



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	56 73759 6055891	August 28, 2024	_____

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

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

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

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

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

Schoolwide Program
Purpose:

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

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Plan Description

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

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

Schoolwide Program

Purpose:

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

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

All schools within the CVUSD complete a Comprehensive Needs Assessment as part of the SPSA development process. Part of this needs assessment includes the analysis of California State Dashboard data as well as local assessment data including benchmark assessments, attendance data, survey data, and grade mark reports. In the spring of 2021, based on state guidelines, CVUSD elected to use local data to monitor student progress and inform SPSA plans and site goals. School sites will include the 2021-22 and 2022-23- CAASPP data as an important reference, and they will also include local data from the 2022-23 school year.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Involvement for the prior school year that resulted in this plan-

August 29th, 2023- Site Council reviewed the proposed actions/goals/money allocation for the 2023-2024 SPSA. Site Council members completed the SPSA Accountability and Monitoring tool with a partner and then each partnership shared their feedback with the group. The SPSA plan was approved by Site Council.

September 19th, 2023- The teachers spent time looking at data from the 2022/23 school year. Administration asked teachers to look at data sets and see what went well and what needs improvement. K. Keener asked the SSC to do the same; feedback was encouraged and council members were asked to participate in a Google Jamboard. Council members were paired with a Redwood staff member to look at specific data points. There was a discussion after the breakout sessions based on the Jamboard points.

October 17th, 2023- | 6th grade reading intervention has been going well. L. Detweiler shared that some students want to stay in the program longer! The intervention covers reading comprehension, SRA, DOL, Audible, read aloud, etc., but the program also varies depending on the need and time. The first four weeks of the students' electives are available and then they switch to reading intervention, so the kids aren't missing out on electives. The students in this program are chosen as a result of recommendations by teachers and staff, as well as via assessments. N. Judd states that this was a one-time funding and that Redwood will need to provide intervention differently moving forward. L. Detweiler reported that the kids really appreciate the help this intervention is providing.

SPSA update:

Whoo's Reading funding update – \$500.00 is now free. The funds were used to pay for new Jazz class music books

(Jazz is an 8th period/after school class, two days a week 3:15-5:15).
Math department update – the new computer pricing for the office manager changed from \$1200.00 to \$1035.00 (money was moved from math laptop purchase to office manager laptop purchase); BOOM cards canceled for math (\$300.00) and moved to offset the increase in Delta Math.
Viking Wishes funding update – Teachers Pay Teachers increased from \$1000.00 to \$2165.00. Money was moved from the laptop and reading intervention resources to TPT.
Reading intervention update – funding decreased from \$2,500 to \$1,500.00; \$1,000 was moved to Viking Wishes.
Pineapple observations moved down to \$1440.

November 28, 2023- Bulk of the meeting was a Measure I presentation from Tim McCabe.

January 16, 2024- N. Judd presented an overview of the California Dashboard.

Anyone can access Redwood's information (testing scores, absenteeism, etc.) via the Dashboard website: <https://www.caschooldashboard.org/>

Overall, Redwood is making improvements and has made especially large gains in the English/Language Arts.

T. Simms noted that the counseling team is specifically working on supporting the attendance of identified struggling student groups and is being intentional with our services.

A. Friedman asked about how class periods factor into attendance statistics. N. Judd said that chronic absenteeism data is based on full day absences, not missed periods.

There was a discussion about the benefits of getting kids to be at school for the full day and how the biggest predictor of student success is attendance.

Another area of targeted intervention based on Dashboard data is Redwood's suspension rate.

In general, there is a lot to celebrate about Redwood based on this data, and the Dashboard is a great tool for sharing with interested parents and the school community in general.

February 20, 2024- N. Judd reviewed the SPSA goals and revision process that will occur between now and our next SSC meeting. N. Judd explained that we will also review data progress at the March meeting.

March 26, 2024- There was a review and discussion about the 2024-2025 SPSA Goals, specifically regarding changes and updates based on SSC survey.

There was a review and discussion about the 2023-2024 SPSA data.

SPSA goal 1:

75% of students enrolled in math advisory are currently passing math class.

SPSA goal 4 (student attendance at ASB events, sports, activities, etc.)

Increase in students participating in activities, such as sports.

16% of the student body is on the chronic absence list. 2022/23 attendance: 10.5% of the student body on chronic absence list. Attendance incentives were put in place this year to support positive attendance. Examples of incentives include front-of-lunch-line passes and class competitions. There was a follow-up discussion about barriers to families and students regarding attendance. Suspension data: there is a decrease from the previous year in regards to major offenses (Education code 48900 section a-e offenses [drugs, violence]).

May 14, 2024- There was a discussion and activity with SPSA 24/25 actions for groups who scored in red in any of the six indicators; there were breakout discussions in three groups to brainstorm about how to increase student attendance and decrease student suspension.

August 28, 2024- SSC approved current SPSA for 2024-2025 school year.

Resource Inequities

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

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

Redwood Middle School is no longer designated as a school eligible for ATSI and CSI

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

All students at Redwood Middle School scored Orange in Chronic Absenteeism and Suspension.

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

English Language Learners, Socioeconomically Disadvantaged, and Hispanic students at Redwood Middle scored yellow, which was two or more performance levels lower than All students who scored blue in English Language Arts. English Language Learners and Students with Disabilities at Redwood Middle School scored orange, which was two or more performance levels lower than ALL students who scored Green in Mathematics. Socioeconomically Disadvantaged, Hispanic, and students of two or more races at Redwood Middle School scored yellow, which was two or more performance levels lower than all students who scored Green in Mathematics. All students at Redwood Middle School scored orange in chronic absenteeism and suspension rates during the 2022-23 school year.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.6%	0.61%	3	4	4
African American	1.65%	1.95%	2.30%	12	13	15
Asian	5.49%	5.84%	5.05%	40	39	33
Filipino	2.74%	1.95%	1.68%	20	13	11
Hispanic/Latino	38.27%	38.17%	36.45%	279	255	238
Pacific Islander	0.14%	0.15%	0.15%	1	1	1
White	45.27%	44.76%	46.25%	330	299	302
Multiple/No Response	6.04%	6.59%	7.35%	44	44	48
Total Enrollment				729	668	653

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	242	203	207
Grade 7	237	239	202
Grade 8	250	226	244
Total Enrollment	729	668	653

Conclusions based on this data:

- 24-25 Declining enrollment every year continues to be a concern for Redwood Middle School
- 24-25 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

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	112	93	74	14.9%	15.4%	11.3%
Fluent English Proficient (FEP)	117	114	103	16.8%	16.0%	15.8%
Reclassified Fluent English Proficient (RFEP)				8.8%		3%

Conclusions based on this data:

1. 24-25 For the last three years, the enrollment of English Learners fluctuates as overall school site enrollment declines. In 23-24 we saw a drop in EL students aligned with overall declining enrollment school wide. Work to increase students who are reclassified through IEP process to differentiate disability from language acquisition.
2. 24-25 Emphasis on English Language Acquisition and the use of Lexia and ILit curriculum needs to be a focus in daily instruction using UDL and removing barriers as a focus.
3. 24-25 Our reclassification rate is consistently fluctuating. Continued focus on helping students reclassify through programs such as Achieve, ILit, and UDL strategies. We are working to support EL students who have been in the country more than 6 years in mainstream classes. We are continuing with 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)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	198	207	230	196	195	230	196	195	96.6	99.0	94.2
Grade 7	232	238	202	225	233	194	225	233	194	97.0	97.9	96.0
Grade 8	247	229	244	237	223	235	237	223	235	96.0	97.4	96.3
All Grades	717	665	653	692	652	624	692	652	624	96.5	98.0	95.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2561.	2571.	2562	30.43	33.16	34.4	35.65	35.20	30.3	20.87	17.86	17.4	13.04	13.78	17.9
Grade 7	2568.	2597.	2571	24.89	30.04	23.7	34.22	39.06	38.1	21.33	20.60	19.6	19.56	10.30	18.6
Grade 8	2591.	2598.	2603	27.00	27.80	27.7	32.49	34.98	36.2	23.63	21.08	22.1	16.88	16.14	14.0
All Grades	N/A	N/A	N/A	27.46	30.21	28.6	34.10	36.50	34.87	21.97	19.94	19.7	16.47	13.34	16.83

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	28.70	28.57		58.70	56.12		12.61	15.31	
Grade 7	24.89	28.33		60.44	63.09		14.67	8.58	
Grade 8	29.11	24.22		54.43	60.54		16.46	15.25	
All Grades	27.60	26.99		57.80	60.12		14.60	12.88	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.81	36.22		58.33	45.92		18.86	17.86	
Grade 7	31.39	33.48		46.19	56.22		22.42	10.30	
Grade 8	29.96	29.60		48.10	54.26		21.94	16.14	
All Grades	28.05	32.98		50.87	52.45		21.08	14.57	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.43	19.90		70.43	72.45		9.13	7.65	
Grade 7	15.11	22.32		72.44	69.53		12.44	8.15	
Grade 8	18.57	19.73		72.15	70.40		9.28	9.87	
All Grades	18.06	20.71		71.68	70.71		10.26	8.59	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.13	27.55		60.43	64.80		10.43	7.65	
Grade 7	25.78	26.61		58.67	63.52		15.56	9.87	
Grade 8	25.74	33.18		64.56	58.30		9.70	8.52	
All Grades	26.88	29.14		61.27	62.12		11.85	8.74	

Conclusions based on this data:

1. CAASPP participation rates remained consistent 2023-2024.
2. Our CAASPP scores experienced a subtle decline in all grade levels during 23-24, however all grades did experience an increase during 23-24.
3. On there was a decline of 7% for all students who score at proficient or above in ELA schoolwide.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	238	198	207	231	196	195	231	196	195	97.1	99.0	94.2
Grade 7	232	238	202	223	232	195	223	232	195	96.1	97.5	96.5
Grade 8	247	229	244	239	225	233	238	224	233	96.8	98.3	95.5
All Grades	717	665	653	693	653	623	692	652	623	96.7	98.2	95.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2547.	2540.	2548	26.41	25.51	34.4	24.24	21.43	21.0	26.84	29.59	19.5	22.51	23.47	25.1
Grade 7	2552.	2568.	2550	26.91	28.45	21.0	15.70	22.84	29.2	29.60	26.29	22.6	27.80	22.41	27.2
Grade 8	2552.	2568.	2581	26.89	29.46	30.0	13.03	13.84	11.6	21.01	21.88	26.2	39.08	34.82	32.2
All Grades	N/A	N/A	N/A	26.73	27.91	28.47	17.63	19.33	20.6	25.72	25.77	22.8	29.91	26.99	28.17

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	29.44	24.49		49.35	48.47		21.21	27.04	
Grade 7	28.70	36.21		43.95	40.52		27.35	23.28	
Grade 8	28.15	30.63		39.92	35.59		31.93	33.78	
All Grades	28.76	30.77		44.36	41.23		26.88	28.00	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	20.78	18.88		51.95	61.22		27.27	19.90	
Grade 7	22.87	23.71		53.36	53.88		23.77	22.41	
Grade 8	20.59	25.00		50.00	51.79		29.41	23.21	
All Grades	21.39	22.70		51.73	55.37		26.88	21.93	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	22.08	20.92		61.90	62.76		16.02	16.33	
Grade 7	22.42	24.14		59.64	63.36		17.94	12.50	
Grade 8	18.91	25.89		61.76	50.45		19.33	23.66	
All Grades	21.10	23.77		61.13	58.74		17.77	17.48	

Conclusions based on this data:

1. 2023-2024- Redwood's overall participation on the CAASPP test remained consistent with previous years.
2. In 6th grade, the percentage of students who score proficient or increased 9% from 46% to 55%. In 7th grade, the percentage of students who scored proficient or above remained steady at 50%. In 8th grade, the percentage of students who score proficient or above remained relatively stable from 42% to 41%.
3. Overall level of achievement for all three grade levels, decreased approximately 2%.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1536.2	1515.4	1514.0	1532.9	1510.4	1507.7	1539.0	1519.9	1519.7	43	34	26
7	1551.4	1527.6	1528.7	1545.8	1526.5	1527.6	1556.5	1528.3	1529.4	35	41	30
8	1547.2	1550.9	1553.1	1539.6	1536.7	1557.5	1554.0	1564.5	1548.2	28	26	32
All Grades										106	101	88

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	23.81	11.76	3.85	35.71	38.24	46.15	21.43	29.41	38.46	19.05	20.59	11.54	42	34	26
7	37.14	12.20	13.33	34.29	46.34	46.67	20.00	26.83	23.33	8.57	14.63	16.67	35	41	30
8	21.43	15.38	31.25	46.43	61.54	40.63	25.00	7.69	12.50	7.14	15.38	15.63	28	26	32
All Grades	27.62	12.87	17.05	38.10	47.52	44.32	21.90	22.77	23.86	12.38	16.83	14.77	105	101	88

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	30.95	32.35	15.38	35.71	38.24	65.38	23.81	14.71	15.38	9.52	14.71	3.85	42	34	26
7	40.00	26.83	36.67	45.71	48.78	30.00	8.57	9.76	26.67	5.71	14.63	6.67	35	41	30
8	28.57	26.92	43.75	57.14	50.00	37.50	7.14	11.54	6.25	7.14	11.54	12.50	28	26	32
All Grades	33.33	28.71	32.95	44.76	45.54	43.18	14.29	11.88	15.91	7.62	13.86	7.95	105	101	88

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	11.90	5.88	3.85	30.95	26.47	15.38	28.57	29.41	53.85	28.57	38.24	26.92	42	34	26
7	14.29	7.32	6.67	37.14	21.95	23.33	34.29	43.90	40.00	14.29	26.83	30.00	35	41	30
8	17.86	15.38	15.63	25.00	38.46	28.13	42.86	30.77	34.38	14.29	15.38	21.88	28	26	32
All Grades	14.29	8.91	9.09	31.43	27.72	22.73	34.29	35.64	42.05	20.00	27.72	26.14	105	101	88

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	33.33	17.65	3.85	50.00	64.71	84.62	16.67	17.65	11.54	42	34	26	
7	23.53	17.07	13.33	61.76	63.41	56.67	14.71	19.51	30.00	34	41	30	
8	25.00	11.54	31.25	64.29	73.08	50.00	10.71	15.38	18.75	28	26	32	
All Grades	27.88	15.84	17.05	57.69	66.34	62.50	14.42	17.82	20.45	104	101	88	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	52.38	52.94	46.15	30.95	29.41	50.00	16.67	17.65	3.85	42	34	26	
7	65.71	48.78	73.33	28.57	34.15	16.67	5.71	17.07	10.00	35	41	30	
8	53.57	57.69	65.63	35.71	30.77	21.88	10.71	11.54	12.50	28	26	32	
All Grades	57.14	52.48	62.50	31.43	31.68	28.41	11.43	15.84	9.09	105	101	88	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
6	14.29	2.94	0.00	40.48	47.06	34.62	45.24	50.00	65.38	42	34	26	
7	34.29	7.32	10.00	37.14	48.78	46.67	28.57	43.90	43.33	35	41	30	
8	28.57	23.08	28.13	28.57	42.31	31.25	42.86	34.62	40.63	28	26	32	
All Grades	24.76	9.90	13.64	36.19	46.53	37.50	39.05	43.56	48.86	105	101	88	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	19.05	8.82	19.23	69.05	76.47	73.08	11.90	14.71	7.69	42	34	26
7	11.76	2.44	6.67	79.41	80.49	83.33	8.82	17.07	10.00	34	41	30
8	0.00	3.85	3.13	92.86	88.46	84.38	7.14	7.69	12.50	28	26	32
All Grades	11.54	4.95	9.09	78.85	81.19	80.68	9.62	13.86	10.23	104	101	88

Conclusions based on this data:

1. 22-23 the overall number of students being tested is decreasing slightly from 101 to 88.
2. 22-23 our 6th and 7th grade Redwood students testing in the Level 1 and 2 category are increasing significantly. A possible conclusion could be an increase in newcomers.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
668	29.9	13.9	
Total Number of Students enrolled in Redwood Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	93	13.9
Foster Youth		
Homeless	15	2.2
Socioeconomically Disadvantaged	200	29.9
Students with Disabilities	78	11.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.9
American Indian	4	0.6
Asian	39	5.8
Filipino	13	1.9
Hispanic	255	38.2
Two or More Races	44	6.6
Pacific Islander	1	0.1
White	299	44.8

Conclusions based on this data:

1. 28% of Redwood students are socioeconomically disadvantaged. This number has increased dramatically in the last 5 years.
2. Enrollment continues to decline.
3. 15% of our students require EL services to adequately access their education.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 2023 Based on the overall performance, our students are maintaining or performing above standard in English Language Arts.
- 2023 Based on the overall performance, our students are maintaining the standard in Math in the green performance range.

3. 2023 Chronic absenteeism (orange) and English learner (yellow) progress continue to be areas of growth and significant attention moving into the 2024-2025 school year. 2023 Suspension Rate indicates an area for growth with restorative practices and currently designate as an Orange level in the dashboard

School and Student Performance Data

Academic Performance English Language Arts

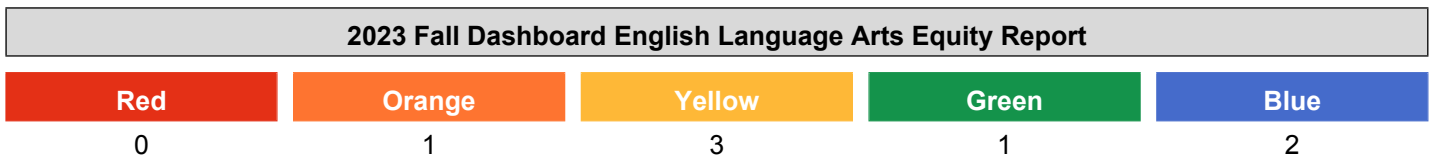
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue	 Yellow	 No Performance Color
40.5 points above standard Increased Significantly +15.5 points	56.6 points below standard Increased +8.7 points	0 Students
641 Students	127 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
98.6 points below standard 20 Students	 Yellow	 Orange
	17.4 points below standard Increased +14.4 points	83.1 points below standard Increased Significantly +26.5 points
	204 Students	83 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>10.7 points above standard</p> <p>Increased Significantly +66.6 points</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Blue</p> <p>94.7 points above standard</p> <p>Increased +4.7 points</p> <p>39 Students</p>	<p>63.5 points above standard</p> <p>Increased Significantly +28.5 points</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>10 points below standard</p> <p>Increased Significantly +15.4 points</p> <p>247 Students</p>	<p></p> <p>Green</p> <p>43.4 points above standard</p> <p>Decreased -14 points</p> <p>40 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Blue</p> <p>74.7 points above standard</p> <p>Increased Significantly +19.4 points</p> <p>288 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>107.8 points below standard</p> <p>Maintained -2.5 points</p> <p>73 Students</p>	<p>12.7 points above standard</p> <p>Increased Significantly +16.1 points</p> <p>54 Students</p>	<p>63 points above standard</p> <p>Increased Significantly +16.5 points</p> <p>441 Students</p>

Conclusions based on this data:

1. 2023 Overall, Redwood students are performing 40.5 points above the state standard.
2. 2023 Redwood's students with disabilities, English Learners, and Socioeconomically disadvantaged students scored below the state average.
3. 2023 Redwood's current English Learners are achieving below the standard. 2023 African American students are scoring 10.7 points above standard.

School and Student Performance Data

Academic Performance Mathematics

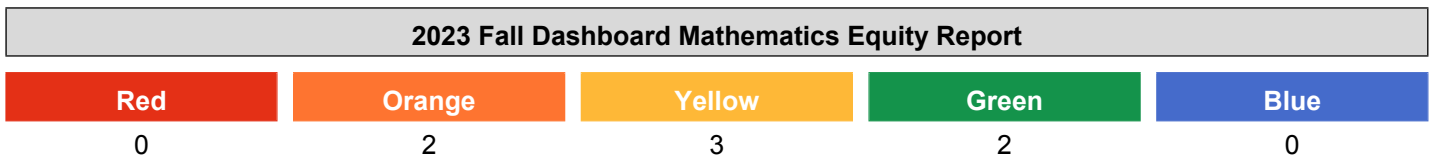
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 7.8 points below standard Increased +8.3 points 642 Students	English Learners  Orange 105.7 points below standard Increased +4.4 points 128 Students	Foster Youth  No Performance Color 0 Students
Homeless 136 points below standard 20 Students	Socioeconomically Disadvantaged  Yellow 70.8 points below standard Increased Significantly +20.4 points 205 Students	Students with Disabilities  Orange 150.4 points below standard Increased +10.1 points 83 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>65.1 points below standard</p> <p>Increased Significantly +41.8 points</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Green</p> <p>64.3 points above standard</p> <p>Decreased Significantly - 21.8 points</p> <p>39 Students</p>	<p>11.9 points above standard</p> <p>Increased Significantly +28.3 points</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>67.3 points below standard</p> <p>Increased Significantly +16.7 points</p> <p>248 Students</p>	<p></p> <p>Yellow</p> <p>7.7 points below standard</p> <p>Decreased Significantly - 28.9 points</p> <p>41 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Green</p> <p>31.6 points above standard</p> <p>Increased +7 points</p> <p>288 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>151.6 points below standard</p> <p>Maintained -1.7 points</p> <p>74 Students</p>	<p>42.9 points below standard</p> <p>Increased +5.6 points</p> <p>54 Students</p>	<p>15.4 points above standard</p> <p>Increased +7.4 points</p> <p>441 Students</p>

Conclusions based on this data:

1. 2023 Redwood students are scoring 7.8 points overall below standard. In the previous year Redwood was 16 points below the state standard.
2. 2023 Redwood English Learners, students with disabilities and low socio-economically disadvantaged are scoring significantly below the standard.
3. 2023 Redwood African American students are scoring 65 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

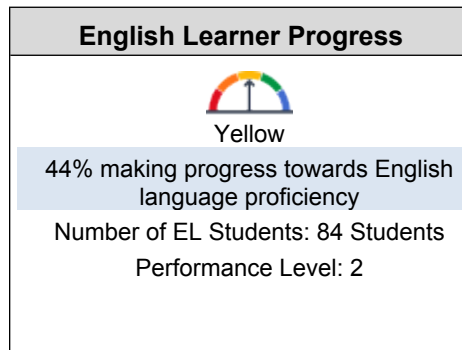
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	28	0	37

Conclusions based on this data:

- 2023 44% of English learner Redwood students are making progress towards English Language Proficiency.
- 2023 28 of our students maintained their current ELPI level and 19 students decreased one ELPI Level.
- Overall, 44% making progress towards English Language proficiency is not high enough and we need increase that percentage by a minimum 5%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 16.5% Chronically Absent Increased 2 679 Students	 Red 26.3% Chronically Absent Increased 0.5 95 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
36.4% Chronically Absent Declined -9.8 22 Students	 Red 28.9% Chronically Absent Increased 1.2 225 Students	 Red 39.4% Chronically Absent Increased 5.7 94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>40% Chronically Absent</p> <p>Increased 31.7</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Orange</p> <p>5.1% Chronically Absent</p> <p>Increased 2.7</p> <p>39 Students</p>	<p>15.4% Chronically Absent</p> <p>Increased 15.4</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>22.4% Chronically Absent</p> <p>Increased 1.3</p> <p>263 Students</p>	<p></p> <p>Red</p> <p>20.9% Chronically Absent</p> <p>Increased 16.5</p> <p>43 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined -2</p> <p>301 Students</p>

Conclusions based on this data:

- 2023 Overall, Redwood absenteeism was high, 16.5% of all students struggle with school attendance.
- 2023 Our most at risk for chronic absenteeism are our English Language Learners, low socioeconomic status students, and our students with disabilities.
- 2023 African American students score the highest absenteeism rate by race/ethnicity with 40% of the subgroup chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate

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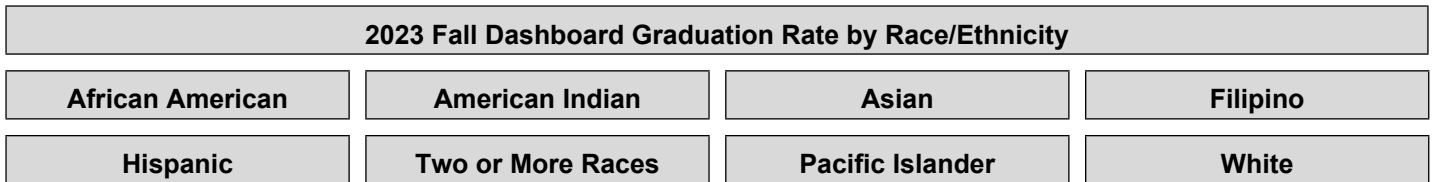
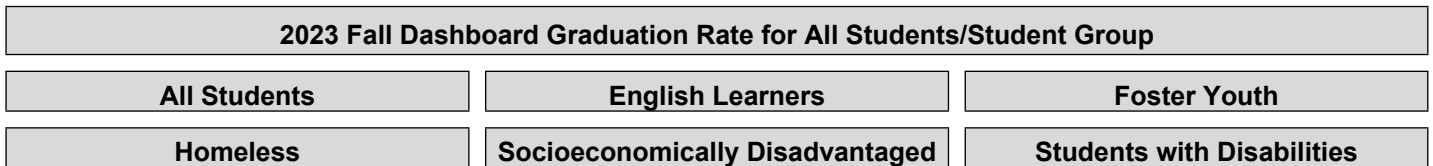
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

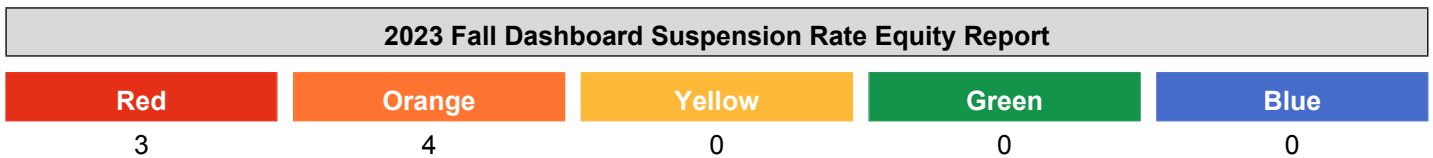
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">6.7% suspended at least one day</td> </tr> <tr> <td>Increased 2.7 685 Students</td> </tr> </tbody> </table>	All Students	 Orange	6.7% suspended at least one day	Increased 2.7 685 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">15.8% suspended at least one day</td> </tr> <tr> <td>Increased 4.3 95 Students</td> </tr> </tbody> </table>	English Learners	 Red	15.8% suspended at least one day	Increased 4.3 95 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">13% suspended at least one day</td> </tr> <tr> <td>Declined -8.4 23 Students</td> </tr> </tbody> </table>	Homeless	13% suspended at least one day	Declined -8.4 23 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr> <td style="background-color: #e6f2ff;">12.1% suspended at least one day</td> </tr> <tr> <td>Increased Significantly 4.3 231 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Red	12.1% suspended at least one day	Increased Significantly 4.3 231 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">9.4% suspended at least one day</td> </tr> <tr> <td>Increased 1.6 96 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Orange	9.4% suspended at least one day	Increased 1.6 96 Students
Homeless													
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Students with Disabilities													
 Orange													
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Increased 1.6 96 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>13.3% suspended at least one day</p> <p>Declined -9.7</p> <p>15 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p> Orange</p> <p>5.1% suspended at least one day</p> <p>Increased 5.1</p> <p>39 Students</p>	<p>7.7% suspended at least one day</p> <p>Increased 7.7</p> <p>13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>10.9% suspended at least one day</p> <p>Increased Significantly 4.8</p> <p>266 Students</p>	<p> Orange</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7</p> <p>45 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Orange</p> <p>3% suspended at least one day</p> <p>Increased 0.3</p> <p>302 Students</p>

Conclusions based on this data:

- 2023 Overall, the suspension rate for Redwood Middle School is 6.7% of the student body registering Redwood in the yellow category for suspension.
- 2023 Our English Learners and Socioeconomically disadvantaged students are suspended at a higher rate than any other subgroup.
- 2023 African American student suspension rate declined, while rates for all other race/ethnicity groups increased during 2023.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

Implement targeted actions that support positive student outcomes with academic achievement for all students.

Increase by 2% the overall number of students (disaggregated by SWD, SED, EL, GATE, Hispanic, and African American) who meet or exceed the standard on CAASPP math in grades 6, 7 and 8 level during the 2023-2024 school year.

Increase by 2% the overall number of students (disaggregated by SWD, SED, EL, GATE Hispanic, and African American) who meet or exceed the standard on CAASPP English Language Arts in grades 6, 7 and 8 level during the 2023-2024 school year.

Increase Redwood's Least Restrictive Environment (LRE) percentage from 50% to 55%. LRE is defined as a student with an IEP whose time spent in a general education setting is 80% or higher.

Increase by 2% the overall number of students (disaggregated by SWD, SED, EL, GATE, Hispanic, and African American) earning Renaissance at least one semester in each grade level during the 2024 - 2025 school year.

Decrease the overall number of D's and F's in Semester 1 and 2 by 2% for each content area and grade level (disaggregated by SWD, SED, EL, GATE, Hispanic, and African American)) during the 2024-2025 school year as compared to the 2023-2024 school year.

70% of students receiving intervention in math will pass their math class.

70% of students receiving intervention in guided studies will pass all their classes with a D or higher.

Increase by 2% the overall number of students (disaggregated by SWD, SED, EL, GATE, Hispanic, and African American) earning Honor Roll at least one semester in each grade level during the 2024 - 2025 school year.

Increase by 2% the overall number of students (disaggregated by SWD, SED, EL, GATE, Hispanic, and African American) earning Principal's Achievement Award at the end of the student's 8th grade year during the 2024 - 2025 school year.

Increase by 10% the overall number of English Language Learners (ELL) students who reclassify via their ELPAC scores or IEP process.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

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

Students within the targeted populations demonstrate an achievement gap when compared to the overall academic achievement on the ELA and 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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Overall CAASPP ELA scores	CAASPP ELA 2023-2024		6th Grade- 2% overall growth SWD- 2% overall growth SED- 2% overall growth EL- 2% overall growth
Grade 6, CAASPP ELA scores	ELA Overall 6th grade	64%	
Grade 7, CAASPP ELA scores	Met or Exceeded Standard		
Grade 8, CAASPP ELA scores	ELA Overall 7th grade	61%	
	Met or Exceeded Standard		
SWD CAASPP ELA scores- Identified	ELA Overall 8th grade	63%	7th Grade- 2% overall growth SWD- 2% overall growth SED- 2% overall growth EL- 2% overall growth
ATSI Need	Met or Exceeded Standard		
SED CAASPP ELA scores			
EL CAASPP ELA scores	Students with disabilities	13%	
	Met or Exceeded Standard		
Academic Grades	English Language Learners	7%	8th Grade- 2% overall growth SWD- 2% overall growth SED- 2% overall growth EL- 2% overall growth
	Met or Exceeded Standard		
Overall CAASPP Math scores	Black	17%	
Grade 6, CAASPP Math scores	Met or Exceeded Standard		
Grade 7, CAASPP Math scores	Hispanic/Latino	42%	
Grade 8, CAASPP Math scores	Met or Exceeded Standard		
	Socio Econ Disadvantaged	37%	
SWD CAASPP Math scores- Identified	Met or Exceeded Standard		
ATSI Need	Homeless	0%	
SED CAASPP Math scores	Met or Exceeded Standard		
EL CAASPP Math scores			
Academic Grades across academic subject levels	CAASPP MATH 2023-2024		
	Math Overall 6th grade	55%	
Renaissance Award percentages	Met or Exceeded Standard		
	Math Overall 7th grade	50%	
Grades based on students receiving intervention based on ATSI need	Met or Exceeded Standard		
	Math Overall 8th grade	41%	
	Met or Exceeded Standard		
Guided studies grades and grade level mastery- Students with disabilities will have access to this course based on identified ATSI	Students with disabilities	9%	
	Met or Exceeded Standard		
	English Language Learners	4%	Met
	Met or Exceeded Standard		
Principal's achievement recognition	Black	8%	
	Met or Exceeded Standard		
ELPAC Scores	Hispanic/Latino	21%	
	Met or Exceeded Standard		
	Socio Econ Disadvantaged	9%	
	Met or Exceeded Standard		
	Homeless	0%	
	Met or Exceeded Standard		
	2022 8th grade math met or exceeded	39%	
	2023 8th grade math met or exceeded	42%	
	2024 8th grade math met or exceeded	41%	
	1% drop in overall 8th grade math achievement scores (data not longitudinal)		
	2022 7th grade math met or exceeded	41%	
	2023 7th grade math met or exceeded	50%	

	<p>2024 7th grade math met or exceeded 50%</p> <p>No change in overall grade 7 math achievement scores (data not longitudinal)</p> <p>2022 6th grade math met or exceeded 50%</p> <p>2023 6th grade math met or exceeded 46%</p> <p>2024 6th grade math met or exceeded 55%</p> <p>9% increase in overall 6th grade math achievement scores (data not longitudinal)</p> <p>Semester 2 D/F Data 2024</p> <p>Students w/ at least 1 D or F 177 27</p> <p>2024 by grade breakdown-</p> <p>6th graders w/ at least 1 D/F (n=) 56 27%</p> <p>7th graders w/ at least 1 D/F (n=) 64 31%</p> <p>8th graders w/ at least 1 D/F (n=) 56 23%</p> <p>Target Populations</p> <p>Students w/ Disabilities with at least 1 D/F 54 30%</p> <p>Students w/ at least 1 D/F & is EL 41 23%</p> <p>Students w/ at least 1 D/F & is RFEP 37 20%</p> <p>Students w/ at least 1 D/F & is Hispanic 112 63%</p> <p>Students w/ at least 1 D/F & is African-American or Black 6 3%</p>	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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	All students grades 6-8	0 Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)

	purchased to supplement all our student populations (SED, EL, and SWD).		4000-4999: Books And Supplies 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.
1.2	Implement use of SBAC Interim assessments, benchmark assessments, IXL pre/post test as a formative assessment and testing practice for all students.	All students grades 6-8	0 None Specified None Specified Action meant to ensure consistent monitoring of student progress for all students specifically students with SWD in accordance with ATSI status.
1.3	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.	All students grades 6-8	0 None Specified None Specified 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. 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.
1.4	Faculty clerk to assist all staff, students, and the community.	All students grades 6-8	15,000 OTRM 2000-2999: Classified Personnel Salaries 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. This position is funded by the school to support increased access to instruction for all learners through access to tangible

			materials. Paper cost funded through instruction.
1.5	Replace and purchase new titles as needed for the English classes and school library with a specific emphasis on building our diverse core literature titles that were recently adopted.	All students grades 6-8	500 0010 4000-4999: Books And Supplies Add more multicultural literature to our core literature library. Class sets will be available for all students (GATE, SED, SWD, and EL)
1.6	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.	All students grades 6-8	550.00 OTRM 4000-4999: Books And Supplies Due to the ever increasing need for technology, these funds are allocated to support broken, missing, or as needed supplies for teacher classrooms.
1.7	Share at Leadership and make a priority during PLC time to focus on current year's SPSA goals including an examination of disaggregated student achievement data for SWD, EL and SED including Homeless/Foster and African American students.	SWD, EL, and SED students grades 6-8	0 None Specified None Specified Specific analysis will be focused on SWD based on CAASPP data. A thorough analysis of our SWD academic achievement in ELA and Math will be the focus.
1.8	Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of our Entrepreneurs(Exploratory) program for the ETHOS program.	REAL Academy students	0 Donations 5000-5999: Services And Other Operating Expenditures 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.
1.9	Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of the EDGE program students. An additional field trip to Reagan Library if donations support the activity.	EDGE students	0 Donations 5000-5999: Services And Other Operating Expenditures 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.
1.10	Provide co-taught science and social studies class in all grades. Students with an identified need will be strategically placed in co-taught classes in social studies and science while other students with IEP's as identified by their case manager will be mainstreamed.	Students with IEP's and co-taught students 6-8	0 None Specified None Specified Action meant to provide access to students with disabilities to quality first instruction with general education peers to improve our school's LRE.

			Students will receive quality first instruction with general education peers and grade level curriculum.
1.11	Co-teaching professional development and support.	Students with IEP's and co-taught students 6-8	900.00 4EEF 5000-5999: Services And Other Operating Expenditures 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 an additional co-taught class, for a total of six this year teachers will need support and prep time. Teachers will plan lessons and review student work and placement. This action supports our goal of increasing our overall LRE percentage.
1.12	Redwood staff participates in transition IEP meetings from our feeder schools in an effort to facilitate a smooth transition for our SWD and the implementation of the student's IEP. These meetings will also address how Redwood is addressing our current LRE percentage for the 24-25 school year.	Students with IEP's Grades 6-8	800.00 OTRM 5000-5999: Services And Other Operating Expenditures 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.
1.13	PLC time- Teachers will work in their department two times a month to plan lessons, study student achievement data, plan interventions, track progress, and collaborate on best instructional practices. Specific emphasis this year will include identifying learning targets, developing common assessments, and reviewing student data to identify students needing intervention.	All students grades 6-8	0 None Specified None Specified 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.
1.14	Second Step curriculum delivered to all students during Wednesday Advisory by teachers.	All students grades 6-8	0 None Specified None Specified 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.
1.15	Collaborate with staff in staff meetings, ADCO, department meetings and leadership regarding ways to promote more inclusion and improve our overall LRE percentage.	All students grades 6-8	0 None Specified None Specified Redwood currently has six co-teaching classes this year up from one 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.
1.16	Provide opportunities for collaboration amongst teacher leaders 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.	All students grades 6-8	6,000 OTRM 1000-1999: Certificated Personnel Salaries 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.
1.17	Provide learning options for students in order to best meet their needs. These options include SHINE, Century, in person learning or LTIS.	All students grades 6-8	0 None Specified None Specified Learning models are communicated on a regular basis through newsletters, social media, and through SST or other means of intervention meetings.
1.18	On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	All students grades 6-8	0 None Specified None Specified On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, Foster students, and African American students. Specific emphasis will be placed on our students with SWD as identified by ATSI.

1.19	Administration collaboration with GATE Facilitator and participation in school and district GATE activities.	GATE students 6-8	0 None Specified None Specified Administration collaboration with GATE Facilitator and participation in school and district GATE activities.
1.20	Administration attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	ELD students grades 6-8	0 None Specified None Specified Administration attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs
1.21	Administration collaborating with school's DELAC representative to provide necessary information and training to school's ELAC.	EL students grades 6-8	0 None Specified None Specified Administration collaborating with school's DELAC representative to provide necessary information and training to school's ELAC.
1.22	Principal meeting consistently with Special Education Leadership and Director of Special Education to ensure enhanced level of support for SWD.	EL students grades 6-8	0 None Specified None Specified Principal meeting consistently with Special Education Leadership and Director of Special Education to ensure enhanced level of support for SWD.
1.23	Administration collaborating with school's SEDAC representative.	SWD grades 6-8	0 None Specified None Specified Administration collaborating with school's SEDAC representative.
1.24	Guided studies classes in both 7th and 8th grade for students in lieu of or in addition to an elective based on identified need by student's academic counselor or case manager.	Identified students in grades 7-8	0 None Specified None Specified Counselor and/or case manager identify 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. This action directly supports our students our students with SWD and provides academic support to help improve our ATSI status in ELA and Math for students with disabilities.

1.25	Administration participating in regular meetings with district staff in support of McKinney Vento and Foster Students.	McKinney Vento and Foster students in grades 6-8	0 None Specified None Specified Administration participating in regular meetings with district staff in support of McKinney Vento and Foster Students.
1.26	Additional hours for paraprofessional support our English Language learners.	EL students grades 6-8	1,000.00 0010 2000-2999: Classified Personnel Salaries 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. Administration of the ELPAC in the Spring of 2025 to determine progress on students achieving EL proficiency.
1.27	Promote online tutoring opportunities such as the Thousand Oaks Library and CVUSD tutoring through consistent communication to students and families.	All students grades 6-8	0 None Specified None Specified Redwood students will be provided tutoring opportunities through all avenues of communication such as social media, newsletters, and student announcements.
1.28	Math teachers will provide intervention to small groups during advisory two days a week for a total of 50 minutes. The focus will be on extra practice and keeping up with current skills in 6th, 7th, and 8th grade. Students will be identified using IXL and current progress in the class.	Identified students grades 6-8	0 None Specified None Specified Teachers will provide small group intervention 50 minutes a week during advisory.
1.29	Lexia will be utilized in ELD level 1 classes to help students achieve fluency at a higher rate.	ELD 1/2 students in grades 6-8	2900.00 OTRM 5000-5999: Services And Other Operating Expenditures license renewed for use in ELD 1 classes, to support English language acquisition for students new to the country.
1.30	Math department to use Delta Math to help support student achievement in math content areas.	All students grades 6-8	1500.00 OTRM 5000-5999: Services And Other Operating Expenditures Delta math will be utilized as both an achievement and a learning loss recovery tool for all students in math including our students with disabilities. This action supports our SWD students achievement in math.
1.31	Implement IXL math software program	All students grades 6-8	0 Other

			5000-5999: Services And Other Operating Expenditures IXL math promotes rigor by introducing conceptual understanding, building to procedural fluency, and challenging students to tackle real world applications. Math skills are measured by pre and post assessments and students are matched at the student's current level and then as student's master skills, they are promoted to the next skill.
1.32	Science department equipment to support student access and enagement (possibly remove, no funding)	All students grades 6-8	660 0010 4000-4999: Books And Supplies Purchase five digital scales to be used by all science teachers. Digital scale support access and removes barriers for all student learners.
1.33	Math department in grade 6 adjusting instructional practices to target students of various learning styles and needs. Teachers visited other middle school site during quarter 4 of 2023-24 school year and decided to adopt the practices for their own classes this year. Over the summer maintence moved approximately 8 whiteboards into grade 6 classrooms to support interactive learning.	Grade 6	300.00 0010 4000-4999: Books And Supplies Purchase supplies to support implementation of new program. Supplies requested by teachers include: sheet protectors, whiteboard markers, erasers, clipboards, yellow paper "golden notes".

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

CAASPP scores saw an increase during the 2022-23 school year. This was also the first year Redwood implemented a new rewards system (Field Day). 2023-24 CAASPP date indicates that student scores have remained consistent. Small group support through guided studies has supported student academic marks during the 2023-24 school year.

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

Funding used to support the goal through ESER3 funding during 2023-24 will now shift to other sources. For example field trips will be supported by ASB funding and donations for the 2024-25 school year.

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.

Continue to focus on supporting SWD in general education environments as we add co-taught Science/Social Science to all all grade levels 2024-25. Focus on implementing supports within the general class setting, such as through Lexia and Delta Math for ongoing support throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Continued focus on potential learning loss from COVID-19 as well as identifying students achieving below grade level and therefore providing supports as necessary.

Students achieving below grade level, as determined by a grade level assessment (SRI/IXL) at the beginning of the school year, will be enrolled in Math and Reading intervention programs. Expected outcome is 1.5 grade level growth by June 2025.

Students identified as below grade level in 6th, 7th, and 8th reading will improve, on average 1.5 grade levels by the end of June 2025 as assessed by SRI reading assessment given once in Semester 1 and once in Semester 2.

Students identified as below grade level in 6th, 7th, and 8th math will improve, on average 1.5 grade levels by the end of June 2025 as assessed by IXL.

Students making progress on English Language Proficiency will increase by 5%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

➤ Goal 1: Implement targeted actions and services that support conditions for optimal learning, equitable access, and positive student outcomes. (Student focused)

Identified Need

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

Student CAASPP data showed decline or no improvement in Math across all three grade levels in 2022-2023. In 2023-2024, longitudinal data showed an increase of 4% for 6th-7th graders and 7th-8th a decline of 9% demonstrating a continued need for math intervention.

ELA had significant growth from 2022-2023 however, has declined during 2023/2024 CAASPP. In 2023/2024, ELA longitudinal data showed a decrease of 7% for 6th-7th and a decline from 7th-8th of 6% demonstrating a need for ELA intervention.

Additionally, suspension rates increased in 2022/2023 indicating that more SEL supports and counseling were necessary to remove that barrier so students can better access academics. Suspension rates in 2023/2024 decreased for all students, however, SWD and Hispanic students increased.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

CAASPP Academic grades IXL Reading Assessment Scores ELPAC scores	2023-2024 CAASPP			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 1.5 grade level growth for all students and a more significant growth for students participating in Intervention programs.
	ELA Overall 6th grade	64%	Met or Exceeded Standard	
	ELA Overall 7th grade	61%	Met or Exceeded Standard	
	ELA Overall 8th grade	63%	Met or Exceeded Standard	
	Math Overall 6th grade	55%	Met or Exceeded Standard	
	Math Overall 7th grade	50%	Met or Exceeded Standard	
	Math Overall 8th grade	41%	Met or Exceeded Standard	
	ELA			
	Students with disabilities			
	Grade 6	8%	Met or Exceeded Standard	
	Grade 7	22%	Met or Exceeded Standard	
	Grade 8	29%	Met or Exceeded Standard	
	Math			
	Students with disabilities			
	Grade 6	4%	Met or Exceeded Standard	
	Grade 7	12%	Met or Exceeded Standard	
	Grade 8	10%	Met or Exceeded Standard	
	ELA			
	English Language Learners	Met or	Exceeded Standard	
	Grade 6	0%	Met or Exceeded Standard	
	Grade 7	6%	Met or Exceeded Standard	
	Grade 8	6%	Met or Exceeded Standard	
	Math			
English Language Learners	Met or	Exceeded Standard		
Grade 6	1%	Met or Exceeded Standard		
Grade 7	6%	Met or Exceeded Standard		
Grade 8	0%	Met or Exceeded Standard		
Overall Scores by subgroup- ELA				
Black	47%	Met or Exceeded Standard		
Socio Econ Disadvantaged	42%	Met or Exceeded Standard		
Homeless	0%	Met or Exceeded Standard		

	<p>Overall Scores by subgroup- Math</p> <p>Black 61% Met or Exceeded Standard</p> <p>Socio Econ Disadvantaged 29% Met or Exceeded Standard</p> <p>Homeless 0% Met or Exceeded Standard</p> <p>Target Populations (D/F data Semester 2 2024 : 177 total)</p> <p>Students w/ Disabilities with at least 1 D/F 54 30%</p> <p>Students w/ at least 1 D/F & is EL 41 23%</p> <p>Students w/ at least 1 D/F & is RFEP 37 20%</p> <p>Students w/ at least 1 D/F & is Hispanic 112 63%</p> <p>Students w/ at least 1 D/F & is African-American or Black 6 3%</p>	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	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.	All students grades 6-8	0 Other 5000-5999: Services And Other Operating Expenditures 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.
2.2	1:1 technology initiative that allows for every Redwood student to check out a Chromebook to take home with them.	All students grades 6-8	0 Other 5000-5999: Services And Other Operating Expenditures Since all students now have access to District provided technology, online platforms that can address and assist with learning loss can be implemented schoolwide
2.3	Rising 6th, 7th, and 8th grade students with a D or F in English and/or Math will be recommended for summer school.	All students grades 6-8	0 None Specified None Specified Students struggling academically as evidenced by grades in English and Math were offered summer school remediation opportunities.

2.4	Guided Studies classes for students who are struggling in academic subjects.	Identified students in grades 6-8	0 Other None Specified Students in 7th and 8th grade will be identified by their teachers/counselors as needing the additional support with classwork and homework. EL students and SWD will be identified and mainstreamed into general education guided studies classes.
2.5	Thursday advisory focus on executive functioning and frequent grade progress checks.	All students grades 6-8	0 None Specified None Specified Teachers will utilize the 25 minute advisory period on Thursday to work with students on checking Q for grades and any missing assignments. Students will also learn how to check email and respond to email in an appropriate manner using academic language. Students will clean out backpacks and set goals.
2.6	Provide focus and targeted intervention using Lexia English both during and after school hours for students in our ELD program and for academic intervention support. Referenced in Goal #1	EL students grades 6-8	0 None Specified None Specified Provide additional services with a certificated teacher and bilingual paraprofessional to support the learning goals for our EL students using Lexia software to assist in closing the achievement gap.
2.7	Reading intervention for all grades. Students will be supported through guided studies class or during Advisory to access reading intervention. Students will be identified using multiple measures.	Identified students in grades 6-8	0 OTRM 5000-5999: Services And Other Operating Expenditures Students may be placed in reading intervention at start of school year through guided studies class. Students may also access intervention support throughout the year based on quarterly marking period data. Funded with Lexia as referenced in Goal #1.
2.8	Special Education teachers collaborate during designated PLC time on instructional practices, reviewing progress on goals, reviewing IEP's, scheduling meetings based on data.	SWD in grades 6-8	0 None Specified None Specified Special Education teachers to collaborate on instructional

			practices, accommodations and LRE. This action is meant to support SWD and their progress on goals and grade level mastery in accordance with ATSI status.
2.9	No Red Ink Software program	All students in grades 6-8	1895 OTRM 5000-5999: Services And Other Operating Expenditures NoRedInk simplifies the process of building strong writers and critical thinkers. The online writing curriculum facilitates effective instruction by helping teachers engage students through modeling, scaffolding, practice, and feedback. The total cost of the licenses is 4,000 but this cost is being shared by the district curriculum office and Redwood.
2.10	Targeted Math Intervention during Advisory	All students in grades 6-8	0 None Specified None Specified Students identified through IXL pre-test and academic progress in math. Teachers recommend students for intervention during advisory and students are provided 50 minutes additional help in current math topics

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

At the beginning of the school year grade-level assessments such as the Scholastic Reading Inventory (SRI) and IXL diagnostics to identify students performing below grade level. Assessment data was used to place students into supports as necessary throughout the year. Supports were adjusted throughout the year based on student need. Counselors also monitored student progress and intervened to provide tiered supports and interventions in addition to the targeted supports provided through instructional time. Effectiveness was measured ongoing throughout the school year and communicated to stakeholders. Counselors ran data on student academic achievement that was shared and discussed at staff meetings. Students who were not making adequate academic progress or were not responding to support classes received additional supports as appropriate to meet their individual needs. Additional supports may include scheduling student success team meetings and collaborations with support staff such as our school psychologist

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

During 2023-24 we used ESR3 to fund targeted interventions including reading support classes for students in grade 6. Approximately 14,000 was spent for reading support. Effectiveness measured by student academic marks in ELA and scores on 23/24 CAASPP ELA.

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.

For the 2024/25 school year we will re-assess what intervention provide the most impact and positive result for students. We are also adjusting the manner in which we implement co-teaching for students with disabilities, in order to provide greater access to students of various learning levels. This year Redwood will pilot a push in co-teach model where the special education teacher will share time in two general education classes. Designated students with disabilities will be assigned one of the two designated co-teach classes for ELA and Social Science grade 6. This will create a better ratio of SWD to the general population learner and create a more inclusive learning environment for SWD. We are also re-evaluating the most effeitive manner to provide targeted reading intervention support this year with changes to ESR3 funding. We are reviewing our Advisory time as a possible use for targeted reading

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

By June 2024, parent involvement and community outreach at school events including but not limited to GATE, PTSA, ELAC, SEDAC and ASB activities will either increase by 2% 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).

Increase parent attendance at teen enter sporting events by 2%.

Increase parent attendance at PTSA events such as the Back to School Festival, food nights, volunteer opportunities by 2%.

Increase parent attendance at our Performing Arts events by 2%.

Increase parent attendance at whole school events, including but not limited to, Back to school night, Future Viking Night, Principal's Chat, and new student tours.

Increase parent attendance by 2% at DAC and PTSA meetings, including but not limited to, PTSA meetings, ELAC meetings, AADAC, GATE, and LGBTQ+.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 3: Provide two-way communication and targeted outreach that engages and informs the community of programs, policies, and opportunities, and also builds strong connections among families, community members, and CVUSD schools. (Community focused)

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance sheets at all specialized parent group meetings PTSA volunteer hours- count hours PTSA sign up genius- count the number of parents volunteering at school events Volunteers in performing arts programs- retrieve information for performing arts teachers Number of parent views of Viking Voice	23-24 Baseline Attendance at specialized parent group meetings were as follows: GATE parent meeting - 10 GATE activities - 30 students/participants ELAC parent meetings - average of 6 PTSA volunteer/sign-ups - 184 hours Volunteers in Performing Arts program - 750 hours 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.	Increase parent attendance at teen enter sporting events by 2%. Increase parent attendance at PTSA events such as the Back to School Festival, food nights, volunteer opportunities by 2%. Increase parent attendance at our Performing Arts events by 2%. Increase parent attendance at whole school events, including but not limited to, Back to school night, Future Viking Night, Principal's Chat, and new student tours. Increase parent attendance by 2% at DAC and PTSA meetings, including but not limited to, PTSA meetings, ELAC meetings, AADAC, GATE, and LGBTQ+. Attendance sheets at all specialized parent group meetings increase by 2%. PTSA volunteer hours increase by 2%. PTSA sign up genius increase by 2%. Volunteers in performing arts programs increase by 2%. Number of parent views of Viking Voice increase by 2%.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	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.	All students grades 6-8	1000.00 OTRM 2000-2999: Classified Personnel Salaries 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.
3.2	Continue to put emphasis on our parent SEDAC committee. Encourage our families to engage in	Students with IEP's grades 6-8	0 None Specified

	outreach opportunities and communications from our SEDAC representative.		None Specified Multiple attempts will be made to encourage our families to opt in to SEDAC.
3.3	Maintain and enhance attendance at ELAC, GATE, SSC, SEDAC, and AADAC meetings and activities. School administrators will send out targeted emails and phone calls inviting students and parents to attend.	All students grades 6-8 in the identified group.	0 None Specified None Specified Consistent communication with DAC representatives. 0 None Specified None Specified Utilize the Blackboard/ParentLink communication system and the digital marquee as additional means of communication 0 None Specified None Specified Send ELAC meeting invitations to students through all ELD classes, Blackboard and Q connect 0 None Specified None Specified Parent volunteers at monthly GATE activities
3.4	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.	All students grades 6-8	0 None Specified None Specified Monitor volunteer hours at Orientation, Back to School festival, Red Ribbon week, Abilities Awareness week, and other PTSA sponsored events.
3.5	Student academic progress will be communicated school wide every marking period through Q Connect. Encouraging parents to logon to Q and monitor student progress.	All students grades 6-8	0 None Specified None Specified 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. 0 None Specified None Specified Encourage and support parents and students in the

			<p>use of the Q Information System to access student progress and performance</p> <p>0 None Specified None Specified Additional notifications through Blackboard will be sent to parents of students earning D/F grades</p>
3.6	Invite parents to attend informational sessions with administration and counseling once a quarter where an engaging topic on social media awareness, building confidence in children, study skills and much more. Sessions will include supporting students in their transition to middle school, and planning for high school options including information on The Center and A-G Requirements for high school preparation.	All students grades 6-8	<p>0 None Specified None Specified Engage with parents on a quarterly basis to build community and connection.</p>
3.7	Continue to put emphasis on our parent AADAC committee. Encourage our families to engage in outreach opportunities and communications from our AADAC parent representative.	All students grades 6-8	<p>0 None Specified None Specified Multiple attempts will be made to encourage our families to opt in to AADAC.</p>
3.8	Continue to put emphasis on our parent LGBTQ+ committee. Encourage our families to engage in outreach opportunities and communications from our LGBTQ+ parent representative.	All students grades 6-8	<p>0 None Specified None Specified Multiple attempts will be made to encourage our families to opt in to LGBTQ+.</p>
3.9	Continue to put emphasis on our parent GATE committee. Encourage our families to engage in outreach opportunities and communications from our GATE parent representative.	All students grades 6-8	<p>0 None Specified None Specified Continue to put emphasis on our parent GATE committee. Encourage our families to engage in outreach opportunities and communications from our GATE parent representative.</p>
3.10	Continue to put emphasis on our parent DELAC committee. Encourage our families to engage in outreach opportunities and communications from our DELAC parent representative.	All students grades 6-8	<p>0 None Specified None Specified Continue to put emphasis on our parent DELAC committee. Encourage our families to engage in outreach opportunities and communications from our DELAC parent representative.</p>
3.11	Principal will send a smore newsletter monthly to all community and school stakeholders sharing	All students grades 6-8	<p>0 None Specified None Specified</p>

	upcoming events and happenings on campus as well as in classrooms.		Monthly school newsletter informing parents of upcoming events and happenings on campus.
3.12	Encourage teachers to send regular communication to families on what students are learning in their classes and other applicable information as related to the individual student. Several teachers on the Redwood campus use this practice and it creates an active and engaged parent community who better understands what is happening in their child's classroom.	All students grades 6-8	0 None Specified None Specified Build community and capacity with our parents by inviting them into the classrooms with monthly communications from teachers.
3.13	Counselors will call and meet with parents as needed for SEL and /or academic concerns. Parent meetings will be the preferred method of communication with parents in an effort to build community.	All students grades 6-8	0 None Specified None Specified Build community and partnership with Redwood parent community through meetings and phone calls, with email being used on a limited basis.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Tracking data at events continues to be a struggle in order to accurately gauge data. Using Viking Voice data

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

Newsletter consolidation to mainstream communication and reduce redundancy.

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.

Continued efforts to encourage parent and all stakeholder participation in students learning and activities.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

By June 2024, 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).

Increase student participation in ASB activities- LTA's, dances, after school events (luau's, BTS dance), dress up days, March Madness, clubs, etc., by 2%.

Increase student participation in teen center sports, dance team, and intramural sports by 2%.

Decrease the number of students on the chronic absence list by 2%.

Increase enrollment in our performing arts classes by 2% overall.

Increase the positive response on LCAP by 2% on school culture.

Decrease total number of suspensions by 2%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>Engagement in weekly activities through announcements or Viking Voice</p> <p>Quarterly behavior reports and Suspension rate</p> <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 2022-2023 school year, students and parents engaged over 20,000 times on the SMORE newsletter sent by the Principal. This was the 2nd year we tracked that data.</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 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.</p>	<p>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 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 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>
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	<p>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>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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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Viking Camp	Incoming 6th grade students	3,000 ASB 5000-5999: Services And Other Operating Expenditures Transition to middle school program designed to welcome incoming 6th grade students to Redwood. Students receive a swag bag, tour of the school and other spirit materials. 1,000 0010 1000-1999: Certificated Personnel Salaries Pay 30.00 rate for Viking Camp preparation for three certificated employees.
4.2	Provide daily announcements over the loudspeaker. Provide opportunities for increased student engagement and further connections to the Redwood community through clubs.	All students grades 6-8.	0 None Specified None Specified Announcements are collected from multiple stakeholders including students, teachers, PTSA, and community members everyday. These announcements included academic, behavioral, and engagement reminders. Clubs include Pride Club, BSU, Bingo Club, Chorus, Theatre, Chess club and many more. Sign-ups are offered any time through student invite.

<p>4.3</p>	<p>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.</p>	<p>All students grades 6-8 who are on the chronic absentee list.</p>	<p>0 None Specified None Specified Action meant to improve student attendance for all with a specific emphasis on our students with disabilities in accordance with ATSI. Adults will check in with the student on a frequent basis providing intensive support both academically and social/emotionally while encouraging them to be involved in student activities.</p>
<p>4.4</p>	<p>Participate and encourage student involvement in Teen Center sports and activities hosted by the teen center program.</p>	<p>Students in grades 6-8 participating in teen center sports and activities.</p>	<p>5,000 ASB 5000-5999: Services And Other Operating Expenditures Action meant to encourage all students, specifically targeting SWD in accordance with ATSI. There is evidence to show that student connectedness to school through activities can improve attendance rates. 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 and hopefully improve attendance rates.</p>
<p>4.5</p>	<p>Continue to encourage students to participate in ASB activities by the use of announcements, Viking Voice, and in person counseling meetings. 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.</p>	<p>All students in grades 6-8</p>	<p>0 None Specified None Specified 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</p>

			<p>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 Kindness a thon Macy's Make a Wish Lip Sync Competition Pink Shirt Week Earth Week SWAPA Teacher Appreciation Promotion Unified Sports Event Pep Rallies</p>
4.6	Continue to support students through Community Circles, Restorative Justice Circles and positive reinforcements as opposed to punitive measures such as detentions and suspensions.	All students in grades 6-8	<p>0 None Specified None Specified Continue to reward good behavior through the following measures as a means to reduce discipline: SWAPA tickets Renaissance Rewards Stellar Student Awards Monthly Attendance rewards Awards Night In class awards</p>
4.7	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.	Students in grades 6-8	<p>0 None Specified None Specified 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.</p>
4.8	Redwood Middle School will utilize wellness counselors and mental health technician to support the well being and social emotional health of our students.		<p>0 None Specified None Specified 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</p>

			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.
4.9	Provide 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.		500 ASB 5000-5999: Services And Other Operating Expenditures ASB supports attendance in field trips including Odyssey of the Mind, MMA competition, and Teen Center
4.10	Continue to promote inclusion and abilities awareness through National Inclusion Week activities and Abilities Awareness Week.		1,500 ASB 5000-5999: Services And Other Operating Expenditures Guest speaker, schoolwide abilities awareness opportunities, National Inclusion week classroom activities
4.11	Continue to promote Diversity and Equity awareness through awareness weeks and club offerings.		0 None Specified None Specified Continue supporting Pride club and BSU. Look into other club offerings that encourage students from diverse backgrounds to come together and celebrate their differences and similarities.
4.12	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 as identified through SART, SST, or other intervention meetings.		0 None Specified None Specified Counselors seeking to increase their tier 2 interventions with our most vulnerable students who are struggling with academics, socially, friendships, etc. Action meant to target our SWD in accordance with ATSI to ensure that and SEL needs are being addressed in the event they are affecting the student either academically or from going to school and/or both.
4.13	Provide incentive programs to reward students for positive behavior, academic improvement, and attendance.		2,000 ASB

			<p>5000-5999: Services And Other Operating Expenditures</p> <p>The implementation of reward programs such as Stellar Student, Renaissance Awards, Awards Night, Honor Roll, Principal's Honor Roll, and SWAPA increase student connectedness to school. A specific emphasis will be placed on attendance this year in accordance with ATSI and declining overall attendance rates at Redwood and districtwide.</p> <p>300 ASB</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Purchase rewards to promote student positive feelings about school. Create meaningful incentives that foster positive feelings of school attendance for students.</p>
4.14	Provide enrichment opportunities for all students including field trips, extension activities, and outside competitions.		<p>2000 ASB</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>EDGE Field Trip, Latino Leadership tO, REAL Academy CLU, Teen Center Sports, Getty Field Trip Grade 6</p>
4.15	Provide campus safety assistants additional hours and safety equipment to help enforce school rules and procedures while keeping school safe. In addition, pay campus staff campus supervisory pay to supervise after school events, orientation, teen center sports, and any other Redwood activity that requires staff supervision.		<p>3,500 0010</p> <p>2000-2999: Classified Personnel Salaries</p> <p>School safety and teacher presence at school activities promotes community and student connectedness.</p>
4.16	Second Step social emotional curriculum taught by teachers 25 minutes a week through advisory class.	All students grade 6-8	<p>0 None Specified None Specified</p> <p>Teachers will implement social emotional learning lessons during advisory period once a week for 25 minutes. The program is designed to help students build healthy coping skills, manage their emotions, make good decisions, set goals, recognize bullying and effectively resolving conflict.</p>
4.17	Continue to encourage the use of Lanschool or similiar software on teacher and student devices.	All students grade 6-8	<p>0 None Specified None Specified</p> <p>Lanschool software allows teachers to monitor all student</p>

			devices during a class to keep students on task, communicate with students, and showcase student work.
4.18	Publicize and encourage a school wide campaign during Inclusive Schools Week.	All students grade 6-8	500 ASB 5000-5999: Services And Other Operating Expenditures Activities will include morning announcements, social media posts, dress up days, classroom lessons, and LTA's all focused on building an inclusive school culture.
4.19	Social emotional and academic check ins		0 None Specified None Specified The counseling department will deploy quarterly survey that collects information on student well being. Students will be identified and provided services. The survey will be utilized during Advisory class.
4.20	Increase enrollment in choral arts programs with new musical theater enrichment opportunity for students.	All students grades 6-8	1000 0P28 - Proposition 28 1000-1999: Certificated Personnel Salaries Students to participate in musical theater program after school. This enrichment opportunity is new for Redwood and serves to grow interest in the Choral Arts.
4.21	Increase enrollment in strings program through specialists funded by Prop 28.	All students grade 6-8	1000 0P28 - Proposition 28 2000-2999: Classified Personnel Salaries Specialists above and beyond what the club for the program currently supports are paid for using Prop 28 funding for 2024-25.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Student activities were advertised through daily announcements and through communication to families as applicable.

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

Prop 28 funding can be used only to support growth of visual and performing arts. We have been working with our band program on how we funding can best be used for a program that has previously funded all of its own staff.

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.

Adjustments to the choral arts program for the 2024-25 school year to expand choir, which is now down to only one section serving approximately 20 students. Using Prop 28 funding to expand with musical theater.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$54,305.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0010	\$6,960.00
0P28 - Proposition 28	\$2,000.00
0TRM	\$29,645.00
4EEF	\$900.00
ASB	\$14,800.00
Donations	\$0.00
None Specified	\$0.00
Other	\$0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	\$0.00

Subtotal of state or local funds included for this school: \$54,305.00

Total of federal, state, and/or local funds for this school: \$54,305.00

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
	0	0.00
0TRM	29646.00	1.00
4EEF	900.00	0.00

Expenditures by Funding Source

Funding Source	Amount
0010	6,960.00
0P28 - Proposition 28	2,000.00
0TRM	29,645.00
4EEF	900.00
ASB	14,800.00
Donations	0.00
None Specified	0.00
Other	0.00
Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	21,500.00
4000-4999: Books And Supplies	2,010.00
5000-5999: Services And Other Operating Expenditures	22,795.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0010	1,000.00
2000-2999: Classified Personnel Salaries	0010	4,500.00
4000-4999: Books And Supplies	0010	1,460.00
1000-1999: Certificated Personnel Salaries	0P28 - Proposition 28	1,000.00
2000-2999: Classified Personnel Salaries	0P28 - Proposition 28	1,000.00
1000-1999: Certificated Personnel Salaries	OTRM	6,000.00
2000-2999: Classified Personnel Salaries	OTRM	16,000.00
4000-4999: Books And Supplies	OTRM	550.00
5000-5999: Services And Other Operating Expenditures	OTRM	7,095.00
5000-5999: Services And Other Operating Expenditures	4EEF	900.00
5000-5999: Services And Other Operating Expenditures	ASB	14,800.00
5000-5999: Services And Other Operating Expenditures	Donations	0.00
None Specified	None Specified	0.00
5000-5999: Services And Other Operating Expenditures	Other	0.00
None Specified	Other	0.00
4000-4999: Books And Supplies	Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.)	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,110.00
Goal 2	1,895.00
Goal 3	1,000.00
Goal 4	21,300.00

School Site Council Membership

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








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

Name of Members	Role
Kristina Keener	Principal
Meghann O'Weger	Other School Staff
Dylan McKenna	Classroom Teacher
Catherine McBreen(Chairperson)	Parent or Community Member
Caitlin Gregory SEDAC Rep+Member at Large	Parent or Community Member
Alison Friedman DAC Rep	Parent or Community Member
Laurie Clarkson GATE DAC Parent Rep	Parent or Community Member
Denise Lucarelli (Secretary)	Parent or Community Member
William Zasadil	Other School Staff
Linda Figueroa Bertetti (DELAC Rep)	Parent or Community Member
Megan Goebel LGBTQ Rep+ Member at large	Parent or Community Member
Heather Dingbaum-Maires	Classroom Teacher
Kaitlyn Wilkens	Classroom Teacher
Jonathan (Boys and Girls Club)	Parent or Community Member
Nicole Updegraff AADAC Representative	Parent or Community Member
Nicole Mikals 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
	Other:

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 28, 2024.

Attested:

	Principal, Kristina Keener on August 28, 2024
	SSC Chairperson, Catherine McBreen on August 28, 2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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