading for Equity books	4000-4999: Books And Supplies	OTRM	500.00
Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of our CTE elective Entrepreneurs program for the ETHOS program.	Spring 2023	Teachers	Visit the ETHOS program to promote our REAL Academy and the pathway to TOHS. Students will observe classes and teachers will vertically articulate and plan lessons.	5000-5999: Services And Other Operating Expenditures	OTRM	750.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of the EDGE program students.	Spring 2023	Department Chairs Counselor Administration	Visit the Center of TOHS and create an aligned program at Redwood that prepares students for higher learning. Students will observe classes and teachers will vertically articulate and plan lessons.	5000-5999: Services And Other Operating Expenditures	0TRM	750.00
Targeted CAASSP preparation in all academic departments.	Spring 2023	Department Chairs, teachers, and administration	English, Math, Social Science, and Science. Students enrolled in SAI classes will also take the IAB CAASSP block preparation exam. Teachers will use CPT time to prepare the roll out of IAB block exams for all students.			
Co-teaching professional development and support.	Fall 2022 and Spring 2023	General Ed content teachers and SPED learning specialists	In service opportunity for teachers who currently teach in a co-teaching classroom to collaborate, build lessons, and study student data. With the addition of 3 co-taught classes this year teachers will need support and prep time. Teachers will plan lessons and review student work and placement.	5000-5999: Services And Other Operating Expenditures	4EEF	900.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Host ZOOM meetings in the Spring for all elementary principals and case managers from our feeder schools in an effort to facilitate a smooth transition for our SWD and the implementation of the student's IEP. This meeting will also address how Redwood is addressing our current LRE percentage for the 23-24 school year.	Spring 2023	SPED Department teachers, Administration, counseling.	The meetings will cover our instructional program, the LRE percentages, co-teaching model, and opportunities for inclusion on campus. All feeder schools will have the information to present their 5th grade families during IEP transition meetings. Cost is cover sub pay.			
PLT time- Teachers will work in their departments and/or two times a month to plan lessons, study student achievement data, plan interventions, track progress, and collaborate on best instructional practices.	On Going	Teachers, Dept Chairs	CPT time is supported by 80% of teachers on campus as evidenced by their vote to build in the time into the schedule. Teachers use this time to collaborate with their colleagues, plan lessons and track student progress. A continued goal is common assessments to better monitor student achievement for all students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Second Step curriculum delivered to all students during Wednesday Advisory by teachers.	On Going	Teachers, Admin, Counselors	During Advisory, teachers will deliver Social Emotional learning lessons to all students. Second Step addresses the CASEL 5 broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.			
Collaborate with staff in staff meetings, ADCO, department meetings and leadership regarding ways to promote more inclusion and improve our overall LRE percentage.	On Going	All teachers Administration Counselors	Redwood currently has three co-teaching classes this year up from two last year. Our goal would to continue to find ways to support co-teaching schoolwide in our effort to promote inclusion and improve our Least Restrictive Environment percentage. CVUSD committed additional sections for each school site to offer more co-teaching.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for collaboration amongst Dept Chairs as part of the CAPS Network to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated during CPT time.	On Going	Administration Department Chairs Teachers	Provide release time for teachers to participate in the training. The District office supported this action item by paying for the conference. Site will fund the release time for teachers to attend 6 days of training.	5000-5999: Services And Other Operating Expenditures	OTRM	5,500
World History Updated Atlases	On going	7th grade World History teachers	Updated atlases to reflect current geography and updated country boundaries.	4000-4999: Books And Supplies	OTRM	435.00
On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	On going	Principal/Assistant Principal	On-going review of Trimester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	None Specified		
Assistant Principal collaboration with GATE Facilitator and participation in school and district GATE activities.	On going	AP	Dean collaboration with GATE Facilitator and participation in school and district GATE activities.	None Specified		
Assistant Principal attending GATE DAC and collaborating with school's GATE DAC representative.	On going	AP	Dean attending GATE DAC and collaborating with school's GATE DAC representative.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Dean attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	On going	Dean	Assistant Principal attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	None Specified		
Dean attending DELAC meetings and collaborating with school's DELAC representative to provide necessary information and training to school's ELAC.	On going	Dean	Assistant Principal attending DELAC meetings and collaborating with school's DELAC representative to provide necessary information and training to school's ELAC.	None Specified		
Dean meeting consistently with Special Education Leadership and Director of Special Education to ensure enhanced level of support for SWD.	On going	Dean	Principal meeting consistently with Special Education Leadership and Director of Special Education to ensure enhanced level of support for SWD.	None Specified		
Dean attending SEDAC meetings and collaborating with school's SEDAC representative.	On going	Dean	Principal attending SEDAC meetings and collaborating with school's SEDAC representative.	None Specified		
Dean participating in regular meetings with district staff in support of McKinney Vento and Foster Students. Dean serving as point of contact for necessary supports to these students.	On going	Dean	Dean participating in regular meetings with district staff in support of McKinney Vento and Foster Students. Dean serving as point of contact for necessary supports to these students.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guided studies classes in both 7th and 8th grade for students who failed both English and Math in the 2021-2022 school year.	On Going	Teacher Administration Counselor	Counselor identified students who need additional support by a teacher during their school day in a guided studies class. These students will be provided with the tools, strategies, and support from a teacher to complete work and understand requirements for each course.	None Specified	District Funded	
Allocate funds to support our English Language learners that can be used for services such as additional hours for paraprofessionals, translation services, and supplemental materials.	On Going	ELD teachers Paraprofessionals Bilingual facilitator Admin	Continue to support our English language learners by increasing paraprofessional support throughout the school year by offering extra support at lunch and/or after school when appropriate.	2000-2999: Classified Personnel Salaries	0860	4,520

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

21-22 Our Leadership team decided to move away entirely from Academic Tutoring before and after school and shift the majority of that funding to individualized online software that will be used both in the classroom and at home. The goal is to move towards using

the current instructional time we have and be more deliberate in delivery of instruction with individualized services. Students who were struggling academically, then struggled with more school work being added to their day. In 2022-2023, we are expanding intervention through online software, advisory classes, 6th grade intervention classes, 7th and 8th grade study hall classes, diagnostics in both English and Math, and guided studies classes within the school day to address the achievement gap and the achievement levels of all students.

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

22-23 The major difference was moving the Viking Academic Tutoring Center to Advisory and during the school day with the guided studies classes, 6th grade intervention during elective wheel, 7th and 8th grade study hall periods, and advisory math intervention. In addition, the implementation of online data tracking software that is designed to identify individual student weaknesses and therefore target the specific skills that students need to work on to improve overall mastery.

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

22-23 The 2% overall growth in CAASPP scores for all student groups including SED, EL, SWD, and GATE will remain the same for the 22-23 school year. A closer look at D/F data for all student groups including SWD, SED, and EL will be analyzed to raise awareness. Our CAASPP numbers in math dropped in 7th and 8th grade by 5% and 12% respectively. 6th grade math percentage went up by 3%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Student Achievement through targeted instruction, supports, and teacher professional development

LEA/LCAP Goal

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

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

Goal 2

By June 2023, Redwood will optimize learning for all students, specifically our target populations including SWD, SED, and EL by increasing their engagement with Common Core State Standards in Mathematics. Students will increase academic achievement in Mathematics as evidenced by a 2% increase in the overall mean score in all grade levels and target populations on the California Assessment of Student Progress and Performance (CAASPP).

Identified Need

Students within the targeted populations demonstrate an achievement gap when compared to the overall academic achievement on the Math portion of the CAASPP.

In addition, based on academic grades, there is an identified need schoolwide based on D/F data disaggregated by EL, SED, SWD, Hispanic/Latino, and African American students.

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Overall CAASPP Math scores

CAASPP

6th Grade- 2% overall growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade 6 Math scores	Math Overall 6th grade 51%	SWD- 2% overall growth
Grade 7 Math scores	Met or Exceeded Standard	SED- 2% overall growth
Grade 8 Math scores	Math Overall 7th grade 43%	EL- 2% overall growth
	Met or Exceeded Standard	Black- 2% overall growth
SWD Math scores	Math Overall 8th grade 40%	7th Grade- 2% overall growth
SED Math scores	Met or Exceeded Standard	SWD- 2% overall growth
EL Math scores		SED- 2% overall growth
Ethnic breakdown Math Scores	Students with disabilities 9%	EL- 2% overall growth
	Met or Exceeded Standard	Black 2% overall growth
Academic Grades	English Language Learners 4%	
	Met or Exceeded Standard	8th Grade- 2% overall growth
	Black 8%	SWD- 2% overall growth
	Met or Exceeded Standard	SED- 2% overall growth
	Hispanic/Latino 21%	EL- 2% overall growth
	Met or Exceeded Standard	Black- 2% overall growth
	Socio Econ Disadvantaged 9%	
	Met or Exceeded Standard	
	Homeless 0%	
	Met or Exceeded Standard	
	Semester 2 D/F Data 2022	
	Students w/ at least 1 D or F 215 30%	
	Students w/ 1 D or F 72 10%	
	Students w/ 2 Ds or Fs 58 8%	
	Students w/ 3 Ds or Fs 39 5%	
	Students w/ 4 Ds or Fs 32 4%	
	Students w/ 5 Ds or Fs 10 1%	
	Students w/ 6 Ds or Fs 5 0.06%	
	6th graders w/ at least 1 D/F (n=) 56 24%	
	7th graders w/ at least 1 D/F (n=) 87 38%	
	8th graders w/ at least 1 D/F (n=) 76 31%	
	Target Populations	

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Students w/ Disabilities with at least 1 D/F
53%
Students w/ at least 1 D/F & is EL
73%
Students w/ at least 1 D/F & is RFEP
35%
Students w/ at least 1 D/F & is Hispanic
52%
Students w/ at least 1 D/F & is African-
American or Black 40%
Students w/ at least 1 D/F & is Homeless
or Foster 55%
Students w/ at least 1 D/F & is
Socioeconomically Disadvantaged 52%

2019 8th grade math met or exceeded
51%
2022 8th grade math met or exceeded
39%

12% drop in overall 8th grade math
achievement scores (data not longitudinal)

2019 7th grade math met or exceeded
46%
2022 7th grade math met or exceeded
31%

5% drop in overall 7th grade math
achievement scores (data not longitudinal)

2019 6th grade math met or exceeded
47%
2022 6th grade math met or exceeded
50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	3% increase in overall 6th grade math achievement scores (data not longitudinal)	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Consistent implementation of online IXL math program.	On-Going	Teachers	Teachers will be consistent in their implementation of IXL to ensure that students weaknesses are diagnosed and targeted throughout the year.	5000-5999: Services And Other Operating Expenditures	District Funded	
7th/8th grade advisory class for students struggling in math. Students will be reassigned at each marking period and assigned to math intervention during advisory periods.	On-going	Teachers, Dept chair, AP, counselors	7th/8th grade advisory class for students struggling in math. Teachers will assign to Thursday advisory for progress monitoring. Counselors will identify struggling students and place them in advisory on Thursdays with a math teacher support.			
Administration of Math Benchmark quarterly.	Quarterly	Teachers, Admin	Schoolwide benchmark in Math administered by all teachers and data disaggregated and reviewed by teachers and administration.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Co-teaching in 6th grade Social studies and Science. Inclusion for our 6th grade students in science will provide exposure to curriculum that will assist in math achievement.	On going	Teachers	In service opportunity for teachers who currently teach in a co-teaching classroom to collaborate, build lessons, and study student data. With the addition of 3 co-taught classes this year teachers will need support and prep time. Teachers will plan lessons and review student work and placement.			
CPT focus on common formative assessments and rewriting the quarter and semester benchmarks.	On-Going	Teachers Department Chair	Teachers will put an emphasis on rewriting semester benchmarks and common assessments due to the switch from trimester to semester. In addition, the teachers would like to write chapter benchmarks to get a clear picture of student mastery of concepts.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide opportunities for collaboration amongst Dept Chairs as part of the CAPS Network to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated during CPT time.	On going	Dept chairs, Principal	Provide release time for teachers to participate in the training. The District office supported this action item by paying for the conference. Site will fund the release time for teachers to attend 6 days of training.			
Schedule a meeting with math teachers cluster wide for the purpose of curriculum alignment.	Fall 2023	Teachers Administration	Alignment of curriculum within the T.O. cluster for grades 5-6, 6-7, and 7-8			
On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	Quarterly	Administration	On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math teachers review benchmarks and analyze student performance, assign to advisory, recommend Academic Peer Mentoring, and communicate with counselors students who are struggling to meet benchmarks. The cost will pay for subs.	On going	Teachers	Teachers review benchmark assessments and analyze student performance identifying learning gaps and providing intervention as necessary. Use IXL as a means to address learning gaps. Teachers will take one release day per semester by grade level to analyze student data, assign interventions, and discuss student progress.	1000-1999: Certificated Personnel Salaries	OTRM	2,000

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

21-22 Our Leadership team decided to move away entirely from Academic Tutoring before and after school and shift the majority of that funding to individualized online software that will be used both in the classroom and at home. The goal is to move towards using the current instructional time we have and be more deliberate in delivery of instruction with individualized services. Students who were struggling academically, then struggled with more school work being added to their day. In 2022-2023, we are expanding intervention through online software, advisory classes, 6th grade intervention classes, 7th and 8th grade study hall classes,

diagnostics in both English and Math, and guided studies classes within the school day to address the achievement gap and the achievement levels of all students.

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

22-23 The major difference was moving the Viking Academic Tutoring Center to Advisory and during the school day with the guided studies classes, 6th grade intervention during elective wheel, 7th and 8th grade study hall periods, and advisory math intervention. In addition, the implementation of online data tracking software that is designed to identify individual student weaknesses and therefore target the specific skills that students need to work on to improve overall mastery.

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

22-23 The 2% overall growth in CAASPP scores for all student groups including SED, EL, SWD, and GATE will remain the same for the 22-23 school year. A closer look at D/F data for all student groups including SWD, SED, and EL will be analyzed to raise awareness. Our CAASPP numbers in math dropped in 7th and 8th grade by 5% and 12% respectively. 6th grade math percentage went up by 3%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve community relationships by encouraging more parents to attend and participate in school events

LEA/LCAP Goal

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

Goal 3

By June 2023, parent involvement and community outreach at school events including but not limited to GATE, PTSA, ELAC, SEDAC and ASB activities will either increase by 5% from last year and/or will not fall below X% of participation for our current enrollment, as measured by attendance and participation rates. (where X is the parent involvement rate from the previous school year that we can include)

Identified Need

Our SPSA team recognizes the importance of parental engagement and involvement for school culture especially as students return from an extended time at home. Goal is to increase trust and communication with our community while keeping their students engaged both social emotionally and academically.

Annual Measurable Outcomes

Metric/Indicator

Attendance sheets at all specialized parent group meetings
PTSA volunteer hours- count hours

Baseline/Actual Outcome

21-22 Baseline
Attendance at specialized parent group meetings were as follows:
GATE parent meeting - 10

Expected Outcome

During the 2022-2023 school year, our goal will be to increase attendance at all specialized group meetings by 50%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>PTSA sign up genius- count the number of parents volunteering at school events</p> <p>Volunteers in performing arts programs- retrieve information for performing arts teachers</p> <p>Number of parent views of Viking Voice</p>	<p>GATE activities - 30 students/participants</p> <p>ELAC parent meetings - average of 6</p> <p>PTSA volunteer/sign-ups - 184 hours</p> <p>Volunteers in Performing Arts program - 750 hours</p> <p>The Viking Voice Newsletter was sent a total of 38 times. Each time it was sent through Blackboard, it was delivered to approximately 1200 people, including families, faculty and staff. Additionally, the peak number of visits was 1688 in one week.</p>	<p>During the 2022-2023 school year, the goal for PTSA volunteer hours is to increase by 600 hours (2020-2021 was 184).</p> <p>The goal for volunteer hours in the Performing Arts program will be 800 hours; 2021- 750 hours.</p> <p>Viking Voice and Blackboard messages will remain the same.</p>

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communication to students, parents, and community is in a variety of ways to ensure widespread outreach. The Viking Voice will be sent weekly to all parents sharing the activities on campus and in the community.	On Going	Administration Teachers Librarian	The Viking Voice is our main weekly tool for communication to parents and students. The Viking Voice is updated weekly and sent out via blackboard.	2000-2999: Classified Personnel Salaries	OTRM	1000
Communication to students, parents, and community is in a variety of ways to ensure widespread outreach. The Redwood website requires weekly maintenance and is one of our primary tools for communication.	On-Going	Administration Teachers Counselors	The Redwood Website is another main tool we use to communicate with parents and students on a daily basis.	2000-2999: Classified Personnel Salaries	OTRM	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to put emphasis on our parent SEDAC committee. Encourage our families to engage in outreach opportunities and communications from our SEDAC representative.	On-Going	Dean	Multiple attempts will be made to encourage our families to opt in to SEDAC. The Dean will meet with SEDAC representative monthly.			
Maintain and enhance attendance at ELAC, GATE, SSC, SEDAC, and PTSA meetings and activities. School administrators will send out targeted emails and phone calls inviting students and parents to attend.	On Going	Administration Counselors Teachers	Utilize the Redwood website and Twitter accounts to share information about upcoming activities and special events Utilize the Blackboard/ParentLink communication system and the digital marquee as additional means of communication Send ELAC meeting invitations to students through all ELD classes, Blackboard and Q connect Parent volunteers at monthly GATE activities			
Maintain and enhance community and parent involvement in PTSA and PTSA events most importantly increasing parent volunteers at the many school sponsored events on campus.	On Going	Administration	Monitor volunteer hours at Orientation, Back to School festival, Red Ribbon week, Abilities Awareness week, and other PTSA sponsored events.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress on grades will be sent every marking period through Q. Encouraging parents to logon to Q and monitor student progress.	On Going	Teachers, Admin, Counselors	<p>Progress on grades will be sent every marking period through Q. Encouraging parents to logon to Q and monitor student progress will continue to be a priority.</p> <p>Encourage and support parents and students in the use of the Q Information System to access student progress and performance</p> <p>Additional notifications through Blackboard will be sent to parents of students earning D/F grades</p>			
Principal message DAC update sent monthly.	On-going	Principal	Maintain connections with Redwood Community.			
Continue to put emphasis on our parent AADAC committee. Encourage our families to engage in outreach opportunities and communications from our AADAC parent representative.	On Going	Principal	Multiple attempts will be made to encourage our families to opt in to AADAC. The Principal will meet with AADAC representative monthly.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to put emphasis on our parent LGBTQ+ committee. Encourage our families to engage in outreach opportunities and communications from our LGBTQ+ parent representative.	On Going	Principal	Multiple attempts will be made to encourage our families to opt in to LGBTQ+. The Principal will meet with LGBTQ+ representative monthly.			
Continue to put emphasis on our parent GATE committee. Encourage our families to engage in outreach opportunities and communications from our GATE parent representative.	On going	Assistant Principal	Continue to put emphasis on our parent GATE committee. Encourage our families to engage in outreach opportunities and communications from our GATE parent representative. The Assistant Principal will meet with GATE representative monthly.			
Continue to put emphasis on our parent DELAC committee. Encourage our families to engage in outreach opportunities and communications from our DELAC parent representative.	On Going	Dean	Continue to put emphasis on our parent DELAC committee. Encourage our families to engage in outreach opportunities and communications from our DELAC parent representative. The Dean will meet with the DELAC representative monthly.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Principal will send a smore newsletter twice a month to all community and school stakeholders sharing upcoming events and happenings on campus.	On Going	Principal	Twice a month school newsletter informing parents of upcoming events and happenings on campus.			

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

21-22 Due to school closures and social distancing policies in 2020-2021, parent involvement and participation was limited causing a decrease in the number of volunteer hours completed in PTSA events. Zoom meetings allowed for participation in the various parent group meetings. We did see a small increase in volunteer hours and participation in school events and meetings, once the restrictions were lifted.

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

22-23 Administrators will be joining specialized parent group meetings at the district level (SEDAC, DELAC, LGBTQ+ and GATE DAC). There are no differences in budgeted expenditures to meet this goal. Using the same means as last year, the Viking Voice and School website will continue to be used for communication and outreach. This year being the 2nd year of dance team and a spring musical, we expect more parent involvement.

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

22-23The goal will not change. We will continue to work on improving community relationships by encouraging more parents to attend and participate in school events through the use of Viking Voice, weekly Principal updates, community email blasts and messages and phone calls to targeted groups for meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve student connections and behavior at school by providing opportunities for students to connect through extra curricular activities

LEA/LCAP Goal

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

Goal 4

By June 2023, student engagement at school events including but not limited to ASB events, teen center sports, club meetings, school attendance, and LCAP survey results will either increase by 5% from last year and/or will not fall below X% of participation for our current enrollment, as measured by attendance and survey results. (where X is the student involvement rate from the previous school year that we can include).

Identified Need

Evidence and data show that students who have positive connections at school through activities, clubs, electives, athletics, leadership, and performing arts, also demonstrate higher achievement levels and better attendance.

Annual Measurable Outcomes

Metric/Indicator

Engagement in weekly activities through announcements or Viking Voice

Quarterly behavior reports and Suspension rate

Baseline/Actual Outcome

During the 2021-2022 school year, students and parents engaged over 18,000 times on the SMORE newsletter sent by the Principal. This was the first year we tracked that data.

Expected Outcome

In 2022-2023, Redwood's focus on students engagement is shifting to an even more whole-child approach. Redwood's Advisory classes will support all student groups both social emotionally and academically weekly. Multiple co-taught classes on campus will provide

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Quarterly attendance reports detailing reasons for absence</p> <p>Chronic Absenteeism rate</p> <p>LCAP Spring Survey result</p> <p>Performing Arts enrollment numbers</p>	<p>During the 2021-2022 school year, we had a significant increase in student suspensions, but not overall discipline entries due to our reduction in detentions. Our model of moving to more positive interventions for minor infractions was significant in reducing negative punishments for students. 2021-2022, 58 student suspensions occurred almost tripling our suspension rates. The suspension rate went from 2.6% to 7.7%. Of the 58 suspensions, 26 of the suspensions were English Language Learners equaling 45% of the suspension.</p> <p>During the 2021-2022 school year, the quarterly attendance reports detailing reasons for absence indicated a total of 34,664 excused absences. A significant increase from the year before, however we attribute that to COVID required isolation days. We did not meet our attendance goal, however we were impeded by COVID protocols.</p> <p>In 2021-2022, our enrollment in the performing arts dropped to 26%. We are hopeful the percentages will increase as students are becoming more engaged after COVID.</p> <p>Redwood student survey data shows the following of approximately 371 students reporting on the LCAP:</p> <p>83% of students reported that they think their teachers care about them</p>	<p>students with IEPs least restrictive environments to work in. Teen Center Sports will be an option for engagement again for students. Intramurals will be an option for students at lunch. Redwood's many lunch time clubs will be offered this year again and as always they will be based on student interest. Music Mondays and Lunch Time Activities will be offered by Redwood's ASB on Fridays. Redwood will offer students students assemblies and rallies, both virtual and in person, on a range of topics to support their development. Students will enjoy socials and dances outside and inside if permitted. The Viking Voice, school social media accounts and morning announcements will all support the District's Board Governance Calendar.</p> <p>Redwood's Leadership Team and Administration has agreed to move away from a punitive model of behavior management in the 2021-2022 school year and will continue this practice in 2022-2023. Students who are choosing behaviors counterproductive to the learning environment will be counseled first by their teachers and provided with a behavior reflection sheet to take home and have signed by parents. Calls home will be made by the teachers should the behaviors continue. Should the call home not result in change, teachers will then write a referral to the office for an administrator to meet with the student. Our goal is for there to be less than 5% of</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>89% of students reported that they think their counselor cares about them 87% of students report that their counselor is available to meet with them 56% of students report feeling the amount of homework they receive is appropriate. 43% of students report enough time to handle their schoolwork along with all their extracurricular activities 47 students reported that they missed school because they didn't finish HW the night before. 74% of students said the classroom rules and ways of doing things are fair 94% of students said they know what they should be doing and learning. 71% of students reported that they know an adult to go to on campus for help 120 students reported they have experienced bullying. 16 students reported that they don't believe their teachers think they can do well in school. 300 students reported that they like being at this school.</p>	<p>Redwood's students referred to the office this year because of the relationships build in the classrooms between teachers, students and parents first. Redwood will have wellness counselors on site this year in addition to our two counselors for supporting students who may need targeted behavioral intervention.</p> <p>Attendance will continue to be monitored through Q as is required by law. Calls home will be made when appropriate and letters home will be mailed home when appropriate. Rewards for improved attendance will be offered. SART meetings will be held. Outreach to McKinney-Vento families will be regular.</p> <p>2nd year choir teacher will be running two clubs to boost excitement in Performing Arts Program with the goal of increasing enrollment by 3% in addition to running a musical theatre program.</p>
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guiding coalition, supported by teacher leaders, will develop SEL lessons to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum weekly in learning ways to cope with bullying, peer pressure, and academic stressors. In addition, curriculum will cover college and career readiness, executive functioning, and academic skills for success. This curriculum will be implemented during Advisory on Wednesdays.	On-going	Teachers, Dean	Guiding coalition, supported by dean and teacher leaders, are developing a program to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum weekly in learning ways to cope with bullying, peer pressure, and academic stressors. This curriculum will be implemented during Advisory on Wednesdays. Second Step Curriculum paid for and implemented by teachers. All teachers were trained on Second Step.	1000-1999: Certificated Personnel Salaries	OTRM	2,400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide weekly announcements sent directly to teacher and students. Provide opportunities for increased student engagement and further connections to the Redwood community through clubs.	On-Going	Advisory teachers, student announcements, Administration	Announcements are collected from multiple stakeholders including students, teachers, PTSA, and community members every week, synthesized into one presentation, and sent directly to teachers and students. These announcements included academic, behavioral, and engagement reminders. Clubs include Pride Club, Journalism Club, Bingo Club, Board Games Club, Drama Club, and many more. Sign-ups are offered any time through student invite. WEB activities include welcome back to school posters, virtual 6th grade friend day, personalized emails to students, and Future Viking Night. WEB leaders provide support for students struggling social emotionally and academically.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Identify and support at risk students such as SWD, EL, SED, and low performing students early and provide necessary supports such as on campus counseling, tutoring, and involvement in clubs or sports, and SART meetings as needed. Assign students a mentor through a Mentor a Viking Program.	On-Going	Administration, Teachers, Counselors	Mentor a Viking Program will connect a teacher/counselor/admin to struggling students on campus. Adults will check in with the student on a frequent basis providing intensive support both academically and social/emotionally.			
Continue to support Teen Center sports and activities hosted by the teen center program.	On-going	Administration, teachers, volunteers	Students participate in soccer, basketball, and volleyball. Teen center hosts events such as tech day and bullying workshops. These programs provide opportunities for our students to be involved in ways that support Redwood too. These programs are not funded by the SPSA, but rather ASB. However, future projections for ASB funding is showing a sharp decline, so future teen center activities might have to be funded through our SPSA plan.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to encourage students to participate in ASB activities by the use of announcements, Viking Voice, and FOMO buttons. A focus will be placed on encouraging students in diverse groups to be involved in leadership opportunities through participation in ASB, WEB, etc. This will be done through registration, class visits, and individual conversations/invitations with students.	On-going	ASB Advisor and Administration	COTYs: Jersey Day, Costume Day, Crazy Hair Day, Ugly Sweater/Pajama Day, Fandom Day, Perkiest Pink Person Day, Flashback Friday, Superhero Day, Disney Day, Tacky Tourist Day LTAs: Plunger Races, Wrapping Challenge, Lemon Pucker Face Challenge, Snowball Throw, Lip Sync Battle, Hungry Hippos, Musical Chairs, Superhero Challenge, Meme Guessing, Guess that Disney Thing, Donut Disaster Publicity Classroom Representative Meetings Janell's kids- poster handing/ painting ASB Mentor Program (through 6th grade ASB) Fall Festival Club Rush/Club Participation Abilities Awareness Week/ National Disabilities Week 5th Grade Visit Day/Future Viking Night Pennies for Patients/Speeches/Collection of boxes Random Act of			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Kindness a thon Macy's Make a Wish MEND Lip Sync Competition Toastmasters Pink Shirt Week Talent Show Earth Week Birthday Grams SWAPA Teacher Appreciation Promotion Unified Sports Event Pep Rallies Help with Elementary Festivals/Events: Aspen, Acacia, Wildwood FOMO Buttons			
Continue to support students through Community Circles, Restorative Justice Circles and positive reinforcements as opposed to punitive measures such as detentions and suspensions.	On Going	Teachers, Administration, Counselors	SWAPA tickets, Renaissance Rewards, Stellar Student Brunches, Monthly Attendance rewards			
Continue to support the Performing Arts programs by encouraging students to join the elective and clubs and publicizing through Future Viking Night, 5th grade visit day in the Spring, Back to School Night, and any other opportunity to promote these programs.	On-Going	Teachers, Administration, Counselors	Support the Performing Arts programs by encouraging students to join the elective and clubs and publicizing through Future Viking Night, 5th grade visit day, Back to School Night, and any other opportunity to promote these programs.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Redwood Middle School will utilize wellness counselors and mental health technician to support the well being and social emotional health of our students.	On Going	Counselors, Mental Health Technician, and Wellness counselors	Wellness services establish an additional layer of social emotional support to students. Through tier two individual and group counseling services students will learn how to manage their emotions, resolve peer related conflicts and access positive coping strategies to improve school climate and student learning. District funded mental health clinicians and wellness counselors are being provided to each comprehensive middle and high school. The wellness counselors will meet with students in small groups and provide low level counseling for students in need.		District Funded	
Provide both in person and virtual enrichment supports for all students by encouraging GATE activities monthly and special activities such as Odyssey of the Mind, the MAA competition, and the GATE trip to the Teen Center in the spring.	On-Going	Teacher, Administration	Support GATE activities after school and costs associated with enrichment opportunities including field trips to the teen center.	5000-5999: Services And Other Operating Expenditures	OTRM	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continue to promote inclusion and abilities awareness through National Inclusion Week activities and Abilities Awareness Week.	On going	Teachers, Counselors, Administration	Guest speakers, schoolwide abilities awareness opportunities, National Inclusion week classroom activities, student led presentations, and virtual activities.	5000-5999: Services And Other Operating Expenditures	OTRM	1,500
Continue to promote Diversity and Equity awareness through awareness weeks and club offerings.	On -going	Teachers, Counselors, Administration	Looking to creating clubs such as, but not limited to a Pride club, Latino Club, and Black Student Union. Look into other club offerings that encourage students from diverse backgrounds to come together and celebrate their differences and similarities.			
Counselors providing Tier 2 Interventions with students including but not limited to student groups for social emotional wellness and intensive counseling sessions with our most vulnerable students.	On-Going	Counselors	Counselors seeking to increase their tier 2 interventions with our most vulnerable students who are struggling with academics, socially, friendships, etc.			
Black Student Union curriculum development	On going	Teacher advisor	Teacher advisor will meet with the club weekly and develop engaging curricular lessons each week.	1000-1999: Certificated Personnel Salaries	OTRM	1200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Guiding Coalition will support and implement a schoolwide behavior management system that supports TIER 1 and TIER 2 behavior interventions.	On Going	Teachers; Administration	PBIS Guiding Coalition will support and implement a schoolwide behavior management system that supports TIER 1 and TIER 2 behavior interventions.	1000-1999: Certificated Personnel Salaries	OTRM	2,400.00

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

21-22 Redwood teachers and staff worked diligently to be mindful of punitive measures and find other means of correction before suspension. Redwood teachers focused on positive rewards during the school day and only issuing consequences for egregious acts. Discipline overall numbers were greatly minimized due to this, however we did see a drastic increase in suspensions upon return from COVID.

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

The implementation of SEL with counselors in the classrooms through video presentations was very effective along with the inclusion of wellness counselors to work with our most vulnerable students.

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

In 2022-2023, our goals continue to try and bring us back to pre-pandemic levels but we believe we have supports in place so that they are realistic. The plan to have both social emotional and academic supports in place for all students every week within the school

day is a large leap forward. Doing away with detentions and replacing them with practices focused on relationship building we know will result in great things for our students and our community because the practice is supported by sound research.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Addressing Learning Loss due to the impact of school closures from COVID-19.

LEA/LCAP Goal

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

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

Goal 5

CAASPP data from 2021-2022 school year, showed a decline in standards exceeded and/or met in both 7th and 8th grade English and Math. Three school wide intervention programs will be put in place to address learning loss. Expect outcome is a 2% growth for all students on the CAASPP and a more significant growth for students participating in intervention programs.

Identified Need

CAASPP Data in Math/English

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

CAASPP
Academic grades
IXL
Reading Assessment Scores

English- Pre-post test on Gates Mac Ginitie Reading Assessment for all grade levels.
Math- Pre-Post test on IXL diagnostic.
Expected outcome is a 2% growth for all students and a more significant growth for

English- Pre-post test on Gates Mac Ginitie Reading Assessment for all grade levels.
Math- Pre-Post test on IXL diagnostic.
Expected outcome is a 2% growth for all students and a more significant growth for

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>students participating in Intervention programs.</p> <p>ELA Overall 6th grade Met or Exceeded Standard 60%</p> <p>ELA Overall 7th grade Met or Exceeded Standard 61%</p> <p>ELA Overall 8th grade Met or Exceeded Standard 60%</p> <p>Math Overall 6th grade Met or Exceeded Standard 51%</p> <p>Math Overall 7th grade Met or Exceeded Standard 43%</p> <p>Math Overall 8th grade Met or Exceeded Standard 40%</p> <p>Students with disabilities Met or Exceeded Standard 9%</p> <p>English Language Learners Met or Exceeded Standard 4%</p> <p>Black Met or Exceeded Standard 8%</p> <p>Hispanic/Latino Met or Exceeded Standard 21%</p> <p>Socio Econ Disadvantaged Met or Exceeded Standard 9%</p> <p>Homeless Met or Exceeded Standard 0%</p> <p>Semester 2 D/F Data 2022</p> <p>Students w/ at least 1 D or F 215 30%</p> <p>Students w/ 1 D or F 72 10%</p> <p>Students w/ 2 Ds or Fs 58 8%</p> <p>Students w/ 3 Ds or Fs 39 5%</p> <p>Students w/ 4 Ds or Fs 32 4%</p>	<p>students participating in Intervention programs.</p>
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Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>Students w/ 5 Ds or Fs 10.1%</p> <p>Students w/ 6 Ds or Fs 50.06%</p> <p>6th graders w/ at least 1 D/F (n=) 56 24%</p> <p>7th graders w/ at least 1 D/F (n=) 87 38%</p> <p>8th graders w/ at least 1 D/F (n=) 76 31%</p> <p>Target Populations</p> <p>Students w/ Disabilities with at least 1 D/F 53%</p> <p>Students w/ at least 1 D/F & is EL 73%</p> <p>Students w/ at least 1 D/F & is RFEP 35%</p> <p>Students w/ at least 1 D/F & is Hispanic 52%</p> <p>Students w/ at least 1 D/F & is African-American or Black 40%</p> <p>Students w/ at least 1 D/F & is Homeless or Foster 55%</p> <p>Students w/ at least 1 D/F & is Socioeconomically Disadvantaged 52%</p>	
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
The structured plan to remediate these identified learning loss deficits will include the online learning platforms, NewsELA, and Whoo's Reading. NewsELA will be implemented at each grade level for all student groups, including EL, SWD, SED, and GATE. This program allows students to access Informational and Argumentative articles appropriate to their grade and reading level. Questions and writing prompts align and will provide opportunities for students to strengthen their analysis of informational texts.	On Going	Teachers Administration	Teachers will monitor progress and keep track of student gains in writing conventions and analyzing informational text in English and social studies through data provided by NewsELA and Whoo's Reading.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	8400.00
			Whoo's Reading also has a writing component that prompts the student to correct errors in writing conventions.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1200.00
			NewsELA teacher training	1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	630.00
Delta Math will help all math teachers identify weaknesses and gaps in learning.	On Going	Teachers Administration	Seven teachers want to utilize this program in addition to IXL	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	622.05
Teachers will implement IXL in all classes for all students in SPED, GATE, ELD, and all general education classes. Students will take a diagnostic exam and their progress will be tracked throughout the year.	On going	Teachers Administration	Teachers are committed to using IXL in all math classes- Honors, CP, and SAI. All students will benefit from instruction geared specifically to their identified weaknesses in mathematics.	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1:1 technology initiative that allows for every Redwood student to check out a Chromebook to take home with them.	On Going	Administration; IMT	Since all students now have access to District provided technology, online platforms that can address and assist with learning loss can be implemented schoolwide	4000-4999: Books And Supplies	District Funded	
Rising 6th, 7th, and 8th grade students with a D or F in English and/or Math will be recommended for summer school.	Summer 2023	Administration; teachers	Students struggling academically as evidenced by grades in English and Math were offered summer school remediation opportunities.	None Specified	Other	
Guided Studies classes for students who are struggling in academic subjects.	On Going	teachers and counselors	Students in 7th and 8th grade will be identified by their teachers/counselors as needing the additional support with classwork and homework	1000-1999: Certificated Personnel Salaries	Other	
Thursday advisory focus on executive functioning and frequent grade progress checks.	On Going	Teachers	Teachers will progress monitor and assist students with checking Q for missing assignments and HW. Students will clean and organize their backpacks once a month. Students will practice on IXL for math remediation.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide focus and targeted intervention using Rosetta Stone both during and after school hours for students in our ELD program.	On-Going	Certificated Staff Support Staff Administration	Provide additional services with a certificated teacher and bilingual paraprofessional to support the learning goals for our EL students using Rosetta Stone and Achieve 3000 software to assist in closing the achievement gap.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1,500.00
Targeted reading intervention for 6th grade. Students will be pulled from the Career Wheel to access reading intervention by a 6th grade teacher.	On going	Teachers, counselors, administration	Implement targeted time during 6th grade career to focus on literacy for students who are reading below grade level. Students will be assessed during the first few weeks of school and then placed appropriately and parents will be given the option to accept or decline.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	18,400
			Lexia or Sonday Reading intervention program for 6th grade reading intervention classes.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Special Education teachers provided with release time in order to collaborate on instructional practices, supporting students in general education with accommodations, reviewing progress on goals, reviewing IEP's, scheduling meetings based on data, and ensuring that 6th grade transition IEP's are appropriate.	Fall 2022/Spring 2023	Redwood teachers Administration	Release time will be provided to Special Education teachers to collaborate on instructional practices, accommodations and LRE. The release time will happen Q1, Sem 1, and Q3 to provide teachers with adequate time to review progress on goals and to review that services meet student needs.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	2,000
Math teacher release days to focus on essential standards and student progress.	Fall 2022/Spring 2023	Teachers	Analyze diagnostic data, assign IXL based on student progress, intervention assignment for advisory 7th grade.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	2,000
7th/8th grade Academic Peer Mentoring Periods A/6	Fall 2022/Spring 2023	Teachers, Counselors	Students will be placed in Academic Peer Mentoring period either A or 6 to work with a peer mentor and teacher advisor. Students will have the option to opt in and "graduate" out based on progress.	1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	10,926
Gates Mac Ginitie Reading Assessment	Fall/Spring 2022-2023	6th grade teachers	Reading assessment software for 6th grade students. All students will be assessed on their reading level and placed in intervention based on current levels. Pre and post tests will be given.	4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	1,300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
No Red Ink	On going	7th grade teachers	NoRedInk simplifies the process of building strong writers and critical thinkers. Our online writing curriculum facilitates effective instruction by helping teachers engage students through modeling, scaffolding, practice, and feedback.	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	4,265
Target Math Intervention during Advisory	8 weeks in the fall; 8 weeks in the Spring	7th and 8th grade teachers	Students will be assessed in IXL and placed in targeted intervention groups during Advisory for four week sessions.			
Stemscopes to support science curriculum	On-going	7th and 8th grade science teachers	Teacher accounts only this year to access ancillary materials for the entire year since the District is piloting	5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	1,000
ELOP Program	On going after school	Boys and Girls club; ELOP coordinator	Afterschool HW support for eligible 6th grade students			

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

All teachers have committed to implementing IXL as a diagnostic and individualized math learning online program designed to meet the individual needs of all students. All teachers have committed to implemented NewsELA as this English online tutorial program will help students identify their ability to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Additionally, all students will be administered a beginning of the year reading assessment and post assessment at the end of the year to determine growth. Three different learning loss intervention programs were started this year including Math Intervention during advisory, Academic Mentoring for 7th and 8th grade, 6th grade reading intervention during the elective wheel.

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

Due to ESSR monies our ability to implement intervention during the school day and pay teachers is the biggest difference. This allows for more intentional and viable intervention.

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

Using data from IXL diagnostic and Gates Mac Ginitie Reading Assessment to diagnostically place students in intervention programs. Changes can be found in Learning Loss Goal #5 under actions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$102,581.05

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
0860	\$4,520.00
OTRM	\$38,918.00
4EEF	\$900.00
ESSER III - Learning Loss	\$29,326.00
ESSER III - Other Allowable Uses	\$28,917.05

Subtotal of state or local funds included for this school: \$102,581.05

Total of federal, state, and/or local funds for this school: \$102,581.05

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
	0	0.00
	0	0.00
0860	9,040	4,520.00
OTRM	42,065	3,147.00
4EEF	1,000.00	100.00

Expenditures by Funding Source

Funding Source	Amount
0860	4,520.00
OTRM	38,918.00
4EEF	900.00
ESSER III - Learning Loss	29,326.00
ESSER III - Other Allowable Uses	28,917.05

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	39,556.00
2000-2999: Classified Personnel Salaries	6,520.00
4000-4999: Books And Supplies	12,118.00
5000-5999: Services And Other Operating Expenditures	44,387.05

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	0860	4,520.00

1000-1999: Certificated Personnel Salaries	OTRM	9,600.00
2000-2999: Classified Personnel Salaries	OTRM	2,000.00
4000-4999: Books And Supplies	OTRM	4,818.00
5000-5999: Services And Other Operating Expenditures	OTRM	22,500.00
5000-5999: Services And Other Operating Expenditures	4EEF	900.00
1000-1999: Certificated Personnel Salaries	ESSER III - Learning Loss	29,326.00
1000-1999: Certificated Personnel Salaries	ESSER III - Other Allowable Uses	630.00
4000-4999: Books And Supplies	ESSER III - Other Allowable Uses	7,300.00
5000-5999: Services And Other Operating Expenditures	ESSER III - Other Allowable Uses	20,987.05

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,838.00
Goal 2	2,000.00
Goal 3	2,000.00
Goal 4	8,500.00
Goal 5	58,243.05

School Site Council Membership and Assurances

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

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

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

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

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

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






Name of Members	Role
Nicole Judd	Principal
Paola Vargas	Other School Staff
Dennis Carter	Other School Staff
Christine Evangelista (Chairperson)	Parent or Community Member
Rachel Brusseau SEDAC Rep	Parent or Community Member
Carrie Halvorsen DAC Rep	Parent or Community Member
Melissa Crawford (GATE DAC Parent Rep)	Parent or Community Member
Lucy Lombardi (Secretary)	Parent or Community Member
William Zasadil	Other School Staff
(DELAC Rep) VACANCY	Parent or Community Member
Chakmeh Azimpour Member at large	Parent or Community Member
Dylan McKenna	Classroom Teacher
Zachary Snow	Classroom Teacher
Kaitlyn Wilkens	Classroom Teacher
Stacey Wasson	Classroom Teacher

Heather Dingbaum	Classroom Teacher
Rafael Rico (Boys and Girls Club)	Parent or Community Member
Megan Goebel LGBTQ+ Representative	Parent or Community Member
Roya Klaidman Vice Chairperson	Parent or Community Member

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

Advisory Council Recommendations

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



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

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

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

This SPSA was adopted by the SSC at a public meeting on August 30, 2022.

Attested:

	Principal, Nicole Judd on August 30, 2022
	SSC Chairperson, Christine Evangelista on August 30, 2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019