

School Year: **2018-19**



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Redwood Middle School
Address	13925 Fruitvale Avenue Saratoga, CA 95070
County-District-School (CDS) Code	43696826049092
Principal	Barbara Neal
District Name	Saratoga Union Elementary School District
SPSA Revision Date	4/29/19
Schoolsite Council (SSC) Approval Date	1/28/19
Local Board Approval Date	5/23/19

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

At Redwood Middle School, students, parents, and staff work together to ensure that each student receives a rigorous, comprehensive and balanced educational program in a safe, caring environment. All students have the opportunity to develop their ability to think critically, communicate effectively, work both independently and collaboratively, and be creative and innovative. With students as our number one priority, staff will continuously reflect on our teaching practices, use data to guide instruction, share ideas and concerns, and communicate regularly with all stakeholders.

The mission of Redwood Middle School is to create an environment which inspires all students, creating a passion for learning now and in the future. We encourage and support students to reach for their highest potential. Our focus includes promoting academic success for all students; providing a balanced curriculum; and fostering caring, responsible citizens. As a Project Cornerstone school, we recognize that our partnership with parents is a vital component in assisting students in building developmental assets.

School Profile

Redwood Middle School is nestled in the hills among beautiful redwoods at the edge of Silicon Valley. The school is culturally rich with a diverse, international population. Three district elementary schools feed into Redwood with most students matriculating to Saratoga High School. Since students spend much of their academic career together, there is a strong sense of family in the district. Redwood Middle School is a 6th through 8th-grade comprehensive middle school with outstanding academic programs, athletic opportunities, student activities, theater arts and extracurricular options. Staff, students, and families are proud of the exceptional band and string orchestra programs that enroll nearly 30% of the student body. Redwood affirms its goal to provide strong academics while honoring a balanced middle school experience in a caring environment.

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

The following groups were consulted for input into the annual SPSA review. Parent and community data was derived from the Redwood Task Force, the Community Math Study Group, and parent surveys. SPSA goals were shared with parents at regular Principal Chat meetings and PTA meetings where individual parent responses were garnered for further input. A detailed review of the SPSA occurred through both staff meetings and the School Site Council which includes staff, parents and student representatives. More extensive student information was obtained through school wide student surveys.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	0.12%			1
African American	0.1%	0.1%	0.12%	1	1	1
Asian	58.0%	58.8%	60.34%	516	499	496
Filipino	0.3%	0.2%	0.12%	3	2	1
Hispanic/Latino	2.5%	3.1%	4.01%	22	26	33
Pacific Islander	0.1%	0.2%	0.12%	1	2	1
White	30.4%	27.8%	25.43%	270	236	209
Multiple/No Response	7.3%	1.5%	2.31%	65	13	19
Total Enrollment				889	848	822

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Grade 6	277	263	244
Grade 7	287	283	274
Grade 8	325	302	304
Total Enrollment	889	848	822

Conclusions based on this data:

1. Redwood has experienced declining enrollment in every grade level over the past three years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	23	30	31	2.6%	3.5%	3.8%
Fluent English Proficient (FEP)	379	384	366	42.6%	45.3%	44.5%
Reclassified Fluent English Proficient (RFEP)	10	15	3	35.7%	65.2%	10.0%

Conclusions based on this data:

1. Over the last three years, the number and percent of English learners has increased.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	280	265	242	274	260	234	274	260	234	97.9	98.1	96.7
Grade 7	291	285	278	284	280	272	284	280	272	97.6	98.2	97.8
Grade 8	330	299	308	326	295	301	326	295	301	98.8	98.7	97.7
All Grades	901	849	828	884	835	807	884	835	807	98.1	98.4	97.5

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2615.	2624.	2619.	54	60.77	56.84	34	30.00	31.62	10	5.38	7.26	2	3.85	4.27
Grade 7	2641.	2651.	2653.	50	53.93	56.62	39	34.64	34.93	7	10.71	5.88	4	0.71	2.57
Grade 8	2670.	2652.	2668.	58	48.14	55.15	35	38.31	34.55	5	10.17	8.64	2	3.39	1.66
All Grades	N/A	N/A	N/A	54	54.01	56.13	36	34.49	33.83	7	8.86	7.31	3	2.63	2.73

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	51	61.15	62.82	43	34.23	29.49	6	4.62	7.69	
Grade 7	58	57.86	64.71	36	38.57	30.88	6	3.57	4.41	
Grade 8	68	57.97	62.79	28	33.90	32.56	4	8.14	4.65	
All Grades	60	58.92	63.44	35	35.57	31.10	5	5.51	5.45	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	64	68.46	68.80	32	26.15	25.21	4	5.38	5.98
Grade 7	65	73.93	73.16	30	23.21	23.90	4	2.86	2.94
Grade 8	75	67.12	68.77	21	26.78	28.57	3	6.10	2.66
All Grades	68	69.82	70.26	28	25.39	26.02	4	4.79	3.72

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	42	47.69	43.59	55	49.23	52.99	3	3.08	3.42
Grade 7	40	40.00	30.15	57	57.50	67.65	3	2.50	2.21
Grade 8	44	39.66	45.85	54	56.95	53.16	2	3.39	1.00
All Grades	42	42.28	39.90	55	54.73	57.99	2	2.99	2.11

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	65	67.69	62.82	33	28.85	33.76	2	3.46	3.42
Grade 7	62	64.29	71.32	34	34.29	25.37	4	1.43	3.31
Grade 8	65	54.92	67.44	31	39.32	28.90	4	5.76	3.65
All Grades	64	62.04	67.41	33	34.37	29.12	3	3.59	3.47

Conclusions based on this data:

1. Redwood's overall ELA percentage of students in the categories of "Standard Exceeded" plus "Standard Met" increased from 89% to 90% in 17/18. The addition of a writing elective may be a contributing factor as indicated by the Writing sub-score increase from 95.2% in 16/17 to 96.3% in 17/18.
2. The percentage of students who scored in the categories of "Standards Nearly Met" plus "Standards Not Met" decreased this year - from 11.5% to 10.0%. This indicates that general 'overall' student scores in ELA are improving school wide.
3. The percentage of students not moving above the "Standards Not Met" category did not improve from last year to this year. This percentage of students in most academic need remains approximately 3% for both years indicating a review of intervention strategies for the most needy of the student population.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	280	265	242	276	260	238	276	260	238	98.6	98.1	98.3
Grade 7	291	285	278	290	283	273	290	283	273	99.7	99.3	98.2
Grade 8	330	299	308	326	297	300	326	296	300	98.8	99.3	97.4
All Grades	901	849	828	892	840	811	892	839	811	99	98.9	97.9

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2662.	2660.	2657.	76	78.85	76.05	11	12.69	10.92	12	4.62	10.08	2	3.85	2.94
Grade 7	2670.	2691.	2686.	71	75.62	78.02	15	16.61	12.82	11	4.95	6.59	3	2.83	2.56
Grade 8	2712.	2714.	2724.	82	77.36	81.00	13	13.18	11.67	2	6.76	5.67	3	2.70	1.67
All Grades	N/A	N/A	N/A	76	77.23	78.55	13	14.18	11.84	8	5.48	7.27	3	3.10	2.34

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 6	78	84.23	78.15	17	11.92	14.71	5	3.85	7.14	
Grade 7	77	80.92	81.32	18	16.25	14.29	6	2.83	4.40	
Grade 8	84	83.45	85.00	12	13.85	12.67	4	2.70	2.33	
All Grades	80	82.84	81.75	15	14.06	13.81	5	3.10	4.44	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	71	74.23	71.85	25	21.54	23.11	3	4.23	5.04
Grade 7	68	75.27	76.56	26	22.26	20.15	6	2.47	3.30
Grade 8	80	75.34	80.00	18	21.96	18.67	2	2.70	1.33
All Grades	74	74.97	76.45	23	21.93	20.47	4	3.10	3.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	73	79.23	74.79	23	16.92	20.17	4	3.85	5.04
Grade 7	72	77.39	72.89	24	19.43	23.81	4	3.18	3.30
Grade 8	83	77.03	78.00	16	20.95	20.33	2	2.03	1.67
All Grades	76	77.83	75.34	21	19.19	21.45	3	2.98	3.21

Conclusions based on this data:

1. Redwood's overall Math percentage of students in the categories of "Standard Exceeded" plus "Standard Met" decreased this year - from 91% in 16/17 to 90.3%. Prior year option for students to skip base math courses may have contributed to this decline. Newly adopted Math Pathways will help to ensure that foundation courses and concepts may not be skipped.
2. The percentage of students who scored in the category of "Standards Not Met" decreased this year - from 3.1% to 2.3%. The daily Math Advisory course may be the added factor in assisting the students in most need to rise above this lowest scoring category.
3. The percentage of students who scored in the category of "Standards Nearly Met" increased this year - from 5.5% to 7.2%. Students who are on the cusp of meeting standards should be more closely monitored to determine if the Math Advisory course should be suggested at various times during the year.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	*	*	*	*
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				22

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*							*
All Grades	16	72.73	*	*	*	*	*	*	22

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*							*
All Grades	16	72.73	*	*	*	*	*	*	22

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*							*
All Grades	14	63.64	*	*	*	*	*	*	22

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*					*
All Grades	16	72.73	*	*	*	*	22

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*					*
All Grades	16	72.73	*	*	*	*	22

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*			*	*	*
Grade 8	*	*					*
All Grades	14	63.64	*	*	*	*	22

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	*
Grade 7	*	*	*	*			*
Grade 8	*	*	*	*			*
All Grades	*	*	12	54.55	*	*	22

Conclusions based on this data:

1. The "*" asterisk indicates that the scores provided were pulled from a student body count of less than 10 and must remain confidential.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
822	1.9%	3.8%	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	31	3.8%
Socioeconomically Disadvantaged	16	1.9%
Students with Disabilities	82	10.0%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
American Indian	1	0.1%
Asian	496	60.3%
Filipino	1	0.1%
Hispanic	33	4.0%
Two or More Races	61	7.4%
Pacific Islander	1	0.1%
White	209	25.4%






Conclusions based on this data:

1. Redwood is a very diverse school.
2. Redwood is experiencing declining enrollment from previous years.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Blue		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Overall performance data indicates that Redwood students are well prepared for the SBAC assessments.
2. Chronic absenteeism is an area for review: Asian student group increased by 1.4% (2.8% of 508 students), Students with Disabilities student group maintained at 0.1% (9% of 89 students) and White student group increased by 1.2% (3.8% of 212 students).
3. Suspension rates are acceptable.

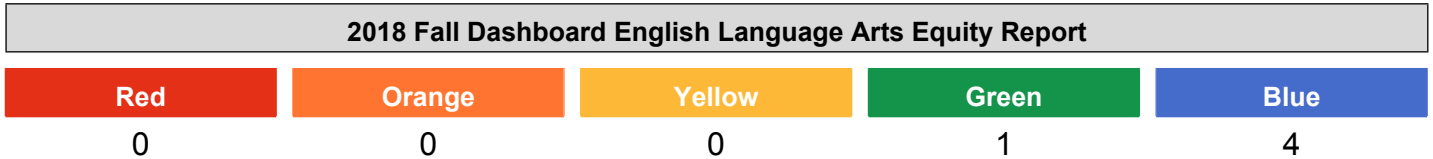
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Blue 97.7 points above standard Increased 4.3 points 789 students	<p>English Learners</p>  Blue 50 points above standard Increased 31.5 points 69 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 62.3 points above standard 19 students	<p>Students with Disabilities</p>  Green 7.3 points above standard Increased 7.5 points 86 students

2018 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 114.4 points above standard Increased 3.3 points 482 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 57.1 points above standard Increased 20.8 points 29 students	 Blue 97 points above standard Increased 6.9 points 64 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 65.9 points above standard Maintained 2.2 points 202 students

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

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
18.4 points below standard Increased 15.1 points 19 students	76 points above standard Increased 35.3 points 50 students	90.9 points above standard Maintained -1.8 points 409 students

Conclusions based on this data:

1. Overall, Redwood student scores continue to be among the highest in the state, with an increase from last year of 4.3 points. Teachers will continue to focus on the newly adopted Core curriculum materials.
2. English Learners made a growth of 31.5 points last year. Contributing factors may be the added emphasis from the ELL teacher in working with general education teachers regarding cross curriculum projects.
3. All Race/Ethnicity subgroups either maintained or increased performance levels this year.

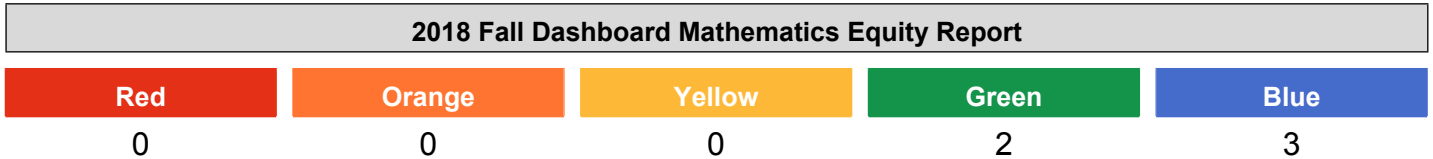
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Blue 123.1 points above standard Maintained 2.1 points 789 students	<p>English Learners</p>  Blue 103.4 points above standard Increased 22.2 points 69 students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 71.4 points above standard 19 students	<p>Students with Disabilities</p>  Green 14 points above standard Increased 6.7 points 85 students

2018 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 153.3 points above standard Increased 3.3 points 481 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 46.7 points above standard Increased 21.7 points 30 students	 Green 101.4 points above standard Declined -9.3 points 64 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Blue 71.8 points above standard Maintained -2.5 points 202 students

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

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
47.1 points above standard Declined -8.8 points 19 students	124.9 points above standard Increased 32.8 points 50 students	108.2 points above standard Declined -4 points 409 students

Conclusions based on this data:

- Overall, Redwood student Mathematics scores continue to be among the highest in the state with every subgroup scoring well above the standards.
- Combined scores for all ELL students show a growth of 22 points, however, the breakdown indicates that current ELL students are lagging behind reclassified ELL students. This is an expected trend in a school with numerous international students.
- Students with disabilities are demonstrating the lowest scores on the mathematics assessments. This demonstrates a need for increased mathematics intervention support.

School and Student Performance Data

Academic Performance English Learner Progress

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

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
22	72.7%	4.5%	9.1%	13.6%

Conclusions based on this data:

1. The performance by Redwood students on the ELPAC demonstrates that overall, students were well prepared and are high performing in EL progress.
2. Redwood has a high number of students who enter mid-year from international schools, thus placing numerous students at the level of 1 and 2 throughout the year.

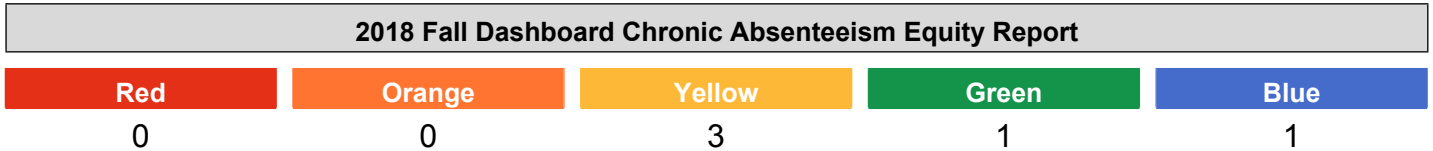
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 3% chronically absent Increased 0.9% 837 students	<p>English Learners</p>  Green 3.1% chronically absent Maintained 0.3% 32 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 12.5% chronically absent 24 students	<p>Students with Disabilities</p>  Yellow 9% chronically absent Maintained 0.1% 89 students

2018 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 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 2.8% chronically absent Increased 1.4% 508 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 5.9% chronically absent Declined 1.8% 34 students	 Blue 1.3% chronically absent Declined 2.3% 79 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 Yellow 3.8% chronically absent Increased 1.2% 212 students

Conclusions based on this data:

1. A high socioeconomic base in our district allows families extensive travel opportunities, Many families take advantage of international travel resulting in unexcused absences.
2. Redwood has improved its review of absenteeism not due to travel and has improved the SARB review process.

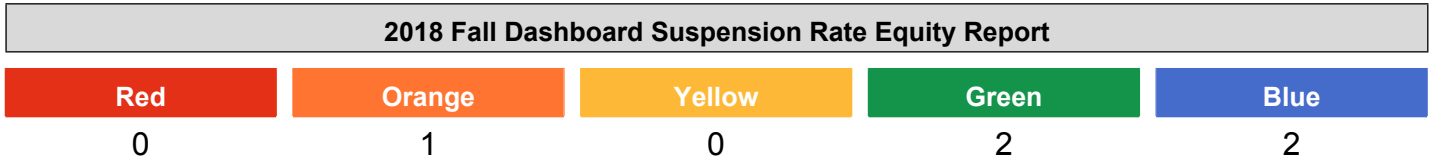
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Blue 0.5% suspended at least once Declined -0.3% 841 students	<p>English Learners</p>  Orange 3.1% suspended at least once Increased 3.1% 32 students	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 2 students	<p>Socioeconomically Disadvantaged</p>  No Performance Color 0% suspended at least once 25 students	<p>Students with Disabilities</p>  Green 1.1% suspended at least once Declined -2.9% 92 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1 students	 No Performance Color Less than 11 Students - Data 1 students	 Blue 0.2% suspended at least once Maintained 0% 509 students	 No Performance Color Less than 11 Students - Data 1 students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0% suspended at least once Maintained 0% 34 students	 Blue 0% suspended at least once Declined -1.2% 80 students	 No Performance Color Less than 11 Students - Data 1 students	 Green 1.4% suspended at least once Declined -0.7% 214 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.7% suspended at least once	0.8% suspended at least once	0.5% suspended at least once

Conclusions based on this data:

1. Redwood will continue to monitor the complexity of suspension rates as categorized by subgroups to determine any patterns or consistent trends of an unusual nature.
2. Suspension rates based on Race/Ethnicity have either maintained or declined this year.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Achievement

Goal Statement

All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met' in ELA and Math will increase by one percentage point on the annual CAASPP report. Both ELA and Math subjects will retain the status of "Very High" on the California School Dashboard Report. English Language Learners (ELL) students will maintain a positive growth pattern of one percentage point per year in ELA as measured by the California School Dashboard Report.

LCAP Goal

LCAP Goal 1: All SUSD students will reach high standards and will demonstrate upward movement in student achievement through CCSS- and NGSS- aligned instruction, assessment, and teacher professional development.

Basis for this Goal

The percentage of students in 'standard exceeded' or 'standard met' for ELA was 90% in 2017/18 and for math was also 90% in 2017/18. Both ELA and Math remained in the blue indicator range of Very High on the California School Dashboard Report. Current ELL students were 47 points above standards.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP SBAC annual 2018-19 data. California School Dashboard Report - 2019 data	Redwood's overall ELA percentage of students in the categories of "Standard Exceeded" plus "Standard Met" was 90% in 2017/18. Redwood's overall Math percentage of students in the categories of "Standard Exceeded" plus "Standard Met" was 90% in 2017/18. The CA Dashboard reported 72.7 % of Redwood's ELL learners achieved at the "Well Developed" Level 4.	The percentage of students in 'standard exceeded' or 'standard met' for ELA and Math is expected to reach 91% in 2019/20. Both ELA and Math are expected to remain in the blue indicator range of Very High on the California School Dashboard Report. EL learners will remain over 70% at the Well Developed level 4 range.

Planned Strategies/Activities

Strategy/Activity 1

Based on SBAC data, district summative assessments and site-based formative assessments, and curriculum-embedded assessments, grade level teams will diagnose standards-level results in math and ELA, to identify areas in need of enhanced instructional delivery.

Students to be Served by this Strategy/Activity

All Students

Timeline

Start Date : August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Principal, Math TOSA, ELA TOSA, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 2

Resources such as Khan Academy, Desmos, Newsela, adopted textbook online support sites, SBAC Digital Libraries, Achieve 3000, and Rosetta Stone will be utilized to support student acceleration.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Principal, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 3

Within math, core, and science departments, teachers will utilize local formative assessments to identify under-performing students. Students will be monitored by grade level teams who will work collaboratively to accelerate the identified students' learning of content material.

Students to be Served by this Strategy/Activity

Students performing below grade level standards

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Principal, TOSAs

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 1.

Description

Use trained staff to teach other staff

Strategy/Activity 4

Provide 'A' period Math Advisory for 6th, 7th and 8th grades to assist students struggling in math. Provide Literacy Advisory course to assist students struggling in ELA.

Students to be Served by this Strategy/Activity

Students performing below grade level standards

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Principal, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 1.

Strategy/Activity 5

Continue to provide English Language Learners (ELL) with an English Language Development (ELD) elective that provides "direct" ELD instruction for 1 period per day. Offer clerical support to the ELD teacher in the compilation of reports.

Students to be Served by this Strategy/Activity

ELL students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

ELD Teacher, RMS office staff, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 1.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Professional Development in Content, Technology and Pedagogy

Goal Statement

100% of Redwood teachers will participate in high quality professional development. Redwood teachers will participate in structured collaboration, both department-based and grade level-based with a focus on California State Standards and instructional strategies.

LCAP Goal

SUSD LCAP Goal 4: Our District will cultivate innovative and empowered learners through personalized learning, 21st Century Learning Skills (creativity, collaboration, communication, and critical thinking), the infusion of technology, and consistent STEAM (Science, Technology, Engineering, Arts, Math, and Music) integration across disciplines.

Basis for this Goal

Attendance at site-based PD was 96% in the 2018/19 school year. Redwood Task Force (RTF) teacher survey, LCAP 2017-18 survey, and the Modified Block Schedule teacher survey all showed that teachers are requesting more collaboration time and course specific training. SUSD Ed. Tech Year 2 goals require teacher-led implementation.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Site-based PD attendance, Redwood Task Force (RTF) teacher survey, LCAP 2017-18 survey, Modified Block Schedule teacher survey, GoGuardian activity notices	Attendance at RMS August 14, 2018 professional development was 96%. Attendance at RMS October 8, 2018 professional development was 96 %. Planned collaboration time had 100% attendance except where incidents of lack of substitute teachers were the cause for non-attendance.	100% of Redwood teachers will participate in professional development and structured collaboration sessions with exceptions for illness and substitute shortages. All teachers will engage in high impact strategies.

Planned Strategies/Activities

Strategy/Activity 1

All teachers will participate in professional development activities focused on leveraging high impact strategies in classrooms. In alignment with the SUSD Ed. Tech Plan Year 2, all students will create a minimum of 1 SMART goal for personal academic achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, Teachers, TOSAs, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 4.

Strategy/Activity 2

All classroom teachers to be utilizing G-suite technology, Google research tools, online state-paid research resources, and classroom-based GoGuardian Teacher online monitoring system.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Director of Instructional Technology, Tech TOSA

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 4.

Strategy/Activity 3

All appropriate teachers to be trained in NGSS, Stemsscopes, Project Lead the Way, and SVMl resources to provide hands-on activities, lab experiments, and STEM activities to assist students in creativity and critical thinking skill development.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teacher Lead in Technology, Teachers, Math TOSA, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 4.

Strategy/Activity 4

Provide teachers with department collaboration time assisted by Math and ELA TOSA where appropriate, for the creation of rigorous instructional lessons. Provide time for teams to visit other campuses that exhibit exemplary strategies.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, Teachers, TOSAs, Assistant Superintendent of Educational Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 4.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent Engagement and Support

Goal Statement

Redwood will maintain effective communication with, offer opportunities to, and actively encourage engagement with, families and other stakeholder groups.

LCAP Goal

SUSD LCAP Goal 2: Our District and school sites will maintain effective communication, provide authentic processes to include input from all stakeholders, and engage families.

Basis for this Goal

Redwood Task Force parent forums, RTF parent survey, RTF community survey, and LCAP 2017-18 survey reveal that parents would like more opportunities to engage with students and faculty at Redwood school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2019-20 LCAP survey, Principal Chats, Blackboard Connect messaging system (eBlasts), DELAC participation, PTA participation, Parent Evening events, SSC, DELAC meetings	98% of Blackboard Connect messages sent on time in 2018-19. Instructional Materials presentations, CSE parent presentations, Math Placement meetings, and New-To-District Parent night offered Mandarin translation services. Five small-group Principal chats held during the school year. The Redwood SSC representative attended 50% of DELAC meetings.	100% of Blackboard Connect messages delivered on time, 100% of Parent Informational events provided with Mandarin translation services. Higher parent attendance at informational events.

Planned Strategies/Activities

Strategy/Activity 1

Continue to provide parents with community forums, Principal Chats, and Parent Information Events. Encourage parent participation on site and district committees. Continue parent outreach to support volunteer needs such as Open Studio, field trip chaperones, RMS field day and dances.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, Teachers and Asst. Superintendent of Ed. Services

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 2.

Strategy/Activity 2

Streamline the Redwood weekly news eBlasts. Daily monitoring of the new RMS website with specific staff person assigned to duty. Include updates from Club 47, student clubs, minutes from SSC and other site committees on the website. Staff to respond in a timely manner to parent communications. Translate important information flyers into Mandarin language. Provide Mandarin translation services to 100% of parent informational events.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, teachers, office staff, Asst. Superintendent of Ed. Services, district staff

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 2.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Safe, orderly and developmentally responsive learning environment

Goal Statement

Staff will ensure that Redwood Middle School is a physically and emotionally safe learning environment created in partnership with staff, parents, and community members. Per the recommendation of the 2016-17 Redwood Task Force, continue work study group on Campus Safety and on School Schedule.

LCAP Goal

SUSD LCAP Goal 3: Our students will be educated in a safe environment that ensures physical safety, integrates social emotional literacy and engages students and stakeholders at all levels.

Basis for this Goal

Project Cornerstone 2016 survey (survey administered every 5 years by Project Cornerstone) plus information gathered from students at Club 47, Redwood Task Force survey results, and the LCAP 2018-19 survey indicate students feel relatively safe while at school. There has been an increased number of Gaggle alerts related to perceived bullying on campus.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP survey 2020, information to be gathered from students at Club 47, Leadership students' reports to SSC, Gaggle Alerts, Modified Block Schedule student survey Fall 2019	Project Cornerstone 2016 survey (survey administered every 5 years by Project Cornerstone) revealed that 53% of Redwood students feel safe at school and 55% felt that they had control over their life. The LCAP 2018-19 survey showed that 92.9 % of Redwood students felt safe at school and 64.6 % look forward to going to school. The Modified Block Schedule student survey indicated that 49.8 % of students felt that a change in the daily schedule would lower their stress levels at school. Gaggle Alerts will be tallied at the end of the 2018/19 school year.	2018/19 Block schedule study continued to 2019/20 school year. Site Safety committee recommendations provided to SUSD administration. LCAP survey to include more questions related to student stress levels. Improved understanding of appropriate events that should trigger Gaggle Alerts.

Planned Strategies/Activities

Strategy/Activity 1

Provide once-a-month 8th-period Developmental Asset activities with continued focus on social and emotional competencies including social awareness, relationship skills, and responsible decision making. At least one lesson to address bully prevention strategies. 8th-period activities to incorporate Digital Citizenship lessons to align with the SUSD Technology Plan.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, teachers, Director of Instructional Technology

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 3.

Strategy/Activity 2

Maintain a Redwood student recognition program including Caught in the Act, Student of the Month, grade level awards and random spirit awards through Redwood Leadership students.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Redwood guidance counselors, Leadership teacher

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 3.

Strategy/Activity 3

Host three rotational parent / staff coordinated school-wide events focusing on overall student community wellness. Continue annual 'Student Highlights Week'. Investigate more student-centered assemblies and student produced music concerts. Support 'Starting Arts' lunchtime program.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Principal, Guidance counselors

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 3.

Strategy/Activity 4

Students to be instructed in strategies for alleviating test stress and anxiety. Teachers will begin utilizing alternate testing formats where possible. Testing rotation system to be created by staff to address student test overload.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Teachers, Asst. Principal, guidance counselors

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 3.

Strategy/Activity 5

Extend lunch period on Wednesdays. Maintain Club 47 as a source for social and emotional support on campus. Expand the number of lunch-time clubs and intramural sports activities.

Students to be Served by this Strategy/Activity

All students

Timeline

Start Date: August 15, 2019
Completion Date: June 5, 2020

Person(s) Responsible

Principal, guidance counselors, teachers

Proposed Expenditures for this Strategy/Activity

Description

Refer to Centralized Services LCAP Goal 3.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 1

All students will demonstrate upward growth in student achievement, as measured by local and state assessments. The percentage of students in categories of 'standard exceeded' or 'standard met' in ELA and Math will increase by one percentage point on the annual CAASPP report. Both ELA and Math subjects will retain the status of "Very High" on the California School Dashboard Report.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP performance data for ELA and Math. California School Dashboard Report. The Smarter Balanced Consortium has identified "standard met" as demonstrating the knowledge and skill necessary for students to be on track for college and career readiness at their grade level.	Principal and teachers will continue to track and monitor academic performance data in ELA and Math and provide continued support to struggling students. Expected outcomes as measured by the California School Dashboard Report will remain in the Blue level (very high).	California School Dashboard Report for ELA: School year 2017 indicated the overall percentage of students above standard at 93.3 %. The report for 2018 indicated 97.7 % above standard. California School Dashboard Report for MATH: School year 2017 indicated the overall percentage of students above standard at 121 %. The report for 2018 indicated 123.1 % above standard. Both school years for ELA and MATH are categorized in the Blue (very high) level.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Based on SBAC data and utilizing district provided DMM system, grade level teams will diagnose Claim level results in math and ELA, to identify areas in need of focused and enhanced instructional delivery.	The district does not yet have a consistent DMS system for data analysis. Teachers have reviewed and analysed SBAC data based on course results and Claims level data. Area of need were identified with improvement strategies determined.	See SUSD LCAP Goal #1	See SUSD LCAP Goal #1
Teachers to utilize formative assessments embedded in the adopted curriculum materials. Time provided for	100% of teachers administered curriculum-based assessments. Teachers utilized formative assessments	See SUSD LCAP Goal #1	See SUSD LCAP Goal #1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
teachers to create common formative assessments where none are available.	embedded in math textbooks such as Big Ideas and the ELA textbook of MyPerspectives. Teachers were provided time to collaborate as grade levels and within their departments to continue to develop procedures for collecting and using formative data to drive instruction.	Use trained staff to teach other staff	See SUSD LCAP Goal #1
Within math, core, and science departments, teachers will utilize local formative assessments to identify under-performing students. Students will be monitored by grade level teams who will work collaboratively to accelerate the identified students' learning of content material.	Instructional TOSA in ELA worked with Core teachers to identify below-grade level readers. Grade-level and department-level teams participated in cross-curriculum meetings focused on under-performing students. Teams discussed supportive strategies for students with follow-up measures of SST when appropriate.	See SUSD LCAP Goal #1	See SUSD LCAP Goal #1
Provide 'A' period Math Advisory for 6th, 7th and 8th grades to assist students struggling in math. Provide Academic Advisory period for students struggling in other academic areas.	Math Advisory continues for students at risk in math for 6th, 7th and 8th grades during A period. There were 3 periods of Academic Advisory during the school day as a daily elective.	See SUSD LCAP Goal #1	See SUSD LCAP Goal #1

Analysis

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

Planned actions and services were implemented to the extent possible due to a lack of formal Data Management System (DMS) system in the district. SBAC data was analyzed on a course-level basis to determine trends that could be garnered from prior year results. Teachers utilized curriculum-embedded formative assessments and responded to individual under-performing students. Math Advisory was held for at-risk students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall effectiveness could be enhanced with a formal DMS. Math Advisory would benefit more students if course aligned with one course per grade level. Local formative assessments were effective to the extent that administration is not always consistent.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were very few, if any, material differences between Proposed Expenditures and Estimated Actual Expenditures in the SUSD LCAP for this 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.

Teachers will participate in training as the district is currently researching an upcoming DMS. Math Advisory course will be recommended for each grade level for the 2019-2020 school year. A Literacy Advisory course will be opened for 6th, 7th and 8th graders in the 2019-2020 school year.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 2

100% of classroom teachers will participate in professional development and training regarding Visible Learning, increasing depth of knowledge strategies and G-Suite training (formerly known as Google Apps for Education). G-Suite training will span school years of 16/17, 17/18 and 18/19 to complete.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Ed Tech PD participation by RMS staff, 8th period lessons relating to Visible Learning strategies, Level of technology utilized in classrooms as part of G-Suite strategies.	All teachers will utilize strategies in alignment with their department's choice of specific V.L. goal. Students will benefit from technology as determined by teacher levels achieved through G-Suite training.	Each department chose an individual Visible Learning strategy for 2018/19 and continued integration throughout the year. Professional development was provided on school-wide, department level, and individual choice levels.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
All teachers will participate in professional development activities focused on leveraging high impact strategies in classrooms, including Learning Intentions, Success Criteria, and Targeted Feedback. Departments will each commit to one Visible Learning strategy in the 2017-18 school year.	Visible Learning strategies chosen during the 17-18 year continued in each department for the 18/19 school year. Professional development for teachers spanned multiple areas both school-wide and department specific. Included in these were a full day of PD on Block Scheduling, school-wide team building, continued G-suite training, Science NGSS training, Mini-MERIT Google training, Math training, and articulation with SHS, plus ongoing support from the Math and ELA TOSAs.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.
All classroom teachers to be trained in G-Suite by June of 2019	The final year of the G-suite training is in effect.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.
Teachers to be trained in NGSS, Stemsopes and Project Lead the Way to provide hands-on science	Teachers attended NGSS Science Expo. Two teachers attended summer sessions through	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
activities, lab experiments, and STEM activities to assist students in creativity and critical thinking skill development	Project Lead the Way for STEM courses. MakerSpace facilitator teachers collaborated at off-site MakerSpace facilities at local schools.		
Provide teachers with department-based training in the creation of rigorous DOK level 3 and 4 instructional strategies. Provide time in collaboration meetings for teams to review classroom-practiced strategies.	Departments met in groups throughout the year to assess the rigor of their course work. The focus was on increased DOK level questioning and classroom discussions. Additional training and seminars were attended by individual teachers in music, language arts, special education, student support services, classroom management, and physical education.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.

Analysis

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

Planned action and services were generally met, with the exception of full implementation of all staff completion of G-Suite training.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Departments continued with student-centered focus on Visible Learning strategies. Effectiveness of professional development was improved as some departments engaged in discipline-specific training.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were very few, if any, material differences between Proposed Expenditures and Estimated Actual Expenditures in the SUSD LCAP for this 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.

For the 2019-2020 school year, a goal for for G-Suite training will be deleted. Individualized professional development for departments will be encouraged.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 3

English Language Learners (ELL) students will maintain a positive growth pattern of one percentage point per year in ELA as measured by the California School Dashboard Report

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>California School Dashboard Report. The Smarter Balanced Consortium has identified "standard met" as demonstrating the knowledge and skill necessary for students to be on track for college and career readiness at their grade level.</p>	<p>All ELL students will reach high standards and demonstrate upward movement in student achievement as measured by the California School Dashboard Data. Principal and teachers will continue to track and monitor academic performance data and provide continued support to struggling students.</p>	<p>California School Dashboard Report for ELA: Year 2017 - current ELL students at 33.5 % below standard and 40.6 % above standard for Reclassified students Year 2018 - current ELL students at 18.4 % below standard and 76 % above standard for Reclassified students California School Dashboard Report for MATH: Year 2017 - current ELL students at 55.8 % above standard and 92 % above standard for Reclassified students Year 2018 - current ELL students at 47.1 % above standard and 124.9 % above standard for Reclassified students</p>

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Continue to provide English Language Learners (ELL) with an English Language Development (ELD) elective that provides "direct" ELD instruction for 1 period per day. Provide daily Instructional Aide assistance during the ELD class.</p>	<p>ELL learners at Redwood are encouraged to take the ELD Elective offered as a daily course. Support in this course provides reading and writing intervention support as students work on English acquisition. An instructional aide was not able to be provided this year.</p>	<p>Refer to Centralized Services SUSD LCAP Goal 1.</p>	<p>Refer to Centralized Services SUSD LCAP Goal 1.</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide collaboration opportunities between the ELD teacher and general education teachers. Continue office support to ELD teacher to assist in the compilation of student data to expedite collaboration time.	An additional student-free support period is provided daily to the ELD teacher allowing time to collaborate with other general education teachers. ELD teacher collects formative and summative data regarding the progress of EL learners. Office support continues for ELD teacher through assistance in compiling data needed for annual monitoring and reclassification reports.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.
Continue to support ELL students with Achieve 3000, Chromebook applications, and Rosetta Stone subscription.	Achieve 3000, Chromebook applications and other digital supplementary programs are provided to the ELD class.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.
Investigate training opportunities for teachers on formalized "integrated" ELD lesson design. Continue professional development in ELL instruction embedded in ELA/ELD adoption.	The newly adopted ELA/ELD adoption of MyPerspectives is utilized for ongoing integrated ELD support. In addition, the ELD instructor assists teachers during her support period to adhere to ELD lesson integration. No formalized training was found this year.	Refer to Centralized Services SUSD LCAP Goal 1.	Refer to Centralized Services SUSD LCAP Goal 1.

Analysis

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

Planned actions for the 2018-2019 school year were mostly implemented as anticipated. Teachers were unable to find any formalized training for 'integrated' ELD instruction.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Redwood ELD instruction is effective as can be determined by Redwood ELL student growth in both ELA and Math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were very few, if any, material differences between Proposed Expenditures and Estimated Actual Expenditures in the SUSD LCAP for this 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.

There are no anticipated significant changes to the 2019-2020 actions and services.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 4

Staff will ensure that Redwood Middle School is a safe learning environment created in partnership with staff, parents and community members. Per recommendation of the 2016-17 Redwood Task Force, institute a work study group on Campus Safety and on School Schedule.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Digital Citizenship lessons as indicated in SUSD Educational Technology Plan. CASSY counseling service availability. Site emergency preparedness training and drills. Project Cornerstone lessons in support of Developmental Assets. Anonymous student reporting system online. Redwood Task Force subcommittees in place.	To provide for the overall safety of students and staff, multiple measures will be taken to ensure a well-rounded approach to all indicators of physical and mental safety.	Digital citizenship lessons, emergency preparedness, Project Cornerstone activities provided by staff and outside agencies. CASSY services on site. School safety and school schedule subcommittees of the Redwood Task Force worked throughout the year. Gaggle Alert system in place and utilized frequently.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide once-a-month 8th-period Developmental Asset activities with continued focus on the Project Cornerstone program. 8th-period activities to incorporate Digital Citizenship lessons to align with the SUSD Technology Plan	Redwood implemented the Project Cornerstone program by creating lessons focused on the 41 Developmental Assets once a month during the 8th period. Three lessons during the year were provided to students in alignment with the SUSD Tech Plan. Two school-wide assemblies were provided on internet safety by S.C.Co Sheriff's Deputy and by the S.C. Co. Assistant District Attorney.	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.
Maintain a Redwood student recognition program including Caught in the Act, Student of the Month, grade level awards and random spirit awards through Redwood Leadership students.	Redwood students were recognized through programs of Caught in the Act, Student of the Month, and grade-level awards which are given at year end. Random spirit awards are given to	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	students at the monthly Redwood Rally.		
Host three rotational parent / staff coordinated school-wide events focusing on overall student / community wellness. Continue annual 'Student Highlights Week'. Investigate more student-centered assemblies and student produced music concerts. Support 'Starting Arts' lunchtime program.	This year's parent/staff school-wide event is the Redwood Carnival. Student Highlights week was determined to be one of the 3 rotational events. Additional assemblies were added this year including a Wild Cats assembly and an assembly from the District Attorney on Digital safety. Starting Arts moved into a during-class activity. Open Studio, a parent-sponsored lunchtime activity center was begun this year.	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.
Students to be instructed in strategies for alleviating test stress and anxiety. Teachers will begin utilizing alternate testing formats. Testing rotation system to be created by staff to address student test overload.	Students were taught stress alleviating strategies in an 8th period activity this year. Alternate testing formats have been investigated in the Core department. A test rotation system was coordinated at the beginning of the year and has had varied success.	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.
Extend lunch period on Wednesdays. Maintain Club 47 as a source for social and emotional support on campus. Expand the number of lunch-time clubs and intramural sports activities.	Wednesday lunches maintain extended time. Club 47 continues 4 days per week. Lunch-time clubs have increased as have after school clubs.	Refer to Centralized Services SUSD LCAP Goal 3.	Refer to Centralized Services SUSD LCAP Goal 3.

Analysis

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

Planned actions for the 2018-2019 school year were mostly implemented. The exceptions being that teachers have not developed a school-wide system for alleviating test overload for students. The school has not yet found appropriate examples of student-centered assemblies.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The school's 8th-period activities along with Digital Citizenship lessons have not been effective as hoped as can be noted by the increased number of GoGuardian notices received daily by administration. Student recognition activities and events have been overwhelmingly received this year as has the new monthly Redwood Rally.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were very few, if any, material differences between Proposed Expenditures and Estimated Actual Expenditures in the SUSD LCAP for this 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.

We anticipate no major changes to the 2019-2020 school year other than to continue with teacher collaboration regarding creation of a test overload system.

Annual Review and Update

SPSA Year Reviewed: 2017-18

Goal 5

Redwood will maintain effective communication with, offer opportunities to, and actively encourage engagement with, families and other stakeholder groups.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent participation in meetings, information nights and survey results. Communication outreach tools.	Redwood will continue to reach out to families in any and all communication methods available. Translation into Mandarin (highest second language in SUSD district) as many communications and meetings as possible. Parents will be encouraged to volunteer at events, in classrooms and after-school events.	School office continued with parent information outreach through all available channels. Parent translators assisted with Mandarin for meetings, Principal Chats, informational flyers, district flyers, and portal information site. Increased membership in PTA, Open Studio and evening events were evidenced this year.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue to provide parents with community forums, Principal Chats, and Parent Information Nights. Encourage parent participation on site and district committees. Continue parent outreach to support volunteer program.	Redwood continues with Principal Chats and hosted Parent Information Nights regarding: Community Math Study Group, Pilot for the Modified Block Schedule, Comprehensive Sexual Education, Social Emotional Wellness in Children (CASSY), Challenge Success, and Communicating with your Children about Sexuality with Ivy Chen	Refer to Centralized Services SUSD LCAP Goal 2.	Refer to Centralized Services SUSD LCAP Goal 2.
Streamline the Redwood weekly news eBlasts. Daily monitoring of new RMS website with specific staff person assigned to duty. Include updates from Club 47, student clubs, minutes from SSC and other site committees on the website. Staff to respond in a timely	Redwood weekly eBlasts formatted to twice weekly with specific topics in each sending. RMS website now coordinated by school administrative assistant with specific links to district information and a separate link to RMS PTA's website. Staff have been dutiful in	Refer to Centralized Services SUSD LCAP Goal 2.	Refer to Centralized Services SUSD LCAP Goal 2.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
manner to parent communications. Translate important information into Mandarin language whenever possible.	parent communications. Mandarin translations whenever possible for documents and available at Parent Information Nights.		

Analysis

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

Parent communication was enhanced this school year through the use of more streamlined and accurate eBlasts, a dedicated webmaster, and teacher office hours. There were numerous opportunities for parents and community members to participate in on-campus activities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Volunteer participation increased this year over the prior year. Results of communication through Principal Chats revealed less confusion over advertised events and activities.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were very few, if any, material differences between Proposed Expenditures and Estimated Actual Expenditures in the SUSD LCAP for this 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.

Continuation of translation into Mandarin of necessary parent communications. We will continue to monitor and streamline parent and community communications.

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

Name of Members	Role
Barbara Neal	Principal
Christine Carlos-Quiggins	Classroom Teacher
Kim Cunningham	Other School Staff
Elisa Gove	Other School Staff
Virginia Young	Classroom Teacher
Ami Shah	Parent or Community Member
Susanne Von Stern	Parent or Community Member
Eric Cao	Parent or Community Member
Qin Chen	Parent or Community Member
Lisa Pott	Parent or Community Member
Ishir Lakhani	Secondary Student
Maisy Norwood	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

	English Learner Advisory Committee
	Other: District Leadership Team, Emergency Preparedness Committee, Comprehensive Sexuality Education Working Group, Student Achievement Leadership Team, Site-based Leadership Team, STEAM Team, Community Math Advisory Group

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 1-28-19.

Attested:

Principal, Barbara Neal on 5/23/19
SSC Chairperson, Susanne Von Stern on 5/23/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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

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

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.