



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	28662666058788	October 15, 2019	

## Purpose and Description

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

Schoolwide Program

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



# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Redwood teachers collect student voice through a Google form survey three times a year to reflect on growth and practice. The Administrative team surveys our parent community to receive input on their perceived needs so that we are able to coordinate Parent Education Nights. At these Parent Education Nights, we provide support to parents so they are able to be more involved in their child's education. This also provides an opportunity for parents to connect with site administration, as well as the Community and Parent Liaison. Students are also surveyed using a site-created survey very similar to the California Healthy Kids Survey. This survey is used to determine how connected, how safe and how happy students feel at Redwood Middle School. Eighth grade students are surveyed before Career Day in order to invite professionals who peak the students interest.

## Classroom Observations

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

The administrative team participates in a minimum of three classroom observations for teachers in the "Continuing Professional Growth Plans. This is our new evaluation protocol and process for the 2019-20 school year. Each observation includes debrief afterward, where the teacher has an opportunity to reflect on their own practice.

We have a school culture where regular classroom walk-throughs are the norm and expected. Site administration tracks which classrooms they visit in order to reach all classes. A number of different observation tools are used. For example, student talk time, collaborative learning opportunities, and student engagement is often tracked. Students are often questioned during these walk-throughs about what they are learning, why they are learning it and what they need to do in order to get there. These questions are based on the research around Assessment Capable Learners. Teachers are also given specific feedback through a form that was created by our Academic Specialist.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

Redwood Middle School uses NVUSD benchmarks for both ELA and Math. We use ELPAC data, CAASPP results from 2018-19, and the Reading Inventory & Math Inventory results from both 2018-19 and 2019-20. Teachers also use Pre/Post & Formative Assessment data to plan and inform instruction.



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

Teachers work collaboratively to design common assessments that are implemented in their individual classrooms. They then come back together to analyze student work and share best practices. This helps to inform their instruction. Teachers also use formative assessment data, as well as Interim Block Assessments in both ELA and Math in order to monitor student progress. Teachers often check for understanding with informal assessments and exit tickets.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers meet the requirements for highly qualified staff.

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

All teachers will participate in training related to any newly adopted curriculum that is aligned with the California State Standards throughout the 2019-20 school year.

English Language Arts and Math teachers will be trained on the new Data Zone.

All teachers will participate in three, Wednesday afternoon learning cohorts. These will take place on October 2, 2019, February 26, 2020 and April 29, 2020. This will provide an opportunity for teachers to come together from different school to collaborate and share best practices. Workshops included in these are the following:

For English Language Arts and English Language Development Teachers: Priority Standards, Integrated ELD, Proficiency Scales, Intervention and looking at student work.

For Math teachers: Priority Standards, Proficiency Scales and Integrated ELD.

For Social Studies teachers: Content and Language Objectives, Content Literacy and Writing and Inquiry.

For Science teachers: Content and Language Objectives, Content Literacy and Writing and Success Criteria in the Next Generation Science Standards.

Four teachers attended the AVID Summer Institute in Sacramento in July 2019. Seven teachers will attend the AVID Pathway training in October 2019.

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

All teachers and staff will participate in two professional learning days that will take place on October 11, 2019 and March 13, 2020. Teachers will have an opportunity to select between 1-3 workshops that they attend. Workshops include but are not limited to Trauma-Informed Classroom Practices, Data Zone Training and Multi-tiered Systems of Support, Assessment Capable Learners, AVID Schoolwide, Best Practices for Middle School PE, Providing Feedback, and Promethean Board training.

Teachers will participate in a workshop led by Kristen Nelson titled "Thinking Functionally: The Why Behind Behavior" on September 18, 2019.

Dr. Pat Wolfe will work with teachers in January, 2020 on the adolescent brain and the relationship to middle school students.

We will facilitate professional learning at the school site once a month and lead teachers through a number of workshops, including but not limited to, writing across all content areas, AVID WICOR strategies and modifying instruction.

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

A part time academic specialist is on site 2 days a week. She facilitates classroom observations, provides feedback and helps teachers to assess their Pre/Post test data. She offers guidance and support on rigorous, project-based learning. There is a technology specialist on site who is a Certified Google Trainer. He facilitates workshops that assist teachers in how to efficiently infuse technology into instruction. He provides tips and tools that are easily accessible to both teachers and students.



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

Teachers collaborate in their grade level Professional Learning Communities 4 mornings a week from 8:00-8:25 AM. They also use two Wednesday afternoons each month to collaborate together in their grade level Professional Learning Communities. Departments vertically articulate every 6 weeks, and more often if necessary.

## Teaching and Learning

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

Redwood Middle School students will use standards-aligned state adopted materials every day. Per the Williams Act, Redwood Middle School will ensure that all students have materials.

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

Students will receive the recommended number of instructional minutes for standards-based core instruction without interruption each day.

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

The Redwood Middle School master schedule is based upon student need for number of sections for intervention courses. There is a 30 minute Intervention period for all students four times a week.

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

All instruction is aligned to the California State Standards for 2019-20.

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

All materials in use with students are SBE adopted.

## Opportunity and Equal Educational Access

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

All students have access to the math support program ALEKS. Students have access to a Math Advisory class if their data reveals the need. Students do not need to be enrolled in Math Advisory in order to utilize the ALEKS program. This particular program is tailored to the individual needs of each student.

Rosetta Stone is available to our English Learners who are performing at a level 1 or 2.

All English Learners will receive an extra period of English Support.

Evidence-based educational practices to raise student achievement

Teachers will work together four times a week from 8:00-8:25 AM to share best practices, design common assessments, assess student work and reflect on their own practice.

There is a 30 minute Intervention period in the daily schedule four times a week that can be used to raise student achievement.

## Parental Engagement



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

The following are available to assist all students, as well as under-achieving students:

- Students have full access to the Wellness Center daily. Personnel available to provide support in the Wellness Center are counselors, a nurse, a social worker, a school psychologist, and intern therapists.
- Redwood Middle School is host to the Legacy Youth Project who sends at minimum two leaders to campus each day to work with this year's cohort, along with other students who are in need of extra support.
- Teens Connect connects with our 7th-grade students through their Social Studies classes.
- Mariposa is on campus once a week and provides support for our young females.
- The Parent Faculty Club meets once a month

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

Redwood Middle School will host multiple Parent Information Nights; September 12, 2019, October 10, 2019, and a number of dates TBD.

Back to School Night will occur on August 27, 2019, and Open House will take place on March 31, 2020.

Redwood Middle School will send out a "School Climate Survey" to both students and parents.

The English Language Advisory Committee will meet up to 5 times over the course of the 2019-20 school year in order to increase parent involvement with our Spanish speaking families. Redwood will send at least one representative to the district DELAC meetings so that they are able to bring the information back to Redwood and share it with our families.

The School Site Council will meet a minimum of 4 times per year.

Teachers at Redwood Middle School will invite guest speakers in to their classrooms in order to support student learning.

We will facilitate Career Day on December 6, 2019, for our eighth-grade students. Professionals from the community will gather at Redwood to facilitate small workshops with our students who will select which career they are interested in learning more about.

We will host an AVID Parent Night in May 2020 in order to highlight the achievement of our AVID students throughout the 2019-20 school year.

The Redwood Middle School Parent and Community Liaison will work daily with families to connect them with resources, assist in helping parents navigate their child's education and serve as the liaison between teachers.

Parent Square will be used to communicate all messages to all stakeholders.

We will create and use both Facebook and Instagram.



## Funding

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

ALEKS Math Support  
Flocabulary  
AVID Summer Institute  
AVID Pathway training  
Flexible grouping time (Response to Intervention)  
Action Magazine by Scholastic  
Accelerated Reader  
After School Intervention Program

Fiscal support (EPC)

These programs will be supported through the general fund and supplemental fund budgets.

## **Stakeholder Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

Redwood Middle School administration worked closely with David Damico, Executive Director of Innovation and Achievement for the Napa Valley Unified School District to develop and revise the 2019-20 SPSA goals.

Redwood administration also met with the site Leadership team on September 4, 2019 in order to discuss Goal 1 around student learning, achievement and access. It was at this meeting where the Leadership team learned of the schoolwide writing goal that all content areas would adopt.

Principal Maryanne Christoffersen met with the school site council on October 15, 2019 to review the SPSA goals.

## **Resource Inequities**

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

The 2019-20 Williams Act report did not identify resource inequities at Redwood Middle School. However, Redwood is committed to ensuring that funds, facilities, staffing, and technology are aligned to student performance goals and that professional learning continues to include training and information aimed at closing achievement gaps.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.4%	0.31%	0.31%	4	3	3
African American	0.5%	0.83%	0.52%	5	8	5
Asian	0.8%	0.83%	1.05%	8	8	10
Filipino	0.3%	0.62%	0.63%	3	6	6
Hispanic/Latino	64.3%	63.14%	64.12%	642	608	613
Pacific Islander	0.3%	0.10%	%	3	1	
White	29.7%	31.57%	32.43%	296	304	310
Multiple/No Response	0.2%	%	%	2		
Total Enrollment				998	963	956

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 6	312	319	302
Grade 7	321	322	323
Grade 8	365	322	331
Total Enrollment	998	963	956

### Conclusions based on this data:

1. Our school community's enrollment appears to be declining from 2016-17 to 2018-19.
2. More specifically, enrollment is declining in grades 6 and 8.



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	202	194	187	20.2%	20.1%	19.6%
Fluent English Proficient (FEP)	353	324	325	35.4%	33.6%	34.0%
Reclassified Fluent English Proficient (RFEP)	45	84	63	24.6%	41.6%	32.5%

### Conclusions based on this data:

1. Based on this data, the number of English Learners's and RFEP students is fluctuating over the past three school years.
2. The number of Fluent English Proficient students has declined from 2016-17 to 2018-19.
3. We had a decrease of Fluent English Proficient students in the 2017-18 school year.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	306	314	291	301	311	285	300	311	285	98.4	99	97.9
Grade 7	311	320	316	307	315	312	307	315	312	98.7	98.4	98.7
Grade 8	352	321	319	348	314	315	348	314	315	98.9	97.8	98.7
All Grades	969	955	926	956	940	912	955	940	912	98.7	98.4	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2509.	2510.	2514.	10.67	12.54	14.04	36.33	31.19	30.88	28.33	29.26	30.18	24.67	27.01	24.91
Grade 7	2512.	2527.	2525.	5.86	6.67	10.58	34.20	37.14	35.58	23.78	25.08	22.44	36.16	31.11	31.41
Grade 8	2544.	2557.	2540.	7.47	13.69	7.94	37.07	38.54	31.75	28.74	20.70	32.70	26.72	27.07	27.62
All Grades	N/A	N/A	N/A	7.96	10.96	10.75	35.92	35.64	32.79	27.02	25.00	28.40	29.11	28.40	28.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	15.33	16.08	18.25	50.67	44.37	45.61	34.00	39.55	36.14
Grade 7	15.31	14.60	15.06	42.67	49.21	46.15	42.02	36.19	38.78
Grade 8	19.25	21.02	18.10	46.55	46.18	43.81	34.20	32.80	38.10
All Grades	16.75	17.23	17.11	46.60	46.60	45.18	36.65	36.17	37.72

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.00	16.40	15.79	51.00	48.23	55.79	32.00	35.37	28.42
Grade 7	15.96	18.41	21.47	46.25	49.84	55.13	37.79	31.75	23.40
Grade 8	15.23	23.25	14.92	51.15	46.50	56.83	33.62	30.25	28.25
All Grades	16.02	19.36	17.43	49.53	48.19	55.92	34.45	32.45	26.64



Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	11.33	13.83	14.04	67.00	65.59	64.21	21.67	20.58	21.75
Grade 7	9.45	7.62	9.62	60.26	64.76	66.35	30.29	27.62	24.04
Grade 8	10.06	14.33	10.48	70.98	64.01	67.62	18.97	21.66	21.90
All Grades	10.26	11.91	11.29	66.28	64.79	66.12	23.46	23.30	22.59

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	26.00	30.87	22.46	50.33	49.52	54.04	23.67	19.61	23.51
Grade 7	15.96	24.44	26.28	53.75	54.60	43.27	30.29	20.95	30.45
Grade 8	23.28	28.03	21.59	49.43	49.04	49.21	27.30	22.93	29.21
All Grades	21.78	27.77	23.46	51.10	51.06	48.68	27.12	21.17	27.85

**Conclusions based on this data:**

1. In the area of Writing, across grades 6-8, students that were At or Near Standard grew by 7.7% from the 2017-18 to the 2018-19 school year.
2. In the area of Listening, across grades 6-8, we have maintained at nearly every level.
3. In the area Research and Inquiry, across grades 6-8, every grade level backslid.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	306	315	291	301	311	287	301	311	287	98.4	98.7	98.6
Grade 7	311	320	316	307	314	316	307	314	316	98.7	98.1	100
Grade 8	352	321	319	348	315	316	348	314	316	98.9	98.1	99.1
All Grades	969	956	926	956	940	919	956	939	919	98.7	98.3	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	2494.	2492.	2505.	12.62	10.93	14.63	18.94	20.26	19.16	28.24	29.58	34.15	40.20	39.23	32.06
Grade 7	2491.	2492.	2499.	7.17	8.28	11.71	18.57	15.92	14.87	29.97	29.94	31.33	44.30	45.86	42.09
Grade 8	2519.	2519.	2506.	11.21	12.74	9.49	15.52	15.92	14.24	29.02	26.11	26.58	44.25	45.22	49.68
All Grades	N/A	N/A	N/A	10.36	10.65	11.86	17.57	17.36	16.00	29.08	28.54	30.58	42.99	43.45	41.57

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	17.61	14.79	19.16	31.23	32.15	36.59	51.16	53.05	44.25
Grade 7	12.38	11.15	14.56	32.90	34.39	34.81	54.72	54.46	50.63
Grade 8	15.80	14.65	11.39	28.16	32.17	32.59	56.03	53.18	56.01
All Grades	15.27	13.53	14.91	30.65	32.91	34.60	54.08	53.57	50.49

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	14.29	15.43	14.98	38.54	44.05	48.08	47.18	40.51	36.93
Grade 7	11.07	9.87	13.29	46.25	42.99	45.57	42.67	47.13	41.14
Grade 8	14.94	16.56	15.82	44.54	49.36	40.19	40.52	34.08	43.99
All Grades	13.49	13.95	14.69	43.20	45.47	44.50	43.31	40.58	40.81



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 6	12.29	13.83	14.63	45.18	45.98	47.04	42.52	40.19	38.33
Grade 7	11.40	9.24	12.66	46.91	57.96	50.00	41.69	32.80	37.34
Grade 8	10.92	14.01	7.28	51.15	50.64	50.63	37.93	35.35	42.09
All Grades	11.51	12.35	11.43	47.91	51.54	49.29	40.59	36.10	39.28

**Conclusions based on this data:**

1. In the area of Concepts and Procedures, we are making slow progress towards improvement. We grew a few percentage points in the At or Near Standard.
2. In the area of Problem Solving, we maintained.
3. In the area of Communicating Reasoning, we backslid a bit in all areas.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1538.1	1538.7	1536.0	1546.9	1539.7	1530.1	78	74
Grade 7	1501.9	1562.0	1498.2	1566.6	1505.3	1556.9	46	74
Grade 8	1496.6	1526.6	1490.0	1535.3	1502.9	1517.4	31	36
All Grades							155	184

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	42.31	29.73	34.62	37.84	15.38	16.22	*	16.22	78	74
7	23.91	37.84	34.78	31.08	*	21.62	*	9.46	46	74
8	*	16.67	45.16	36.11	*	30.56	*	16.67	31	36
All Grades	31.61	30.43	36.77	34.78	19.35	21.20	12.26	13.59	155	184

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	58.97	45.95	26.92	35.14	*	10.81	*	8.11	78	74
7	47.83	52.70	28.26	28.38	*	10.81	*	8.11	46	74
8	38.71	33.33	41.94	36.11	*	19.44	*	11.11	31	36
All Grades	51.61	46.20	30.32	32.61	9.68	12.50	8.39	8.70	155	184

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	28.21	12.16	23.08	25.68	24.36	31.08	24.36	31.08	78	74
7	*	25.68	26.09	28.38	*	25.68	36.96	20.27	46	74
8	*	2.78	*	13.89	*	47.22	35.48	36.11	31	36
All Grades	22.58	15.76	24.52	24.46	22.58	32.07	30.32	27.72	155	184



Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	37.18	22.97	50.00	58.11	*	18.92	78	74
7	30.43	27.03	41.30	54.05	28.26	18.92	46	74
8	*	16.67	58.06	47.22	*	36.11	31	36
All Grades	31.61	23.37	49.03	54.35	19.35	22.28	155	184

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	75.64	66.22	20.51	28.38	*	5.41	78	74
7	60.87	75.68	28.26	13.51	*	10.81	46	74
8	64.52	58.33	*	27.78	*	13.89	31	36
All Grades	69.03	68.48	23.87	22.28	7.10	9.24	155	184

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	30.77	12.16	28.21	43.24	41.03	44.59	78	74
7	*	28.38	30.43	33.78	58.70	37.84	46	74
8	*	5.56	*	33.33	61.29	61.11	31	36
All Grades	22.58	17.39	27.10	37.50	50.32	45.11	155	184

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6	23.08	27.03	67.95	60.81	*	12.16	78	74
7	*	13.51	69.57	74.32	*	12.16	46	74
8	*	0.00	64.52	86.11	*	13.89	31	36
All Grades	19.35	16.30	67.74	71.20	12.90	12.50	155	184

#### Conclusions based on this data:

1. We do not have the results from 2018-19 in order to come to a conclusion.



# School and Student Performance Data

## Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
963	60.4%	20.1%	0.4%
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	194	20.1%
Foster Youth	4	0.4%
Homeless	9	0.9%
Socioeconomically Disadvantaged	582	60.4%
Students with Disabilities	123	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.8%
American Indian	3	0.3%
Asian	8	0.8%
Filipino	6	0.6%
Hispanic	608	63.1%
Two or More Races	25	2.6%
Pacific Islander	1	0.1%
White	304	31.6%

### Conclusions based on this data:






1. The data reveals that 63% of our student population are Hispanic while 31% are white.
2. The data reveals that 20% of the Redwood Middle School population are English Learners.
3. Of the 963 enrolled students, .4 % are Foster Youth.



# School and Student Performance Data

## Overall Performance

### 2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Green
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. After reviewing the CA Dashboard, we are in the orange in 2 areas; Chronic Absenteeism and Math.
2. According to the data shown above, our suspension rate is in the green.
3. The CA Dashboard reveals that English Language Arts is in the yellow.



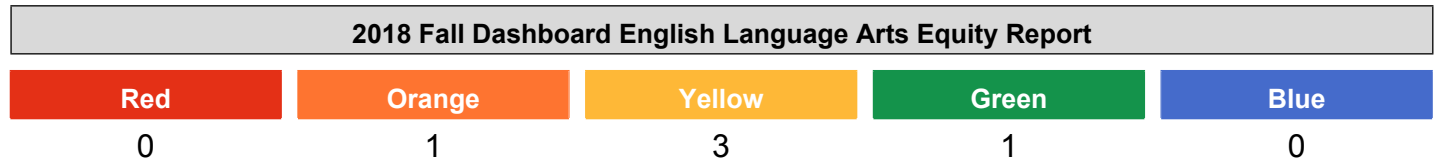
# School and Student Performance Data

## Academic Performance English Language Arts







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group					
All Students		English Learners		Foster Youth	
 Yellow		 Yellow		 No Performance Color	
18.3 points below standard		69.8 points below standard		Less than 11 Students - Data Not Displayed for Privacy	
Increased 7.4 points		Increased 4.7 points		4 students	
917 students		360 students			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
 No Performance Color		 Yellow		 Orange	
110.7 points below standard		38.9 points below standard		119.8 points below standard	
Maintained 0.1 points		Increased 8.4 points		Increased 9 points	
15 students		560 students		124 students	



### 2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Hispanic</b>  Yellow 40.7 points below standard Increased 5.2 points 581 students	<b>Two or More Races</b>  No Performance Color 42.6 points above standard Increased 5.5 points 19 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Green 21.4 points above standard Increased 9.2 points 292 students

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

### 2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

<b>Current English Learner</b> 102.5 points below standard Increased 18.6 points 146 students	<b>Reclassified English Learners</b> 47.5 points below standard Maintained 2.3 points 214 students	<b>English Only</b> 11.1 points above standard Increased 7.6 points 419 students
--	---	---

#### Conclusions based on this data:

1. According to the CA Dashboard, all students are in the yellow for English Language Arts. We have two subgroups who are in the yellow; English Learners and SED are in the yellow.
2. According to the CA Dashboard our students with disabilities are in the orange in English Language Arts.
3. According to the data, Hispanic students are in the yellow and white students are in the green. Our white students are outperforming our Hispanic students, as 60% of our student population is Hispanic.



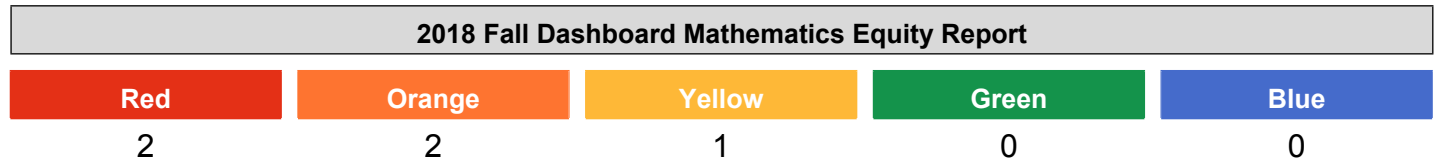
# School and Student Performance Data

## Academic Performance Mathematics







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 66.3 points below standard Maintained -1.1 points 917 students	<b>English Learners</b>  Red 117.2 points below standard Maintained 0.8 points 360 students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
<b>Homeless</b>  No Performance Color 172.3 points below standard Declined -14.8 points 15 students	<b>Socioeconomically Disadvantaged</b>  Orange 90.2 points below standard Maintained 1.8 points 559 students	<b>Students with Disabilities</b>  Red 180.9 points below standard Maintained -0.3 points 124 students



### 2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students
<b>Hispanic</b>  Orange 91.8 points below standard Maintained -2.2 points 582 students	<b>Two or More Races</b>  No Performance Color 17.9 points below standard Declined -12.2 points 19 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Yellow 20.7 points below standard Maintained -0.8 points 292 students

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

### 2018 Fall Dashboard Mathematics Data Comparisons for English Learners

<b>Current English Learner</b> 145.6 points below standard Increased 12.9 points 146 students	<b>Reclassified English Learners</b> 97.8 points below standard Maintained -1.3 points 214 students	<b>English Only</b> 36.2 points below standard Declined -5.3 points 418 students
--	--	---

#### Conclusions based on this data:

1. According to the Dashboard, all students are in the orange in Mathematics.
2. We have two subgroups in the red; students with disabilities and English Learners.
3. According to the data comparisons for English Learners, while our English Only students are only 36.2 points below standard, this group declined by 5.3 points.



# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
155	31.6%	36.8%	19.4%	12.3%

### Conclusions based on this data:

1. Out of 155 students, 31.6% were at a Level 4, while 36.8% were at a Level 3.
2. Of the 155, 31.6% of students would be eligible for redesignation, depending on their Reading Inventory scores and SOLOMs from within the same school year.



# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. This data is not applicable to Redwood Middle School.



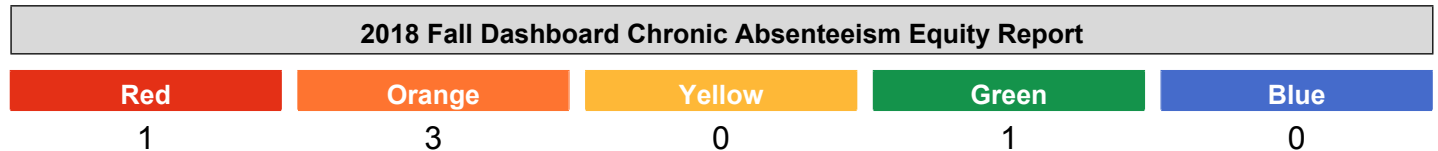
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Orange 11.3% chronically absent Maintained 0.4% 985 students	<b>English Learners</b>  Orange 11.4% chronically absent Increased 0.8% 219 students	<b>Foster Youth</b>  No Performance Color 27.3% chronically absent 11 students
<b>Homeless</b>  No Performance Color 12.5% chronically absent Increased 12.5% 16 students	<b>Socioeconomically Disadvantaged</b>  Orange 12.2% chronically absent Increased 1.1% 609 students	<b>Students with Disabilities</b>  Orange 20.3% chronically absent Declined 0.8% 138 students



## 2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>American Indian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students	<b>Asian</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 students	<b>Filipino</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students
<b>Hispanic</b>  Green 10% chronically absent Declined 1% 620 students	<b>Two or More Races</b>  No Performance Color 23.1% chronically absent Increased 4.7% 26 students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<b>White</b>  Red 12.8% chronically absent Increased 3.3% 313 students

### Conclusions based on this data:

1. According to the CA Dashboard, we landed in the orange for all students. 11.3% of students are chronically absent.
2. There seems to be a discrepancy to the CA dashboard when looking at the Student Performance Data: Enrollment page versus the Student Performance Data: Dashboard (Chronic Absenteeism) page. One the first, enrollment is listed at 956. On this page, enrollment is listed at 985.
3. Based on the CA Dashboard data regarding Chronic Absenteeism, Redwood Middle School has developed a SMART goal to decrease the number of students who are chronically absent. There are currently three subgroups in the orange. Our chronically absent white students has increased by 3.3% while our chronically absent Hispanic students has decreased.



# School and Student Performance Data

## Academic Engagement Graduation Rate

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

### Conclusions based on this data:

1. This is not applicable to Redwood Middle School.



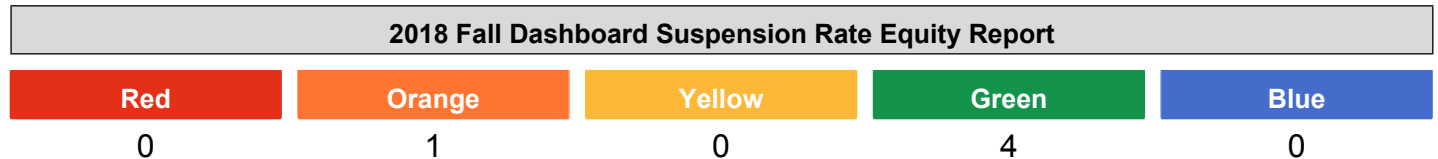
# School and Student Performance Data

## Conditions & Climate Suspension Rate







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



This section provides number of student groups in each color.











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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Green 6.8% suspended at least once Declined -1% 998 students	<b>English Learners</b>  Green 6.3% suspended at least once Declined -1.9% 221 students	<b>Foster Youth</b>  No Performance Color 18.2% suspended at least once 11 students
<b>Homeless</b>  No Performance Color 18.8% suspended at least once Declined -21.3% 16 students	<b>Socioeconomically Disadvantaged</b>  Green 7.9% suspended at least once Declined -1% 611 students	<b>Students with Disabilities</b>  Orange 12.1% suspended at least once Declined -1.5% 141 students



### 2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 3 students	 No Performance Color Less than 11 Students - Data 8 students	 No Performance Color Less than 11 Students - Data 6 students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.2% suspended at least once Declined -1% 624 students	 No Performance Color 11.5% suspended at least once Increased 3.8% 26 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 6.2% suspended at least once Declined -1.1% 322 students

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

### 2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
6.6% suspended at least once	7.8% suspended at least once	6.8% suspended at least once

#### Conclusions based on this data:

1. According to the CA Dashboard the only group who landed in the orange under suspension is our students with disabilities.
2. Overall we have suspended fewer students during the 2018-19 school year as compared to the 2017-18 school year by 1%.
3. Suspension of our English Learners has decreased by 1.9% while suspension of our SED population has decreased by 1%.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 1

Student Learning, Achievement and Access

### Identified Need

Redwood has identified a need, based on the 2018-19 CAASPP data. MATH: According to our data, 68.4% of students in grades 6-8 were either Not Met or Nearly Met. Of the 68.4%, 36.9% of students were at the Not Met math proficiency benchmark. ELA: According to our data, 54.8% of students in grades 6-8 were either Not Met or Nearly Met. Of the 54.8%, 30.4% of students were at the Not Met ELA proficiency benchmark. We also recognize that there is a high correlation between student under performance and chronic absenteeism.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 CAASPP Data	68.4% of students in grades 6-8 were either Not Met or Nearly Met.	20% of Redwood students slid on the 2018-19 Math CAASPP. Our goal is to reduce the percentage of students who slide to 10%. 52% of Redwood students did not gain or slide; they stuck. We will work to move 15% of "stickers" to "gainers".
2018-19 CAASPP Data	54.8% of students in grades 6-8 were either Not Met or Nearly Met.	15% of Redwood students slid in the 2018-19 ELA CAASPP. Our goal is to eliminate the percentage of students who slide.
2018-19 Attendance Data of Chronically Absent Students	13% of students in grades 6-8 are chronically absent.	Our goal is to reduce the percentage of students who are chronically absent by 5%.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Activities

Increase the rigor in academic writing and focus on academic language



Throughout the 2019-20 school year, there will be a focus on academic language. Specifically, all teachers will meet with Professional Learning Communities to look more closely at targets 8 and 9 under the CAASPP writing claim in grades 6-8. They will work together to calibrate writing samples, analyze student work and create student friendly learning targets for each assignment, related to this goal.

Professional Learning Time will include workshops on academic language in learning targets. Each Professional Learning Time scheduled will provide the opportunity for PLCs to work together towards the school-wide goal.

Teachers have the ability to use Flexible Learning time, the ALEKS program to support Math, Super Saturday Academy and Rosetta Stone for English Learners in order to meet our goal.

Redwood Middle School administration and the Leadership Team are working with a consultant on meeting our instructional goals.

Redwood will provide release time for the core academic teams of teachers so that they have time to create a scope and sequence that allows them the opportunity to meet Redwood's instructional goals.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2000	0003 - Supplemental
4500	0000 – No Reporting Requirements
4500	0000 – No Reporting Requirements
1200	0000 – No Reporting Requirements
300	0000 – No Reporting Requirements
5250	0000 – No Reporting Requirements

## Annual Review

### SPSA Year Reviewed: 2018-19

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

## ANALYSIS

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

Redwood Middle School identified ten different activities to implement during the 2018-19 to support Goal #1. Of the ten activities, eight were implemented completely and with fidelity. Teachers participated in Professional Learning Communities led by the site Academic Specialist



and administration. Teachers were supported in administering pre and post assessments in order to calculate the effect size of each student. This then guided teacher instruction. Teachers and administrators focused on student talk time and collaborative learning. Teachers and students were trained on Assessment Capable Learners and teachers worked with students on goal setting and individual assessment data. AVID WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies were implemented schoolwide. All Leadership team members participated in a book study and read the book "Culturally Responsive Teaching and the Brain".

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

While it was indicated on the 2018-19 SPSA that all students who were performing below basic on both the Math Inventory and Not Met on the CAASPP would have access to the ALEKS Math Support program, that was not the case (see next prompt). Also, 100% of teachers did not implement four Project/Problem Based Learning Units. Instead, 60% of teachers successfully completed this activity.

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.

Based on the 2018-19 CAASPP data and the data provided on the California Department of Education dashboard, Redwood has made some changes to the 2019-20 SPSA goals. First, we have added a goal towards improving chronic absenteeism (see above). We have also increased the number of ALEKS Math Support Program licenses available to students who are performing at Below Basic on the Math Inventory and Not Met on the CAASPP Math in order to meet our 2019-20 Math goal.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 2

Effective Employee Relations and Resource Management

### Identified Need

It is evident that there is an achievement gap between our Hispanic and White students in grades 6-8.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Comparison between the 2017-19 and 2018-19 CAASPP Data	An average of 52% of Hispanic students were Not Met on the 2017-18 and 2018-19 CAASPP math performance benchmark. This is compared to 24% of White students were Not Met on the 2017-18 and 2018-19 CAASPP ELA performance benchmark.	Our goal is to move 20% of both Hispanic and White students in grades 6-8 from Not Met to Nearly Met. In order to do this, we will need to ensure that teachers have the training and confidence to work with students who are not meeting performance benchmarks. We can achieve this through providing teachers with professional learning and PLC support as well as providing teachers with adaptive intervention tools like ALEKS.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students  
English Learners  
Hispanic Students

#### Activities

Teachers will incorporate AVID WICOR Strategies across curriculum, school-wide. This provides clarity for students, as well as more opportunities to practice essential skills. Students who are not performing at grade level also have an opportunity to use the math support program, ALEKS.



We send staff to the AVID Summer Institute, as well as the Pathway to AVID training. The goal is that all teachers are AVID trained.

All Education Specialists and Math teachers are able to create ALEKS math accounts for their students, designed and tailored to meet their individual needs.

Select teachers will run an after school homework clinic for those students earning Ds and Fs in one or more of their core classes.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
4000	0003 - Supplemental
1500	0003 - Supplemental
10000	0003 - Supplemental
1500	0003 - Supplemental



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 3

Robust Communication, Community Engagement and Advocacy

### Identified Need

The communication about student work and progress between all stakeholders at Redwood Middle School is an identified need, specifically with the transition from ECHO to Google Classroom and Aeries as the primary Learning Management Systems. ECHO did not include translation services and therefore the majority of our Spanish speaking families were not able to access their child's academic progress.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent feedback to Redwood administration regarding the lack of transparency and clarity in student academic progress	We do not have a baseline however, anecdotal data through teacher reports and parent meetings tells us that a low percentage of parents are currently accessing their child's records.	100% of Redwood families are able to access their child's academic progress through the Aeries Parent Portal and Google Classroom.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Unduplicated target group students (English Learners, Special Education Students, Homeless and Foster Youth, Socioeconomically Disadvantaged Students)

#### Activities

Access, Training, Support:

Parents will receive all mandated notices in a timely manner through Parent Square. These messages will go out in the language requested by the parent.

We will survey parents to ensure that they are all activating their Parent Square and Aeries Parent Portal accounts, as well as have access to their child's school Google account.

We will work to ensure all parents have a working email address and the knowledge to use it. This will be incorporated in every parent meeting that we hold. If the parent does not have an email



address, we will set them up with the Parent and Community Liaison, who will walk them through the set up process and include a basic explanation of how to send and receive messages.

The Parent and Community Liaison and the school Registrar will work weekly, running a report that will help to ensure all parents have access to Parent Square. The weekly report will pick up any families that are new to the school or may have experienced a change of contact information.

We will host Parent Education Nights and facilitate small sessions to teach parents how to access each system.

We will ensure Chromebooks are accessible in the front office for parents who come in with questions and/or concerns about their child's academic progress. They will be able to use a Chromebook on the spot to assess how their child is progressing.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
3000	0003 - Supplemental
1000	0003 - Supplemental



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 4

Tactical, Proactive, and Efficient Asset Management

### Identified Need

NVUSD has introduced two new data platforms. This will help to ensure that instructional program monies are directly aligned to student outcomes.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Review budget at the end of the year for alignment	No prior Asset Management goal	<p>By June 2020, 100% of our monies are supporting the goals of the SPSA</p> <p>By June, 2020, the administrative staff at Redwood Middle School will have training on the data platforms and are educated on aligning the budget.</p> <p>This will allow us to correlate program expenditures to student outcomes more accurately.</p>

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Activities

By correlating data with outcomes, we will develop a more accurate methodology for understanding what interventions and programs generate the highest effect size (towards one year's growth in one year's time).

We will attach student outcome metrics to the following instructional supports:

ALEKS  
Flowcabulary



Accelerated Reader  
Rosetta Stone  
AVID  
We Video  
The novel "Ghost"  
Action Magazine

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
1000	0000 – No Reporting Requirements
1500	0003 - Supplemental



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 5

Equity-Centered Leadership and Inclusive Organizational Culture

### Identified Need

Historical data on attendance, grades and discipline underscored a need at Redwood Middle School for early intervention and culturally relevant curriculum for Hispanic/Latino students. There is also a need for continued professional learning for staff on culturally relevant teaching. California Healthy Kids Survey data confirms that Hispanic/Latino students are less engaged than their white peers.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-19 School Accountability Report Card, California Healthy Kids Survey, Aeries discipline, grades and attendance, persistent achievement gaps in ELA and Math on state assessments	Students will take a site-specific survey similar to the CHKS	By June, 2020 students will report a greater connection to school, decrease their discipline and improve their grades by at least one letter grade.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Activities

The school has developed an MTSS Team who will work with the Whole Child to provide not only the academic support, but also the behavioral support necessary in order to demonstrate both academic and behavioral progress.

ALDEA Behavioral Health sends a therapist once a week to meet with a caseload of students.

Thirty students are enrolled in the Legacy Youth Project, designed to help foster a better understanding of themselves and their culture. The Legacy Youth Project staff will take part in Redwood's Professional Learning Time.

We will work with the Legacy Youth Project staff to facilitate Professional Learning on race and bias.

Super Saturday Academy will be used as both an intervention, as well as an opportunity for enrichment.



Mariposa comes to Redwood one a week to work with a group of at promise female students.

Teens Connect is facilitating Life Skills lessons through 7th grade Science classes.

VHS Peer Counselors come to Redwood once a week to meet a number of Redwood students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

1000

0003 - Supplemental



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP/Site Goal 6

Strategic, Impactful Governance and Policy Implementation

### Identified Need

In the first two months of the 2019-20 school year, there have been 254 office referred incidents. This has a tremendous impact on teaching and learning for both students and staff.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries discipline	The number of office referrals for "Defiance" during the 2018-19 school year was 624. The number of office referrals for "Disruption" was 328.	By June, 2020 we will reduce the percentage of office referrals for "Defiance and Disruption" by 25%.

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

### Strategy 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Activities

Karen Junker, a specialist in Restorative Justice and Practices, will work with teachers throughout the course of the 2019-20 school year to develop a better sense of classroom community and culture. She will provide tangible resources that teachers and students are able to use in order to decrease the amount of behavioral referrals to the office and increase the amount of instructional time.

Karen is also working with our campus supervisor and our PBIS administrative assistant on how to facilitate community circles, de-escalate students and help return them to their learning environments.

Through the guidance of Karen Junker, administrators are facilitating community building circles, restorative problem-solving circles, harm circles, etc.

Administrators and teachers are meeting with parents on a regular basis.

We will send one counselor and our PBIS administrative assistant to a PBIS training in Sacramento.



Teachers received training on 9/18/19 about Trauma Informed Classrooms from the Coordinator of the wellness Grant. Teachers were also provided an opportunity to attend a second workshop on the same topic at our first of two professional learning development days titled Lead, Learn, Thrive.

Courageous Conversation about Race

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
1000	0000 – No Reporting Requirements
5000	0000 – No Reporting Requirements



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$48,250.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
0000 – No Reporting Requirements	\$22,750.00
0003 - Supplemental	\$25,500.00

Subtotal of state or local funds included for this school: \$48,250.00

Total of federal, state, and/or local funds for this school: \$48,250.00



# 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
- 1 Other School Staff
- 3 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Gina Geitner	Classroom Teacher
Amelia Brown	Classroom Teacher
Chuck Dresel	Classroom Teacher
Maryanne Christoffersen	Principal
Vilma Ledesma	Other School Staff
Veronica Cardenas	Parent or Community Member
Brittani Fry	Parent or Community Member
Jessica Martini Lamb	Parent or Community Member
Alex Corro-ASB President	Secondary Student
Monica Trejo	Other School Staff

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



# Recommendations and Assurances

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

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

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

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 October 15, 2019.

Attested:



Principal, Maryanne Christoffersen on 10-15-19



SSC Chairperson, Jessica Martini-Lamb on 10-15-19



# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## Purpose and Description

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

### Purpose

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

### Description

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

## Stakeholder Involvement

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

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

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

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

## Resource Inequities

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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



## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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



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



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

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



# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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



## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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



## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019