The School Plan for Student Achievement

School: Redwood Middle School

CDS Code: 56 73759 6055891

District: Conejo Valley Unified School

Principal: District Nicole Judd

Revision Date: April 23, 2019

The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on May 7, 2019.

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School Vision and Mission

Redwood Middle School's Vision and Mission Statements
At Redwood Middle School, our mission is to develop lifelong learners who communicate, collaborate, and think critically, creatively, and independently. We encourage students to embrace the challenges that are necessary to become outstanding citizens and scholars. Redwood is a community that strives to maintain a safe, nurturing, and academic environment where there is a place for everyone.

School Profile

The Conejo Valley Unified School District (CVUSD) is located fifty miles northwest of downtown Los Angeles in Ventura County and encompasses the communities of Westlake Village, Thousand Oaks, and Newbury Park. Approximately 19,500 students are enrolled in grades K-12. The district consists of seventeen elementary schools, five middle schools, three comprehensive high schools, two alternative education high schools, and an adult school. Redwood Middle School is located in the heart of Thousand Oaks and is comprised of approximately 800 students in grades 6, 7, and 8.

Redwood is committed to making sure that each student feels comfortable and safe before, during, and after school each day. Our campus supervisors, administrators and counselors work together throughout the day to ensure the safety of each student. Student safety is and will continue to be a top priority at Redwood. Redwood believes that the values that are essential to a school's success are mirrored in the school community and that a strong school/community connection supports the standard of excellence that has been achieved at Redwood. We value our relationships with the community and with each Viking family. We encourage parents to communicate with staff via phone or email at any time. Parents are also encouraged to stay active in PTSA, SSC, and the many volunteer opportunities that come up throughout the year. With the help and involvement of the entire Redwood community, we will continue with our longstanding tradition of excellence.

Maintaining high expectations, we at Redwood are committed to providing all students with access to relevant and rigorous academic curricula. Recognized as a California Gold Ribbon School (2017) and a California Distinguished School (2013), Redwood offers outstanding academic as well as extracurricular opportunities.

Comprehensive Needs Assessment Components

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

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

The District conducts an annual LCAP Survey via district and school websites. Students in grades 7-8, 10-11, certificated and classified staff, as well as parents participated in the survey. Parents reported that good first teaching and their child's personal growth were the most important elements of their education. Parents believe the district should continue to keep class size low, add additional technology, and were concerned with the quantity of homework assigned. At Redwood, students reported looking forward to coming to school each day and claim to feel a part of the school community. In addition, Redwood students state that they find it easy to communicate with teacher and say the same about their counselor.

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

All teachers receive at least one formal observation by the site administrator. Probationary and temporary teachers receive at least two formal observations. Site administrators regularly conduct informal classroom observations and walk-throughs. All teachers meet with site administrators to discuss the observations and are given commendations regarding instructional practices and

recommendations for future growth. Site and/or district based professional development is designed to address observation recommendations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

   Assessments are used to guide our instruction through alignment with the Common Core State Standards, which are addressed throughout our curriculum and instructional practices.

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

   Data analysis is used to reveal patterns of strengths and weakness for all students, in order to enrich the curriculum and provide effective interventions as needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

   Through diligent communication with our school district Personnel Services department, we make certain that all teachers are making progress toward being, or are highly qualified.

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

   Our District and site provide various professional development opportunities that provide our teachers with the latest teaching strategies and technology tools to support all students.

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

   All staff development is configured to be aligned with our standards, needs expressed by staff, and our integration of technology, which allows us to simultaneously address specific content standards.

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

   Our District provides workshops and professional development opportunities through the use of both internal and external instructional coaches and experts. In addition, we continually utilize our site staff as valuable resources to provide instructional support to one another. This allows our teachers to implement new and innovative strategies directly into the classroom.

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

    We offer Common Planning Time once each month during which teachers collaborate as a department, by grade level, and by course to analyze common assessments to guide future instruction. In addition, we provide teacher release time by department for the purpose of collaboration and data analysis, which allows our teachers the opportunity to design more effective lessons and common assessments.

Teaching and Learning

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

    Through District articulation and professional development that helps guide department collaboration, we evaluate materials on a regular basis in order to maintain alignment to District and site curricular goals, thus ensuring educational standards are being met.

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

    Our traditional school bell schedule allows for maximum use of educational minutes that exceeds the number of instructional minutes required.

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

    The master schedule is constructed with support classes in academics, social skills, and language acquisition. In addition, sections are utilized in the best possible way to run lower class sizes where students will benefit the most from fewer students and adjusted pacing.

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

    The District provides a variety of instructional materials that are aligned with the Common Core State Standards. Redwood also uses site instructional budgets to support the purchase of and training in supplemental resources for all departments.

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

    All materials are approved by the District and are assessed for Common Core alignment.

Opportunity and Equal Educational Access

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

    In addition to the intervention classes built into the daily schedule, we provide morning and/or after school help for struggling students. We also work to keep class sizes as low as possible, allowing more direct interaction with and support from the classroom teacher.

14. Research-based educational practices to raise student achievement

    The teacher release time by department focuses on research and data analysis, providing the opportunity to design more effective lessons and common assessments. These practices directly affect student achievement and are evaluated by analyzing student performance data on state, District, and site assessments.

Parental Involvement

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

   In addition to working in partnership with the Redwood parent community, we utilize various District and community resources aimed at targeting our under-performing students. Resources include, but are not limited to, educational entities and community welfare agencies.

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

   Redwood invites community members, parents, staff, and students through our School Site Council, PTSA, ELAC, surveys, volunteer opportunities, and principal's coffee meetings to be active participants in the development and maintenance of the school mission and vision.

Funding

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

   The District provides funds allocated specifically for our under-performing students.

18. Fiscal support (EPC)

   The District provides funds to support our students, faculty, and facilities annually.

Description of Barriers and Related School Goals

At Redwood Middle School, we achieve high levels of academic success while preparing students for high school and beyond. Our school goals focus on maintaining and improving academic achievement while providing enrichment and intervention opportunities for students. We work diligently as a district and as a school site, to meet the needs of our ever-changing student population and to integrate technology that will help our students excel in their future endeavors. In addition to our strong academic focus, we pay particular attention to the social and emotional needs of students and work to create a positive and welcoming environment with a myriad of clubs and extra-curricular opportunities for all students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	292	286	259	284	280	252	284	279	252	97.3	97.9	97.3
Grade 7	296	296	292	291	289	289	291	289	289	98.3	97.6	99
Grade 8	288	298	303	279	292	296	279	292	295	96.9	98	97.7
All Grades	876	880	854	854	861	837	854	860	836	97.5	97.8	98

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

Grade Level	Overall Achievement for All Students											
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2561.4	2560.4	2531.3	31	27.96	19.44	36	36.92	37.30	19	21.51	19.05	14	13.62	24.21
Grade 7	2586.3	2580.5	2572.4	25	24.22	25.61	44	41.87	34.26	19	19.72	22.84	13	14.19	17.30
Grade 8	2592.7	2582.8	2588.6	22	18.15	25.42	43	41.10	36.61	23	23.63	20.00	12	17.12	17.97
All Grades	N/A	N/A	N/A	26	23.37	23.68	41	40.00	36.00	20	21.63	20.69	13	15.00	19.62

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	30	33.69	27.38	50	46.24	41.27	21	20.07	31.35
Grade 7	34	38.06	35.29	49	41.87	40.14	17	20.07	24.57
Grade 8	37	32.53	36.52	47	43.15	40.61	17	24.32	22.87
All Grades	33	34.77	33.33	49	43.72	40.65	18	21.51	26.02

Grade Level	Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	39	37.99	31.35	43	49.82	40.48	18	12.19	28.17
Grade 7	44	41.18	39.10	42	44.98	46.02	15	13.84	14.88
Grade 8	38	29.79	35.84	46	49.32	44.71	16	20.89	19.45
All Grades	40	36.28	35.61	43	48.02	43.88	16	15.70	20.50

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	24	22.22	15.14	63	68.10	68.13	13	9.68	16.73
Grade 7	22	22.84	19.38	67	62.63	65.40	11	14.53	15.22
Grade 8	16	19.86	28.67	73	70.21	53.92	10	9.93	17.41
All Grades	21	21.63	21.37	68	66.98	62.18	11	11.40	16.45

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	15-16	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**	**15-16**	**16-17**	**17-18**
Grade 6	45	34.77	32.54	47	50.54	47.62	8	14.70	19.84
Grade 7	37	38.41	35.99	51	46.71	48.79	12	14.88	15.22
Grade 8	38	29.11	37.20	47	52.40	46.08	15	18.49	16.72
All Grades	40	34.07	35.37	48	49.88	47.48	12	16.05	17.15

Conclusions based on this data:

1. An examination of the ELA overall achievement data across all grade levels shows 60% of Redwood students that Met or Exceeded the standards. Of the remaining 40% of students that did not meet the standard, 21% nearly met the standard and are approaching proficiency in ELA. Within individual grade levels, ELA proficiency levels showed a decrease of 9% in last year's 6th graders and a 4% decrease in last year's 7th graders. 8th grade students showed an overall improvement of 2%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students.

2. In analyzing data across ELA claims, Redwood students' overall scores are highest within the areas of Writing and Research/Inquiry with 36% of students scoring Above Standard and 44% At/Near the Standard in Writing and 35% Above the Standard and 47% At/Near the Standard in Research/Inquiry. With 21% Exceeding the Standard in Listening, 62% scored at or Near the Standard, showing a large group of students approaching proficiency in this claim. In comparing 2016-17 and 2017-18 scores, 8th grade students showed growth in all four sub-tests: Reading +4%, Writing +6%, Listening +9% and Research/Inquiry +8%. 6th and 7th grade students declined in all sub-tests areas, ranging from -2% to -7%. In an effort to close this achievement gap, and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students.

3. Further review of data shows a significant achievement gap across student groups, including English Learners (EL), Special Education (SWD) and Socio-Economically Disadvantaged (SED) groups. An overall analysis of all grade levels indicates 60% of all students Exceeding or Meeting the Standard while our student groups show significantly lower achievement levels with EL's at 37%, SPED at 31% and SED at 35%. Redwood staff and faculty will continue to monitor data while participating in professional development and training and utilizing resources needed to help improvement student achievement within the target populations and closing the achievement gap.

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	292	286	259	285	282	252	285	281	252	97.6	98.6	97.3
Grade 7	296	297	292	293	291	290	293	291	290	99	98	99.3
Grade 8	288	298	303	281	294	297	281	294	297	97.6	98.7	98
All Grades	876	881	854	859	867	839	859	866	839	98.1	98.4	98.2

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	2555.9	2550.4	2531.7	31	26.69	21.83	26	24.91	23.02	24	27.05	27.78	20	21.35	27.38
Grade 7	2574.1	2579.5	2577.1	31	34.02	31.03	28	27.15	25.52	23	19.93	22.76	18	18.90	20.69
Grade 8	2598.6	2585.3	2602.0	34	31.63	42.42	22	18.71	15.49	24	25.85	20.20	20	23.81	21.89
All Grades	N/A	N/A	N/A	32	30.83	32.30	25	23.56	21.22	24	24.25	23.36	19	21.36	23.12

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	36	33.93	30.56	38	35.36	30.95	26	30.71	38.49
Grade 7	41	47.24	41.72	32	26.55	30.69	28	26.21	27.59
Grade 8	34	34.35	47.80	39	34.35	22.37	27	31.29	29.83
All Grades	37	38.54	40.50	36	32.06	27.84	27	29.40	31.66

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	34	24.91	22.62	42	46.98	50.00	24	28.11	27.38
Grade 7	36	37.11	34.14	46	38.49	41.03	18	24.40	24.83
Grade 8	41	32.31	43.39	44	42.52	38.31	15	25.17	18.31
All Grades	37	31.52	33.93	44	42.61	42.77	19	25.87	23.30

	Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 6	32	29.54	24.60	48	45.20	44.05	20	25.27	31.35
Grade 7	34	33.33	29.31	49	49.83	56.55	17	16.84	14.14
Grade 8	36	36.39	40.34	49	43.88	37.97	15	19.73	21.69
All Grades	34	33.14	31.78	49	46.30	46.24	17	20.55	21.98

Conclusions based on this data:

1. An examination of the Math overall achievement data across all grade levels shows 54% off Redwood students that Met or Exceeded the Standards. Of the remaining 46% that did not meet the standard, 23% nearly met the standard and are approaching proficiency in Math. Within individual grade levels, Math proficiency levels showed a decrease of 7% in last year's 6th graders and a 4% decrease in last year's 7th graders. 8th grade students showed an overall improvement of 6%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students.

2. In analyzing data across Math claims, Redwood students' overall scores are highest in Concepts and Procedures with 41% scoring Above Standard and 28% At or Near Standard. While Problem Solving & Modeling/ Data Analysis and Communicating Reasoning scores were slightly lower, with 34% Above Standard in Problem Solving and 32% Above Standard in Communicating Reasoning, close to 50% of students in these areas scored At or Near Standard, and are close to approaching proficiency. In comparing 2016-17 and 2017-18 scores, 8th grade students showed growth in all three sub-tests with a significant increase in Concepts & Procedures (+14%) and Problem Solving & Modeling/Data Analysis (+11%). 6th and 7th grade students declined in all sub-tests areas, ranging from -2% to -5%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students.

3. Further review of data shows a significant achievement gap across different student populations, including English Learners (EL), Special Education (SWD) and Socio-Economically Disadvantaged (SED) groups. An overall analysis of all grade levels indicates 54% of all students Exceeding or Meeting Standard while our student show significantly lower achievement levels with EL's at 35%, SWD at 26% and SED at 28%. Redwood staff and faculty will continue to monitor data while participating in professional development and training and utilizing resources needed to help improvement student achievement within the sub-groups and closing the achievement gap.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade 6	1504.8	1486.4	1522.7	21
Grade 7	*	*	*	*
Grade 8	*	*	*	*
All Grades				38

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	21
Grade 7	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	38

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	21
Grade 7	*	*			*	*	*	*	*
Grade 8	*	*	*	*			*	*	*
All Grades	14	36.84	11	28.95	*	*	*	*	38

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade 6	*	*	*	*	*	*	*	*	21
Grade 7	*	*	*	*			*	*	*
Grade 8	*	*	*	*	*	*	*	*	*
All Grades	*	*	11	28.95	*	*	15	39.47	38

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	21
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	13	34.21	18	47.37	*	*	38

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	*	*	21
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	16	42.11	15	39.47	*	*	38

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	*	*	13	61.90	21
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	*
All Grades	*	*	*	*	21	55.26	38

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade 6	*	*	14	66.67	*	*	21
Grade 7	*	*	*	*	*	*	*
Grade 8	*	*	*	*			*
All Grades	*	*	26	68.42	*	*	38

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Improve Student Achievement through targeted instruction, supports, and teacher professional development
LEA/LCAP GOAL:
CVUSD LCAP GOAL 1: Implement targeted actions and services that support positive student outcomes CVUSD LCAP GOAL 2: Ensure highly qualified and effective staff are provided with targeted professional learning and have an understanding that all job responsibilities are structured to support positive student outcomes
SCHOOL GOAL #1:
By June 2019, Redwood will optimize learning for all students,specifically our target populations including SPED, SED, and EL by increasing their engagement with Common Core State Standards (CCSS), and Next Generation Standards (NGSS). Students will increase academic achievement in English, Math, and Science as evidenced by a 2% increase in the overall mean score in all grade levels on the California Assessment of Student Progress and Performance (CAASPP).   More specifically, by Spring 2019 our student populations (SED, EL, and SWD) will make more significant gains in academic achievement as measured by a 5% or more growth on the overall mean score in all grade levels.
Data Used to Form this Goal:
2018 District and site grade level benchmark assessments. 2019 CAASPP data disaggregated by student group 2018 End-of-course exam (EOCE) results 2018 CELDT results

Findings from the Analysis of this Data:

An examination of the ELA overall achievement data across all grade levels shows 60% of Redwood students that Met or Exceeded the standards. Of the remaining 40% of students that did not meet the standard, 21% nearly met the standard and are approaching proficiency in ELA. Within individual grade levels, ELA proficiency levels showed a decrease of 9% in last year's 6th graders and a 4% decrease in last year's 7th graders. 8th grade students showed an overall improvement of 2%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students. In analyzing data across ELA claims, Redwood students' overall scores are highest within the areas of Writing and Research/Inquiry with 36% of students scoring Above Standard and 44% At/Near the Standard in Writing and 35% Above the Standard and 47% At/Near the Standard in Research/Inquiry. With 21% Exceeding the Standard in Listening, 62% scored at or Near the Standard, showing a large group of students approaching proficiency in this claim. In comparing 2016-17 and 2017-18 scores, 8th grade students showed growth in all four sub-tests: Reading +4%, Writing +6%, Listening +9% and Research/Inquiry +8%. 6th and 7th grade students declined in all sub-tests areas, ranging from -2% to -7%. In an effort to close this achievement gap, and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students. Further review of data shows a significant achievement gap across sub-groups, including English Learners (EL), Special Education (SPED) and Socio-Economically Disadvantaged (SED) groups. An overall analysis of all grade levels indicates 60% of all students Exceeding or Meeting the Standard while our sub-groups show significantly lower achievement levels with EL's at 37%, SPED at 31% and SED at 35%. Redwood staff and faculty will continue to monitor data while participating in professional development and training and utilizing resources needed to help improvement student achievement within the sub-groups and closing the achievement gap. An examination of the Math overall achievement data across all grade levels shows 54% off Redwood students that Met or Exceeded the Standards. Of the remaining 46% that did not meet the standard, 23% nearly met the standard and are approaching proficiency in Math. Within individual grade levels, Math proficiency levels showed a decrease of 7% in last year's 6th graders and a 4% decrease in last year's 7th graders. 8th grade students showed an overall improvement of 6%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students. In analyzing data across Math claims, Redwood students' overall scores are highest in Concepts and Procedures with 41% scoring Above Standard and 28% At or Near Standard. While Problem Solving & Modeling/ Data Analysis and Communicating Reasoning scores were slightly lower, with 34% Above Standard in Problem Solving and 32% Above Standard in Communicating Reasoning, close to 50% of students in these areas scored At or Near Standard, and are close to approaching proficiency. In comparing 2016-17 and 2017-18 scores, 8th grade students showed growth in all three sub-tests with a significant increase in Concepts & Procedures (+14%) and Problem Solving & Modeling/Data Analysis (+11%). 6th and 7th grade students declined in all sub-tests areas, ranging from -2% to -5%. In an effort to close the achievement gap and increase proficiency in all grade levels for 2018-2019, Redwood faculty and staff will continue to analyze data to determine student needs, participate in professional development opportunities and training, and utilize teacher collaboration time in order to best meet the needs of our students. Further review of data shows a significant achievement gap across student groups, including English Learners (EL), Special Education (SWD) and Socio-Economically Disadvantaged (SED) groups. An overall analysis of all grade levels indicates 54% of all students Exceeding or Meeting Standard while our student populations show significantly lower achievement levels with EL's at 35%, SWD at 26% and SED at 28%. Redwood staff and faculty will continue to monitor data while participating in professional development and training and utilizing resources needed to help improvement student achievement within the student groups and closing the achievement gap.

How the School will Evaluate the Progress of this Goal:

District and site grade level benchmark exams will be analyzed and reviewed by teachers and administrators during Common planning time. Teachers will assess student progress and a goal of 70% standard based criteria met on all benchmarks by all students including all student populations (SED, EL, and SPED).

CAASPP exam results will be analyzed by grade level, claims, and target populations (SWD, EL, and SEL) for improvement based on previous year's scores. Our goal for overall student achievement on the CAASPP is a 2% increase and a 5% increase for our student populations due to the achievement gap.

Chronic absentee data as it is a determining factor in student achievement. Goal is to improve reduce chronic absentee rate for all students by 5% including all our student populations of SED, EL, and SWD.

Review of student achievement data at every progress report and shared with staff including the performance of our student populations (SED, EL, and SWD) as a means to raise awareness and discuss instructional strategies to help improve the overall achievement for all students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Teacher requested supplementary resources that directly align with improving instructional practices. The supplementary resources will be implemented in all classrooms to help improve academic achievement for all students with specific materials purchased to supplement all our student populations (SED, EL, and SWD).	June 2019	Administration Department Chairs Teachers	Continue with Viking Wishes program that permits teachers to purchase supplementary materials to support the achievement and learning of all students specifically our student populations (SED, EL, and SWD).	0001-0999: Unrestricted: Locally Defined	OCBG	12719
				0001-0999: Unrestricted: Locally Defined	0TRM	2442
2. Provide focused and targeted intervention in both English and Math in the Viking Academic Support center lunch and/or after-school for students earning multiple D's and F's at each marking period. Our student populations (SED, EL, and SWD) are included and grades will be monitored to determine the program's effectiveness. Goal is to master the state standards in both Math and English content standards.	June 2019	Administration Counselors Hired teacher	Viking Academic Tutoring Center will support the academic needs of all students including all our student populations (SED, EL, and SWD)	1000-1999: Certificated Personnel Salaries	0TRM	5000
3. Replace and purchase English books from core literature list. Supplementary grade level texts that support EL and SWD students will be included to ensure that all students can access the grade level content.	June 2019	Administration Department Chairs IMT	Purchase approved core literature novels at each grade level and learning level. Our students with differentiated learning levels (SWD and EL) will have differentiated texts to support mastery of grade level content.	4000-4999: Books And Supplies	OCBG	1200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. Provide focus and targeted intervention after school and during lunch for students in ELD utilizing current staff members to assist students. Attendance will be taken and academic achievement will be tracked at all marking periods to determine the program's effectiveness.	June 2019	Certificated Staff Support Staff Professional Development	Provide tutoring services with a certificated teacher and bilingual paraprofessional to support the learning goals for our EL students	1000-1999: Certificated Personnel Salaries	0860	3800
5. Provide effective and targeted professional development for teachers in all curricular areas including but not limited to Google classroom, CHAMPS, Impact Training, PLC development, UDL, Inclusion, and district office offered Professional Learning. Teachers will receive Inclusion training by the District Office TOSA and Using Academic Language with our EL TOSA during CPT time.	June 2019	Administration Teachers	Provide effective and targeted professional development for teachers in all curricular areas including but not limited to Google classroom, CHAMPS, Impact Training, PLC development, UDL, Inclusion, and district office offered Professional Learning. Teachers will receive Inclusion training by the District Office TOSA and Using Academic Language with our EL TOSA during CPT time.	1000-1999: Certificated Personnel Salaries	0TRM	2000
6. Provide a faculty clerk to assist all staff.	June 2019	Administration Faculty Clerk	Maintain faculty clerk to assist all staff with instructional material copies, etc. for students	2000-2999: Classified Personnel Salaries	OCBG	9600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
7. Maintain and repair existing technology to enhance content delivery and student learning. Instruction will appropriately include the implementation of technology as a tool to assist students in the mastery of state standards. Monthly reports are run by the technology site tech to monitor the use of chrome carts to ensure the carts are being used efficiently.	June 2019	Administration Site Tech	Maintain and repair existing technology (hardware & software) for best use. Instruction will appropriately include the implementation of technology as a tool to assist students in the mastery of state standards. Monthly reports will be run by the technology site tech to monitor the use of chrome carts to ensure the carts are being used efficiently.	5000-5999: Services And Other Operating Expenditures	0PGR	1500
				5000-5999: Services And Other Operating Expenditures	0TRM	500
8. Develop common assessments in all curricular areas as a means for driving academic instruction and analyzing student progress. Teachers will use CPT to analyze current assessment practices, revise current assessments to ensure the assessments are meeting state and local content standards. Specifically, SPED department review current curriculum and assessments in SPED classes as compared to general education classes to ensure students are receiving grade level content material in an effort to push more students into a co-teaching classroom and improving our LRE percentage.	June 2019	Department Chairs Teachers Administration	Develop common assessments in all curricular areas as a means for driving academic instruction and analyzing student progress. Teachers will use CPT to analyze current assessment practices, revise current assessments to ensure the assessments are meeting state and local content standards.	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
9. Teacher release days to focus improving academic achievement in English and Math. The SPED department release day will include all SPED teachers and the focus will be improving LRE, reviewing our current ATSI data, strategies for improving chronic attendance for our SPED students by 5%, and improving our suspension data for SWD by a decrease of 5%. Further data analysis will include the D/F data for our SWD, and their performance on the CAASSP. SPED teachers will be trained on how to administer IAB CAASSP block assessments to SWD along with training students on how to access their accommodations during the test. The LRE goal for Redwood is to improve from 37% to 52.2% as this is the goal for the District. Training in co-teaching model as a means to improve LRE will be examined during the year for 19-20 implementation.	June 2019	Teachers Department Chairs	Teacher release days to focus improving academic achievement in English and Math. The SPED department release day will include all SPED teachers and the focus will be improving LRE, reviewing our current ATSI data, improving chronic attendance for our SPED students by 5%, and improving our suspension data for SPED students by a decrease of 5%. Further data analysis will include the D/F data for our SPED students, and their performance on the CAASSP. SPED teachers will be trained on how to administer IAB CAASSP block assessments to SPED students along with training students on how to access their accommodations during the test. The LRE goal for Redwood is to improve from 37% to 52.2% as this is the goal for the District. Training in co-teaching model as a means to improve LRE will be examined during the year from 19-20 implementation.	1000-1999: Certificated Personnel Salaries	0PGR	3988

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
10. Teacher release days to focus on EDGE program that is designed to prepare students for The Center at TOHS. All students will be encouraged to apply for the EDGE program as it will be a project based, collaborative style learning environment.	June 2019	Department Chairs Counselor Administration	Visit the Center of TOHS and create an aligned program at Redwood that prepares students for higher learning	2000-2999: Classified Personnel Salaries	0PGR 0TRM	1,000 1,000
11. Targeted CAASSP preparation in all academic departments- English, Math, Social Science, and Science. Students enrolled in SPED classes will also take the IAB CAASSP block preparation exam.	Spring 2019	Department Chairs, teachers, and administration	Targeted CAASSP preparation in all academic departments- English, Math, Social Science, and Science. Students enrolled in SPED classes will also take the IAB CAASSP block preparation exam.			
12. Teachers will explore a co-teaching model in the Spring of 2019 as means to increase access to core courses for SWD in a general education setting. The SPED teacher will push in to science and social studies in the 6th grade. The goal for 19-20 school year is a full inclusion co-teaching model in 6th grade and English co-teaching in 7th and 8th to improve the percent of SWD receiving educational service within the general education setting as measured by a 15% increase as measured by LRE rates in 19-20.	Spring 2019	General Ed content teachers and SPED learning specialists	Teachers will explore a co-teaching model in the Spring of 2019 as means to increase access to core courses for SPED students. The teacher will push in to science and social studies in the 6th grade. The goal for 19-20 school year is a full inclusion co-teaching model in 6th grade and English co-teaching in 7th and 8th to improve the percent of SWD receiving educational service within the general education setting as measured by a 15% increase as measured by LRE rates in 19-20.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
13. Host a meeting in the Spring for all elementary principals and case managers from our feeder schools in an effort to facilitate a smooth transition for our SWD and the implementation of the student's IEP. This meeting will also address how Redwood is addressing our current LRE percentage for the 19-20 school year.	Spring 2019	SPED Department teachers, Administration, counseling.	The meeting will cover our instructional program, the LRE percentages, co-teaching model, and opportunities for inclusion on campus. All feeder schools will have the information to present their 5th grade families during IEP transition meetings.			
Purchase Second Step SEL Curriculum to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum in learning ways to cope with bullying, peer pressure, and academic stressors.		Teachers, Admin, Counselors	Purchase Second Step SEL Curriculum to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum in learning ways to cope with bullying, peer pressure, and academic stressors.	4000-4999: Books And Supplies	0TRM	2500.00

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Communication and outreach with the Redwood community
LEA/LCAP GOAL:
CVUSD LCAP GOAL 3: Provide communication and targeted outreach that informs the community of programs and opportunities that support positive student outcomes
SCHOOL GOAL #2:
By June 2019, Redwood staff will communicate effectively and efficiently the opportunities and programs available to both students and community members as measured by a 10% increase in participation as indicated by attendance at events and meetings on campus including ELAC, SSC, GATE, and PTSA meetings.
Data Used to Form this Goal:
2019 Participation and sign in sheets from school meetings 2019 Participation and sign in sheets from PTSA events 2019 Attendance and participation at school activities, clubs, and extra curricular activities LCAP Student and Parent Survey
Findings from the Analysis of this Data:
Over 60% of Redwood students participate in our Performing arts programs. Attendance at PTSA events such as the Back to School BBQ, doubled as a result of community outreach. Feedback from our new and improved Viking Voice that is disseminated weekly to parents has resulted in positive feedback and increased attendance at PTSA fundraisers.
How the School will Evaluate the Progress of this Goal:
Parent LCAP survey in Spring of 2019 Student LCAP survey in Spring 2019

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Communication to students, parents, and community is in a variety of ways to ensure widespread outreach. The Viking Voice will be sent weekly to all parents sharing the activities on campus and in the community.	June 2019	Administration Teachers Counselors	Weekly Viking Voice, Daily announcements, marquee, Q connect, website, blackboard			0
2. Maintain and enhance attendance at ELAC and GATE meetings. School administrators will send out targeted emails and phone calls inviting parents and students to attend.	June 2019	Administration Teachers GATE and ELAC representatives	Create meaningful activities, guest speakers, and engaging topics that ensure parents are well informed of school curriculum and available resources	4000-4999: Books And Supplies	0860	440
				5000-5999: Services And Other Operating Expenditures	0TRM	300
3. Maintain and enhance community and parent involvement in PTSA and PTSA events.	June 2019	Administration Teachers Counselors	-Back to School BBQ, Abilities Awareness Week, and Red Ribbon Week through consistent and regular communication			0
4. Engage parents in our school wide safety committee at least twice a year.	June 2019	Administration Teachers Counselors	• Three meetings held a year • PTSA drive for sorting and staging supplies			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Create a larger awareness for students and parents of the wide variety of clubs, extra-curricular activities, Renaissance, Field trips, and leadership opportunities	June 2019	Administration Teachers Counselors	Continue Fine Arts and other curriculum aligned field trips • Maintain lunchtime and after-school clubs • Maintain lunchtime intramural sports and a connection to the Teen Center sports program • Continue carnivals, dances, socials			0
6. Provide enrichment supports for all students by encouraging GATE activities on campus, Odyssey of the Mind, MAA competition.	June 2019	Administration Counselors Teachers GATE Teacher	Continue with Odyssey of the Mind, Thinking Cap, and Mathematical Association of America (MAA).	5000-5999: Services And Other Operating Expenditures	0TRM	1100
7. Encourage our families with Students with Disabilities to engage in outreach opportunities and communications from our SEDAC representatives. Multiple all call invitations will be sent to encourage our families to opt in.	June 2019	Administration	Encourage our families with Students with Disabilities to engage in outreach opportunities and communications from our SEDAC representatives. Multiple all call invitations will be sent to encourage our families to opt in.			

Planned Improvements in Student Performance

<u>School Goal #3</u>

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Social and Emotional Well Being for all students
LEA/LCAP GOAL:
CVUSD LCAP GOAL 4: Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes
SCHOOL GOAL #3:
Goal #3 Provide targeted supports that enhance the social, emotional, and physical well-being of all students as measured by a decrease in overall discipline entries by 10% from 17-18 overall number of 2005 to no more than 1805 in 18-19. In addition, we will track the social emotional visits with counselors, to see if there is a decrease in counseling visits over the course of the school year.
Data Used to Form this Goal:
2018 Discipline Schoolwide data
Findings from the Analysis of this Data:
Since this is a new goal for the 2018-2019 school year, we will analyze the data in June 2019 by analyzing the behavior records and incidents of all students.
How the School will Evaluate the Progress of this Goal:
Weekly discipline tracking of detentions, Saturday schools, and suspensions Weekly communication with staff regarding discipline data via email Tracking social emotional visits with counselors

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide opportunities for increased student engagement and further connections to the Redwood community. Create opportunities for inclusion through the WEB program during school and before school starts.	June 2019	Administration Teachers	Provide teacher release time and needed materials for the Where Everybody Belongs (WEB) program	1000-1999: Certificated Personnel Salaries	0TRM	2000
2. Continue to support, provide, and engage students in a wide variety of extra-curricular activities and performing arts programs. Reach out to local community groups such as Mamba Sports Academy to provide outreach athletic opportunities and quality coaching.	June 2019	Administration Teachers Counselors	Teacher volunteers at lunch engaging students			0
			Club Rush, announcements, teen center promotion-classroom representative programs			0
			More clubs on campus as encouraged by teacher involvement			0
3. Identify and support at risk students such as SWD, EL, SED, and low performing students early and provide necessary supports such as on campus counseling, tutoring, and involvement in clubs or sports.	June 2019	Administration Counselors Teachers	Mentor a Viking program	5000-5999: Services And Other Operating Expenditures	0TRM	1000
			ELD/Viking Tutoring Center			0
			Case conference/SST process improvement			0
			Utilize teen center outreach programs			0
4. Foster and maintain effective communication with the entire Redwood community through Blackboard, parent meetings, volunteer opportunities, ELAC, GATE, SSC, and PTSA meetings.	June 2019	Administration Counselors Teachers	Utilize the Redwood website, Facebook page, and Twitter accounts to share information about upcoming activities and special events			0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Utilize the Blackboard/ParentLink communication system and the digital marquee as additional means of communication			0
			Encourage and support parents and students in the use of the Q Information System to access student progress and performance			0

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

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

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #1:
Provide Support Services to English Learners in order to increase Language Acquisition

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Certified staff and support staff PD	8-22-18 to 6-1-2019	Certificated Staff	Salary and Benefits	1000-1999: Certificated Personnel Salaries	0860	2847.03
Support Staff	8-22-18 to 6-1-2019	Support Staff	Salary and Benefits	2000-2999: Classified Personnel Salaries	0860	22242.61
Professional Development	8-22-18 to 6-1-2019	Certificated and Support Staff	Professional Development; costs for speakers, supplies and teacher release	5000-5999: Services And Other Operating Expenditures	0860	1617.23

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

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

Centralized Services for Planned Improvements in Student Performance

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

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

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

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

Centralized Services for Planned Improvements in Student Performance

<u>**Centralized Service Goal #5**</u>

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
OCBG	23,519	0.00
0PGR	6,488	0.00
0860	4,240	0.00
0TRM	17,842	0.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
0860	4,240.00
0PGR	6,488.00
0TRM	17,842.00
OCBG	23,519.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	15,161.00
1000-1999: Certificated Personnel Salaries	16,788.00
2000-2999: Classified Personnel Salaries	10,600.00
4000-4999: Books And Supplies	4,140.00
5000-5999: Services And Other Operating Expenditures	4,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	0860	3,800.00
4000-4999: Books And Supplies	0860	440.00
1000-1999: Certificated Personnel Salaries	0PGR	3,988.00
2000-2999: Classified Personnel Salaries	0PGR	1,000.00
5000-5999: Services And Other Operating	0PGR	1,500.00
	0TRM	1,000.00
0001-0999: Unrestricted: Locally Defined	0TRM	2,442.00
1000-1999: Certificated Personnel Salaries	0TRM	9,000.00
4000-4999: Books And Supplies	0TRM	2,500.00
5000-5999: Services And Other Operating	0TRM	2,900.00
0001-0999: Unrestricted: Locally Defined	OCBG	12,719.00
2000-2999: Classified Personnel Salaries	OCBG	9,600.00
4000-4999: Books And Supplies	OCBG	1,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,249.00
Goal 2	1,840.00
Goal 3	3,000.00

School Site Council Membership

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

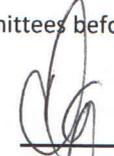| Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Nicole Judd	X				
Paola Vargas			X		
Dawn Jacobson			X		
Greg Saltzberg (Chairperson)				X	
Karen Wheatman (Vice Chair)				X	
Jennifer Rice (DAC Parent Rep)				X	
Bijaya Eaton (GATE DAC Parent				X	
Carole Shelton (SEDAC Parent Rep)				X	
Robin Bromberg (SEDAC Parent				X	
Barbara Broihier			X		
Claudia Mantilla (ELAC Rep)				X	
Isabel Alamillo				X	
Rehka Krishnankutty					
Laura Detweiler		X			
Donna Mazza		X			
Zachary Snow		X			
Aimee Sturges		X			
Stacey Wasson		X			
Leslie Chicas				X	
Bryson Saint					X
Kaitlyn McAdam-Rusk					X
Logan Rice					X
Ella Kye					X
Numbers of members of each	**1**	**6**	**3**	**9**	**4**

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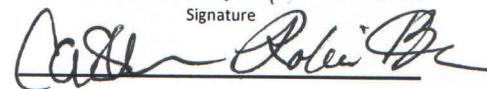
Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)s to the district governing board for approval and assures the board of the following:
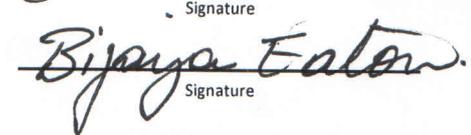
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

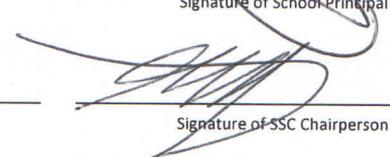|		
	State Compensatory Education Advisory Committee	
X	English Learner Advisory Committee	_____ Signature
X	Special Education Advisory Committee	_____ Signature
X	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
X	Departmental Advisory Committee (secondary)	_____ Signature
	Other committees established by the school or district (list):	_____ Signature
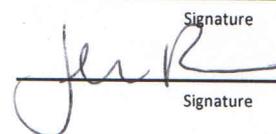
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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

6. This SPSA was adopted by the SSC at a public meeting on 10-16-18.

Attested:

Nicole Judd		4-23-19
Typed Name of School Principal	Signature of School Principal	Date

Greg Saltzberg		4-30-19
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Budget By Expenditures

Redwood Middle School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Weekly Viking Voice, Daily announcements, marquee, Q connect, website, blackboard		$0.00	Communication and outreach with the Redwood community	1. Communication to students, parents, and community is in a variety of ways to ensure widespread outreach. The Viking Voice will be sent weekly to all parents sharing the activities on campus and in the community.
-Back to School BBQ, Abilities Awareness Week, and Red Ribbon Week through consistent and regular communication		$0.00	Communication and outreach with the Redwood community	3. Maintain and enhance community and parent involvement in PTSA and PTSA events.
-Three meetings held a year -PTSA drive for sorting and staging supplies		$0.00	Communication and outreach with the Redwood community	4. Engage parents in our school wide safety committee at least twice a year.
Continue Fine Arts and other curriculum aligned field trips -Maintain lunchtime and after-school clubs -Maintain lunchtime intramural sports and a connection to the Teen Center sports program - Continue carnivals, dances, socials		$0.00	Communication and outreach with the Redwood community	5. Create a larger awareness for students and parents of the wide variety of clubs, extra-curricular activities, Renaissance, Field trips, and leadership opportunities
Teacher volunteers at lunch engaging students		$0.00	Social and Emotional Well Being for all students	2. Continue to support, provide, and engage students in a wide variety of extra-curricular activities and performing arts programs. Reach out to local community groups such as Mamba Sports Academy to provide outreach athletic opportunities and quality coaching.
ELD/Viking Tutoring Center		$0.00	Social and Emotional Well Being for all students	3. Identify and support at risk students such as SWD, EL, SED, and low performing students early and provide necessary supports such as on campus counseling, tutoring, and involvement in clubs or sports.
Utilize the Redwood website, Facebook page, and Twitter accounts to share information about upcoming activities and special events		$0.00	Social and Emotional Well Being for all students	4. Foster and maintain effective communication with the entire Redwood community through Blackboard, parent meetings, volunteer opportunities, ELAC, GATE, SSC, and PTSA meetings.

Redwood Middle School

Total Expenditures:	$0.00	
Allocation Balance:	$0.00	

Funding Source: 0860 $4,240.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Create meaningful activities, guest speakers, and engaging topics that ensure parents are well informed of school curriculum and available resources	4000-4999: Books And Supplies	$440.00	Communication and outreach with the Redwood community	2. Maintain and enhance attendance at ELAC and GATE meetings. School administrators will send out targeted emails and phone calls inviting parents and students to attend.
Provide tutoring services with a certificated teacher and bilingual paraprofessional to support the learning goals for our EL students	1000-1999: Certificated Personnel Salaries	$3,800.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	4. Provide focus and targeted intervention after school and during lunch for students in ELD utilizing current staff members to assist students. Attendance will be taken and academic achievement will be tracked at all marking periods to determine the program's effectiveness.

0860 Total Expenditures:	$4,240.00
0860 Allocation Balance:	$0.00

Funding Source: 0PGR $6,488.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Redwood Middle School

Teacher release days to focus improving academic achievement in English and Math. The SPED department release day will include all SPED teachers and the focus will be improving LRE, reviewing our current ATSI data, improving chronic attendance for our SPED students by 5%, and improving our suspension data for SPED students by a decrease of 5%. Further data analysis will include the D/F data for our SPED students, and their performance on the CAASSP. SPED teachers will be trained on how to administer IAB CAASSP block assessments to SPED students along with training students on how to access their accommodations during the test. The LRE goal for Redwood is to improve from 37% to 52.2% as this is the goal for the District. Training in co-teaching model as a means to improve LRE will be examined during the year from 19-20 implementation.	1000-1999: Certificated Personnel Salaries	$3,988.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	9. Teacher release days to focus improving academic achievement in English and Math. The SPED department release day will include all SPED teachers and the focus will be improving LRE, reviewing our current ATSI data, strategies for improving chronic attendance for our SPED students by 5%, and improving our suspension data for SWD by a decrease of 5%. Further data analysis will include the D/F data for our SWD, and their performance on the CAASSP. SPED teachers will be trained on how to administer IAB CAASSP block assessments to SWD along with training students on how to access their accommodations during the test. The LRE goal for Redwood is to improve from 37% to 52.2% as this is the goal for the District. Training in co-teaching model as a means to improve LRE will be examined during the year for 19-20 implementation.
Visit the Center of TOHS and create an aligned program at Redwood that prepares students for higher learning	2000-2999: Classified Personnel Salaries	$1,000.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	10. Teacher release days to focus on EDGE program that is designed to prepare students for The Center at TOHS. All students will be encouraged to apply for the EDGE program as it will be a project based, collaborative style learning environment.
Maintain and repair existing technology (hardware & software) for best use. Instruction will appropriately include the implementation of technology as a tool to assist students in the mastery of state standards. Monthly reports will be run by the technology site tech to monitor the use of chrome carts to ensure the carts are being used efficiently.	5000-5999: Services And Other Operating Expenditures	$1,500.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	7. Maintain and repair existing technology to enhance content delivery and student learning. Instruction will appropriately include the implementation of technology as a tool to assist students in the mastery of state standards. Monthly reports are run by the technology site tech to monitor the use of chrome carts to ensure the carts are being used efficiently.

Redwood Middle School

OPGR Total Expenditures: $6,488.00

OPGR Allocation Balance: $0.00

Funding Source: 0TRM   **$17,842.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5000-5999: Services And Other Operating Expenditures	$500.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	7. Maintain and repair existing technology to enhance content delivery and student learning. Instruction will appropriately include the implementation of technology as a tool to assist students in the mastery of state standards. Monthly reports are run by the technology site tech to monitor the use of chrome carts to ensure the carts are being used efficiently.
	5000-5999: Services And Other Operating Expenditures	$300.00	Communication and outreach with the Redwood community	2. Maintain and enhance attendance at ELAC and GATE meetings. School administrators will send out targeted emails and phone calls inviting parents and students to attend.
Continue with Odyssey of the Mind, Thinking Cap, and Mathematical Association of America (MAA).	5000-5999: Services And Other Operating Expenditures	$1,100.00	Communication and outreach with the Redwood community	6. Provide enrichment supports for all students by encouraging GATE activities on campus, Odyssey of the Mind, MAA competition.
Provide teacher release time and needed materials for the Where Everybody Belongs (WEB) program	1000-1999: Certificated Personnel Salaries	$2,000.00	Social and Emotional Well Being for all students	1. Provide opportunities for increased student engagement and further connections to the Redwood community. Create opportunities for inclusion through the WEB program during school and before school starts.
		$1,000.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	10. Teacher release days to focus on EDGE program that is designed to prepare students for The Center at TOHS. All students will be encouraged to apply for the EDGE program as it will be a project based, collaborative style learning environment.
Purchase Second Step SEL Curriculum to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum in learning ways to cope with bullying, peer pressure, and academic stressors.	4000-4999: Books And Supplies	$2,500.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	Purchase Second Step SEL Curriculum to help support the social emotional needs of all students on campus including our (SWD, SED, and EL). All students will benefit from this curriculum in learning ways to cope with bullying, peer pressure, and academic stressors.

Redwood Middle School

Provide effective and targeted professional development for teachers in all curricular areas including but not limited to Google classroom, CHAMPS, Impact Training, PLC development, UDL, Inclusion, and district office offered Professional Learning. Teachers will receive Inclusion training by the District Office TOSA and Using Academic Language with our EL TOSA during CPT time.	1000-1999: Certificated Personnel Salaries	$2,000.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	5. Provide effective and targeted professional development for teachers in all curricular areas including but not limited to Google classroom, CHAMPS, Impact Training, PLC development, UDL, Inclusion, and district office offered Professional Learning. Teachers will receive Inclusion training by the District Office TOSA and Using Academic Language with our EL TOSA during CPT time.
	0001-0999: Unrestricted: Locally Defined	$2,442.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	1. Teacher requested supplementary resources that directly align with improving instructional practices. The supplementary resources will be implemented in all classrooms to help improve academic achievement for all students with specific materials purchased to supplement all our student populations (SED, EL, and SWD).
Viking Academic Tutoring Center will support the academic needs of all students including all our student populations (SED, EL, and SWD)	1000-1999: Certificated Personnel Salaries	$5,000.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	2. Provide focused and targeted intervention in both English and Math in the Viking Academic Support center lunch and/or after-school for students earning multiple D's and F's at each marking period. Our student populations (SED, EL, and SWD) are included and grades will be monitored to determine the program's effectiveness. Goal is to master the state standards in both Math and English content standards.
Mentor a Viking program	5000-5999: Services And Other Operating Expenditures	$1,000.00	Social and Emotional Well Being for all students	3. Identify and support at risk students such as SWD, EL, SED, and low performing students early and provide necessary supports such as on campus counseling, tutoring, and involvement in clubs or sports.

0TRM Total Expenditures: $17,842.00

0TRM Allocation Balance: $0.00

Funding Source: OCBG   **$23,519.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Redwood Middle School

Continue with Viking Wishes program that permits teachers to purchase supplementary materials to support the achievement and learning of all students specifically our student populations (SED, EL, and SWD).	0001-0999: Unrestricted: Locally Defined	$12,719.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	1. Teacher requested supplementary resources that directly align with improving instructional practices. The supplementary resources will be implemented in all classrooms to help improve academic achievement for all students with specific materials purchased to supplement all our student populations (SED, EL, and SWD).
Purchase approved core literature novels at each grade level and learning level. Our students with differentiated learning levels (SWD and EL) will have differentiated texts to support mastery of grade level content.	4000-4999: Books And Supplies	$1,200.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	3. Replace and purchase English books from core literature list. Supplementary grade level texts that support EL and SWD students will be included to ensure that all students can access the grade level content.
Maintain faculty clerk to assist all staff with instructional material copies, etc. for students	2000-2999: Classified Personnel Salaries	$9,600.00	Improve Student Achievement through targeted instruction, supports, and teacher professional development	6. Provide a faculty clerk to assist all staff.

OCBG Total Expenditures: $23,519.00

OCBG Allocation Balance: $0.00

Redwood Middle School Total Expenditures: $52,089.00