



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	28662666058788	May 9, 2023	August 10, 2023

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

In the 2022-23 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2022 California School Dashboard, the following subgroups are experiencing lower levels of achievement in the areas of English Language Arts and math as compared to the overall school population: English Learner and students with disabilities. Additionally, the aforementioned subgroups are also experiencing higher levels of chronic absenteeism. This plan will address ways to improve our school and student outcomes for the following subgroups--English Learners and students with disabilities--based on doing a needs assessment and identifying resource inequities.

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.

Redwood Middle School, built in 1957, will have a 2023-24 enrollment of approximately 900 students that incorporates the 6th, 7th and 8th grades. Redwood meets the needs of middle school-aged youth through the concept of teaming, a unique way that results in a school within a school. We will have 6 teams two at the 6th-grade level, two in 7th, and two in 8th that the core academic teachers

share a group of students in common. This has been a strong structure that has been in place for the past thirty years.

The development of the SPSA is based upon NVUSD LCAP and the NVUSD Strategic Plan. The goals are aligned with the instructional elements of the strategic plan with actions funded through the LCAP. The SPSA is reviewed and approved by the RMS School Site Council, English Learner Advisory Council, and Leadership teams.

We believe that it is our fundamental mission to provide an enthusiastic, safe and caring environment promoting academic excellence, social, and emotional well-being, and independent thinking; a quality and challenging education to all our students to prepare them for a global society by focusing on career goals, appropriate technologies, tolerance towards and respect for diverse cultures, beliefs and lifestyles; opportunities to learn the skills using strategies that are individualized as needed, to enable students to respect themselves and others. Our Core Values are: "Be Respectful, Safe, Responsible, and most importantly, Be Kind."

Our school vision, "Redwood Middle School is a rigorous, academic learning community built on caring and personal relationships, where all adults and all students collaboratively and passionately achieve their highest potential allowing all students to realize their post-secondary dreams."

Educational Partner 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 draft SPSA was codeveloped by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

Redwood Middle School has been identified as an Additional Targeted Support and Intervention (ATSI) school site.

The resource inequities identified by reviewing and analyzing student data are as follows:

English Learners are experiencing:

- 1) Higher levels of chronic absenteeism than our overall student population ('Very High' on the CA Dashboard).
- 2) Lower levels of academic performance in Math than our overall student population ('Very Low' on the CA Dashboard)
- 3) Lower levels of academic performance in ELA than our overall student population ('Very Low' on the CA Dashboard)

Students with Disabilities are experiencing:

- 1) Higher levels of chronic absenteeism than our overall student population ('Very High' on the CA Dashboard).
- 2) Lower levels of academic performance in Math than our overall student population ('Very Low' on the CA Dashboard)
- 3) Lower levels of academic performance in ELA than our overall student population ('Very Low' on the CA Dashboard)

Supplemental funding will be targeted to support improved outcomes for these identified student subgroups as described in our action plan.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 1

All Students Graduate College and Career-ready

Identified Need

Redwood has identified a need, based on the STAR Reading and Math data assessments. This year in particular shines a light on the need to focus on literacy strategies to support students reading. These literacy (read, write, speak, listen) are helpful in deepening understanding of all students.

The following student groups have been identified as needing additional support in English Language Arts and/or Math based on the California State Dashboard:

Students with disabilities
English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Star Reading whole school 6-8 grades</p> <p>ELA Reading 8th Grade</p> <p>ELA Reading 7th Grade</p> <p>ELA Reading 6th Grade</p>	<p>ELA Reading Whole School: 2023 Spring Data: 33.5% scored in Level 1 29.9% scored in Level 2 27.5% scored in Level 3 9.1% scored in Level 4</p> <p>8th Grade: 2023 Spring Data: 33.7% scored in Level 1 31.7% scored in Level 2 26.1% scored in Level 3 8.4% scored in Level 4</p> <p>7th Grade: 2023 Spring Data: 42.5% scored in Level 1 24.7% scored in Level 2 23.7% scored in Level 3 9.1% scored in Level 4</p> <p>6th Grade: 2023 Spring Data: 20.8% scored in Level 1 34% scored in Level 2 34.9% scored in Level 3 10.4% scored in Level 4</p>	<p>We expect that for the whole school there will be a 5% decrease in the students in need of Urgent Intervention (Level 1) and an increase to see at least 50% of our students meeting or exceeding standard (Level 4)</p> <p>We also expect to see all grades share roughly the same distribution as the school as a whole.</p>
<p>Math Star Assessment whole school 6-8 grades</p>	<p>Star Math Whole School: 2023 Spring Data: 53.9% scored in Level 1</p>	<p>We expect that for the whole school there will be a 5% decrease in the students in</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math 8th Grade Math 7th Grade Math 6th Grade	<p>23.3% scored in Level 2 14.1% scored in Level 3 8.7% scored in Level 4</p> <p>8th Grade: 2023 Spring Data: 58.6% scored in Level 1 19.4% scored in Level 2 13.4% scored in Level 3 8.6% scored in Level 4</p> <p>7th Grade: 2023 Spring Data: 55.6% scored in Level 1 26% scored in Level 2 12.2% scored in Level 3 6.3% scored in Level 4</p> <p>6th Grade: 2023 Spring Data: 43.9% scored in Level 1 25.9% scored in Level 2 17.9% scored in Level 3 12.3% scored in Level 4</p>	<p>need of Urgent Intervention (Level 1) and an increase to see at least 50% of our students meeting or exceeding standard (Level 4)</p>
CAASPP Math CAASPP 6th Grade CAASPP 7th Grade CAASPP 8th Grade	<p>CAASPP Math Whole School: 21.1% Met or Exceeded</p> <p>6th Grade: 34.7% Met or Exceeded</p> <p>7th Grade: 18.9% Met or Exceeded</p> <p>8th Grade: 14.6% Met or Exceeded</p>	<p>We would expect the CAASPP scores to mirror the Star scores.</p>
CAASPP ELA CAASPP 6th Grade CAASPP 7th Grade CAASPP 8th Grade	<p>CAASPP ELA Whole School: 40% Met or Exceeded</p> <p>6th Grade: 44.2% Met or Exceeded</p> <p>7th Grade: 36.8% Met or Exceeded</p> <p>8th Grade: 40.1% Met or Exceeded</p>	<p>We would expect the CAASPP scores to mirror the Star scores.</p>
Additional Targeted Support and Intervention (ATSI)	<p>2022 data is the baseline as it is the first testing</p>	<p>We expect both the Students with Disabilities and the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Academic Performance Data: Math Academic Performance (CAASPP) Indicator ELA Academic Performance (CAASPP) Indicator Targeted Subgroups (ATSI): Students with Disabilities English Learners	administration since the end of the COVID-19 pandemic. Students with Disabilities - Performance Data: Math - Very Low Performance ELA - Very Low Performance English Learners - Performance Data: Math - Very Low Performance ELA - Very Low Performance	English Learners subgroups to move from the indicator of "Very Low" at least to the next performance level on the dashboard, which is "Low" in both ELA and Math Academic Performance when it is next released in Fall 2023

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

The Redwood staff will implement a comprehensive literacy initiative that ensures that all students 6-8 read, write and communicate proficiently in all content areas:

1. We identified Academic Discourse and Academic Vocabulary as the instructional focus for the school for 2023-24.
2. We will purchase a set of current novels (at each grade level) to support daily reading with students. This would be scaffolded and supported by the ELA department at Redwood.
3. Staff will participate in Lexia Aspire and The Writing Revolution training to support the implementation of reading and writing to learn strategies.
4. Staff will implement the reading program, Accelerated Reader, to provide a system for the ELA department to progress monitor their students to ensure daily reading is being done. Students will know and track their Lexile levels so students are able to follow their Lexile growth in reading.

Expenditures:

Classroom and Library Books (English and Spanish) - \$2500 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Strengthen PLC structure at Redwood Middle School as a means to improve our Academic Performance Indicators.

Activities

Redwood Middle School will focus professional development on Learning Sprints (action research data cycles) that help teachers try and then analyze strategies to support literacy in the classroom. Redwood Middle School administration and the Leadership Team are working with District Academic Specialists on meeting our instructional goals and developing site-based professional development to support Professional Learning Communities (PLCs) and Teamwork.

Expenditures:

Teacher Hourly for Targeted Support - \$4270 - Supplemental
Teacher Hourly for Interventions - \$9000 - Base
Teacher Release - Planning Leaders - \$1800 - Base
Certificated Benefits - \$1723 - Supplemental
Certificated Benefits - \$2394 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

13,194

5,993

Source(s)

0000 – No Reporting Requirements

0003 - Supplemental

Strategy 3

Students to be Served by this Strategy/Activity

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

Students with disabilities and English Learners

Activities

Staff will provide targeted academic intervention, offered after school, to support ELA and math academic progress towards our SPSA goals. We will utilize the MTSS process to identify students who may need additional resources for Intervention and programs such as Flocabulary to support the direct teaching of academic vocabulary. Students will have increased opportunities to read and write in every lesson in every content area. Teachers will incorporate AVID WICOR Strategies across the curriculum, school-wide. This provides clarity for students, as well as more opportunities to practice essential skills.

For intervention, staff will use Flex time 2 days per week to support additional time for math and ELA practice and progress monitor students. Students who are not performing at grade level also have an opportunity to use the math support program, Dreambox. For tier 2 and 3 support, we will provide Math 180 to qualifying students with disabilities.

Expenditures:

Flocabulary - \$3000 - Base

AVID- district supported & site supported - \$2000 - Supplemental

Math Supplemental Program - \$1000 - Supplemental

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	0000 – No Reporting Requirements
2,000	0003 - Supplemental
1,000	0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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.

There was a strong focus on literacy strategies during the 2021-22 and 2022-23 school years. One of the challenges is the transition we have made to digital curriculum. It has given students access to a wider range of material, but also has led them to read less for pleasure. This is addressed in the strategies focused on the acquisition of novels and usage of Accelerated Reader. The assessments are given with the district assessment calendar and all assessments had a participation rate of 95% or above.

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 school district ended up funding Accelerated Reader, which allowed for more funds to support other elements.

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.

The primary change will be the addition of metrics to evaluate the goal, such as the return of the CAASSP testing and use of IABs.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 2

Students Experience Responsive, Engaging Pedagogy

Identified Need

Students identified as English Learners do not demonstrate proficiency at the same level as their monolingual counterparts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ensure all learners experience research-based, high-impact instructional strategies that engage and support student learning.	There is time provided for grade level PLCs within the four core content areas.	This support should develop skills to prepare students for post-secondary education, and vocational or career employment opportunities
All English Learners will be placed in ELD one period per day	Reclassification rate was: 2021-22: 17% Goal was 25% for 2022-23 2022-23: 20%	Reclassification rate of at least 25% of English Learners by June 2024.
Focus professional learning on teacher driven, instructionally focused learning sprints.	2022-23 was the first year of Learning Sprints, focused on Math and ELA	All PLC's (ELA, MA, SS, SCI) engage in at least 3 learning sprints in the school year (1 per Trimester)
Provide 30 minutes 2 days per week for Tier 2 support to struggling students (Flex time)	Align to goal 1 to improve the overall proficiency of students in all grades. Use teachers, counselors, and instructional aids for Tier two support.	Improve schoolwide ELA and Math goals for students performing in level 1 by 25%.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

English Learners

Activities

The registrar will query all English Learners and Reclassified Fully English Proficient (RFEP) students in Aeries and email a student list to the appropriate teachers by the first week of school.

We will provide release time for teachers who are responsible for supporting English Learners. Teachers will be provided all appropriate testing supplies for CAASPP and ELPAC for ELs, and test preparation support. All English Learners will be placed in ELD class that is congruent with their level on the ELPAC annual assessment. We will develop a "Newcomer" program for ELs who are a Level 1 on the ELPAC. Additionally, all ELD teachers will participate in the ELD instructional materials pilot and use Scholastic Action Magazine for ELD classes. English Learners will have access to specific field trips, experiences and career readiness opportunities.

Expenditures:

- Action Magazine - \$2500 - Supplemental
- We Video - \$3500 - Supplemental
- Transportation for MLL Students - \$6000 - Supplemental
- Equipment to aid in translation and other ELAC related materials - \$2261 - Supplemental
- Classroom and Library Books (English and Spanish) - \$10000 - Supplemental
- Equipment for teachers to support engagement - \$2000 - Base
- Testing Support - \$1000 - Supplemental

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
27,261	0003 - Supplemental
2,000	0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

- All Students
- English Learners

Activities

Professional learning will focus on teacher driven, instructionally focused learning sprints to determine best practices with all students, giving particular attention to English Learners. Academic Teams will use flexible grouping time to accelerate and support student learning outcomes. The MTSS Team will meet weekly to review data and then apply the appropriate academic, emotional and social support depending on their needs.

Expenditures:

- Teacher Release - Planning for PLC - \$3500 - Supplemental

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

0003 - Supplemental

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Redwood Middle School has long used teaming and PLCs to address student needs. Over the past year, there has been focused attention on renewing the commitment to these structures and further defining the roles of the teams and how we respond to student needs. This year we will continue to focus on continuous improvement by expanding learning sprints to core subjects and further defining the role of Academic Teams in meeting the needs of all students, with particular attention to English Learners.

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

There has been a difficulty in scheduling substitutes for teams of teachers. We did not spend funds to have teachers released in 2022-23 due to sub challenges.

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.

The primary shift is to focus teacher professional development on strategies that are necessary for Multilingual Learners, but that are also good for all students. Additionally there is an interest in connecting our MLL students to the community, with field trips and experiences designed just for them.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 3

Families Will Experience Robust Communication, Community Engagement and Advocacy

Identified Need

Stakeholder feedback has highlighted the need to focus on communication about student work and progress between all stakeholders at Redwood Middle School.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Redwood parents that are accessing and using the Parent Square application and data confirmation.	99.2% of our parent stakeholders have access to the Parent Square app. We have eight non-contactable students and one with no contact information.	100% of Redwood families are able to access the Parent Square application and an increase in parent engagement in Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee.
Inclusive communication for parent and community stakeholders.	All forms of written communication, Back to School Night, Open House, ELAC, and PFC are translated and transcribed in English and in Spanish.	Attendance at school-wide events held in 2022-23 reflecting 50% or more of the parent community that is invited. Participation and support in PFC and ELAC is reflective of 10% of the respective parent populations.
Weekly Communication	Weekly newsletter to all RMS staff stakeholders.	All staff members feel communicated to and supported as reflected by survey data. Parent Square data demonstrates that 80% or more of families open the weekly newsletter. Survey and/or outreach efforts demonstrate improved to better communication and parent engagement.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent communication to students with disabilities	Baseline	Improvement with overall communication with the parents of students with disabilities
Outstanding, consistent translation services.	Provide stakeholder communication in their Native language.	100% of families will receive correspondence in their Native language. All major school-wide functions, Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee will have interpretation services provided.

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All parents of students who attend Redwood will receive regular weekly communication by the school administration and teachers.

Activities

Data confirmation is addressed with all parents to ensure they are able to access Parent Square which is a mandatory way of communicating with families. We will work to ensure all parents have a working email address and the knowledge to use it. This will be incorporated into every parent meeting that we hold. If the parent does not have an email address, we will set them up with the Parent and Community Liaison, who will walk them through the setup process and include a basic explanation of how to send and receive messages.

Parents will receive all mandated notices in a timely manner through Parent Square. These messages will go out in the language requested by the parent. Parents will receive Progress Reports, Grade Reports, and any commendations in a timely manner. We will survey parents to ensure that they are all activating their Parent Square and Aeries Parent Portal accounts, as well as have access to their child's school Google account. Staff will communicate new procedures/policies on campus to enhance school safety and focus on academic achievement.

Expenditures:

Office Supplies to keep Office Functioning - \$4000 - Base

Postage - \$6000 - Base

Binder Reminder - \$2000 - Base

Copy Machine Lease - \$2000 - Base

Maintenance Agreements - \$4000 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,000

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Parent Liaison will support families in accessing the information needed to support their student.

Activities

The Parent and Community Liaison and the school Registrar will work weekly, running a report that will help to ensure all parents have access to Parent Square. The weekly report will pick up any families that are new to the school or may have experienced a change of contact information. Parent liaison meets with parents virtually to educate parents on how to use the Parent Square app as well as how to access the daily agenda on the RMS website: <https://rms-nvusd-ca.schoolloop.com/>. We will host Parent Education and facilitate small sessions to teach parents how to access each system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy 3

Students to be Served by this Strategy/Activity

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

Parents of students with disabilities

Activities

Special education case managers will attend CAMP SpEd training focused on how to provide and improve supportive communication with families with disabilities. Communication to families of students of disabilities will be monitored throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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 goals were met this school year in regard to parent communication. We will continue with the goals for the re-opening of the 2023-24 school year.

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

There are not major differences at this time.

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 are adding an element about collecting additional input through a parent advisory council.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP/Site Goal 4

Students Will Thrive Socially, Emotionally and Academically

Identified Need

Students will need additional social, emotional, and academic support as we continue the transition out of the COVID-19 pandemic.

The following student groups have been identified as needing additional support in Chronic Absenteeism, based on the California State dashboard:
Students with Disabilities and English Learners

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will take the SDQ (strengths & difficulty questionnaire) survey two times a year to indicate their overall wellness socially/emotionally.	Review SDQ survey data after first initial assessment with the MTSS team.	Align appropriate interventions for students in need.
MTSS team meet once a week to review all pertinent data (one meeting academic, one attendance)	MTSS reviews data weekly to triangulate attendance, academic achievement and behavior. This can be provided through AERIES/DataZone.	Improve overall outcomes for struggling students.
Create educational environments that develop students' academic and emotional competencies through the implementation of the SEL Plan.	This is a new goal.	100% of administrators use an SEL walk-through guide to gather data and facilitate conversations with individual teachers, teams of teachers, and the leadership team on progress in applying core competencies within classrooms. (Skill, Aspiration, Behavior) 90% of teachers apply instructional and procedural practices related to at least one self-selected core SEL competency within their classroom. (Skill, Aspiration, Behavior)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		90% of teachers and 100% of administrators understand how to integrate SEL competencies within school programs, classroom instruction, and interactions with students within and outside the classroom. (Knowledge, Attitude, Skill)
Teachers, Staff, and Students can understand the five core SEL competencies and how they impact student learning.	This is a new goal	Students can name and provide an example of the five core SEL competencies in connection to learning.
English Learners are provided integrated and designated ELD throughout the day.	Identify English Learners the first day of school on teacher rosters.	Student focus group data will reveal that English Learners feel a sense of belonging and connection.
Implement diversity, equity and inclusion plan	All students, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support.	Redwood Middle School's master schedule and programming reflect the inclusion of all students with IEPs through at least one class and/or extracurricular activity.
Utilize Homeroom for SEL all school teaching	This is our current practice.	100% of teachers implement the weekly Homeroom lesson designed by our MTSS Lead
All Academic Teams will take at least one educational field trip to create bonds through shared experiences.	This is our first year for this goal.	100% of our six academic teams will take at least one educational field trip.
Additional Targeted Support and Intervention (ATSI) California Dashboard Academic Performance Data: Chronic Absenteeism (CAASPP) Indicator Targeted Subgroups (ATSI): Students with Disabilities English Learners	2022 data is the baseline as it is the first testing administration since the end of the COVID-19 pandemic. Students with Disabilities - Performance Data: Chronic Absenteeism - Very High Absenteeism English Learners - Performance Data:	We expect both the Students with Disabilities and the English Learners subgroups to move from the indicator of "Very High" at least to the next performance level on the dashboard, which is "High" in the rate of Chronic Absenteeism when it is next released in Fall 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Chronic Absenteeism - Very High Absenteeism	

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

Strategy 1

Students to be Served by this Strategy/Activity

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

All Students

Activities

Redwood Middle School will use Academic Teams to respond to the academic, social and emotional needs of students. The MTSS Team will meet once a week to discuss strategies to support students academically, socially, and emotionally. The Wellness Team will meet weekly to ensure students have ongoing support and access to additional resources as necessary. Staff will engage in conferences and professional learning to support Academic Teaming, PLCs, Homeroom, and Flex Time. Staff will provide Parent Orientation the week before school begins to address what school will be like and how parents can access support through Academic Teams and the Wellness Center.

Expenditures:

Travel and Conference - \$6000 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6,000

Source(s)

0000 – No Reporting Requirements

Strategy 2

Students to be Served by this Strategy/Activity

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

Strengthen the Academic Team structure through support of Homeroom, Flex, and Social and Emotional Learning.

Activities

Teachers will implement community circles within their "Homeroom" period to begin the school year. Lesson will be provided by the Wellness Team. Teachers will be provide a supply budget to support engaging, rigorous activities in all classes, including Homeroom and Flex time.

Expenditures:

Instructional Supplies - \$10000 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

0000 – No Reporting Requirements

Strategy 3

Students to be Served by this Strategy/Activity

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

The following student groups have been identified as needing additional support in Chronic Absenteeism based on the California State Dashboard:

English Learners
Students with Disabilities

Activities

We will work to create environments that are safe, welcoming and engaging to all students, but especially to English Learners and students with disabilities, thereby increasing their interest in coming to school and decreasing Chronic Absenteeism. Staff will integrate SEL teaching into all staff meetings and as a focus for professional development. All Academic Teams will take at least one educational field trip to create bonds through shared experiences and create varied reasons to attend school.

Expenditures:

Transportation - \$10150 - Base

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,150

Source(s)

0000 – No Reporting Requirements

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Redwood Middle School has long used teaming and PLCs to address student needs. Over the past year, there has been focused attention on renewing the commitment to these structures and further defining the roles of the teams and how we respond to student needs. Additionally, there has been a focus on strengthening Advisory, as well as integrated and designated SEL. This year we will continue to strengthen these core middle school models to support student attendance and wellbeing.

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

There is no additional budget needed.

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 will be utilizing the SEL plan to guide learning around positive environments and utilizing learning sprints to try SEL strategies.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,598.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$64,844.00
0003 - Supplemental	\$39,754.00

Subtotal of state or local funds included for this school: \$104,598.00

Total of federal, state, and/or local funds for this school: \$104,598.00

School Site Council Membership

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

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

Name of Members	Role
Julie Eastman	Classroom Teacher
Brian Schmidy	Classroom Teacher
Vilma Ledesma	Other School Staff
Peter Hartnack	Principal
Lisa Hiserman	Parent or Community Member
Jodi Jones	Other School Staff
Loreen Schallon	Parent or Community Member
Sara Sich	Parent or Community Member
Peyton Jhost -ASB President	Secondary Student
Gary Markovich	Classroom Teacher
Open Seat	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



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2023.

Attested:



Principal, Peter Hartnack on 05/9/2023



SSC Chairperson, Jodi Jones on 05/9/2023

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019