



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	28662666058788	May 28, 2024	June 20, 2024

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

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

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

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

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

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Resource Inequities ..... 3
- Comprehensive Needs Assessment Components ..... 3
  - California School Dashboard (Dashboard) Indicators ..... 3
  - Other Needs ..... 4
- School and Student Performance Data ..... 5
  - Student Enrollment..... 5
  - CAASPP Results..... 7
  - ELPAC Results ..... 11
  - California School Dashboard ..... 14
- Goals, Strategies, & Proposed Expenditures..... 27
  - Goal 1..... 27
  - Goal 2..... 38
  - Goal 3..... 46
  - Goal 4..... 50
- Budget Summary ..... 54
  - Budget Summary ..... 54
  - Other Federal, State, and Local Funds ..... 54
- Budgeted Funds and Expenditures in this Plan ..... 55
  - Funds Budgeted to the School by Funding Source..... 55
  - Expenditures by Funding Source ..... 55
  - Expenditures by Budget Reference ..... 55
  - Expenditures by Budget Reference and Funding Source ..... 55
  - Expenditures by Goal ..... 56
- Instructions..... 57
- Appendix A: Plan Requirements ..... 64
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 67
- Appendix C: Select State and Federal Programs ..... 70

# Plan Description

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

Redwood Middle School, built in 1957, will have a 2024-25 enrollment of approximately 850 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 5 teams two at the 6th-grade level, two in 7th, and one 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 your Redwood Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

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

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.

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

Redwood Middle School has exited the ATSI Program as of the Fall of 2023.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

There are two categories in which Redwood has scored in the Orange or Red Categories. Those are in Suspension Rates as well as in English Language Arts Academic Performance. It seems that Students with Disabilities are suspended more as a percentage of the population. It will be critical to evaluate the inclusion model as well as the

MTSS model for behavior that includes the support of the SPED team and School Psychologist to support Behavioral Improvement Plans.

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

In Mathematics, Hispanic, Socioeconomically Disadvantaged students and Students with Disabilities all scored two levels below the school as a whole. This is the only place where there is this gap in the school's data. This indicated a need to focus on the core ELA skills of Reading Writing Speaking and Listening when working with the whole staff on professional development to build consitant practices throughout the school in benefit of students.

**Other Needs**

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.24%	0.11%	2	2	1
African American	0.6%	0.60%	0.87%	5	5	8
Asian	0.5%	0.12%	0.66%	4	1	6
Filipino	0.7%	0.85%	0.55%	6	7	5
Hispanic/Latino	66.2%	65.10%	62.3%	535	539	570
Pacific Islander	0.1%	0.12%	0.22%	1	1	2
White	30.1%	31.28%	33.11%	243	259	303
Multiple/No Response	1.5%	1.69%	2.08%	12	14	19
<b>Total Enrollment</b>				808	828	915

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	246	265	231
Grade 7	261	305	313
Grade 8	301	258	371
<b>Total Enrollment</b>	808	828	915

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	191	220		23.6%	26.6%	
Fluent English Proficient (FEP)	225	179		27.8%	21.6%	
Reclassified Fluent English Proficient (RFEP)	8			3.7%		

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	251	259	220	0	256	219	0	256	219	0.0	98.8	99.5
Grade 7	258	303	309	0	302	304	0	302	304	0.0	99.7	98.4
Grade 8	288	256	365	0	252	358	0	252	358	0.0	98.4	98.1
All Grades	797	818	894	0	810	881	0	810	881	0.0	99.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2491.	2508.		11.33	10.96		25.00	33.33		27.73	26.94		35.94	28.77
Grade 7		2525.	2510.		9.27	8.55		34.77	28.29		26.16	24.67		29.80	38.49
Grade 8		2534.	2530.		6.75	7.82		35.32	32.12		27.78	26.54		30.16	33.52
All Grades	N/A	N/A	N/A		9.14	8.85		31.85	31.10		27.16	25.99		31.85	34.05

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 6		15.63	13.30		51.95	57.34		32.42	29.36	
Grade 7		9.27	9.87		62.58	61.51		28.15	28.62	
Grade 8		9.52	11.73		62.30	54.47		28.17	33.80	
All Grades		11.36	11.48		59.14	57.61		29.51	30.91	

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		12.11	11.52		47.66	55.76		40.23	32.72
<b>Grade 7</b>		17.88	13.49		55.30	46.71		26.82	39.80
<b>Grade 8</b>		11.11	12.85		53.97	51.96		34.92	35.20
<b>All Grades</b>		13.95	12.74		52.47	51.08		33.58	36.18

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		14.84	15.14		64.45	72.94		20.70	11.93
<b>Grade 7</b>		8.28	9.87		73.18	71.71		18.54	18.42
<b>Grade 8</b>		14.68	10.89		63.10	72.91		22.22	16.20
<b>All Grades</b>		12.35	11.59		67.28	72.50		20.37	15.91

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		12.50	16.97		64.06	65.14		23.44	17.89
<b>Grade 7</b>		14.57	9.87		67.22	67.11		18.21	23.03
<b>Grade 8</b>		14.29	17.60		69.44	65.36		16.27	17.04
<b>All Grades</b>		13.83	14.77		66.91	65.91		19.26	19.32



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	251	259	220	0	256	219	0	256	219	0.0	98.8	99.5
Grade 7	258	303	309	0	301	302	0	301	302	0.0	99.3	97.7
Grade 8	288	256	365	0	252	355	0	251	355	0.0	98.4	97.3
All Grades	797	818	894	0	809	876	0	808	876	0.0	98.9	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2472.	2499.		8.59	16.44		13.28	18.26		32.81	25.57		45.31	39.73
Grade 7		2473.	2476.		5.65	9.93		14.95	8.94		25.91	26.49		53.49	54.64
Grade 8		2476.	2473.		6.37	7.32		7.97	7.32		25.10	20.00		60.56	65.35
All Grades	N/A	N/A	N/A		6.81	10.50		12.25	10.62		27.85	23.63		53.09	55.25

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		7.03	17.35		40.63	38.81		52.34	43.84
Grade 7		6.64	9.27		40.53	36.75		52.82	53.97
Grade 8		5.18	7.32		40.64	31.83		54.18	60.85
All Grades		6.31	10.50		40.59	35.27		53.09	54.22

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		9.77	12.33		48.83	52.97		41.41	34.70
<b>Grade 7</b>		5.98	9.93		54.49	48.01		39.53	42.05
<b>Grade 8</b>		7.97	7.61		49.80	49.86		42.23	42.54
<b>All Grades</b>		7.80	9.59		51.24	50.00		40.97	40.41

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 6</b>		7.81	9.59		62.50	61.64		29.69	28.77
<b>Grade 7</b>		6.98	9.93		58.80	59.60		34.22	30.46
<b>Grade 8</b>		2.79	4.79		60.96	52.96		36.25	42.25
<b>All Grades</b>		5.94	7.76		60.64	57.42		33.42	34.82

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1520.4	1522.5	1537.6	1529.3	1523.6	1548.8	1511.0	1520.9	1525.9	64	62	44
7	1530.5	1535.1	1534.3	1531.4	1537.1	1535.5	1529.1	1532.8	1532.7	70	59	60
8	1530.7	1551.1	1544.9	1542.1	1556.7	1541.5	1518.7	1545.0	1547.9	43	57	68
All Grades										177	178	172

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	25.00	14.52	27.27	26.56	45.16	50.00	32.81	25.81	6.82	15.63	14.52	15.91	64	62	44
7	24.29	11.86	21.67	32.86	49.15	30.00	22.86	30.51	36.67	20.00	8.47	11.67	70	59	60
8	9.30	29.82	20.59	37.21	36.84	42.65	37.21	19.30	25.00	16.28	14.04	11.76	43	57	68
All Grades	20.90	18.54	22.67	31.64	43.82	40.12	29.94	25.28	24.42	17.51	12.36	12.79	177	178	172

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	39.06	37.10	65.91	35.94	41.94	20.45	10.94	14.52	2.27	14.06	6.45	11.36	64	62	44
7	35.71	33.90	36.67	31.43	44.07	41.67	22.86	13.56	11.67	10.00	8.47	10.00	70	59	60
8	18.60	49.12	32.35	48.84	28.07	42.65	23.26	12.28	17.65	9.30	10.53	7.35	43	57	68
All Grades	32.77	39.89	42.44	37.29	38.20	36.63	18.64	13.48	11.63	11.30	8.43	9.30	177	178	172

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	4.69	1.61	9.09	17.19	22.58	18.18	48.44	46.77	52.27	29.69	29.03	20.45	64	62	44
<b>7</b>	5.71	3.39	8.33	27.14	25.42	28.33	35.71	49.15	31.67	31.43	22.03	31.67	70	59	60
<b>8</b>	2.33	14.04	8.82	18.60	29.82	29.41	44.19	29.82	38.24	34.88	26.32	23.53	43	57	68
<b>All Grades</b>	4.52	6.18	8.72	21.47	25.84	26.16	42.37	42.13	39.53	31.64	25.84	25.58	177	178	172

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	17.19	9.68	18.18	64.06	75.81	77.27	18.75	14.52	4.55	64	62	44	
<b>7</b>	8.57	6.78	5.00	67.14	67.80	73.33	24.29	25.42	21.67	70	59	60	
<b>8</b>	13.95	17.54	14.71	67.44	68.42	66.18	18.60	14.04	19.12	43	57	68	
<b>All Grades</b>	12.99	11.24	12.21	66.10	70.79	71.51	20.90	17.98	16.28	177	178	172	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	64.06	69.35	75.00	25.00	24.19	13.64	10.94	6.45	11.36	64	62	44	
<b>7</b>	68.57	81.36	73.33	22.86	13.56	20.00	8.57	5.08	6.67	70	59	60	
<b>8</b>	58.14	57.14	63.24	34.88	33.93	29.41	6.98	8.93	7.35	43	56	68	
<b>All Grades</b>	64.41	69.49	69.77	26.55	23.73	22.09	9.04	6.78	8.14	177	177	172	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
<b>6</b>	9.38	3.23	4.55	42.19	43.55	50.00	48.44	53.23	45.45	64	62	44	
<b>7</b>	10.00	6.78	13.33	38.57	49.15	38.33	51.43	44.07	48.33	70	59	60	
<b>8</b>	9.30	17.54	19.12	32.56	40.35	41.18	58.14	42.11	39.71	43	57	68	
<b>All Grades</b>	9.60	8.99	13.37	38.42	44.38	42.44	51.98	46.63	44.19	177	178	172	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>6</b>	3.13	14.52	29.55	84.38	69.35	54.55	12.50	16.13	15.91	64	62	44
<b>7</b>	7.14	3.39	18.33	74.29	88.14	61.67	18.57	8.47	20.00	70	59	60
<b>8</b>	0.00	1.75	11.76	76.74	85.96	72.06	23.26	12.28	16.18	43	57	68
<b>All Grades</b>	3.95	6.74	18.60	78.53	80.90	63.95	17.51	12.36	17.44	177	178	172

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>915</b>	<b>65.7</b>	<b>23.5</b>	<b>0.2</b>
Total Number of Students enrolled in Redwood Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	215	23.5
Foster Youth	2	0.2
Homeless	10	1.1
Socioeconomically Disadvantaged	601	65.7
Students with Disabilities	140	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9
American Indian	1	0.1
Asian	6	0.7
Filipino	5	0.5
Hispanic	570	62.3
Two or More Races	19	2.1
Pacific Islander	2	0.2
White	303	33.1

# School and Student Performance Data

## Overall Performance

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

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Yellow

#### English Learner Progress



Yellow

# School and Student Performance Data

## Academic Performance English Language Arts

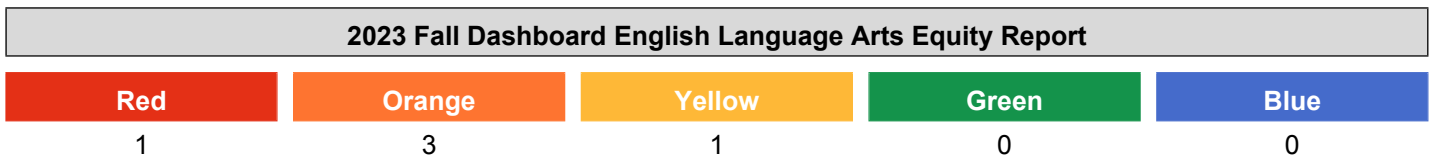
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This section provides number of student groups in each level.





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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 32.3 points below standard Maintained -1 points 865 Students	<b>English Learners</b>  Red 78.3 points below standard Maintained 0 points 300 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 83.6 points below standard 11 Students	<b>Socioeconomically Disadvantaged</b>  Orange 57.4 points below standard Decreased -3 points 566 Students	<b>Students with Disabilities</b>  Orange 110.5 points below standard Increased +3.3 points 136 Students



**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  8 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  5 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Orange 52.3 points below standard Decreased -3.4 points 535 Students	6.5 points above standard Decreased Significantly - 32.4 points 19 Students	Less than 11 Students  2 Students	 Yellow 0.3 points below standard Maintained +1 points 289 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

<b>Current English Learner</b>	<b>Reclassified English Learners</b>	<b>English Only</b>
115.7 points below standard Maintained -1.4 points 162 Students	34.5 points below standard Decreased -8 points 138 Students	11.6 points below standard Decreased -3.7 points 468 Students

# School and Student Performance Data

## Academic Performance Mathematics

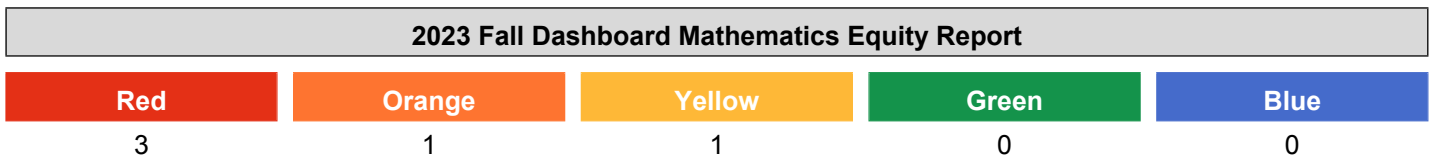
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>89.1 points below standard</p> <p>Increased +4.3 points</p> <p>861 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>137.3 points below standard</p> <p>Increased +5.6 points</p> <p>300 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>196.6 points below standard</p> <p>12 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Red</p> <p>119 points below standard</p> <p>Decreased -3.9 points</p> <p>563 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>156.9 points below standard</p> <p>Maintained +2.2 points</p> <p>135 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  8 Students	Less than 11 Students  1 Student	Less than 11 Students  5 Students	Less than 11 Students  5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 113.1 points below standard Maintained +0.1 points 533 Students	24.1 points below standard Decreased -11.1 points 19 Students	Less than 11 Students  2 Students	 Yellow 54 points below standard Increased +3.8 points 287 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
174.5 points below standard Decreased -3.3 points 162 Students	93.6 points below standard Increased +8.4 points 138 Students	64 points below standard Increased +4.3 points 464 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

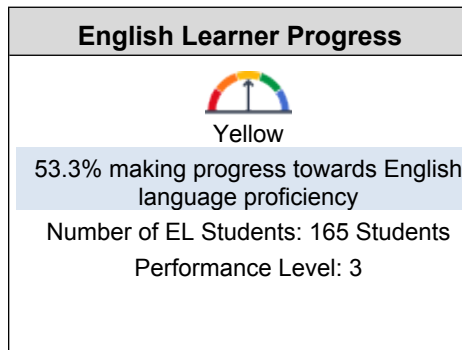
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	52	0	87

# School and Student Performance Data

## Academic Performance College/Career Report

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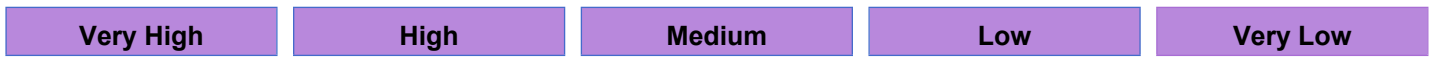
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

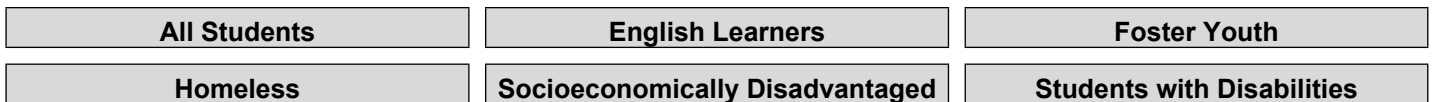
This section provides number of student groups in each level.

**2023 Fall Dashboard College/Career Equity Report**



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

**2023 Fall Dashboard College/Career Report for All Students/Student Group**



**2023 Fall Dashboard College/Career Report by Race/Ethnicity**



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

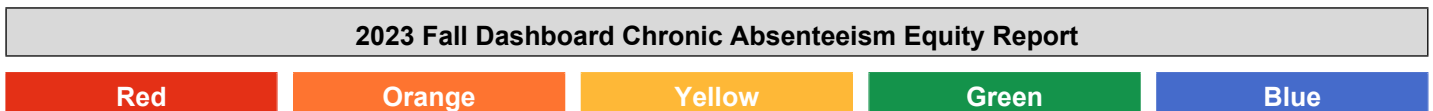
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 28.9% Chronically Absent Declined Significantly -3.9 942 Students	 Yellow 35% Chronically Absent Declined Significantly -5.2 223 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
42.9% Chronically Absent 0 14 Students	 Yellow 34.1% Chronically Absent Declined Significantly -5.4 619 Students	 Orange 40.5% Chronically Absent Declined -1.7 153 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p>9 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Yellow                 </p> <p>32.5% Chronically Absent</p> <p>Declined Significantly -3.5</p> <p>585 Students</p>	<p>34.8% Chronically Absent</p> <p>Increased 6.2</p> <p>23 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p align="center">                       Yellow                 </p> <p>22.6% Chronically Absent</p> <p>Declined Significantly -4</p> <p>310 Students</p>

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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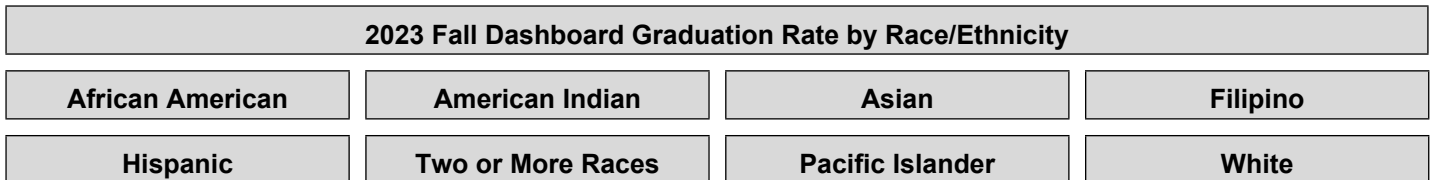
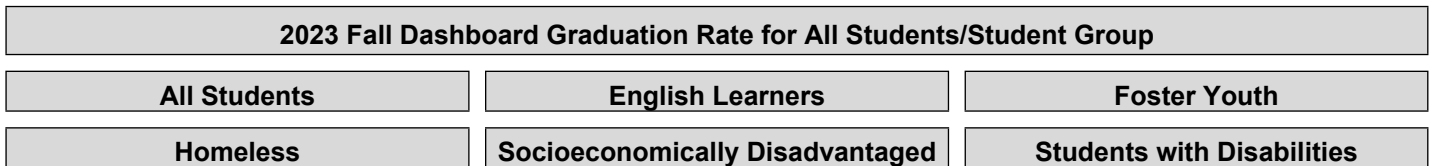
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



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





# School and Student Performance Data

## Conditions & Climate Suspension Rate

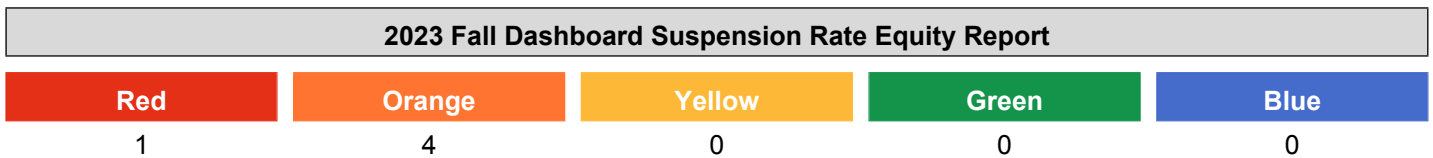
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 7.8% suspended at least one day Increased 2.6 958 Students	 Orange 10.1% suspended at least one day Increased 1.8 228 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
26.7% suspended at least one day 15 Students	 Orange 9.8% suspended at least one day Increased 2.9 631 Students	 Red 12.3% suspended at least one day Increased 1.8 155 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 9 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center">                       Orange                      9% suspended at least one day                      Increased 3.1                      597 Students                 </p>	<p align="center">                     0% suspended at least one day                      Maintained 0                      23 Students                 </p>	<p>Less than 11 Students 2 Students</p>	<p align="center">                       Orange                      5.8% suspended at least one day                      Increased 1.3                      312 Students                 </p>

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

All student groups will increase achievement in ELA and Math as measured by STAR Renaissance and CAASPP performance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

### Identified Need

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners.  
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, English Learners.

### Annual Measurable Outcomes

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

<b>Metric/Indicator</b>	<b>Baseline/Actual Outcome</b>	<b>Expected Outcome</b>

<p>ELA Star Reading whole school 6-8 grades</p>	<p>2022-23 ELA Reading Whole School: 2023 Winter Data:</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>ELA Reading 8th Grade</p>	<p>22.8% scored in Level 1</p>	
<p>ELA Reading 7th Grade</p>	<p>17.0% scored in Level 2 17.0% scored in Level 3</p>	
<p>ELA Reading 6th Grade</p>	<p>43.2% scored in Level 4</p>	
	<p>8th Grade: 2023 Winter Data:</p>	
	<p>30.7% scored in Level 1</p>	
	<p>20.1% scored in Level 2</p>	
	<p>16.7% scored in Level 3</p>	
	<p>32.4% scored in Level 4</p>	
	<p>7th Grade: 2023 Winter Data:</p>	
	<p>19.2% scored in Level 1</p>	
	<p>16.3% scored in Level 2</p>	
	<p>18.3% scored in Level 3</p>	
	<p>46.2% scored in Level 4</p>	
	<p>6th Grade: 2023 Winter Data:</p>	
	<p>17.7% scored in Level 1</p>	
	<p>14.4% scored in Level 2</p>	
	<p>16.4% scored in Level 3</p>	
	<p>51.5% scored in Level 4</p>	
	<p>• -----</p>	
	<p>-----</p>	
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	<p>2023-24 - ELA Reading Whole School: 2024 Winter Data: 23.1% scored in Level 1 (Increased 0.3%) 20.8% scored in Level 2 (Increased 3.8%) 17.1% scored in Level 3 (Increased 0.1%) 39.0% scored in Level 4 (Decreased 4.2%)</p> <p>8th Grade: 2024 Winter Data: 28.6% scored in Level 1 (Decreased 2.1%) 21.5% scored in Level 2 (Increased 1.4%) 17.4% scored in Level 3 (Increased 0.7%) 32.5% scored in Level 4 (Increased 0.1%)</p> <p>7th Grade: 2024 Winter Data: 19.7% scored in Level 1 (Increased 0.5%) 22.0% scored in Level 2 (Increased 5.7%) 18.3% scored in Level 3 (Maintained) 39.9% scored in Level 4 (Decreased 6.3%)</p> <p>6th Grade: 2024 Winter Data: 19.9% scored in Level 1 (Increased 2.2%) 19.2% scored in Level 2 (Increased 4.8%) 15.9% scored in Level 3 (Decreased 0.5%) 45.0% scored in Level 4 (Decreased 6.5%)</p>	
<p>Math Star Assessment whole school 6-8 grades</p> <p>Math 8th Grade</p> <p>Math 7th Grade</p> <p>Math 6th Grade</p>	<p>2022-23 - Math Whole School: 2023 Winter Data: 19.0% scored in Level 1 16.3% scored in Level 2 13.5% scored in Level 3 51.1% scored in Level 4</p> <p>8th Grade: 2023 Winter Data: 25.7% scored in Level 1 16.5% scored in Level 2 15.8% scored in Level 3 40.1% scored in Level 4</p> <p>7th Grade: 2023 Winter Data: 13.5% scored in Level 1 17.8% scored in Level 2 15.4% scored in Level 3 53.4% 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>6th Grade: 2023 Winter Data:  16.4% scored in Level 1  13.1% scored in Level 2  10.1% scored in Level 3  60.4% scored in Level 4</p> <ul style="list-style-type: none"> <li>-----  -----  -----  -----  -----</li> </ul> <p>2023-24 - Math Whole School:  2024 Winter Data:  21.9% scored in Level 1 (Decreased 2.9%)  18.8% scored in Level 2 (Decreased 2.5%)  11.9% scored in Level 3 (Increased 1.6%)  47.3% scored in Level 4 (Decreased 3.8%)</p> <p>8th Grade: 2024 Winter Data:  26.1% scored in Level 1 (Increased 0.4%)  21.5% scored in Level 2 (Increased 5%)  12.4% scored in Level 3 (Decreased 3.4%)  40.1% scored in Level 4 (Maintained)</p> <p>7th Grade: 2024 Winter Data:  17.5% scored in Level 1 (Increased 4%)  18.4% scored in Level 2 (Increased 0.6%)  9.00% scored in Level 3 (Decreased 6.4%)  55.2% scored in Level 4 (Increased 1.8%)</p> <p>6th Grade: 2024 Winter Data:  21.0% scored in Level 1 (Increased 4.6%)  16.5% scored in Level 2 (Increased 3.4%)  13.6% scored in Level 3 (Increased 3.5%)  48.9% scored in Level 4 (Decreased 11.5%)</p>	
<p>CAASPP Math  CAASPP 6th Grade  CAASPP 7th Grade  CAASPP 8th Grade</p>	<p>CAASPP Math Whole School:  2021-22  21.1% Met or Exceeded  6th Grade: 34.7% Met or Exceeded  7th Grade: 18.9% Met or Exceeded  8th Grade: 14.6% Met or Exceeded</p> <ul style="list-style-type: none"> <li>-----  -----  -----</li> </ul>	<p>Like with the Star Assessments, we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas. The largest growth will be needed in the 8th Grade.</p>

	<p style="text-align: center;">----- -----</p> <p>2022-23 28.5% Met or Exceeded 6th Grade: 32.5% Met or Exceeded (Decreased 2.2%) 7th Grade: 35.8% Met or Exceeded (Increased 16.9%) 8th Grade: 19.2% Met or Exceeded (Increased 4.6%)</p>	
<p>CAASPP ELA</p> <p>CAASPP 6th Grade</p> <p>CAASPP 7th Grade</p> <p>CAASPP 8th Grade</p>	<p>CAASPP ELA :</p> <p>2021-22 40% Met or Exceeded 6th Grade: 44.2% Met or Exceeded 7th Grade: 36.8% Met or Exceeded 8th Grade: 40.1% Met or Exceeded</p> <ul style="list-style-type: none"> <li>----- ----- ----- -----</li> </ul> <p>2022-23 42.6% Met or Exceeded 6th Grade: 45.8% Met or Exceeded (Increased 1.6%) 7th Grade: 45.1% Met or Exceeded (Increased 8.3%) 8th Grade: 37.4% Met or Exceeded (Decreased 2.7%)</p>	<p>Like with the Star Assessments, we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas. The largest growth will be needed in the 8th Grade.</p>
<p>Additional Targeted Support and Intervention (ATSI)</p> <p>California Dashboard Academic Performance Data:</p> <p>Math Academic Performance (CAASPP) Indicator</p> <p>ELA Academic Performance (CAASPP) Indicator</p> <p>Targeted Subgroups (ATSI):</p> <p>Students with Disabilities</p> <p>English Learners</p>	<p>2022 data is the baseline as it is the first testing administration since the end of the COVID-19 pandemic.</p> <p>Students with Disabilities - Performance Data: Math - Very Low Performance ELA - Very Low Performance</p> <p>English Learners - Performance Data: Math - Very Low Performance ELA - Very Low Performance</p> <ul style="list-style-type: none"> <li>----- ----- ----- -----</li> </ul> <p>2023 data was released in October 2023</p> <p>Students with Disabilities - Performance Data: Math - Very Low Performance</p>	<p>We expected the students to all move up one level in the assessment, in this case from very low performance to low performance. Each of the subgroups did raise their collective scores by one level for one of the tests each. The Students with Disabilities raised this area in English Language Arts, and the English Learners raised one level in Mathematics.</p>



	<p>(Maintained)          ELA - Low Performance (Increase of One Level)</p> <p>English Learners - Performance Data:          Math - Low Performance (Increase of One Level)          ELA - Very Low Performance (Maintained)</p>	
<p>SWIFT FIA Assessment          Category 3.1 - 3.3</p>	<p>3.1 - Our school has schoolwide systems to promote academic success for all students and responds with additional support for students, when warranted. Overall 2 - Implementing</p> <p>Components include:</p> <p>Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic instruction and support when needed. 2 - Implementing</p> <p>Additional and Intensified instruction and support are available for all students, regardless of eligibility for special education or other student support services. 0 - Laying the Foundation</p> <p>Procedures are in place to measure the fidelity of implementation of Universal support (Tier I). 2 - Implementing</p> <p>Universal support develops skills to prepare students for post-secondary education, and vocational or career employment opportunities. 0 - Laying the Foundation</p> <p>Grade level and/or content educators collaborate with special educators to monitor students' academic progress. 2 - Implementing</p> <p>Our school has Additional and Intensified support for reading and math that are matched by type and intensity to student need. - 1 - Installing</p> <p>The instruction and support:</p> <ul style="list-style-type: none"> <li>• are grounded in research - 2 - Implementing</li> <li>• are delivered by skilled, trained educators - 2 - Implementing</li> <li>• have clearly defined decision rules for access and exit - 1 - Installing</li> </ul>	<p>We hope to see:</p> <p>Any score of 0 (Laying the Foundation) to increase at least one to the score of 1 (Installing).</p> <p>Any score of 1 (Installing) to increase at least one to the score of 2 (Implementing).</p> <p>Any score of 2 (Implementing) to increase at least one to the score of 3 (Sustaining Schoolwide).</p> <p>Any score of 3 (Sustaining Schoolwide) to maintain at that score</p>

- have procedures to monitor fidelity of implementation and overall effectiveness of the instruction and support. - 1 - Installing

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3.2 - Our school personnel use instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework. - Overall - 2 - Implementing

Components include:

Our educators use principles of Universal Design for Learning (UDL) to design instruction.- 1 - Installing

Our educators know how and regularly do differentiate instruction based on their students' performance and instructional needs. - 2 - Implementing

Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning. - 3 - Sustaining Schoolwide

Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping. 2 - Implementing

Our school has in place formal procedures to monitor the use of UDL and differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews. - 1 - Installing

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3.3 - Our school identifies and prioritizes instruction and support based on analysis of multiple sources of academic data. Overall Score - 1 - Installing

Components include:

	<p>Universal screenings are in place for both reading and math and are conducted multiple times per year. - 3 - Sustaining Schoolwide</p> <p>Progress monitoring data are gathered to check students' improvement. - 2 - Implementing</p> <p>Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to</p> <p>1) identify students who need more or less intensive supports, - 2 - Implementing</p> <p>2) provide appropriate instruction and support matched to student need - 1 - Installing</p> <p>3) check if instruction and support are implemented as planned. - 2 - Implementing</p> <p>Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student groups in order to evaluate the effectiveness of instruction and instruction and supports. - 2 - Implementing</p>	
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**Strategies/Activities**

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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:</p> <p>1. We identified Writing as the instructional focus for the school for 2024-25.</p> <p>2. We will support the district purchase of 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.</p> <p>3. Staff will participate in Lexia Aspire and The Writing Revolution training to support the implementation of reading and writing to learn strategies.</p> <p>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.</p> <p>Expenditures:</p>	All Students	<p>2,500 0000 – No Reporting Requirements 1000-1999: Certificated Personnel Salaries Teacher Planning</p>

	Teacher Planning Release Time - \$2500 - Base		
1.2	<p>Redwood Middle School will focus professional development on Learning Sprints (action research data cycles) that help teachers try and then analyze strategies to support writing 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.</p> <p>Expenditures: Teacher Hourly for Interventions - \$6000 - Base Certificated Benefits - \$1872 - Base</p>	Strengthen PLC structure at Redwood Middle School as a means to improve our Academic Performance Indicators.	<p>6000 0000 – No Reporting Requirements 1000-1999: Certificated Personnel Salaries Teacher Hourly 1872 0000 – No Reporting Requirements 3000-3999: Employee Benefits Benefits</p>
1.3	<p>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.</p> <p>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 Math180 to students testing in the Urgent Intervention Range</p> <p>Expenditures: Flocabulary - \$3000 - Base Vocabulary.Com - \$4000 - Base Binder Reminder - \$3000 - Base</p>	Students with disabilities and English Learners	<p>10000 0000 – No Reporting Requirements 5800: Professional/Consulting Services And Operating Expenditures Flocabulary Vocabulary.com Binder Reminder</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

While there was some growth, particularly in 7th Grade Mathematics, it seems as though some of the strategies have not yet begun to make a meaningful change. The focus on Learning Sprints allowed for the school to keep the focus

small for the teachers and not overwhelm them, however we structured the sprints in a way that placed them on a calendar as opposed to in the context of a unit. This made it hard to determine essential standards, pre assessments and post assessments. We hope to shift that focus to determine the structures that work to support writing through academic discourse and vocabulary development.

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

It was a challenge to recruit teachers to do any after school tutoring or enrichment support. We hope to utilize the MTSS team to determine some structures that we can depend on that support the students but also allow for the teacher to have flexibility in planning the interventions and enrichment activities.

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 a stronger focus on the MTSS process as a means to identify students in need of supports and to provide the most appropriate resource. This was an area of growth in our SWIFT FIA assessment. The use of data and data based decision making both with our MTSS but also our leadership team.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

**Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### Identified Need

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

English Learner progress data reveals the following areas of need: Students scoring below the average in assessments.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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% - Goal was 25% for 2023-24 2023-24: 21.3% - (34/160)	Reclassification rate of at least 30% of English Learners by June 2025.
Focus professional learning on teacher driven, instructionally focused learning sprints.	PLC Teams engages in Learning Sprint Cycle that includes, at a minimum, Essential Standards, Pre-Assessment, Post Assessment and Chosen Instructional Strategies.	All PLC's engage in a Learning Spring (Action Research Cycle) for each unit of study in their course.
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%.
Use the Star assessment to measure growth among MLL Students.	STAR ELA Reading - MLL Students: 2023 Winter Data: 88.3% scored in Level 1 14.6% scored in Level 2 2.1% scored in Level 3	We would like to see the number of students scoring in Level 1 to be reduced to no more than 50% of the MLL identified students.

	<p>0.0% scored in Level 4</p> <p>2024 Winter Data:  66.4% scored in Level 1 (Decreased 21.9%)  26.3% scored in Level 2 (Increased 11.7%)  5.1% scored in Level 3 (Increased 3.0%)  2.2% scored in Level 4 (Increased 2.2%)</p>	<p>Students in Level 2 should be no more than 20%.</p> <p>30% of students in level 3 or 4, which would be an increase of 22.7%</p>
<p>SWIFT FIA - Categories 3.1 - 3.2, 5.1 - 5.1 and 6.1 - 6.2</p>	<p>3.1 - Our school has schoolwide systems to promote academic success for all students and responds with additional support for students, when warranted. Overall 2 - Implementing</p> <p>Components include:</p> <p>Our school has a multi-tiered instructional system available to all students to provide increasing or differentiated support and academic instruction and support when needed. 2 - Implementing</p> <p>Additional and Intensified instruction and support are available for all students, regardless of eligibility for special education or other student support services. 0 - Laying the Foundation</p> <p>Procedures are in place to measure the fidelity of implementation of Universal support (Tier 1). 2 - Implementing</p> <p>Universal support develops skills to prepare students for post-secondary education, and vocational or career employment opportunities. 0 - Laying the Foundation</p> <p>Grade level and/or content educators collaborate with special educators to monitor students' academic progress. 2 - Implementing</p> <p>Our school has Additional and Intensified support for reading and math that are matched by type and intensity to student need. - 1 - Installing</p> <p>The instruction and support:</p> <ul style="list-style-type: none"> <li>• are grounded in research - 2 - Implementing</li> <li>• are delivered by skilled, trained educators - 2 - Implementing</li> </ul>	<p>We hope to see:</p> <p>Any score of 0 (Laying the Foundation) to increase at least one to the score of 1 (Installing).</p> <p>Any score of 1 (Installing) to increase at least one to the score of 2 (Implementing).</p> <p>Any score of 2 (Implementing) to increase at least one to the score of 3 (Sustaining Schoolwide).</p> <p>Any score of 3 (Sustaining Schoolwide) to maintain at that score</p>

- have clearly defined decision rules for access and exit - 1 - Installing
- have procedures to monitor fidelity of implementation and overall effectiveness of the instruction and support. - 1 - Installing

3.2 - Our school personnel use instructional strategies for both reading and math to include all students with various needs in the general education curriculum and coursework. - Overall - 2 - Implementing

Components include:

Our educators use principles of Universal Design for Learning (UDL) to design instruction.- 1 - Installing

Our educators know how and regularly do differentiate instruction based on their students' performance and instructional needs. - 2 - Implementing

Our educators consistently use flexible grouping of students to maximize student engagement and participation in learning. - 3 - Sustaining Schoolwide

Our school expects and supports educators to plan for use of UDL, differentiated instruction, and flexible grouping. 2 - Implementing

Our school has in place formal procedures to monitor the use of UDL and differentiated instruction, such as walk-through observation, educator evaluation, or lesson plan reviews. - 1 - Installing

3.3 - Our school identifies and prioritizes instruction and support based on analysis of multiple sources of academic data. Overall Score - 1 - Installing

Components include:

Universal screenings are in place for both reading and math and are conducted multiple times per year. - 3 - Sustaining Schoolwide

Progress monitoring data are gathered to check students' improvement. - 2 -



Implementing

Educators use student data to guide reading and math instruction. Data are regularly and consistently collected and used to

1) identify students who need more or less intensive supports, - 2 - Implementing

2) provide appropriate instruction and support matched to student need, and - 1 - Installing

3) check if instruction and support are implemented as planned. - 2 - Implementing

Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student groups in order to evaluate the effectiveness of instruction and instruction and supports. - 2 - Implementing

5.1 - Our school reviews academic outcome data in such aggregate formats as classroom, grade level, and other student groups in order to evaluate the effectiveness of instruction and instruction and supports. Overall Score - 2 - Implementing

All students in our school participate in the general education curriculum/coursework and activities of their peers in grade level and/or content courses. Components include:

No student is intentionally placed/sent to another school/setting due to our lack of capacity to serve them. - 3 - Sustaining Schoolwide

All students' primary placement is general education. - 2 - Implementing

All students (including students with IEPs, 504 plans, and English learners) participate in the general education curriculum/coursework of their grade level peers, including universal literacy and math. - 1 - Installing

Collaborative learning (e.g., peer-assisted learning) is a documented expectation in our school. - 1 - Installing

Paraeducators are responsible for and have roles to educate all students,

including those without identified special needs. - 2 - Implementing

Educators have scheduled time to collaborate for instructional planning.

- 3 - Sustaining Schoolwide

5.2 - Our school embraces non-categorical service delivery to support diverse needs of students. Components include:

Educators and other staff are trained to understand and utilize the non-categorical service policy. - 1 - Installing

Examples of non-categorical language can be observed throughout our facilities (e.g., building signage, personnel titles). - 1 - Installing

Our school has a documented policy for non-categorical service delivery to support diverse needs of students in a flexible manner. That is, regardless of the title of an educator or category of student need (e.g., special educator, IEP) educators and other staff work with all students (e.g., special educators also work with students without IEPs). - 1 - Installing

Our service, language use, and school practices reflect the non-categorical service delivery policy. - 1 - Installing

6.1 - All students in our school, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support. - Overall Score - 2 - Implementing

Components include:

Our school uses collaborative teaching (e.g., co-teaching, co-planning, collaborative assessment) at all grade levels/content areas for some portion of the day. - 2 - Implementing

Extracurricular learning activities both at school and outside of typical school hours are accessible for all students with appropriate support available. - 3 - Sustaining Schoolwide

	<p>6.2 - All school personnel in instructional and other roles share responsibility to educate all students in our school and employ culturally appropriate and sustaining practices. - Overall Score - 1 - Installing</p> <p>Components include:</p> <p>All adults in our school are actively involved in social and/or academic instruction of students. - 2 - Implementing</p> <p>A formal policy indicates that all faculty and staff in the school have defined responsibilities for instruction of all students in the school. - 1 - Installing</p> <p>Job descriptions for faculty and staff indicate defined responsibilities for student outcomes. - 1 - Installing</p> <p>Culturally appropriate and sustaining practices are well recognized by all school staff and all staff consider student needs associated with various cultural backgrounds. - 1 - Installing</p> <p>The school assesses for culturally appropriate and sustaining practices in various areas (e.g., school leadership, policy, family involvement, teaching and learning, etc.) and uses assessment results to improve practices. - 1 - Installing</p>	
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**Strategies/Activities**

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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.</p> <p>All English Learners will be placed in ELD class that is congruent with their level on the ELPAC annual assessment.</p> <p>We will develop a ""Newcomer" program for MLLs who are are a Level 1 on the ELPAC where they</p>	English Learners	<p>9,000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Action Magazine (Scholastic) We Video Student Planners (Part of Overall Cost)</p> <p>2,000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for ELD 9000 0003 - Supplemental</p>

	<p>have 2 sections of ELD. Additionally, all ELD teachers will utilize the new ELD Curriculum as well as use Scholastic Action Magazine and Vocabulary.com for ELD classes.</p> <p>English Learners and ELD Classes will have access to specific field trips, experiences and career readiness opportunities.</p> <p>CABE Memberships for ELD Teachers - \$1371 - Supplemental</p> <p>Expenditures:  Action Magazine - \$2500 - Supplemental  We Video - \$3500 - Supplemental  Student Planners - \$3000 - Supplemental (Part of Overall Cost)</p> <p>Transportation for MLL Students - \$2000 - Supplemental</p> <p>Instructional Supplies (English and Spanish) for ELD Classes - \$9000 - Supplemental</p> <ul style="list-style-type: none"> <li>Materials, Backpacks, Test Prep Material</li> </ul> <p>ELAC related materials - \$2000 - Supplemental</p> <p>Testing Support (Headphones, Sub Costs, Materials for Prep)- \$2009 - Supplemental</p> <p>AVID Trainings - \$1534 - Base</p>		<p>4000-4999: Books And Supplies  Instructional Supplies  2009  0003 - Supplemental  4000-4999: Books And Supplies  ELD Testing Supplies  1371  0003 - Supplemental  5000-5999: Services And Other Operating Expenditures  CABE Membership for ELD Teachers  1534  0000 – No Reporting Requirements  5000-5999: Services And Other Operating Expenditures</p>
<p><b>1.2</b></p>	<p>Professional learning will focus on teacher driven, instructionally focused learning sprints to determine best practices with all students, giving particular attention to English Learners. The 2024-2025 School Year will continue our focus on Academic Discourse but add the output of Writing as the schoolwide focus.</p> <p>Additionally, 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.</p> <p>Expenditures:  Teacher Release - Planning for PLC - \$5500 - Supplemental  Pupil Support - After School Enrichment / Intervention for MLL Students - \$4000 - Supplemental  Teacher Subs for Release to Collaborate - \$2000 - Supplemental</p>	<p>All Students  English Learners</p>	<p>5,500  0003 - Supplemental  1000-1999: Certificated Personnel Salaries  Teacher Planning for Support for MLL Students  4000  0003 - Supplemental  1000-1999: Certificated Personnel Salaries  Teacher Hourly - After School Enrichment / Intervention  2000  0003 - Supplemental  1000-1999: Certificated Personnel Salaries  2532  0003 - Supplemental  3000-3999: Employee Benefits</p>

## Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

We did have a small increase in the number of students who redesignated to Fluent English Proficient. This increase has us at 21.3% of our MLL's having met the criteria for reclassification. Action Magazine was well used by the ELD classes, though it would be good to survey students and staff on the effectiveness. It was a challenge also to recruit teachers for any after school work, there needs to be a stronger focus on the MTSS process and any interventions that may take place after school.

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

This year it was very difficult to secure busses for extracurricular field trips, so we will focus on planning this much earlier in order to get kids access to different experiences in the region. We have added some support for our ELAC Committee because we have struggled to get participation with parents in ELAC. As mentioned, it was a challenge to recruit teachers for intervention and enrichment, so much of that money went unspent.

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 a few changes that need the support found here in the SPSA. For our ELD classes, the teachers will have access to new curriculum which will require release time and training in order to implement with fidelity. Additionally we will be adding a "Newcomer" class where the students will have 2 classes of ELD in place of their Traditional English class, this provides the most intensive services to the most needy students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**  
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

### Identified Need

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

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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.
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.
SWIFT FIA - Categories 7.1 - 7.2	7.1 - Our school provides families and students with opportunities and resources to participate in school decisions. Overall Score - 2 - Implementing	We hope to see: Any score of 0 (Laying the Foundation) to increase at least one to the score of 1 (Installing).

	<p>Components include:</p> <p>Family/student leaders serve on at least one committee and/or team that can make decisions on school governance. - 3 - Sustaining Schoolwide</p> <p>All families/students are recruited for these committees/teams, creating equal opportunities for families to address school governance decisions. - 3 - Sustaining Schoolwide</p> <p>Family/student surveys are administered at least twice a year. - 1 - Installing</p> <p>School Leadership Team reviews and incorporates results into school governance. - 1 - Installing</p> <p>Our school has systematic procedures for providing information to families/students about:</p> <ul style="list-style-type: none"> <li>• School-level systems and practices regarding academic, behavioral and social-emotional instruction and support - 3 - Sustaining Schoolwide</li> <li>• Student progress data - 3 - Sustaining Schoolwide</li> <li>• Results of surveys - 1 - Installing</li> <li>• Committee or team meeting decisions on which families/students sit as members - 1 - Installing</li> </ul> <p>7.2 - All personnel in our school understand the importance of building positive partnerships with their students and students' families. Overall Score - 1 - Installing</p> <p>Components include:</p> <p>Our school or district systematically solicits input from students and their families. - 1 - Installing</p> <p>Student and family input and feedback are incorporated in school governance decisions. - 1 - Installing</p> <p>Our school assesses how families perceive the quality of the partnerships with educators and school staff two times a year and uses the results to</p>	<p>Any score of 1 (Installing) to increase at least one to the score of 2 (Implementing).</p> <p>Any score of 2 (Implementing) to increase at least one to the score of 3 (Sustaining Schoolwide).</p> <p>Any score of 3 (Sustaining Schoolwide) to maintain at that score</p>
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	improve our partnership with families. - 1 - Installing	
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.
Increase number of parents attending ELAC Meeting	We averaged 3 families per meeting in 2023-2024	We hope to have at least 15 families for each of our meetings.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>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.</p> <p>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.</p> <p>Expenditures: Office Supplies to keep Office Functioning - \$5835 - Base  Postage - \$2000 - Base  Copy Machine Lease - \$2159 - Base Maintenance Agreements - \$6961 - Base</p>	All parents of students who attend Redwood will receive regular weekly communication by the school administration and teachers.	5835 0000 – No Reporting Requirements 4000-4999: Books And Supplies Office Supplies 9120 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures  2000 0000 – No Reporting Requirements 5900: Communications Postage
1.2	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	Parent Liaison will support families in accessing the	



	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: <a href="https://redwood.nvusd.org/">https://redwood.nvusd.org/</a> . We will host Parent Education and facilitate small sessions to teach parents how to access each system.	information needed to support their student.	
1.3	Increase staff participation in ELAC with offerings for parents in 6th, 7th and 8th Grade to discuss the requirements of the academic classes. Teachers will need to be paid for their time.  Clerical Overtime will also be necessary to support the parents. \$2500 - Base	MLL Students	2500 0000 – No Reporting Requirements 2000-2999: Classified Personnel Salaries Classified Hourly for Support for Events 923 0000 – No Reporting Requirements 3000-3999: Employee Benefits Classified Benefits

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Last year's goal was more focused on communication and outreach in general, leading us to focus on the regular communication to families, students and staff. This year's SPSA will have more of a focus on our MLL population of students. ParentSquare has been an effective method of communication with parents for issues related to the whole school and related to upcoming opportunities and events.

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

There was a difference in our budget and the amount of paper and copies used by teachers this year. The increase may seem jarring because of the relatively low numbers of copies made during the COVID 19 Pandemic. We have responded by installing a copy counter so that we can determine where the need lies and find ways to support teachers with the materials they need to engage students.

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 changes are found in this goal having to do with an increased focus on families of MLL students. This will require more outreach as well as other ideas to bring in more families. The focus will be to have more teachers involved with MLL students and their families. We will pay teachers to attend and run ELAC sessions as well as after school support for MLL students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

**Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### Identified Need

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: Students with Disabilities (Orange).

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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. There should also be a record of students referred to intervention.
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, including Second Step.
All Academic Teams will take at least one educational field trip to create bonds through shared experiences.	The 8th Grade Teams were able to take trips this year, 6th and 7th struggled with calendaring and Bus Schedule.	100% of our five Academic Teams will take at least one educational field trip.

<p>Additional Targeted Support and Intervention (ATSI)</p> <p>Redwood has exited from the ATSI Program this year based on Fall 2023 Dashboard Data.</p>	<p>2022 data is the baseline as it is the first testing administration since the end of the COVID-19 pandemic.</p> <p>Students with Disabilities - Performance Data: Chronic Absenteeism - Very High Absenteeism</p> <p>English Learners - Performance Data: Chronic Absenteeism -Very High Absenteeism</p> <ul style="list-style-type: none"> <li>-----</li> <li>-----</li> <li>-----</li> <li>-----</li> <li>-----</li> </ul> <p>2023 Dashboard Data</p> <p>Students with Disabilities - Performance Data: Chronic Absenteeism - High Absenteeism (Chronic Absenteeism Decrease of One Level)</p> <p>English Learners - Performance Data: Chronic Absenteeism - Medium Absenteeism (Chronic Absenteeism Decrease of Two Levels)</p>	<p>We expect to stay out of the ATSI Program.</p>
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**Strategies/Activities**

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	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.	All Students	
1.2	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.	Strengthen the Academic Team structure through support of Homeroom, Flex, and Social and Emotional Learning.	10,000 0000 – No Reporting Requirements 4000-4999: Books And Supplies Team and Department Supplies (Science, Art, etc.)

	Expenditures: Instructional Supplies - \$10000 - Base		
1.3	<p>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.</p> <p>Expenditures: Transportation - \$10000 - Base</p> <p>Additionally we know that having a place to relax is important so equipment for Milk Break and Lunch is critical to keep students connected: Equipment - \$2000</p>	<p>The following student groups have been identified as needing additional support in Chronic Absenteeism based on the California State Dashboard:</p> <p>English Learners Students with Disabilities</p>	<p>10000 0000 – No Reporting Requirements 5700-5799: Transfers Of Direct Costs Transportation for teams - 4 School Busses per team @ \$500 Each 2000 0000 – No Reporting Requirements 4000-4999: Books And Supplies Equipment for Milk Break and Lunch</p>
1.4	<p>Prop 28 has provided funding to increase and improve our Arts Electives and Offerings. The following expenditures are meant to support this:</p> <p>0.6 FTE (0.2 Dance, 0.4 Arts) to improve the 6th Grade Wheel - \$65597</p> <p>Teacher Hourly for Extracurriculars (Musical) - \$24000</p> <p>Accompanist for Choir - \$4000</p> <p>Equipment for New Classes and Musical - \$15000</p> <p>Dues for Musical - \$2000</p> <p>Field Trip for Arts - \$2500 (5 Busses at \$500 Each)</p> <p>Materials to support Arts classes - \$10000</p>		<p>65597 6770 - Prop 28 1000-1999: Certificated Personnel Salaries 0.6 FTE for Increase Wheel and Offerings 19729 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Benefits for 0.6 FTE 24000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Teacher Hourly to support Extra-Curriculars (Musical) 4000 6770 - Prop 28 2000-2999: Classified Personnel Salaries Accompanist for Choir 1477 6770 - Prop 28 3000-3999: Employee Benefits Benefits for Classified 15000 6770 - Prop 28 4000-4999: Books And Supplies Equipment for new classes and Musical 2000 6770 - Prop 28 5000-5999: Services And Other Operating Expenditures Dues for Musical</p>

			2500 6770 - Prop 28 5700-5799: Transfers Of Direct Costs Transportation for Arts Field Trips 10000 6770 - Prop 28 5800: Professional/Consulting Services And Operating Expenditures Materials and Equipment for new Class and Play
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

We did reduce our chronic absenteeism, and were exited from the ATSI program, which we were added for Chronic Absenteeism. The teams do create a sense of place for the students, and adding funds for them to increase this feeling should decrease the rate of chronic absenteeism. Allowing for space in Advisory with Flex on Tuesday and Thursday and the SocioEmotional Focus with Rallies as well as Second Step on Mondays and Fridays. We did implement a monthly rally as a way to build community, we would benefit from surveying students on how they enjoy the experience.

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

It was a challenge to schedule busses and a location that is able to take 160 students. Only two of the Academic Teams were able to schedule trips this year. We will focus on scheduling in the Fall, and if it is not possible, redistribute the funds for teams to use to bring an event or assembly to the school.

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.

This goal is changing this year to including a focus on Proposition 28, which is a funding source to increase access to the arts in schools. These funds have restrictions, with 80% needing to be spent on staffing, and the other 20% on supplies and materials. We are also making a shift and dedicating monies to the departments to use to build engaging units of study for our students to keep them wanting to come to school.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$245,999.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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	\$64,284.00
0003 - Supplemental	\$37,412.00
6770 - Prop 28	\$144,303.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$245,999.00

Total of federal, state, and/or local funds for this school: \$245,999.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
0000 – No Reporting Requirements	64,284.00
0003 - Supplemental	37,412.00
6770 - Prop 28	144,303.00

### Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	129,326.00
2000-2999: Classified Personnel Salaries	6,500.00
3000-3999: Employee Benefits	6,804.00
4000-4999: Books And Supplies	43,844.00
5000-5999: Services And Other Operating Expenditures	25,025.00
5700-5799: Transfers Of Direct Costs	12,500.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00
5900: Communications	2,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	0000 – No Reporting Requirements	8,500.00
2000-2999: Classified Personnel Salaries	0000 – No Reporting Requirements	2,500.00
3000-3999: Employee Benefits	0000 – No Reporting Requirements	2,795.00

4000-4999: Books And Supplies	0000 – No Reporting Requirements	17,835.00
5000-5999: Services And Other Operating Expenditures	0000 – No Reporting Requirements	10,654.00
5700-5799: Transfers Of Direct Costs	0000 – No Reporting Requirements	10,000.00
5800: Professional/Consulting Services And Operating Expenditures	0000 – No Reporting Requirements	10,000.00
5900: Communications	0000 – No Reporting Requirements	2,000.00
1000-1999: Certificated Personnel Salaries	0003 - Supplemental	11,500.00
3000-3999: Employee Benefits	0003 - Supplemental	2,532.00
4000-4999: Books And Supplies	0003 - Supplemental	11,009.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	12,371.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	109,326.00
2000-2999: Classified Personnel Salaries	6770 - Prop 28	4,000.00
3000-3999: Employee Benefits	6770 - Prop 28	1,477.00
4000-4999: Books And Supplies	6770 - Prop 28	15,000.00
5000-5999: Services And Other Operating Expenditures	6770 - Prop 28	2,000.00
5700-5799: Transfers Of Direct Costs	6770 - Prop 28	2,500.00
5800: Professional/Consulting Services And Operating Expenditures	6770 - Prop 28	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,372.00
Goal 2	38,946.00
Goal 3	20,378.00
Goal 4	166,303.00



# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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



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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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