

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	56 73759 6055891	August 31, 2021	_____

## Purpose and Description

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

**Purpose:**

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

At Redwood Middle School, our mission is to develop life-long learners who communicate, collaborate, and think critically, creatively, and independently. We encourage students to embrace the challenges that are necessary to become outstanding citizens and scholars. Redwood is a community that strives to maintain a safe, nurturing, and academic environment where there is a place for everyone. The Redwood mission statement was recently revisited and reviewed at our beginning of the year Professional Development to ensure that meeting the needs of all students is at the forefront of our work and daily instruction in a remote learning environment. The focus on learning loss and reconnecting with students in a virtual world is at the forefront of our work in the 20-21 school year.

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

2021-2022 marks the 3rd year for our EDGE program- Where Every Discovery Generates Empowerment. The mission statement for our EDGE students is to unite the rigorous academic disciplines of English, social studies, science, and innovative thinking by encouraging the exchange of ideas through collaboration and problem-based learning. The 7th-grade EDGE program will consist of English and science classes. Our 7th grade EDGE team embraced the concurrent class model and are teaching students at home and in school simultaneously. Together, the student with their EDGE teachers and classmates will collaboratively support the student's journey by collecting and analyzing information while, at the same time, developing communication skills. Public speaking and scholarly writing for a real-world audience along with research skills within an intellectual, innovative and nurturing environment will be emphasized. The 7th-grade EDGE program will strengthen and extend critical thinking, independent research skills, and collaborative teamwork focusing on problem solving. After completing the 7th-grade EDGE program, the student will then continue their studies in 8th-grade as a member of the English/social studies EDGE cohort. The 8th-grade EDGE program is the social studies and English classes. Together, the student with their EDGE teachers and classmates will collaboratively support the student's journey by collecting and analyzing information while, at the same time, developing communication skills. Public speaking and scholarly writing for a real-world audience along with research skills within an intellectual, innovative and nurturing environment will be emphasized. The student will then, hopefully, continue their studies by applying to The Center for Advanced Studies and Research, a three-year program at Thousand Oaks High School, beginning in 10th grade. The 7th- and 8th-grade EDGE Cohort classes will encourage students to innovate, create, collaborate, embrace challenges, explore through inquiry, see multiple perspectives, think critically and learn from failure while practicing a growth mindset.

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

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

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

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

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

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

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

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

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

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

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

CVUSD conducts an annual LCAP Survey that is accessible through the district and each school's website. The LCAP Survey for 2020-21 reflects the following: Students in grades 4-5 (579), 7-8 (524), and 10-11 (336); certificated (420) and classified staff (221); as well as parents (3,211) participated in the survey. All students began the 2020-21 school year through "remote" virtual learning. A majority of students eventually returned to on-campus learning through morning and afternoon cohorts, while many others remained "remote" for the entire duration of the school year.

88% of parents saying their children enjoy coming to school

92% of parents report that the school creates a positive environment for learning

87% of parents report indicating that they are informed of their students' academic progress.

88% of parents report feeling comfortable on campus and participating in school events

87% of parents report that students' differences were treated with respect.

96% of students feel their teachers care about them

96% of elementary students said they knew who to go to at school if they have a problem;

64% of middle school students and 67% of high school students feel comfortable going to a counselor

89% of middle school students and 84% of high school students report that a counselor is available when needed.

94% of certificated staff know what to look for in students experiencing depression.

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

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

81% of certificated staff feel students are engaged and motivated

98% of certificated staff feel capable of incorporating new material about people from different backgrounds into their curriculum.

## Classroom Observations

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

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

the constraints of the schedule with teachers teaching 6 periods, only administrators will observe teachers.

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

CVUSD schools engage in both informal and formal classroom observations to provide feedback as well as guide instructional practices and professional learning. Principals support teachers who provide Remote and Blended Learning models and observe teachers in classroom settings both live and via Zoom. At the beginning of the year, principals provided teachers with an overview of the California Standards for the Teaching Profession and Key Elements and discussed how these standards translate to the remote setting. Informally, principals along with Superintendent, Assistant Superintendent, and Instructional Services Directors regularly walk through classrooms to observe student learning and instruction.

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## **Analysis of Current Instructional Program**

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

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

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

## Standards, Assessment, and Accountability

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

CVUSD students in grades 6-8 took a local assessment in language arts and math during the Spring semester. English Language Development assessments are also utilized to modify instruction and improve student achievement, including: English Language Proficiency Assessments for CA (ELPAC), the IPT to assess native language as well as English fluency, and curriculum-based unit and formative assessments.

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

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

CVUSD will begin utilizing a new data management system, Mastery Connect, that allows staff to produce reports and analyze data for student strengths and weaknesses as well as item analysis for specific assessments. Teachers scan tests and answer documents that can then be accessed at the district and site level for evaluation of student achievement and performance. Performance data can be disaggregated and reported out by student groups, providing teachers with the opportunity to closely monitor the performance of targeted groups, including English Learners, Socio-economically Disadvantaged, Homeless, and Foster. The California Department of Education (CDE) provides a variety of data reports through their web site and DataQuest. This tool is used to produce data reports for our SPSA and upcoming WASC self-study.

Teachers will continue to use Canvas, our learning management system, to administer classroom assessments and monitor student progress.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of CVUSD teachers are credentialed and properly assigned.

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

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

CVUSD Elementary Teachers were provided with paid days in June and August 2021 for planning and implementation of the newly adopted ELA/ELD Program Wonders and the accompanying Wonder Works for Specialized Academic Instruction. Elementary Teachers also attended grade level professional Development for grade level pacing guides in ELA and Math, building connections in the elementary classroom, new assessments and record keeping, and updated standards-aligned report cards. Teachers in TK-2 were also able to be trained on ESGI for assessing and record keeping to inform instruction, as well provide families with tools to understand their student’s current progress toward standards.

From August 9-13, 2021, CVUSD teachers were provided with a range of optional, professional learning opportunities, including UDL, Social-emotional learning, Canvas, SeeSaw, trauma-informed classrooms, Math IXL, ESGI, Unique, DEI, Kami, social-emotional learning practices, and Special Education report writing. Additionally, secondary English teachers facilitated professional learning opportunities for colleagues, sharing curriculum and units built over the summer to provide continuity regarding diverse core literature titles.

On August 16th, certificated staff participated in a districtwide Professional Learning Day. Site leadership provided a professional development based on connecting DEI and UDL, specifically diving deeper into the UDL principle of providing multiple means of engagement and how it aligns with practices in DEI. In addition, teachers had an opportunity to view virtual lessons developed by CVUSD teachers that highlighted an engagement checkpoint. Teachers worked collaboratively in grade level or department teams to develop a UDL Action Plan, focused on identifying an academic and social-emotional strategy aligned to a UDL checkpoint to be implemented by the team between August 18th and November 1st.

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

The CVUSD Professional Learning Hub is also available for teachers to utilize asynchronously. The Hub includes professional learning resources on a variety of topics, including Wonders, Canvas, UDL, GATE, assessment, and student engagement strategies.

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

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

Provide required professional learning for all secondary teachers in August 2021 on LGBTQ+ students through a consistent module of training provided by school site colleagues

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

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

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

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

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

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

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

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

Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

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

Site Bilingual Facilitators, School Social Workers, and Title 1 Outreach Assistants provide support to parents/families to support student engagement. They provide training and support related to Canvas, Zoom, and Seesaw for families. In addition, they support families in creating a successful home learning environment, as well as trauma and mental health resources. Parent English as a Second Language classes are offered during the school year through Title 1 Outreach. Student Support Services department provides ongoing parent webinars to connect parents to school and to understand developing programs.

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

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

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

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

## Funding

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

Categorical Funds in CVUSD:

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

## Fiscal support (EPC)

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

# Stakeholder Involvement

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

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

4-20-21 Site Council Meeting- Presentation on AB86 Stimulus funds/learning loss. Site council team presented ideas and action items for the use of stimulus dollars.

5-18-2021 Site Council Meeting- Progress Update on Goals 3 and 4. Paola Vargas reviewed progress on Goal #3 Parent involvement and community outreach. Although there was a mild decrease in participation, it was to be expected due to the pandemic.

Dawn Jacobson reviewed progress on Goal #4 Improving student connections to school to support students' social and emotional well-being. Despite the pandemic, student conferences and suspensions have decreased, and student attendance was actually very good.

Discussion regarding rolling goals over from this year's SPSA to next. Nicole Judd asked the group whether our SPSA could actually have a 5th goal, for Learning Loss. It would incorporate the current ELA and Math learning loss goals together. She reviewed what is planned for the June 8th meeting next month, to include review of the SPSA action items from 2019-2020 and 2020-2021 to highlight the actions items we want to keep and possibly add new ones. Although this group did not have a formal vote, there were no objections to rolling over the SPSA 2020-2021 goals to 2021-2022, and there were no objections to creating a 5th goal dedicated to Learning Loss.

6-8-2021 Site Council Meeting. Discussion about current SPSA Action Items. The goal of today's meeting is to discuss the current SPSA action items for each goal, and to make suggestions about alterations and additions. The members were divided into 4 groups to discuss the action items of the 4 goals: improving performance in ELA, improving performance in Math, improving parent engagement and improving student social and emotional well-being through increased engagement.

Through Zoom break out rooms, the 4 groups met separately and discussed possible changes to the action items of their assigned goal. Most of the meeting was spent on this.

Afterward, the members came back together from the break out rooms to discuss their recommendations.

Group 1 discussed action items for improving ELA performance and engagement. Some ideas included adding online reading incentive programs for all students, adding an online writing platform, updating and purchasing new core literature book titles. It was also suggested to amend or remove the action items regarding office hours and counselor appointments during remote learning.

Group 2 discussed action items for improving Math performance and engagement. Some ideas included giving teachers the ability to choose professional development activities, continuing lunchtime intervention activities, and improving alignment of curriculum for grades 5-6, 6-7 and 7-8. BEST grant will be ending.

Group 3 discussed action items for increasing parent engagement. They discussed possible parent led groups to discuss topics such as cell phone use; making sure parents feel their non-GATE/SWD/EL students are included in school planning; problems with Canvas and the preference to simply use Q; continuing the Career Fair next year.

Group 4 discussed action items for increasing student social and emotional well-being by increasing student engagement. They discussed increasing participation in ASB activities, adding mentorship programs, and the use of Second Step for SEL at school.

The details of the information discussed in each group was well documented by the note-taker in each group. Nicole Judd and the team will use this data to write a preliminary SPSA this summer, to be reviewed at the August meeting. The SPSA will need to be approved at the September meeting, but it will continue to be a "fluid" document that can be adjusted over the course of the 2021-2022 academic year.

August 31, 2021- 1st Site Council meeting of the 2021-2022 school year. The School Site Council reviewed the goals, the actions, and discussion ensued. The SPSA Monitoring and Accountability Tool was sent to all stakeholders after the meeting to gather written feedback and ratings for

discussion at our next meeting scheduled for September 21st, 2021. This tool will help us revise, guide, and monitor our progress throughout the year.

## **Resource Inequities**

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

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

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.25%	0.13%	%	2	1	
African American	1.37%	1.55%	1.2%	11	12	9
Asian	6.36%	4.66%	5.8%	51	36	44
Filipino	1.5%	1.55%	2.1%	12	12	16
Hispanic/Latino	31.3%	34.54%	36.2%	251	267	274
Pacific Islander	0.12%	0%	%	1	0	
White	53.87%	52.26%	49.6%	432	404	375
Two or More Responses	5.24%	5.3%	5.0%	42	41	38
Not Reported	%	0%	%		0	
<b>Total Enrollment</b>				802	773	756

## Student Enrollment Enrollment By Grade Level

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

### Conclusions based on this data:

- 21-22 Declining enrollment every year continues to be a concern for Redwood Middle School
- 21-22 Redwood's Hispanic/Latino population continues to rise and so it is critical that both cultural and linguistic needs of our Hispanic/Latino population are addressed through effective UDL teaching strategies, social emotional supports, and more culturally diverse literature and cross curricular curriculum.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

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

### Conclusions based on this data:

1. 21-22 For the last three years, the enrollment of English Learners continues to increase.
2. 21-22 Emphasis on English Language Acquisition and the ILit curriculum needs to be a focus in daily instruction using UDL and removing barriers as a focus
3. 21-22 Our reclassification rate is consistently fluctuating. Continued focus on helping students reclassify through programs such as Achieve, ILit, and UDL strategies

# 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	255		236	248		214	248		214	97.3		90.6
Grade 7	250		253	239		224	239		239	95.6		88.5
Grade 8	289		259	282		233	282		233	97.6		89.9
All	794			769			769			96.9		89.6

\* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2549.			25.81		18.2	37.50		27.1	17.74		18.2	18.95		36.4
Grade 7	2568.			24.69		38.2	35.98		23.2	16.74		18	22.59		20.6
Grade 8	2592.			25.53		29.2	35.11		31.8	23.76		15.0	15.60		24.0
All Grades	N/A	N/A	N/A	25.36		28.3	36.15		27.5	19.64		17.1	18.86		26.9

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	29.84			45.97			24.19			
Grade 7	26.36			45.61			28.03			
Grade 8	35.11			43.26			21.63			
All Grades	30.69			44.86			24.45			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	29.03			52.02			18.95		
Grade 7	40.17			42.68			17.15		
Grade 8	34.40			51.77			13.83		
All Grades	34.46			49.02			16.51		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	22.58			61.29			16.13		
Grade 7	18.83			63.18			17.99		
Grade 8	24.82			64.54			10.64		
All Grades	22.24			63.07			14.69		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	31.85			49.19			18.95		
Grade 7	32.64			45.61			21.76		
Grade 8	37.94			42.20			19.86		
All Grades	34.33			45.51			20.16		

**Conclusions based on this data:**

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

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	255		236	248		217	248		217	97.3		91.9
Grade 7	250		253	240		231	240		231	96		91.3
Grade 8	289		259	282		235	282		235	97.6		90.7
All	794		748	770		770	770		748	97		91.3

\* 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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	2538.			26.61		30.0	20.16		12.0	27.42		16.1	25.81		41.9
Grade 7	2546.			21.67		8.7	23.75		15.2	26.67		23.4	27.92		52.8
Grade 8	2590.			33.69		23.8	17.38		9.4	20.92		14.5	28.01		52.3
All Grades	N/A	N/A	N/A	27.66		20.8	20.26		12.2	24.81		18.0	27.27		49.0

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 6	33.47			33.06			33.47			
Grade 7	31.25			30.83			37.92			
Grade 8	37.59			30.85			31.56			
All Grades	34.29			31.56			34.16			

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		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	27.42			39.52			33.06		
Grade 7	24.17			49.58			26.25		
Grade 8	36.17			35.82			28.01		
All Grades	29.61			41.30			29.09		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 6	27.42			39.11			33.47		
Grade 7	24.17			49.17			26.67		
Grade 8	35.11			42.55			22.34		
All Grades	29.22			43.51			27.27		

**Conclusions based on this data:**

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

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6	1504.8	1538.6	1486.4	1549.0	1522.7	1527.7	21	30
Grade 7	*	1529.3	*	1531.5	*	1526.6	*	22
Grade 8	*	*	*	*	*	*	*	7
All Grades							38	59

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	*	20.00	*	46.67	*	30.00	*	3.33	21	30
7	*	27.27	*	18.18	*	36.36	*	18.18	*	22
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	22.03	*	35.59	*	32.20	*	10.17	38	59

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	*	46.67	*	43.33	*	6.67	*	3.33	21	30
7	*	36.36	*	36.36	*	13.64	*	13.64	*	22
8	*	*	*	*	*	*	*	*	*	*
All Grades	36.84	40.68	28.95	38.98	*	11.86	*	8.47	38	59

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	*	6.67	*	16.67	*	63.33	*	13.33	21	30
7	*	9.09	*	22.73	*	40.91	*	27.27	*	22
8	*	*	*	*	*	*	*	*	*	*
All Grades	*	6.78	28.95	22.03	*	52.54	39.47	18.64	38	59

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	*	30.00	*	50.00	*	20.00	21	30
7	*	13.64	*	54.55	*	31.82	*	22
8	*	*	*	*	*	*	*	*
All	34.21	20.34	47.37	52.54	*	27.12	38	59

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	*	83.33	*	13.33	*	3.33	21	30
7	*	63.64	*	22.73	*	13.64	*	22
8	*	*	*	*	*	*	*	*
All Grades	42.11	71.19	39.47	22.03	*	6.78	38	59

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	*	3.33	*	40.00	61.90	56.67	21	30
7	*	13.64	*	31.82	*	54.55	*	22
8	*	*	*	*	*	*	*	*
All Grades	*	8.47	*	38.98	55.26	52.54	38	59

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	*	30.00	66.67	63.33	*	6.67	21	30
7	*	0.00	*	90.91	*	9.09	*	22
All Grades	*	15.25	68.42	77.97	*	6.78	38	59

**Conclusions based on this data:**

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

significant increase in both Somewhat/Moderately and Well Developed levels. Due to a lower number of students tested in 7th and 8th grade in 17-18, scores were not reported and therefore could not be compared.

3. In looking at each of the individual domains as compared from 17-18 to 18-19, 6th graders showed improvement in the Writing domain as seen in a decrease of 3.3% of students at the Somewhat/Moderately developed level. This shows an increase in both Beginning and Well Developed levels. Due to a lower number of students tested in 7th and 8th grade in 17-18, scores were not reported and therefore could not be compared.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>773</b>	<b>34.0</b>	<b>12.8</b>	This is the percent of students whose well-being is the responsibility of a court.
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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	99	12.8
Homeless	12	1.6
Socioeconomically Disadvantaged	263	34.0
Students with Disabilities	92	11.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.6
American Indian	1	0.1
Asian	36	4.7
Filipino	12	1.6
Hispanic	267	34.5
Two or More Races	41	5.3
White	404	52.3

### Conclusions based on this data:

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

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

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

# School and Student Performance Data

## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 81 points above standard Declined -9.9 points 51	 No Performance Color 89 points above standard Increased Significantly ++32.3 points 11
Hispanic	Two or More Races	Pacific Islander	White
 Orange 30.7 points below standard Maintained ++1.9 points 235	 Green 39.8 points above standard Increased ++9.7 points 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.2 points above standard Increased ++10.5 points 412

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
109.1 points below standard Increased Significantly ++32.1 points 54	22.8 points below standard Increased ++12.6 points 93	34.7 points above standard Increased ++8.3 points 540

**Conclusions based on this data:**

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

# School and Student Performance Data

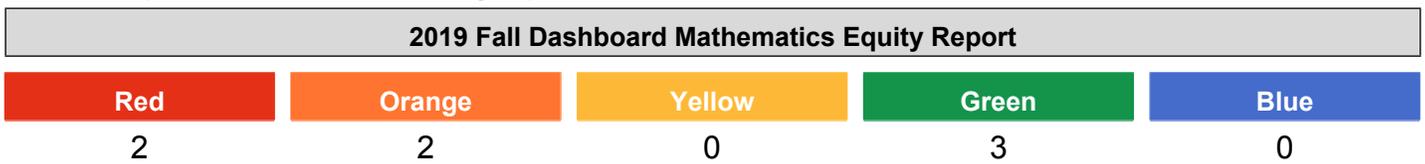
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

**Conclusions based on this data:**

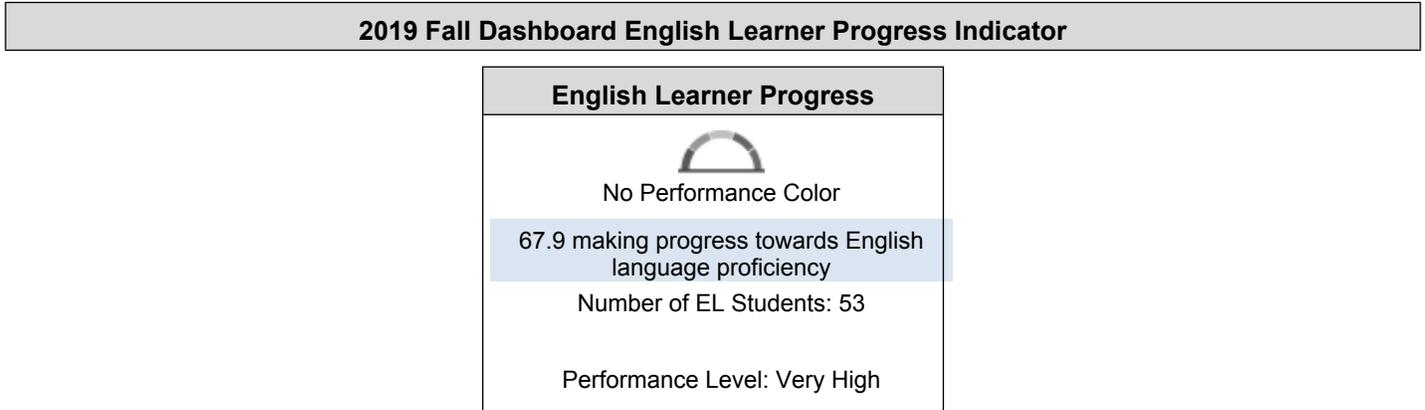
1. 19-20 Redwood declined overall in Math, dropping to the yellow category and scoring 8.6% below the state standard.
2. 19-20 Redwood English Learners maintained, however they are still 148 points below the state standard.
3. 19-20 Redwood Students with Disabilities and English Learners are scoring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

# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



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

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.0	16.9	9.4	58.4

### Conclusions based on this data:

1. 19-20 31 out of the 53 English learner Redwood students progressed at least one ELPI level, while only 8 students total decreased one ELPI level.
2. 19-20 Redwood's English Learner Progress performance level is very high.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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.

2019 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.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 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.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

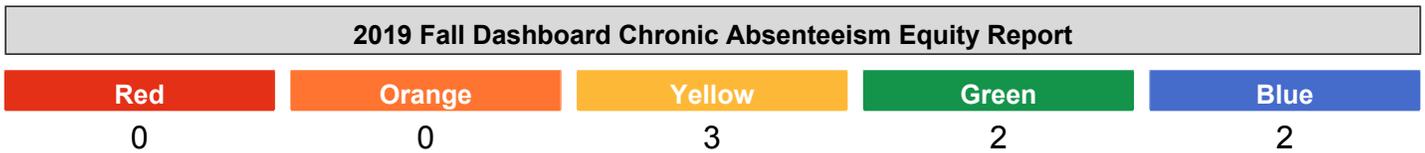
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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



This section provides number of student groups in each color.



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

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

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

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

**Conclusions based on this data:**

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

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

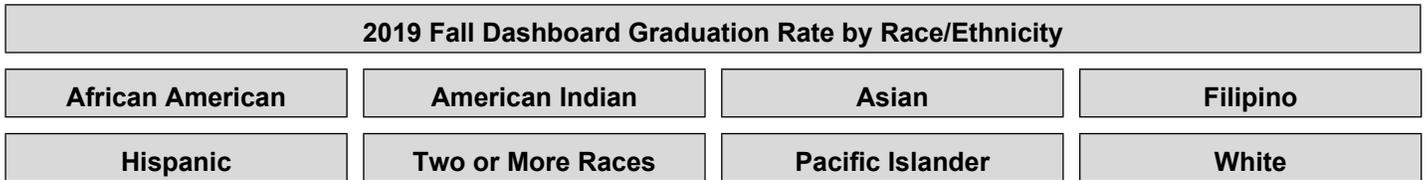
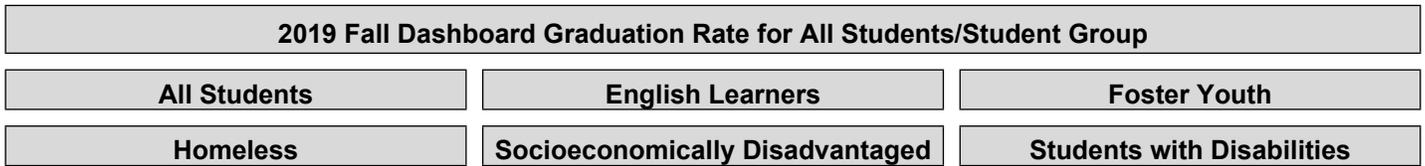
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

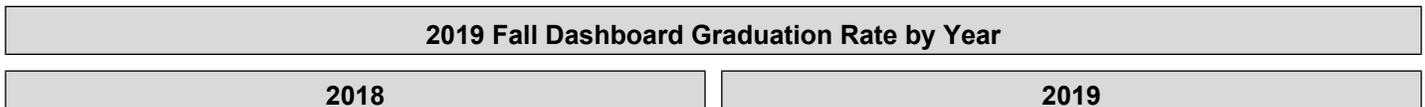
This section provides number of student groups in each color.



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



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.



Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

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

Lowest Performance



Red



Orange



Yellow



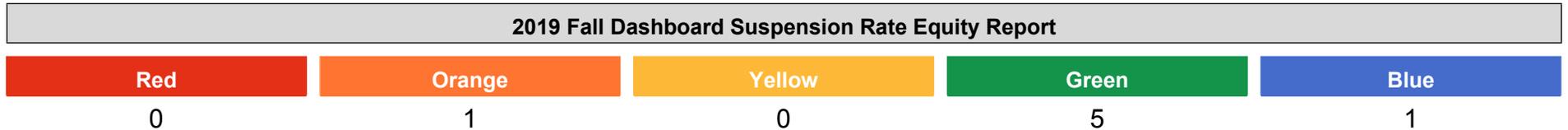
Green



Blue

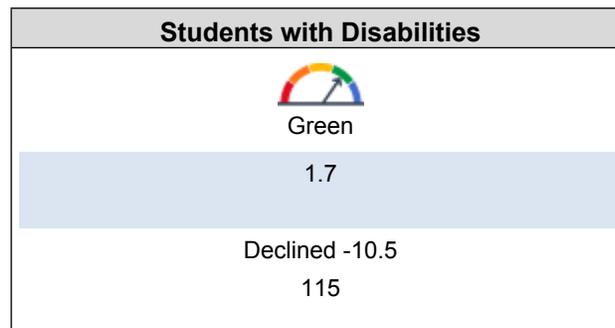
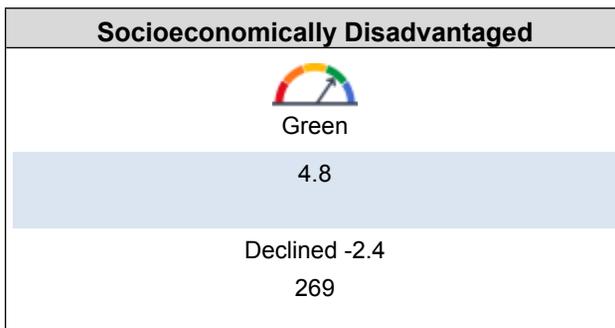
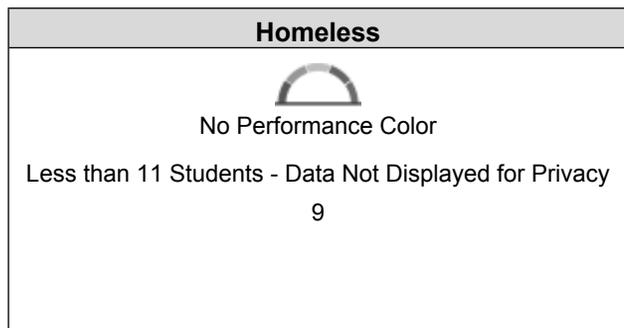
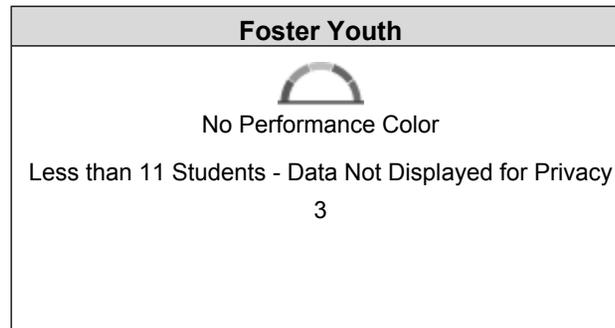
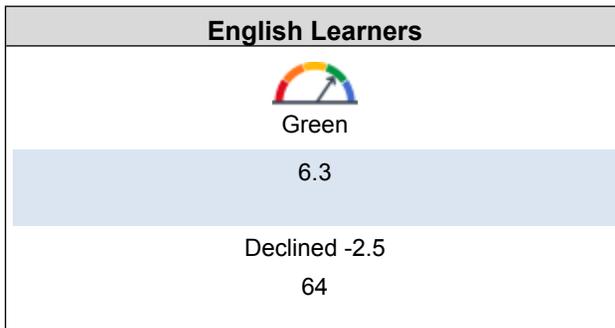
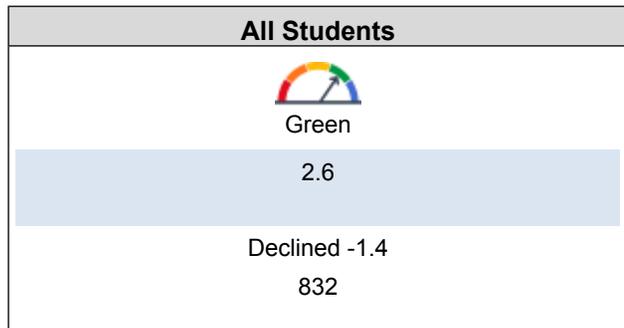
Highest Performance

This section provides number of student groups in each color.



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

**2019 Fall Dashboard Suspension Rate for All Students/Student Group**



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

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

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	4	2.6

**Conclusions based on this data:**

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

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

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## Goal 1

By June 2022, Redwood will optimize learning for all students, specifically our target populations including SWD, SED, and EL by increasing their engagement with Common Core State Standards in English Language Arts. Students will increase academic achievement in English Language Arts as evidenced by a 2% increase in the overall mean score in all grade levels and target populations on the California Assessment of Student Progress and Performance (CAASPP).

## Identified Need

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall EADMS ELA scores	EADMS ELA Overall 6th grade 18.2% Exceeded Standard	6th Grade- 2% overall growth
Grade 6, EADMS ELA scores	27.1% Standard Met	SWD- 2% overall growth
Grade 7, EADMS ELA scores	28.2% Standard Nearly Met	SED- 2% overall growth
Grade 8, EADMS ELA scores	36.4% Standard Not Met	EL- 2% overall growth
SWD EADMS ELA scores	EADMS ELA Overall 7th grade 37.5% Exceeded Standard	7th Grade- 2% overall growth
SED EADMS ELA scores	23.7% Standard Met	SWD- 2% overall growth
EL EADMS ELA scores	18.3% Standard Nearly Met	SED- 2% overall growth
Academic Grades	20.5% Standard Not Met	EL- 2% overall growth
	EADMS ELA Overall 8th grade 29.2% Exceeded Standard	8th Grade- 2% overall growth
	31.8% Standard Met	SWD- 2% overall growth
	15.0% Standard Nearly Met	SED- 2% overall growth
	24.0% Standard Not Met	EL- 2% overall growth
	EADMS ELA EL 6th grade 0% Exceeded Standard	
	8.3% Standard Met	
	11.1% Standard Nearly Met	
	80.6% Standard Not Met	
	EADMS ELA EL 7th grade 3% Exceeded Standard	
	15.6% Standard Met	
	28.1% Standard Nearly Met	
	53.1% Standard Not Met	
	EADMS ELA EL 8th grade 0% Exceeded Standard	
	4.8% Standard Met	
	9.5% Standard Nearly Met	
	85.7% Standard Not Met	
	EADMS ELA SED 6th grade 18.2% Exceeded Standard	
	27.1% Standard Met	
	18.2% Standard Nearly Met	
	36.4% Standard Not Met	
	EADMS ELA SED 7th grade 37.5% Exceeded Standard	

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>23.7% Standard Met</p> <p>18.3% Standard Nearly Met</p> <p>20.5% Standard Not Met</p> <p>EADMS ELA SED 8th grade 29.2%</p> <p>Exceeded Standard</p> <p>31.8% Standard Met</p> <p>15.0% Standard Nearly Met</p> <p>24.0% Standard Not Met</p> <p>EADMS ELA SPED 6th grade 18.2%</p> <p>Exceeded Standard</p> <p>27.1% Standard Met</p> <p>18.2% Standard Nearly Met</p> <p>36.4% Standard Not Met</p> <p>EADMS ELA SPED 7th grade 37.5%</p> <p>Exceeded Standard</p> <p>23.7% Standard Met</p> <p>18.3% Standard Nearly Met</p> <p>20.5% Standard Not Met</p> <p>EADMS ELA SPED 8th grade 29.2%</p> <p>Exceeded Standard</p> <p>31.8% Standard Met</p> <p>15.0% Standard Nearly Met</p> <p>24.0% Standard Not Met</p> <p>EADMS broken down by Ethnicity</p> <table border="1"> <thead> <tr> <th></th> <th>Exceed</th> <th>Met</th> <th>Nearly</th> <th>Not</th> </tr> </thead> <tbody> <tr> <td>African American</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>100.0%</td> </tr> <tr> <td>Asian</td> <td>0.0%</td> <td>50.0%</td> <td>33.3%</td> <td>16.7%</td> </tr> <tr> <td>Chinese</td> <td>14.3%</td> <td>28.6%</td> <td>57.1%</td> <td>0.0%</td> </tr> <tr> <td>Filipino</td> <td>20.0%</td> <td>20.0%</td> <td>40.0%</td> <td>20.0%</td> </tr> <tr> <td>Hispanic</td> <td>8.5%</td> <td>19.5%</td> <td>12.2%</td> <td>59.8%</td> </tr> <tr> <td>Indian</td> <td>25.0%</td> <td>50.0%</td> <td>0.0%</td> <td>25.0%</td> </tr> <tr> <td>Japanese</td> <td>0.0%</td> <td>0.0%</td> <td>0.0%</td> <td>100.0%</td> </tr> </tbody> </table>		Exceed	Met	Nearly	Not	African American	0.0%	0.0%	0.0%	100.0%	Asian	0.0%	50.0%	33.3%	16.7%	Chinese	14.3%	28.6%	57.1%	0.0%	Filipino	20.0%	20.0%	40.0%	20.0%	Hispanic	8.5%	19.5%	12.2%	59.8%	Indian	25.0%	50.0%	0.0%	25.0%	Japanese	0.0%	0.0%	0.0%	100.0%	
	Exceed	Met	Nearly	Not																																						
African American	0.0%	0.0%	0.0%	100.0%																																						
Asian	0.0%	50.0%	33.3%	16.7%																																						
Chinese	14.3%	28.6%	57.1%	0.0%																																						
Filipino	20.0%	20.0%	40.0%	20.0%																																						
Hispanic	8.5%	19.5%	12.2%	59.8%																																						
Indian	25.0%	50.0%	0.0%	25.0%																																						
Japanese	0.0%	0.0%	0.0%	100.0%																																						

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Korean 0.0% 33.3% 33.3% 33.3% Native American 0.0% 0.0% 100.0% 0.0% Vietnamese 0.0% 100.0% 0.0% 0.0% White 24.5% 30.4% 23.5% 21.6%	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher requested supplementary resources that directly align with improving instructional practices both in the classroom and while teaching remotely. The supplementary resources will be implemented in all classrooms to help improve academic achievement for all students with specific materials purchased to supplement all our student populations (SED, EL, and SWD).	On going	Administration Department Chairs Teachers	Viking Wishes program permits teachers to purchase supplementary materials to support the achievement and learning of all students specifically our student populations (SED, EL, and SWD). Teachers have purchased programs such as Spelling City, Scholastic magazines, online subscriptions, technology needs, and music software.	4000-4999: Books And Supplies	OTRM	1,600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Provide focus and targeted intervention with Achieve 3000 and Rosetta Stone both during and after school hours for students in our ELD program.	On-Going	Certificated Staff Support Staff Administration	Provide additional services with a certificated teacher and bilingual paraprofessional to support the learning goals for our EL students using Rosetta Stone and Achieve 3000 software to assist in closing the achievement gap.	5000-5999: Services And Other Operating Expenditures	District Funded	9,040
3. Provide staff with opportunities to learn more about Universal Design for Learning (UDL), technology/UDL, Least Restrictive Environment and inclusion through on site and district level meetings/training. Teachers were tasked with designing a UDL action plan that focused on goals for student engagement with an intentional focus on equity.	On-Going	Administration	Support teachers and all staff in their need for professional development in UDL using the three PD days- one in August, one in November, and one in March. The August PD focused on Equity and the intersection with UDL.	None Specified		
4. Faculty clerk to assist all staff, students, and the community.	On Going	Administration Redwood Staff	Maintain faculty clerk to assist all staff with instructional material copies, etc. for students, updating the marquee, subbing at the front desk to assist parents and students.	5000-5999: Services And Other Operating Expenditures	OTRM	9,000
5. Replace and purchase new titles for the English classes and school library.	Fall 2021	Teachers IMT Administration	Add more multicultural literature to our core literature library. Class sets will be available for all students (GATE, SED, SWD, and EL)	4000-4999: Books And Supplies	OTRM	1500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6. WHOOO's reading will be implemented across all grade levels to encourage independent successful readers.	Fall 2021	Teachers	Purpose is create and foster and culture of independent readers across all grade levels and specific needs including but not limited to SWD, GATE identified, SED, and EL.	None Specified		
7. Maintain and repair existing technology to enhance content delivery and student learning.	On going	Administration Site Tech	Due to the ever increasing need for technology, these funds are allocated to support broken, missing, or as needed supplies for teacher classrooms.	4000-4999: Books And Supplies	OTRM	500.00
8. Purchase and utilize the lesson guides for TCI recently adopted Social Studies curriculum.	Fall 2021	Teachers	To strengthen students' and teachers' ability to deliver lesson fidelity for all learners including SWD, SED, EL, and GATE identified. These lesson plans will address the needs of all students.	4000-4999: Books And Supplies	OTRM	1700.00
9. Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of our CTE elective Entrepreneurs program for the ETHOS program.	Spring 2021	Teachers	Visit the ETHOS program to promote our REAL Academy and the pathway to TOHS. Students will observe classes and teachers will vertically articulate and plan lessons.	5000-5999: Services And Other Operating Expenditures	OTRM	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Student and teacher field trip to Thousand Oaks High School to support the vertical articulation of the EDGE program students.	Spring 2022	Department Chairs Counselor Administration	Visit the Center of TOHS and create an aligned program at Redwood that prepares students for higher learning. Students will observe classes and teachers will vertically articulate and plan lessons.	5000-5999: Services And Other Operating Expenditures	OTRM	500.00
11. Targeted CAASSP preparation in all academic departments.	Spring 2022	Department Chairs, teachers, and administration	English, Math, Social Science, and Science. Students enrolled in SAI classes will also take the IAB CAASSP block preparation exam. Teachers will use CPT time to prepare the roll out of IAB block exams for all students.	None Specified		
12. Co-teaching professional development and support.	Fall 2021 and Spring 2022	General Ed content teachers and SPED learning specialists	In service opportunity for teachers who currently teach in a co-teaching classroom to collaborate, build lessons, and study student data. With the addition of 3 co-taught classes this year, teachers will need support. Teachers will require release days to plan lessons and review student work and placement.	5000-5999: Services And Other Operating Expenditures	4EEF	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. Host a ZOOM meeting in the Spring for all elementary principals and case managers from our feeder schools in an effort to facilitate a smooth transition for our SWD and the implementation of the student's IEP. This meeting will also address how Redwood is addressing our current LRE percentage for the 22-23 school year.	Spring 2022	SPED Department teachers, Administration, counseling.	The meeting will cover our instructional program, the LRE percentages, co-teaching model, and opportunities for inclusion on campus. All feeder schools will have the information to present their 5th grade families during IEP transition meetings.	None Specified		
14. CPT time- Teachers will work in their departments and/or grade level teams two-three times a month to plan lessons, study student achievement data, plan interventions, track progress, and collaborate on best instructional practices.	On Going	Teachers, Dept Chairs	CPT time is supported by 80% of teachers on campus as evidenced by their vote to build in the time into the schedule. Teachers use this time to collaborate with their colleagues, plan lessons and track student progress. A continued goal is common assessments to better monitor student achievement for all students.	None Specified		
15. Targeted reading intervention during Advisory time or the career wheel in all grade levels 6th, 7th, and 8th.	Spring 2022	Teachers, Dept Chairs	Implement targeted time during Advisory to focus on literacy for students who are reading below grade level.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
16. Collaborate with staff in staff meetings, ADCO, department meetings and leadership regarding ways to promote more inclusion and improve our overall LRE percentage.	On Going	All teachers Administration Counselors	Redwood currently has three co-teaching classes this year up from zero last year. Our goal would to continue to find ways to support co-teaching schoolwide in our effort to promote inclusion and improve our Least Restrictive Environment percentage. CVUSD committed additional sections for each school site to offer more co-teaching.	None Specified		
17. Provide opportunities for collaboration amongst Dept Chairs as part of the CAPS Network to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated during CPT time.	On Going	Administration Department Chairs Teachers	Provide release time for teachers to participate in the training. The District office supported this action item by paying for the conference. Site will fund the release time for teachers to attend 6 days of training.	5000-5999: Services And Other Operating Expenditures	OTRM	3,600
18. Work with the CTE coordinator at TOHS to implement the Redwood Entrepreneurship Academy for Learning (REAL) pathway to the ETHOS program at TOHS .	On Going	Administration Teacher advisor Counselors	Working on securing a middle school foundation academies grant with the assistance of the CTE coordinator at TOHS. Release days to work on curriculum planning and attending conferences will be necessary.	5000-5999: Services And Other Operating Expenditures	OTRM	1000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
19. Special Education teachers provided with release time in order to collaborate on instructional practices, supporting students in general education with accommodations and promoting LRE.	Fall 2021	Redwood teachers Administration	Release time will be provided to Special Education teachers to collaborate on instructional practices, accommodations and LRE.	5000-5999: Services And Other Operating Expenditures	OTRM	1000.00
20. On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	On going	Principal	On-going review of Trimester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	None Specified		
21. Dean collaboration with GATE Facilitator and participation in school and district GATE activities.	On going	Dean	Dean collaboration with GATE Facilitator and participation in school and district GATE activities.	None Specified		
22. Dean attending GATE DAC and collaborating with school's GATE DAC representative.	On going	Dean	Dean attending GATE DAC and collaborating with school's GATE DAC representative.	None Specified		
23. Assistant Principal attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	On going	Assistant Principal	Assistant Principal attending regular meetings/training with school's ELD Advisors in order to collaborate and enhance supports for ELs	None Specified		

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
28. Guided studies classes in both 7th and 8th grade for students who failed both English and Math in the 2020-2021 school year.	On Going	Teacher Administration Counselor	Counselor identified students who need additional support by a teacher during their school day in a guided studies class. These students will be provided with the tools, strategies, and support from a teacher to complete work and understand requirements for each course.	None Specified	District Funded	
29. Allocate funds to support our English Language learners that can be used for services such as additional hours for paraprofessionals, translation services, and supplemental materials.	On Going	ELD teachers Paraprofessionals Bilingual facilitator Admin	Continue to support our English language learners by increasing paraprofessional support throughout the school year by offering extra support at lunch and/or after school when appropriate.	2000-2999: Classified Personnel Salaries	District Funded	9,040

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

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

the current instructional time we have and be more deliberate in delivery of instruction with individualized services. Students who were struggling academically, then struggled with more school work being added to their day. Therefore, online software, advisory classes, and guided studies classes within the school day will be our main focus.

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

21-22 The major difference was moving the Viking Academic Tutoring Center to Advisory and during the school day with the guided studies classes. In addition, the implementation of online data tracking software that is designed to identify individual student weaknesses and therefore target the specific skills that students need to work on to improve overall mastery.

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

21-22 The 2% overall growth in SBAC scores for all student groups including SED, EL, SWD, and GATE will remain the same for the 21-22 school year. A closer look at D/F data for all student groups including SWD, SED, and EL will be analyzed to raise awareness on achievement gap and identify instructional strategies to improve targeted student group achievement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

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

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## Goal 2

By June 2022, Redwood will optimize learning for all students, specifically our target populations including SWD, SED, and EL by increasing their engagement with Common Core State Standards in Mathematics. Students will increase academic achievement in Mathematics as evidenced by a 2% increase in the overall mean score in all grade levels and target populations on the California Assessment of Student Progress and Performance (CAASPP).

## Identified Need

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

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Overall EADMS Math scores	EADMS Math Overall 6th grade 30.0% Exceeded Standard	6th Grade- 2% overall growth
Grade 6, EADMS Math scores	12% Standard Met	SWD- 2% overall growth
Grade 7, EADMS Math scores	16% Standard Nearly Met	SED- 2% overall growth
Grade 8, EADMS Math scores	42% Standard Not Met	EL- 2% overall growth
SWD EADMS Math scores	EADMS Math Overall 7th grade 8.7 % Exceeded Standard	7th Grade- 2% overall growth
SED EADMS Math scores	15.2% Standard Met	SWD- 2% overall growth
EL EADMS Math scores	23.4% Standard Nearly Met	SED- 2% overall growth
	52.8% Standard Not Met	EL- 2% overall growth
Academic Grades	EADMS Math Overall 8th grade 23.8 % Exceeded Standard	8th Grade- 2% overall growth
	9.4% Standard Met	SWD- 2% overall growth
	14.5% Standard Nearly Met	SED- 2% overall growth
	52.3% Standard Not Met	EL- 2% overall growth
	EADMS Math EL 6th grade 5.4% Exceeded Standard	
	2.7% Standard Met	
	5.4% Standard Nearly Met	
	86.5% Standard Not Met	
	EADMS Math EL 7th grade 0% Exceeded Standard	
	3.0% Standard Met	
	15.2% Standard Nearly Met	
	81.8% Standard Not Met	
	EADMS Math EL 8th grade 0% Exceeded Standard	
	4.8% Standard Met	
	9.5% Standard Nearly Met	
	85.7% Standard Not Met	
	EADMS Math SED 6th grade 30.0% Exceeded Standard	
	12% Standard Met	
	16% Standard Nearly Met	
	41.9% Standard Not Met	
	EADMS Math SED 7th grade 8.7% Exceeded Standard	

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	15.2% Standard Met	
	23.4% Standard Nearly Met	
	52.8% Standard Not Met	
	EADMS Math SED 8th grade	23.8%
	Exceeded Standard	
	9.4% Standard Met	
	14.5% Standard Nearly Met	
	52.3% Standard Not Met	
	EADMS Math SPED 6th grade	30%
	Exceeded Standard	
	12% Standard Met	
	16.1% Standard Nearly Met	
	41.9% Standard Not Met	
	EADMS Math SPED 7th grade	8.7%
	Exceeded Standard	
	15.2% Standard Met	
	23.4% Standard Nearly Met	
	52.8% Standard Not Met	
	EADMS Math SPED 8th grade	23.8%
	Exceeded Standard	
	9.4% Standard Met	
	14.5% Standard Nearly Met	
	52.3% Standard Not Met	
	Ethnicity	Exceeded
	Nearly Met	Met
		Not Met
	African American	0.0%
		0.0%
		0.0%
	100.0%	
	Asian	50.0%
		33.3%
		16.7%
	0.0%	
	Chinese	28.6%
		57.1%
	0.0%	14.3%
	Filipino	20.0%
		20.0%
		40.0%
	20.0%	
	Hispanic	8.5%
		19.5%
	12.2%	59.8%

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	Indian 25.0%	25.0%	50.0%	0.0%	
	Japanese 100.0%	0.0%	0.0%	0.0%	
	Korean 33.3%	0.0%	33.3%	33.3%	
	Native American 0.0%	0.0%	0.0%	100.0%	
	Vietnamese White 21.6%	0.0%	100.0%	0.0%	0.0%
		24.5%	30.4%	23.5%	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Consistent implementation of online IXL math program.	On-Going	Teachers	Teachers will be consistent in their implementation of IXL to ensure that students weaknesses are diagnosed and targeted throughout the year.	5000-5999: Services And Other Operating Expenditures	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. 7th and 8th grade Math targeted Advisory classes. The students assigned to these advisory classes were identified by teachers based on Trimester 3 math grades from the 2020-2021 school year. Students are assessed every quarter to determine whether they will be exited into a regular advisory. 6th grade will be implemented no later than Semester 2.	On Going	Teachers	Due to the lack of attendance at after school and lunch tutoring, targeted math intervention advisory classes will be implemented at all grade levels for all students (SWD, GATE, EL, and SED).	None Specified		
3. Co-teaching 8th grade math.	On-going	Teachers	In an effort to best prepare students for 9th grade, students with an IEP who have a need and services for math, will be placed in a gen ed math class with a SPED teacher to provide support.	None Specified		
4. Purchase stemscope for science teachers. STEMscopes™ is a comprehensive suite of results-oriented STEM curriculum and professional development solutions developed by teachers.	Fall 2021	Administration Teacher implementation	Online science program that provides interactive science labs and scaffolded lessons for students with disabilities. It is an inquiry based program designed to encourage science and discovery minded thinkers.	5000-5999: Services And Other Operating Expenditures	OTRM	5,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. CPT focus on common assessments and rewriting the semester benchmarks.	On-Going	Teachers Department Chair	Teachers will put an emphasis on rewriting semester benchmarks and common assessments due to the switch from trimester to semester. In addition, the teachers would like to write chapter benchmarks to get a clear picture of student mastery of concepts.	None Specified		
6. Provide student support by teachers offering office hours for additional help.	On Going	Teachers	Teachers committed to offering office hours for students in math so they can access extra support when they need it.	None Specified		
7. Schedule a meeting with math teachers cluster wide for the purpose of curriculum alignment.	Spring 2022	Teachers Administration	Alignment of curriculum within the T.O. cluster for grades 5-6, 6-7, and 7-8	None Specified		
8. Provide opportunities for collaboration amongst Dept Chairs as part of the CAPS Network to promote collective efficacy and the use of assessments as a student learning tool. Opportunities for collaboration with general education and special education teachers within the same content standards will be facilitated during CPT time.	On Going	Dept Chairs, Admin	Provide release time for teachers to participate in the training. The District office supported this action item by paying for the conference. Site will fund the release time for teachers to attend 6 days of training.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. On-going review of Quarter/Semester and Progress data disaggregated by all students, SWD, EL, low socio-economic status, Homeless, and Foster students.	On going	Teachers, Counselors, Admin	Teachers review and track progress of students. Counselors provided remediation and intervention as needed such as guided studies.	None Specified		
10. Teachers review benchmarks and analyze student performance.	On going	Teachers	Teachers review benchmark assessments and analyze student performance identifying learning gaps and providing intervention as necessary. Use IXL as a means to address learning gaps.	None Specified		

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

21-22 Our Leadership team decided to move away entirely from Academic Tutoring before and after school and shift the majority of that funding to individualized online software that will be used both in the classroom and at home. The goal is to move towards using the current instructional time we have and be more deliberate in delivery of instruction with individualized services. Students who were struggling academically, then struggled with more school work being added to their day. Therefore, online software, advisory classes, and guided studies classes within the school day will be our main focus.

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

21-22 The major difference was moving the Viking Academic Tutoring Center to Advisory and during the school day with the guided studies classes. In addition, the implementation of online data tracking software that is designed to identify individual student weaknesses and therefore target the specific skills that students need to work on to improve overall mastery.

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

21-22 The 2% overall growth in SBAC scores for all student groups including SED, EL, SWD, and GATE will remain the same for the 21-22 school year. A closer look at D/F data for all student groups including SWD, SED, and EL will be analyzed to raise awareness

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

## Goal 3

21-22 Parent involvement and community outreach at school events including but not limited to GATE, PTSA, ELAC, SEDAC, and ASB activities will increase by 5% as measured by attendance and participation rates.

## Identified Need

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

## Annual Measurable Outcomes

### Metric/Indicator

Attendance sheets at all specialized parent group meetings  
PTSA volunteer hours- count hours  
PTSA sign up genius- count the number of parents volunteering at school events

### Baseline/Actual Outcome

20-21 Baseline  
Attendance at specialized parent group meetings were as follows:  
GATE parent meeting - 6  
GATE activities - 10-30 students/participants

### Expected Outcome

During the 2021-2022 school year, our goal will be to increase attendance at all specialized group meetings by 50%.  
  
During the 2021-2022 school year, the goal for PTSA volunteer hours is to

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Volunteers in performing arts programs-retrieve information for performing arts teachers</p> <p>Number of parent views of Viking Voice</p>	<p>ELAC parent meetings - average of 6</p> <p>PTSA volunteer/sign-ups - 184 hours</p> <p>Volunteers in Performing Arts program - 750 hours</p> <p>The Viking Voice Newsletter was sent a total of 38 times. Each time it was sent through Blackboard, it was delivered to approximately 1200 people, including families, faculty and staff. Additionally, the peak number of visits was 1688 in one week.</p>	<p>increase by 600 hours (2019-2020 was 761).</p> <p>The goal for volunteer hours in the Performing Arts program will be 800 hours</p> <p>Viking Voice and Blackboard messages will remain the same.</p>

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

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Maintain and enhance community and parent involvement in PTSA and PTSA events most importantly increasing parent volunteers at the many school sponsored events on campus.	Spring 2021	Administration	Monitor volunteer hours at Orientation, Back to School festival, Red Ribbon week, Abilities Awareness week, and other PTSA sponsored events.			
6) Progress on grades will be sent every marking period through Q. Encouraging parents to logon to Q and monitor student progress.	On Going	Teachers, Admin, Counselors	<p>Progress on grades will be sent every marking period through Q. Encouraging parents to logon to Q and monitor student progress will continue to be a priority.</p> <p>Encourage and support parents and students in the use of the Q Information System to access student progress and performance</p> <p>Additional notifications through Blackboard will be sent to parents of students earning D/F grades</p>			
7) Principal message DAC update sent monthly.	On-going	Principal	Maintain connections with Redwood Community.			

# Annual Review

## SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

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

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

21-22 Administrators will be joining specialized parent group meetings at the district level (SEDAC, DELAC, and GATE DAC). There are no differences in budgeted expenditures to meet this goal. Using the same means as last year, the Viking Voice and School website will continue to be used for communication and outreach.

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.

21-22 The goal will not change. We will continue to work on improving community relationships by encouraging more parents to attend and participate in school events through the use of Viking Voice, weekly Principal updates, community email blasts and messages and phone calls to targeted groups for meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

## Goal 4

21-22 In an effort to support the social and emotional well-being of students, Redwood staff will build capacity and improve student connections to school as measured by student participation in school events, clubs, overall attendance at school, improved behavior, and reported student well-being on the LCAP as measured by a 5% increase in participation in school activities and reported overall well-being on the LCAP survey.

This goal will be continued into to the 22-23 school year due to continued need.

## Identified Need

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

## Annual Measurable Outcomes

### Metric/Indicator

Engagement in weekly activities through announcements or Viking Voice

Quarterly behavior reports and Suspension rate

### Baseline/Actual Outcome

During the 2019-2020, we did not monitor student engagement through weekly emails and announcements. During the 2019-2020 school year, we had 824 discipline entries and 18 suspensions

### Expected Outcome

In 2021-2020, Redwood's focus on students engagement is shifting to an even more whole-child approach. Redwood's Advisory classes will support all student groups both social emotionally

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Quarterly attendance reports detailing reasons for absence

Chronic Absenteeism rate

LCAP Spring Survey result

Performing Arts enrollment numbers

significantly reducing our discipline and suspension rates from 2018-2019 (1576 discipline entries and 24 suspensions) meeting our goal. The suspension rate for Redwood declined from 4% to 2.6%. Suspension Rates for English learners declined by 2.5% according to the Dashboard. During 2019-2020, the quarterly attendance reports detailing reasons for absence indicated a total of 26,488 excused absences (average of 5.7 days per student), 5332 unexcused absences (average of 1.1 per student) and 2,111 tardies average of .5 per student). Regular students had an attendance rate of 96% and SDC had an attendance rate of 90%. During the 2019-2020 school year, our goal was to improve chronic absentee data by 5%. We moved from 12% of our students absent 10% or more of the school year to 8% of our students absent 10% or more of the school year. During the 2019-2020 school year, we aimed to improve our overall student satisfaction survey on the LCAP by 5%. We are awaiting our individual site data. During the 2019-2020 school year, our goal was to increase the overall number of students participating in the Performing Arts programs by 5% from the 2018-2019 school year. Instead our enrollment percentage stayed the same at 39%.

During COVID schooling in 2020-2021, we met almost all of our expected outcomes. We had at least 10 students responding to activity related emails weekly. Responses

and academically weekly. Multiple co-taught classes on campus will provide students with IEPs least restrictive environments to work in. Teen Center Sports will be an option for engagement again for students. Intramurals will be an option for students again. Redwood's many lunch time clubs will be offered this year again and as always they will be based on student interest. Music Mondays and Lunch Time Activities will be offered by Redwood's ASB on Fridays. Redwood will offer students students assemblies and rallies, both virtual and in person, on a range of topics to support their development. Students will enjoy socials and dances outside and inside if permitted. The Viking Voice, school social media accounts and morning announcements will all support the District's Board Governance Calendar.

Redwood's Leadership Team and Administration has agreed to move away from a punitive model of behavior management in the 2021-2022 school year. Students who are choosing behaviors counterproductive to the learning environment will be counseled first by their teachers. Calls home will be made by the teachers should the behaviors continue. Should the call home not result in change, teachers will then write a referral to the office for an administrator to meet with the student. Our goal is for there to be less than 5% of Redwood's students referred to the office

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

	<p>were collected through a Google form and through yearbook contest submissions. We had FAR less than our goal of no more than 250 discipline entries and no more than 5 suspensions. Attendance improved as well for all students including SWD, EL and SED students. Chronic Absenteeism also improved. Overall, students at Redwood reported they were happy with their schooling and felt supported during COVID schooling. We aimed to increase our Performing Arts classes by 3% in 2020-2021 and we did not meet this goal.</p>	<p>this year because of the relationships build in the classrooms between teachers, students nd parents first. Redwood will have wellness counselors on site this year in addition to our two counselors for supporting students who may need targeted behavioral intervention.</p> <p>Students will be encouraged to share about what they are engaging in through 5 Star.</p> <p>Attendance will continue to be monitored through Q as is required by law. Calls home will be made when appropriate and letters home will be mailed home when appropriate. Rewards for improved attendance will be offered. SART meetings will be held. Outreach to McKinney-Vento families will be regular.</p> <p>New Choir teacher will be running two clubs to boost excitement in Performing Arts Program with the goal of increasing enrollment by 3%.</p>
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1) School Counselors are developing a programs to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum weekly in learning ways to cope with bullying, peer pressure, and academic stressors. In addition, curriculum will cover college and career readiness, executive functioning, and academic skills for success. This curriculum will be implemented during Advisory on Wednesdays.	On-going	Counselors; teachers	1) School Counselors are developing a programs to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum weekly in learning ways to cope with bullying, peer pressure, and academic stressors. This curriculum will be implemented during Advisory on Wednesdays.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2) Provide weekly announcements sent directly to teacher and students. Provide opportunities for increased student engagement and further connections to the Redwood community through clubs. Create opportunities for inclusion through WEB program activities held . Provide release time or professional development hours for teachers to attend Spring training held yearly.	On-Going	WEB teachers, Administration	Announcements are collected from multiple stakeholders including students, teachers, PTSA, and community members every week, synthesized into one presentation, and sent directly to teachers and students. These announcements included academic, behavioral, and engagement reminders. Clubs include Pride Club, Journalism Club, Bingo Club, Board Games Club, Drama Club, and many more. Sign-ups are offered any time through student invite. WEB activities include welcome back to school posters, virtual 6th grade friend day, personalized emails to students, and Future Viking Night. WEB leaders provide support for students struggling social emotionally and academically.	None Specified	OTRM	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Identify and support at risk students such as SWD, EL, SED, and low performing students early and provide necessary supports such as on campus counseling, tutoring, and involvement in clubs or sports, and SART meetings as needed. Assign students a mentor through a Mentor a Viking Program.	On-Going	Administration, Teachers, Counselors	Mentor a Viking Program will connect a teacher/counselor/admin to struggling students on campus. Adults will check in with the student on a frequent basis providing intensive support both academically and social/emotionally.	None Specified		0
4) Continue to support Teen Center sports and activities hosted by the teen center program. These programs are not funded by the SPSA, but rather ASB. However, future projections for ASB funding is showing a sharp decline, so future teen center activities might have to be funded through our SPSA plan.	On-going	Administration, teachers, volunteers	Students participate in soccer, basketball, and volleyball. Teen center hosts events such as tech day and bullying workshops. These programs provide opportunities for our students to be involved in ways that support Redwood too.	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5) Continue to encourage students to participate in ASB activities by the use of announcements, Viking Voice, and FOMO buttons. A focus will be placed on encouraging students in diverse groups to be involved in leadership opportunities through participation in ASB, WEB, etc. This will be done through registration, class visits, and individual conversations/invitations with students.	On-going	ASB Advisor and Administration	COTYs: Jersey Day, Costume Day, Crazy Hair Day, Ugly Sweater/Pajama Day, Fandom Day, Perkiest Pink Person Day, Flashback Friday, Superhero Day, Disney Day, Tacky Tourist Day LTAs: Plunger Races, Wrapping Challenge, Lemon Pucker Face Challenge, Snowball Throw, Lip Sync Battle, Hungry Hippos, Musical Chairs, Superhero Challenge, Meme Guessing, Guess that Disney Thing, Donut Disaster Publicity Classroom Representative Meetings Janell's kids- poster handing/ painting ASB Mentor Program (through 6th grade ASB) Fall Festival Club Rush/Club Participation Abilities Awareness Week/ National Disabilities Week 5th Grade Visit Day/Future Viking Night Pennies for Patients/Speeches/Collection of boxes Random Act of Kindness a thon Macy's Make a Wish MEND Lip Sync Competition	None Specified		0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
6) Continue to support students through Community Circles, Restorative Justice Circles and positive reinforcements as opposed to punitive measures such as detentions and suspensions.	On Going	Teachers, Administration, Counselors	SWAPA tickets, Renaissance Rewards, Stellar Student Bruncheons, Monthly Attendance rewards	None Specified		0
7) Continue to support the Performing Arts programs by encouraging students to join the elective and clubs and publicizing through Future Viking Night, 5th grade visit day in the Spring, Back to School Night, and any other opportunity to promote these programs.	On-Going	Teachers, Administration, Counselors	Support the Performing Arts programs by encouraging students to join the elective and clubs and publicizing through Future Viking Night, 5th grade visit day, Back to School Night, and any other opportunity to promote these programs.	None Specified		0
8) Redwood Middle School will utilized wellness counselors and mental health technician to support the well being and social emotional health of our students.	On Going	Counselors, Mental Health Technician, and Wellness counselors	District funded mental health clinicians and wellness counselors are being provided to each comprehensive middle and high school. The wellness counselors will meet with students in small groups and provide low level counseling for students in need.	None Specified	District Funded	
9) Provide both in person and virtual enrichment supports for all students by encouraging GATE activities monthly and special activities such as Odyssey of the Mind, the MAA competition, and the GATE trip to the Teen Center in the spring.	On-Going	Teacher, Administration	Support GATE activities after school and costs associated with enrichment opportunities including field trips to the teen center.	5000-5999: Services And Other Operating Expenditures	OTRM	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10) Continue to promote inclusion and abilities awareness through National Inclusion Week activities and Abilities Awareness Week.	On going	Teachers, Counselors, Administration	Guest speakers, schoolwide abilities awareness opportunities, National Inclusion week classroom activities, student led presentations, and virtual activities.			
11) Continue to promote Diversity and Equity awareness through awareness weeks and club offerings.	On -going	Teachers, Counselors, Administration	Looking to creating clubs such as, but not limited to a Pride club, Latino Club, and Black Student Union. Look into other club offerings that encourage students from diverse backgrounds to come together and celebrate their differences and similarities.			

## Annual Review

### SPSA Year Reviewed: 2020-21

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.

20-21 Redwood teachers and staff worked diligently to be mindful of punitive measures and find other means of correction before suspension. Redwood teachers focused on positive rewards during the school day and only issuing consequences for egregious acts. Discipline, bullying, and suspension numbers were greatly minimized due to this and due to distance learning.

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

The implementation of Second Step moved from Advisory to being taught through PE classes due to COVID schooling.

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

In 2021-2022, our goals are lofty coming out of a pandemic but we believe we have supports in place so that they are realistic. The plan to have both social emotional and academic supports in place for all students every week within the school day is a large leap forward. Doing away with detentions and replacing them with practices focused on relationship building we know will result in great things for our students and our community because the practice is supported by sound research.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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

## LEA/LCAP Goal

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

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

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## Goal 5

Due to the potential learning loss from the 2020-21 school year, the end of the year EADMS Broad Coverage Assessment showed the following weaknesses 6-8: Analysis of Informational Text and Writing Conventions. By the end of the year, students will be able to read and comprehend nonfiction articles in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range, by demonstrating independently the ability to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Due to the potential learning loss from the 2020-2021 school year, IXL math intervention program be implemented with each grade level and for all student groups including EL, SWD, SED, and GATE in order to diagnose and address current levels of learning loss. Teachers will monitor progress and keep track of student gains throughout the year by measuring growth on both individual math skills, growth in areas where student was deficient, and then overall grade level mastery in math.

## Identified Need

EADMS Broad Coverage Assessment showed weaknesses 6-8: Analysis of Informational Text and Writing Conventions.

Students have identified gaps in math skills such as math computation, fractions, number sense, and math facts as evidenced by the IXL diagnostic test.

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Whooo's Reading  
NewsELA  
IXL  
EADMS

English- Pretest to assess students ability to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The pretest format is determined by the individual teacher.

Math- Diagnostic test will assess individual student's grade level in math and specifically identify skills where students are deficient.

EADMS ELA Overall 6th grade 18.2%

Exceeded Standard

27.1% Standard Met

28.2% Standard Nearly Met

36.4% Standard Not Met

EADMS ELA Overall 7th grade 37.5%

Exceeded Standard

23.7% Standard Met

18.3% Standard Nearly Met

20.5% Standard Not Met

EADMS ELA Overall 8th grade 29.2%

Exceeded Standard

31.8% Standard Met

15.0% Standard Nearly Met

24.0% Standard Not Met

EADMS Math Overall 6th grade 30.0%

Exceeded Standard

12.0% Standard Met

16.1% Standard Nearly Met

41.9% Standard Not Met

EADMS Math Overall 7th grade 8.7%

Exceeded Standard

15.2% Standard Met

23.4% Standard Nearly Met

52.8% Standard Not Met

English- Post-test to assess students ability to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. The post-test format is determined by the individual teacher with an expected outcome of improvement totaling at least one grade higher on the post-test across all grade levels or maintaining a score demonstrating mastery on the pretest. Math- End of the year test will assess individual student's grade level in Math and specifically identify where students are deficient. The goal would be for all students below grade level to progress two grade levels as evidenced by their final score on the end of the year diagnostic.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	EADMS Math Overall 8th grade 23.8% Exceeded Standard 9.4% Standard Met 14.5% Standard Nearly Met 52.3% Standard Not Met	

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. The structured plan to remediate these identified learning loss deficits will include the online learning platforms, NewsELA, and Whoo's Reading. NewsELA will be implemented at each grade level for all student groups, including EL, SWD, SED, and GATE. This program allows students to access Informational and Argumentative articles appropriate to their grade and reading level. Questions and writing prompts align and will provide opportunities for students to strengthen their analysis of informational texts.	On Going	Teachers Administration	Teachers will monitor progress and keep track of student gains in writing conventions and analyzing informational text in English and social studies through data provided by NewsELA and Whoo's Reading.	5000-5999: Services And Other Operating Expenditures	OTRM	8400.00
			Whoo's Reading also has a writing component that prompts the student to correct errors in writing conventions.	5000-5999: Services And Other Operating Expenditures	OTRM	3200.00
2. Delta Math will help all math teachers identify weaknesses and gaps in learning.	On Going	Teachers Administration	Seven teachers want to utilize this program in addition to IXL	5000-5999: Services And Other Operating Expenditures	OTRM	665

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3. Teachers will implement IXL in all classes for all students in SPED, GATE, ELD, and all general education classes. Students will take a diagnostic exam and their progress will be tracked throughout the year.	On going	Teachers Administration	Teachers are committed to using IXL in all math classes- Honors, CP, and SAI. All students will benefit from instruction geared specifically to their identified weaknesses in mathematics.	5000-5999: Services And Other Operating Expenditures	District Funded	
4. 1:1 technology initiative that allows for every Redwood student to check out a Chromebook to take home with them.	On Going	Administration; IMT	Since all students now have access to District provided technology, online platforms that can address and assist with learning loss can be implemented schoolwide	4000-4999: Books And Supplies	District Funded	

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

All teachers have committed to implementing IXL as a diagnostic and individualized math learning online program designed to meet the individual needs of all students. All teachers have committed to implemented NewsELA as this English online tutorial program will help students identify their ability to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

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

First year for this learning loss goal

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

None.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

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## Goal 6

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$60,545.00

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

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

State or Local Programs	Allocation (\$)
	\$0.00
OTRM	\$41,465.00
4EEF	\$1,000.00
District Funded	\$18,080.00

Subtotal of state or local funds included for this school: \$60,545.00

Total of federal, state, and/or local funds for this school: \$60,545.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
	0	0.00
	0	0.00
0860	9,040	9,040.00
OTRM	42,065	600.00
4EEF	1,000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
OTRM	41,465.00
4EEF	1,000.00
District Funded	18,080.00

## Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	11,040.00
4000-4999: Books And Supplies	5,300.00
5000-5999: Services And Other Operating Expenditures	43,905.00
None Specified	300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified		0.00
2000-2999: Classified Personnel Salaries	OTRM	2,000.00

4000-4999: Books And Supplies	OTRM	5,300.00
5000-5999: Services And Other Operating Expenditures	OTRM	33,865.00
None Specified	OTRM	300.00
5000-5999: Services And Other Operating Expenditures	4EEF	1,000.00
2000-2999: Classified Personnel Salaries	District Funded	9,040.00
5000-5999: Services And Other Operating Expenditures	District Funded	9,040.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,980.00
Goal 2	5,500.00
Goal 3	2,000.00
Goal 4	800.00
Goal 5	12,265.00

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

Name of Members	Role
Nicole Judd	Principal
Paola Vargas	Other School Staff
Dawn Jacobson	Other School Staff
Greg Saltzberg (Chairperson)	Parent or Community Member
Angie Biehl (SEDAC Rep)	Parent or Community Member
Carrie Halvorsen	Parent or Community Member
Melissa Crawford (GATE DAC Parent Rep)	Parent or Community Member
Christine Evangelista	Parent or Community Member
Tracy Rosenthal	Other School Staff
Patricia Aguirre (DELAC Rep)	Parent or Community Member
Chakmeh Azimpour	Parent or Community Member
Corine Musgrove	Classroom Teacher
Zachary Snow	Classroom Teacher
James Cook	Classroom Teacher
Stacey Wasson	Classroom Teacher
Laura Detweiler	Classroom Teacher
Leslie Chicas	Parent or Community Member
Adam Payne	Classroom Teacher
Roya Klaidman	Parent or Community Member

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

# 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**

	District Advisory Committee Representative
	English Learner Advisory Committee Representative
	Gifted and Talented Education Program Advisory Committee Representative
	School Site Representative
	Special Education Advisory Committee Representative

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

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

This SPSA was adopted by the SSC at a public meeting on August 31, 2021.

Attested:

Principal, Nicole Judd on August 31, 2021
SSC Chairperson, Greg Saltzburg on August 31, 2021

# 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**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

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

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](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/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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