

The Single Plan for Student Achievement

School: Redwood Middle School
CDS Code: 56 73759 6055891
District: Conejo Valley Unified School District
Principal: Shauna Ashmore

The Single 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 _____.

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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 comprises 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 900 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 teachers, 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 address specific content standards simultaneously.

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	298	292	286	295	284	280	294	284	279	99.0	97.3	97.9
Grade 7	283	296	296	279	291	289	277	291	289	98.6	98.3	97.6
Grade 8	302	288	298	296	279	292	292	279	292	98.0	97.9	98
All Grades	883	876	880	870	854	861	863	854	860	98.5	97.8	97.8

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2553.2	2561.4	2560.4	23	31	27.96	41	36	36.92	23	19	21.51	13	14	13.62
Grade 7	2570.2	2586.3	2580.5	18	25	24.22	44	44	41.87	22	19	19.72	15	13	14.19
Grade 8	2584.3	2592.7	2582.8	14	22	18.15	45	43	41.10	26	23	23.63	14	12	17.12
All Grades	N/A	N/A	N/A	18	26	23.37	43	41	40.00	24	20	21.63	14	13	15.00

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	27	30	33.69	52	50	46.24	20	21	20.07
Grade 7	27	34	38.06	51	49	41.87	22	17	20.07
Grade 8	33	37	32.53	50	47	43.15	17	17	24.32
All Grades	29	33	34.77	51	49	43.72	19	18	21.51

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	34	39	37.99	48	43	49.82	17	18	12.19
Grade 7	39	44	41.18	43	42	44.98	17	15	13.84
Grade 8	30	38	29.79	51	46	49.32	18	16	20.89
All Grades	34	40	36.28	47	43	48.02	17	16	15.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	19	24	22.22	72	63	68.10	9	13	9.68
Grade 7	17	22	22.84	70	67	62.63	13	11	14.53
Grade 8	17	16	19.86	70	73	70.21	12	10	9.93
All Grades	18	21	21.63	71	68	66.98	11	11	11.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	34	45	34.77	58	47	50.54	7	8	14.70
Grade 7	32	37	38.41	54	51	46.71	14	12	14.88
Grade 8	21	38	29.11	65	47	52.40	14	15	18.49
All Grades	29	40	34.07	59	48	49.88	12	12	16.05

Conclusions based on this data:

1. 63% of Redwood students met or exceeded the standards in ELA. The remaining 37% did not meet the standards in ELA.
2. Of the ELA sub-tests, Redwood students performed best in writing and listening.
3. There are a significant number of students on the cusp of meeting the ELA standards, and we look forward to helping them achieve at their highest potential in the future.

School and Student Performance Data

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	298	292	286	295	285	282	295	285	281	99.0	97.6	98.6
Grade 7	283	296	297	278	293	291	277	293	291	98.2	99	98
Grade 8	302	288	298	295	281	294	293	281	294	97.7	98.3	98.7
All Grades	883	876	881	868	859	867	865	859	866	98.3	98.3	98.4

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	2548.5	2555.9	2550.4	25	31	26.69	21	26	24.91	36	24	27.05	18	20	21.35
Grade 7	2569.2	2574.1	2579.5	31	31	34.02	24	28	27.15	23	23	19.93	21	18	18.90
Grade 8	2584.1	2598.6	2585.3	29	34	31.63	22	22	18.71	24	24	25.85	24	20	23.81
All Grades	N/A	N/A	N/A	28	32	30.83	23	25	23.56	28	24	24.25	21	19	21.36

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17			
Grade 6	30	36	33.93	43	38	35.36	26	26	30.71			
Grade 7	41	41	47.24	33	32	26.55	25	28	26.21			
Grade 8	35	34	34.35	34	39	34.35	31	27	31.29			
All Grades	35	37	38.54	37	36	32.06	28	27	29.40			

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	25	34	24.91	52	42	46.98	23	24	28.11
Grade 7	31	36	37.11	43	46	38.49	26	18	24.40
Grade 8	29	41	32.31	53	44	42.52	18	15	25.17
All Grades	28	37	31.52	49	44	42.61	22	19	25.87

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 6	28	32	29.54	49	48	45.20	22	20	25.27
Grade 7	33	34	33.33	57	49	49.83	10	17	16.84
Grade 8	32	36	36.39	46	49	43.88	22	15	19.73
All Grades	31	34	33.14	50	49	46.30	18	17	20.55

Conclusions based on this data:

1. 54% of Redwood students met or exceeded the standards in math. The remaining 46% did not meet the standards in math.
2. Of the math sub-tests, Redwood students performed best in communicating reasoning and problem solving and modeling/data analysis.
3. There are a significant number of students on the cusp of meeting the math standards, and we look forward to helping them achieve at their highest potential in the future.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	19		7	33	56	36	33	22	50	10	11		5	11	7
7	18	13	18	55	40	53	27	33	24		13	6			
8	9	20	25	82	50	25	9	20	33		10	8			8
Total	16	9	16	51	49	40	26	26	35	5	12	5	2	5	5

Conclusions based on this data:

1. Of the Redwood students tested, 56% fell in the Advanced or Early Advanced range, while 44% tested Intermediate or below.
2. Looking ahead we would hope that we can successfully move each subgroup up at least one level.
3. We will continue to explore and implement additional resources to support our EL students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
6	19	5	11	33	55	26	33	20	37	10	10		5	10	26
7	17	12	18	50	35	53	25	29	24		12	6	8	12	
8	8	17	21	75	42	29	8	17	29		8	7	8	17	14
Total	16	10	16	49	45	36	24	22	30	4	10	4	7	12	14

Conclusions based on this data:

1. Based on 2015-2016 data, of the Redwood students tested, 55% fell in the Advanced or Early Advanced range, while 44% tested Intermediate or below.
2. Looking ahead we would hope that we can successfully move each subgroup up at least one level each year.
3. We will continue to explore and implement additional resources to support our EL students.

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: Content Area Improvement
LEA/LCAP GOAL:
Enhance the culture and conditions that optimize learning for all students.
SCHOOL GOAL #1:
By June 2018, Redwood will optimize learning for all students by increasing their engagement with Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), and technology. Students will improve their academic success by two percent overall, as measured by site and district assessments and the California Assessment of Student Progress and Performance (CAASPP).
Data Used to Form this Goal:
2017 District and site grade level benchmark assessments 2017 CAASPP results 2017 End-of-course exam (EOCE) results 2016 CELDT results
Findings from the Analysis of this Data:
CAASPP results in ELA show CAASPP results in math show EOCE mathematics results show 54% of students achieving at 70% or higher CELDT results show 25% of our EL students had reclassified and 58% scored Early Advanced or Advanced
How the School will Evaluate the Progress of this Goal:
District and site grade level benchmark exams CAASPP exam results End-of-course exams (EOCE)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Integrate writing and literacy-related standards and teacher requested supplemental resources that connect each discipline to CCSS.	June 2018	Administration Department Chairs Teachers	Continue with Viking Wishes program	0001-0999: Unrestricted: Locally Defined	OCBG	12000
			Student/Teacher TCI resources	4000-4999: Books And Supplies	OPGR	2000
2. Investigate, examine, and purchase appropriate NGSS materials.	June 2018	Administration Science Teachers	Purchase needed science materials	4000-4999: Books And Supplies	OPGR	1636
3. Replace and purchase English books from core lit list.	June 2018	Administration Department Chairs IMT	Purchase approved core literature novels at each grade level	4000-4999: Books And Supplies	OCBG	3000
4. Analyze student achievement data and develop and implement common assessments.	June 2018	Administration Department Chairs Grade Level Leads Teachers	Provide each teacher one release day, by department, to analyze data, collaborate, & create common assessments	1000-1999: Certificated Personnel Salaries	OCBG	4500
5. Provide professional development on state standards, technology, and best practices.	June 2018	Administration Teachers	Provide opportunities for staff to attend applicable conferences and workshops..	1000-1999: Certificated Personnel Salaries	OTRM	2000
6. Provide a faculty clerk to assist all staff.	June 2018	Administration Faculty Clerk	Maintain faculty clerk to assist all staff with instructional material copies, etc. for students	2000-2999: Classified Personnel Salaries	OCBG	9601

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.	June 2018	Administration Site Tech	Maintain and repair existing technology (hardware & software) for best use.	None Specified	OPGR	2000
8. Provide a properly maintained, clean and safe school facility.	June 2018	Administration Campus Supervisors Custodial Staff	-Hire quality campus supervisors and maintain safety communication devices.	2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	11000

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: Maximize Student Achievement
LEA/LCAP GOAL:
Maximize Student Achievement Through Highly Effective Instruction That Includes Opportunities For Academic Acceleration and Intervention
SCHOOL GOAL #2:
By June 2018, Redwood will maximize student potential through intervention and extension for all students. Success will be measured by the breadth of programs available and student participation in intervention and extension opportunities in conjunction with site and district assessments and CAASPP.
Data Used to Form this Goal:
2017 District and site grade level benchmark assessments 2017 CAASPP results 2017 End-of-course exam (EOCE) results 2016 CELDT results
Findings from the Analysis of this Data:
CAASPP in ELA shows CAASPP in math shows Analysis of intervention data reveals
How the School will Evaluate the Progress of this Goal:
District and site grade level benchmark exams CAASPP exam results End-of-course exams (EOCE) Intervention data analysis

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide focused academic interventions for students below grade level and/or earning below a 2.5 GPA.	June 2018	Administration Teachers Counselors	Provide academic interventions and study skills extensions	1000-1999: Certificated Personnel Salaries	003R	7500
2. Offer intervention supports to ELD students.	June 2018	Administration Teachers Bilingual Facilitator Bilingual Paraprofessional	Provide after school ELD support.	1000-1999: Certificated Personnel Salaries	0860	3000
			Provide curriculum, materials, and supplies to after school program.	4000-4999: Books And Supplies	TPGR	1100
3. Offer intervention supports to free and reduced lunch, foster/homeless students, & Special Education.	June 2018	Administration Teachers Counselors	Provide before and after school supports.	1000-1999: Certificated Personnel Salaries	TPGR	6080
			Provide curriculum, materials, and supplies to after school program.	4000-4999: Books And Supplies	TPGR	1100
4. Provide remediation, extension, and enrichment supports to all students, including GATE.	June 2018	Administration Teachers Counselors	Continue with Odyssey of the Mind, Thinking Cap, and Mathematical Association of America (MAA).	4000-4999: Books And Supplies	OTRM	1100
			Provide remediation, extension, and enrichment programs.	1000-1999: Certificated Personnel Salaries	OTRM	7500
			Purchase curriculum and supplies to support remediation, extension, and enrichment.	4000-4999: Books And Supplies	OTRM	1797

Planned Improvements in Student Performance

School Goal #3

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: Engage Students
LEA/LCAP GOAL:
Engage Students through Quality Student Activities
SCHOOL GOAL #3:
By June 2018, Redwood will increase student and community engagement in extra-curricular activities as measured by student, staff, and parent participation.
Data Used to Form this Goal:
Field trips aligned to curriculum (all grade levels) Intramural lunchtime activities Back to School BBQ School clubs
Findings from the Analysis of this Data:
Since this is a new goal for the 2017-2018 school year, we will analyze the data in June 2018.
How the School will Evaluate the Progress of this Goal:
Participation in field trips aligned with the curriculum, extra-curricular activities, and clubs. Back-to-school bbq attendance will be analyzed.

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	June 2018	Administration Teachers	Provide teacher release time and needed materials for the Where Everybody Belongs (WEB) program	1000-1999: Certificated Personnel Salaries	OCBG	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Provide teacher release time and needed materials for the Where Everybody Belongs (WEB) program	1000-1999: Certificated Personnel Salaries	OPGR	1500
2. Hold regular ELAC meetings to keep parents of English Learners informed of school curriculum, general school operations, and available resources	June 2018	Administration ELD Teacher Advisor ELD Coordinator Bilingual Facilitator ELD Teachers	Hold ELAC meetings throughout the year for all English Learner parents	1000-1999: Certificated Personnel Salaries	0860	440
3. Support student, staff and parent opportunities to participate in a variety of extra-curricular activities throughout the year	June 2018	Administration Counselors Teachers	Continue Fine Arts and other curriculum aligned field trips			0
			Maintain lunchtime and after-school clubs			0
			Maintain lunchtime intramural sports and a connection to the Teen Center sports program			0
			Continue carnivals, dances, socials			0
			Maintain the Back to School BBQ for all families			0
4. Foster and maintain effective communication with the entire Redwood community	June 2018	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

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
		Certificated Staff		1000-1999: Certificated Personnel Salaries	0860	2847.03
		Support Staff		2000-2999: Classified Personnel Salaries	0860	22242.61
			Professional Development	5000-5999: Services And Other Operating Expenditures	0860	1617.23

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	29601	0.00
OPGR	7136	0.00
0860	3440	0.00
TPGR	8280	0.00
OTRM	12397	0.00
School Safety and Violence Prevention	11000	0.00
003R	7500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
003R	7,500.00
0860	3,440.00
OPGR	7,136.00
OTRM	12,397.00
OCBG	29,601.00
School Safety and Violence Prevention Act	11,000.00
TPGR	8,280.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0001-0999: Unrestricted: Locally Defined	12,000.00
1000-1999: Certificated Personnel Salaries	33,020.00
2000-2999: Classified Personnel Salaries	20,601.00
4000-4999: Books And Supplies	11,733.00
None Specified	2,000.00

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	003R	7,500.00
1000-1999: Certificated Personnel Salaries	0860	3,440.00
1000-1999: Certificated Personnel Salaries	OPGR	1,500.00
4000-4999: Books And Supplies	OPGR	3,636.00
None Specified	OPGR	2,000.00
1000-1999: Certificated Personnel Salaries	OTRM	9,500.00
4000-4999: Books And Supplies	OTRM	2,897.00
0001-0999: Unrestricted: Locally Defined	OCBG	12,000.00
1000-1999: Certificated Personnel Salaries	OCBG	5,000.00
2000-2999: Classified Personnel Salaries	OCBG	9,601.00
4000-4999: Books And Supplies	OCBG	3,000.00
2000-2999: Classified Personnel Salaries	School Safety and Violence Prevention Act	11,000.00
1000-1999: Certificated Personnel Salaries	TPGR	6,080.00
4000-4999: Books And Supplies	TPGR	2,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	47,737.00
Goal 2	29,177.00
Goal 3	2,440.00

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
Shauna Ashmore	X				
Greg Coull			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	
Caren Dunn		X			
Christine Elkington		X			
Donna Mazza		X			
Susanna Middleton		X			
Stacey Wasson		X			
Kendall Fleming					X
Leila Gray					X
Lauren Marco					X
Jeannie Reed					X
Logan Rice					X
Isabel Alamillo				X	
Rekha Krishnankutty				X	
Numbers of members of each	1	5	2	6	5

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) 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 Single 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	_____
		Signature
X	English Learner Advisory Committee	_____
		Signature
	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 10-17-17.

Attested:

Shauna Ashmore _____
 Typed Name of School Principal Signature of School Principal Date

Greg Saltzberg _____
 Typed Name of SSC Chairperson Signature of SSC Chairperson Date