



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands East Valley High School	36-67843-3630779	5/29/2024	July 9, 2024

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

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

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

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

This plan is being used by Redlands East Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Redlands East Valley High School Receives Title III and LCAP Funding to support the actions in this site plan. The school was identified for ATSI for African American students for suspension rate and Students With Disabilities for English, math, and suspension rates for the 2023-24 school year but not for the 2024-25 school year.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	15
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	36
Budget Summary	40
Budget Summary	40
Other Federal, State, and Local Funds	40
Budgeted Funds and Expenditures in this Plan.....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source	41
Expenditures by Budget Reference	41
Expenditures by Budget Reference and Funding Source.....	41
Expenditures by Goal.....	41
School Site Council Membership	42
Recommendations and Assurances	43
Instructions.....	44
Appendix A: Plan Requirements	51
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	54
Appendix C: Select State and Federal Programs	57

Plan Description

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

This plan is being used by Redlands East Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands East Valley High School Receives Title III and LCAP Funding to support the actions in this site plan. The school was identified for ATSI for African American students for suspension rate and Students With Disabilities for English, math, and suspension rates for the 2023-24 school year but not for the 2024-25 school year.

Our commitment to align all our Single Plan for Student Achievement and WASC Action Plan goals to the district LCAP has steam-lined efforts to support Socioeconomically Disadvantaged Students, Students With Disabilities, and English Learners. Discussions within various leadership and community partner groups ensure educational partner engagement about accountability for results and the development of goals that can be measured by state and local metrics. Our plan includes evaluation of all state accountability measures and reflection on the progress being made within each goal. The organization of the plan aligns with the district LCAP and justifies the allocation of the budget to accomplish all requirements of ESSA. The plan also includes actions and services that have been developed to address the recommendations made by the 2019 WASC Visiting Committee and 2022 Mid-Cycle Visiting Committee (done virtually). Critical Areas of Need and Areas of Growth are addressed and metrics have been established to monitor the growth within each goal to assist with preparing future reports for the 2025 WASC Self-Study which require documentation on progress made between WASC visits. Redlands East Valley SPSA includes the new state and federal requirements for: 1) How we will meet long-term goals for English language proficiency and challenging State academic standards; 2) How we allocate funds to meet the requirements of the State Accountability Dashboard; and 3) How foster youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homeless Children and Youths program. The plan will be monitored and updated through community partner engagement which is also a requirement of ESSA.

Educational Partner Involvement

How, when, and with whom did Redlands East Valley High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council met six times throughout the year. The committee consisted of the principal, three classroom teachers, one other school staff, and four parent/community members (one vacancy). The intent of the committee is to ensure that the education program provided at REV is determined by a joint effort of parents, teachers, administrators and other school personnel whose common goal is the success of all students. Within the six scheduled meetings, council members participated in discussions and made decisions on the required topics: Uniform Complaint Procedures, program evaluations, parent involvement activities, data analysis, elections, budget reviews and approvals, program monitoring, and needs assessments.

The council actively participated in the evaluation of current goals and assisted with the creation of new goals based upon data shared. Council members consistently reviewed student achievement data, program enrollment data (e.g. AVID, AP), facilities updates, suspension data, attendance data, and graduation rates. The council also discussed the budget and allocated funds to the goals within the plan. The spending was reviewed at each meeting and Council members discussed areas of need throughout the year.

Council members participated in the decision-making and a record of each meeting is documented in the meeting minutes. Other parent committees were consulted in the development of the goals including ELAC and PTSA. The SPSA has become the comprehensive plan for the school and has been presented to Principal's Cabinet, Department Chairs, administrator planning days, Safety Committee, and PTSA. The school's SPSA is aligned to the WASC Action Plan and the District LCAP.

Resource Inequities

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

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

Redlands East Valley High School was identified as an ATSI school for African American students in the area of suspensions and Students With Disabilities in the areas of suspensions, English, and math for the 2023-24 school year but is not identified for ATSI for the 2024-25 school year.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

For 2023, the school's overall suspension rate was in the orange performance category and the school was in the red category for English Learner progress. During the 4th quarter of the 2023-24 school year an alternative to suspension program was piloted for substance violations. The program will be fully implemented for the 2024-25 school year.

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

For 2023, Socioeconomically Disadvantaged students and Students with Disabilities are in the orange performance band in mathematics, which is two levels below the schoolwide green level for all students. For the 2023-24 school year the school prioritized monthly collaboration time for teachers to do instructional planning as content area groups (e.g. Math I) and to review data, including benchmark results and IAB performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.37%	0.43%	5	7	8
African American	6.5%	6.11%	5.99%	123	117	111
Asian	4.4%	4.08%	3.83%	83	78	71
Filipino	1.4%	1.10%	1.24%	27	21	23
Hispanic/Latino	52.4%	54.02%	55.64%	991	1034	1031
Pacific Islander	0.2%	0.16%	0.11%	4	3	2
White	31.0%	29.57%	28.01%	586	566	519
Multiple/No Response	3.7%	4.34%	4.48%	69	83	83
Total Enrollment				1,892	1914	1853

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	507	503	482
Grade 10	494	513	486
Grade 11	456	476	473
Grade 12	435	422	412
Total Enrollment	1,892	1,914	1,853

Conclusions based on this data:

1. Three year trend data indicates a decreasing enrollment as students move from grade 9 toward grade 12. Over the course of high school, students are graduating early, transferring to others schools or alternative programs within the district, or at times dropping out. The ethnic make up of the school is shifting slightly toward more Hispanic students and fewer White students.
2. There is a trend of decreasing overall enrollment districtwide as well as at REV.
3. Certificated staffing totals were decreased for the 2024-25 school year in response to declining enrollment and budget constraints, which will result in larger class sizes in all content areas.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	110	123	110	5.80%	6.4%	5.9%
Fluent English Proficient (FEP)	290	267	247	15.30%	13.9%	13.3%
Reclassified Fluent English Proficient (RFEP)	7	181	168	6.4%	9.5%	9.1%

Conclusions based on this data:

1. English Learner enrollment has been consistent year-to-year. RFEP students' achievement is monitored along with EL students for state accountability.
2. REV is reclassifying 5-10 students per year; two year trend data indicates little change in the percentage of students in both the Fluent English Proficient and the Reclassified Fluent English Proficient student groups.
3. Although student group numbers have not changed significantly, this plateau effect needs to be addressed to meet the state requirements within the Status/Change accountability model.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	398	417	439	0	404	426	0	404	425	0.0	96.9	97.0
All Grades	398	417	439	0	404	426	0	404	425	0.0	96.9	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2608.	2592.		33.17	28.47		28.96	28.24		19.06	18.82		18.81	24.47
All Grades	N/A	N/A	N/A		33.17	28.47		28.96	28.24		19.06	18.82		18.81	24.47

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 11		32.92	28.71		52.72	52.24		14.36	19.06	
All Grades		32.92	28.71		52.72	52.24		14.36	19.06	

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		30.45	30.35		44.55	45.65		25.00	24.00
All Grades		30.45	30.35		44.55	45.65		25.00	24.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		19.31	14.12		70.30	68.94		10.40	16.94
All Grades		19.31	14.12		70.30	68.94		10.40	16.94

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		27.23	25.41		61.14	59.06		11.63	15.53
All Grades		27.23	25.41		61.14	59.06		11.63	15.53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. CAASPP ELA data for 2023 indicates a decrease in students meeting/exceeding standard and an increase in those below standard compared to 2022. This shift is most notable in reading and listening, indicating a need to better support students in these areas.
2. For the 2023-24 school year, the school implemented professional learning communities by content area and provided professional development in rigor and schoolwide literacy to support teachers in helping students achieve at higher rates.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	398	415	438	0	399	425	0	399	425	0.0	96.1	97.0
All Grades	398	415	438	0	399	425	0	399	425	0.0	96.1	97.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2569.	2571.		15.29	12.71		21.55	23.06		22.06	23.53		41.10	40.71
All Grades	N/A	N/A	N/A		15.29	12.71		21.55	23.06		22.06	23.53		41.10	40.71

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		19.30	21.41		41.10	39.53		39.60	39.06
All Grades		19.30	21.41		41.10	39.53		39.60	39.06

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		15.79	16.00		60.65	58.82		23.56	25.18
All Grades		15.79	16.00		60.65	58.82		23.56	25.18

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		16.29	13.88		61.40	62.82		22.31	23.29
All Grades		16.29	13.88		61.40	62.82		22.31	23.29

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. CAASPP math data for 2023 indicates 35.77% of students met or exceeded standard and 40.7% did not meet standard, which is consistent with the previous year's data. The high percentage of students below standard indicates the need for better support and more rigorous instruction at the lower levels in preparation for the rigor of Math III.
2. For the 2023-24 school year, the school implemented professional learning communities by content area and provided professional development in rigor to support teachers in helping students achieve at higher rates.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/te/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1532.3	1563.5	1551.0	1550.8	1583.6	1560.5	1513.5	1542.7	1541.2	26	33	22
10	1556.3	1578.6	1591.1	1577.8	1596.2	1626.1	1534.4	1560.4	1555.5	23	18	28
11	1466.3	1580.4	1554.2	1466.1	1606.3	1559.5	1466.0	1554.0	1548.3	11	22	17
12	*	1524.3	1466.2	*	1537.8	1466.3	*	1510.4	1465.5	4	14	19
All Grades										64	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	34.62	24.24	13.64	19.23	36.36	54.55	19.23	24.24	13.64	26.92	15.15	18.18	26	33	22
10	43.48	33.33	39.29	17.39	27.78	28.57	26.09	33.33	17.86	13.04	5.56	14.29	23	18	28
11	18.18	27.27	11.76	18.18	40.91	52.94	36.36	22.73	23.53	27.27	9.09	11.76	11	22	17
12	*	7.14	0.00	*	14.29	0.00	*	35.71	15.79	*	42.86	84.21	*	14	19
All Grades	32.81	24.14	18.60	17.19	32.18	33.72	23.44	27.59	17.44	26.56	16.09	30.23	64	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	53.85	45.45	36.36	11.54	33.33	40.91	15.38	12.12	4.55	19.23	9.09	18.18	26	33	22
10	65.22	50.00	53.57	13.04	33.33	32.14	13.04	5.56	3.57	8.70	11.11	10.71	23	18	28
11	27.27	68.18	52.94	18.18	22.73	29.41	27.27	9.09	5.88	27.27	0.00	11.76	11	22	17
12	*	14.29	0.00	*	50.00	0.00	*	21.43	73.68	*	14.29	26.32	*	14	19
All Grades	50.00	47.13	37.21	12.50	33.33	26.74	15.63	11.49	19.77	21.88	8.05	16.28	64	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.38	3.03	0.00	15.38	36.36	22.73	30.77	24.24	54.55	38.46	36.36	22.73	26	33	22
10	17.39	0.00	10.71	26.09	33.33	25.00	17.39	38.89	39.29	39.13	27.78	25.00	23	18	28
11	9.09	0.00	0.00	9.09	27.27	23.53	45.45	50.00	47.06	36.36	22.73	29.41	11	22	17
12	*	0.00	0.00	*	14.29	0.00	*	14.29	10.53	*	71.43	89.47	*	14	19
All Grades	14.06	1.15	3.49	17.19	29.89	18.60	26.56	32.18	38.37	42.19	36.78	39.53	64	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	11.54	6.06	4.55	50.00	78.79	72.73	38.46	15.15	22.73	26	33	22
10	13.04	11.11	25.93	69.57	83.33	55.56	17.39	5.56	18.52	23	18	27
11	9.09	4.55	0.00	63.64	81.82	76.47	27.27	13.64	23.53	11	22	17
12	*	7.14	0.00	*	14.29	5.26	*	78.57	94.74	*	14	19
All Grades	10.94	6.90	9.41	56.25	70.11	52.94	32.81	22.99	37.65	64	87	85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	63.64	87.88	81.82	18.18	3.03	4.55	18.18	9.09	13.64	22	33	22
10	77.78	77.78	89.29	11.11	11.11	0.00	11.11	11.11	10.71	18	18	28
11	37.50	100.00	88.24	12.50	0.00	0.00	50.00	0.00	11.76	8	22	17
12	*	85.71	57.89	*	7.14	26.32	*	7.14	15.79	*	14	19
All Grades	59.62	88.51	80.23	13.46	4.60	6.98	26.92	6.90	12.79	52	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	23.08	21.21	4.55	34.62	39.39	45.45	42.31	39.39	50.00	26	33	22
10	21.74	16.67	25.00	39.13	33.33	46.43	39.13	50.00	28.57	23	18	28
11	18.18	4.55	0.00	36.36	45.45	58.82	45.45	50.00	41.18	11	22	17
12	*	7.14	5.26	*	21.43	10.53	*	71.43	84.21	*	14	19
All Grades	20.31	13.79	10.47	34.38	36.78	40.70	45.31	49.43	48.84	64	87	86

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	0.00	0.00	0.00	72.00	66.67	81.82	28.00	33.33	18.18	25	33	22
10	0.00	0.00	3.70	73.91	94.44	81.48	26.09	5.56	14.81	23	18	27
11	9.09	13.64	17.65	45.45	72.73	64.71	45.45	13.64	17.65	11	22	17
12	*	0.00	0.00	*	35.71	26.32	*	64.29	73.68	*	14	19
All Grades	1.59	3.45	4.71	63.49	68.97	65.88	34.92	27.59	29.41	63	87	85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The results of the 2023 test administration indicate progress from level 2 to level 3. EL students need continued and in-depth support in reading and writing to meet the rigor of the ELPAC since the majority of our students are scoring in the Beginning level for reading and Somewhat/Moderately level in writing (levels 2-3 overall for written language).
2. The data reveal that we need to help students understand the expectations and criteria for Level 4/reclassification and support them in reclassifying in early years.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1853	67.4	5.9	0.7
Total Number of Students enrolled in Redlands East Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	5.9
Foster Youth	13	0.7
Homeless	164	8.9
Socioeconomically Disadvantaged	1248	67.4
Students with Disabilities	287	15.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	111	6
American Indian	8	0.4
Asian	71	3.8
Filipino	23	1.2
Hispanic	1031	55.6
Two or More Races	83	4.5
Pacific Islander	2	0.1
White	519	28

Conclusions based on this data:

1. Our two largest enrollment populations are Hispanic (55.6%) and White (28%). Two-thirds of REV students are Socioeconomically Disadvantaged (67.4%). This percentage would suggest more effort should be extended to families that need access to resources. Since the 2020-21 school year, REV and RUSD have provided free breakfast and lunch to all students.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Graduation Rate Yellow	Suspension Rate Orange
Mathematics Green	Chronic Absenteeism No Performance Color	
English Learner Progress Red		
College/Career Medium		

Conclusions based on this data:

1. The 2023 Academic Performance data indicates a need to better support English Learner progress.
2. The school's graduation rate is in the yellow range, indicating a need to increase the rate for all students.
3. The school's suspension rate is in the orange range and should be monitored for the African American and Students With Disabilities groups. New alternatives to suspension will be implemented for substance violations in the 2024-25 school year.

School and Student Performance Data

Academic Performance English Language Arts

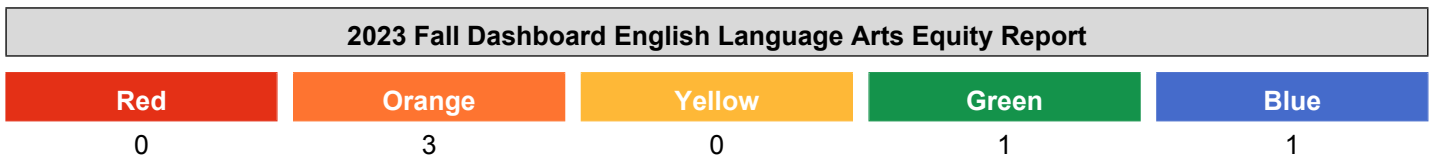
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;">All Students</p> <p style="text-align: center;"> Yellow</p> <p style="text-align: center;">14.4 points above standard Decreased -12.8 points</p> <p style="text-align: center;">414 Students</p>	<p style="text-align: center;">English Learners</p> <p style="text-align: center;">97.2 points below standard Decreased Significantly -37.8 points</p> <p style="text-align: center;">26 Students</p>	<p style="text-align: center;">Foster Youth</p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">2 Students</p>
<p style="text-align: center;">Homeless</p> <p style="text-align: center;"> Blue</p> <p style="text-align: center;">30 points above standard Increased Significantly +24 points</p> <p style="text-align: center;">43 Students</p>	<p style="text-align: center;">Socioeconomically Disadvantaged</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">8.8 points below standard Decreased Significantly -20.1 points</p> <p style="text-align: center;">263 Students</p>	<p style="text-align: center;">Students with Disabilities</p> <p style="text-align: center;"> Orange</p> <p style="text-align: center;">65.6 points below standard Increased Significantly +47.1 points</p> <p style="text-align: center;">51 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>77.1 points below standard</p> <p>Decreased Significantly - 76.6 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>62.8 points above standard</p> <p>Decreased Significantly - 63.1 points</p> <p>17 Students</p>	<p>82.1 points above standard</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>5.8 points below standard</p> <p>Decreased -9.4 points</p> <p>220 Students</p>	<p>69.5 points above standard</p> <p>Increased +3.3 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	 <p>Green</p> <p>36.7 points above standard</p> <p>Decreased -11.7 points</p> <p>130 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>123.8 points below standard</p> <p>Decreased Significantly -36.1 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>20.3 points above standard</p> <p>Decreased -6.4 points</p> <p>336 Students</p>

Conclusions based on this data:

- The White and Homeless student groups are achieving significantly higher than Students With Disabilities, Socioeconomically Disadvantaged, and Hispanic students, indicating there is a need to better support these groups in achieving at higher rates.

School and Student Performance Data

Academic Performance Mathematics

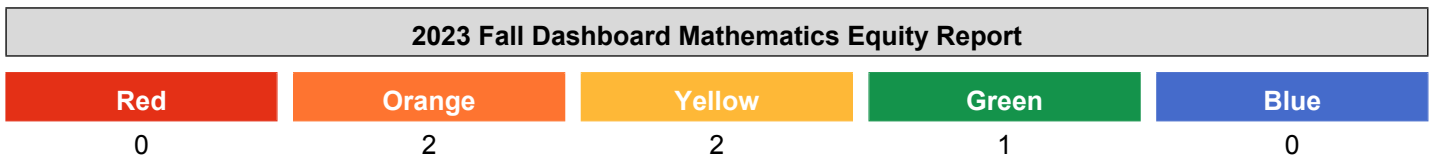
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 47.5 points below standard Increased +10.4 points 413 Students	English Learners 148.3 points below standard Increased +5.9 points 27 Students	Foster Youth Less than 11 Students 2 Students
Homeless  Green 31.5 points below standard Increased Significantly +70.8 points 43 Students	Socioeconomically Disadvantaged  Orange 71.7 points below standard Maintained +2.9 points 263 Students	Students with Disabilities  Orange 154 points below standard Increased Significantly +52.6 points 51 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>136.8 points below standard</p> <p>Decreased Significantly - 76.2 points</p> <p>18 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>27.9 points above standard</p> <p>Decreased Significantly - 24.1 points</p> <p>17 Students</p>	<p>48.2 points above standard</p> <p>11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<div style="text-align: center;">  Yellow </div> <p>68.5 points below standard</p> <p>Increased Significantly +23.9 points</p> <p>220 Students</p>	<p>28.3 points below standard</p> <p>Decreased Significantly - 26.5 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<div style="text-align: center;">  Yellow </div> <p>24.5 points below standard</p> <p>Maintained +0.2 points</p> <p>129 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>135.5 points below standard</p> <p>Increased Significantly +50 points</p> <p>17 Students</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>45.7 points below standard</p> <p>Increased +11 points</p> <p>335 Students</p>

Conclusions based on this data:

- The White and Hispanic student groups are achieving higher than Students With Disabilities and Socioeconomically Disadvantaged students, indicating there is a need to better support these groups in achieving at higher rates.

School and Student Performance Data

Academic Performance English Learner Progress

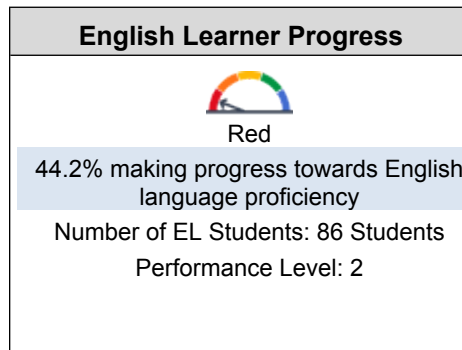
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
24	17	2	33

Conclusions based on this data:

- 33% of our English Learners progressed at least one ELPI level but 24% decreased, indicating the need to better support EL students year-to-year in making progress.

School and Student Performance Data

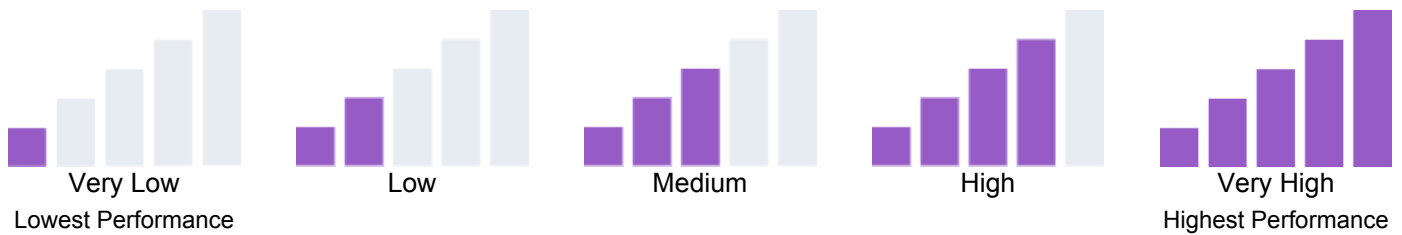
Academic Performance College/Career Report

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

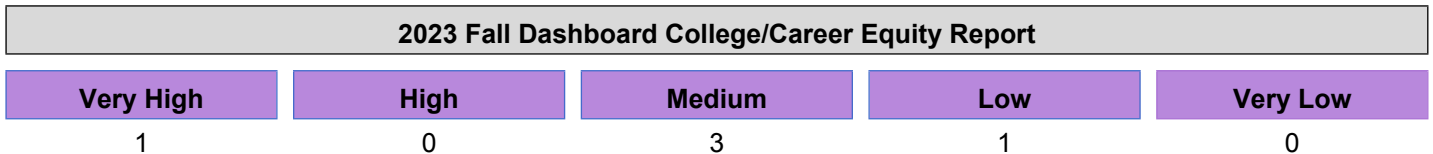
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

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

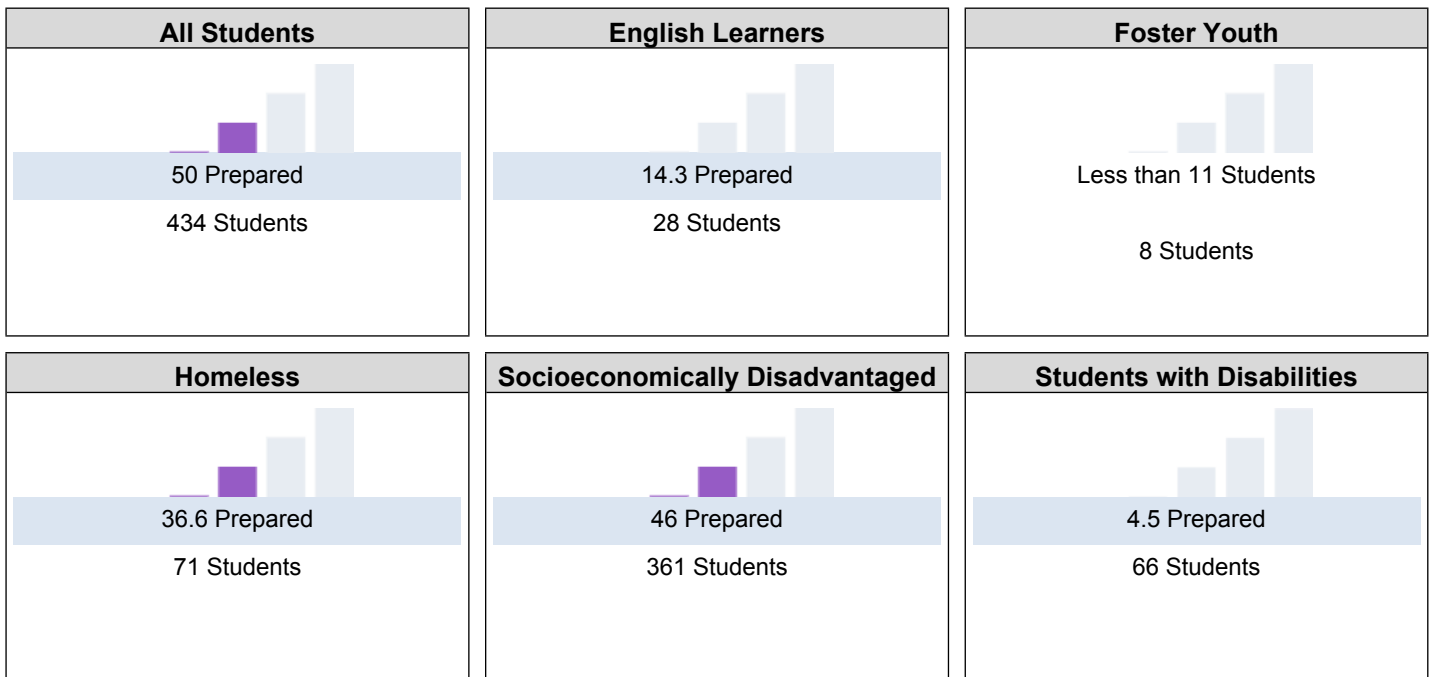


This section provides number of student groups in each level.

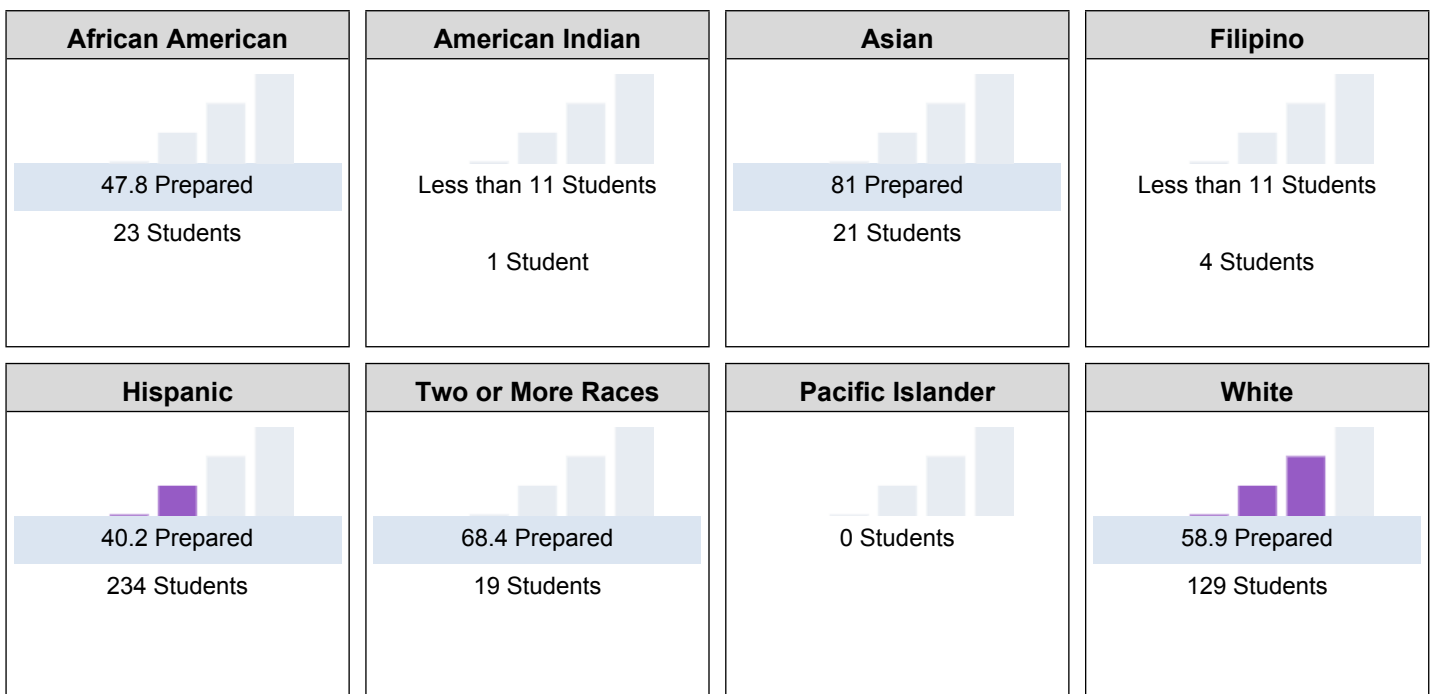


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. Data indicates a need for more students to be College/Career Prepared, in particular Students With Disabilities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



















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











This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>All Students</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	All Students	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>English Learners</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	English Learners	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Foster Youth</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Foster Youth	 No Performance Color 0 Students
All Students								
 No Performance Color 0 Students								
English Learners								
 No Performance Color 0 Students								
Foster Youth								
 No Performance Color 0 Students								
<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Homeless</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Homeless	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Socioeconomically Disadvantaged</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Socioeconomically Disadvantaged	 No Performance Color 0 Students	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Students with Disabilities</th> </tr> <tr> <td>  No Performance Color 0 Students </td> </tr> </table>	Students with Disabilities	 No Performance Color 0 Students
Homeless								
 No Performance Color 0 Students								
Socioeconomically Disadvantaged								
 No Performance Color 0 Students								
Students with Disabilities								
 No Performance Color 0 Students								

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Conclusions based on this data:

1. High school data for Chronic Absenteeism is not reported.

School and Student Performance Data

Academic Engagement Graduation Rate

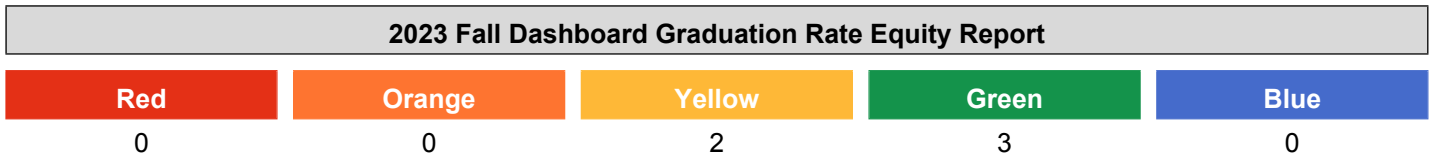
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Yellow 92.2% graduated Decreased -1.5 437 Students	English Learners 79.3% graduated Maintained 0 29 Students	Foster Youth Less than 11 Students 8 Students
Homeless  Green 91.8% graduated Increased Significantly 6.6 73 Students	Socioeconomically Disadvantaged  Yellow 90.9% graduated Decreased -1.5 364 Students	Students with Disabilities  Green 83.6% graduated Increased Significantly 14.8 67 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>87.5% graduated</p> <p>Decreased -2.8</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>90.5% graduated</p> <p>Decreased Significantly -5.2</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Green</p> <p>91.5% graduated</p> <p>Maintained -0.5</p> <p>235 Students</p>	<p>100% graduated</p> <p>Maintained 0</p> <p>19 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Yellow</p> <p>93.8% graduated</p> <p>Decreased -1.9</p> <p>130 Students</p>

Conclusions based on this data:

1. The graduation rate for Socioeconomically Disadvantaged students is lower than the rate for Hispanic and White students. Students With Disabilities are graduating at a lower rate (83.6%) than other student groups. The new criteria for an alternate diploma is expected to positively impact this category.
2. The school is implementing tools for monitoring student progress toward graduation and providing opportunities for tutoring as well as ways to make up credits, such as zero or seventh period Edgenuity classes and summer school.

School and Student Performance Data

Conditions & Climate Suspension Rate

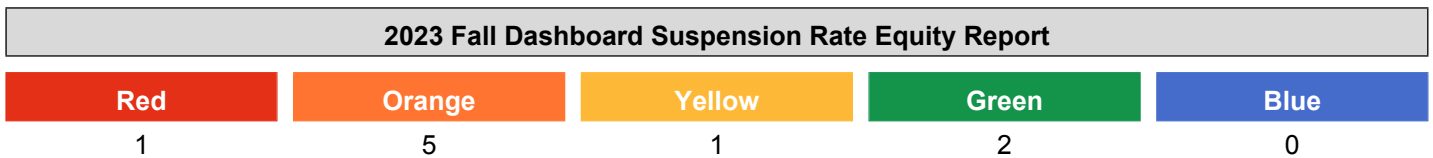
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	18.8% suspended at least one day
6.2% suspended at least one day	11.5% suspended at least one day	Increased 10.4 32 Students
Increased 0.9 2063 Students	Increased 6.9 131 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Orange	 Yellow
7.3% suspended at least one day	7.9% suspended at least one day	9.7% suspended at least one day
Increased 2 192 Students	Increased 1.7 1422 Students	Declined Significantly -2.2 329 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 11.2% suspended at least one day Declined -2.4 125 Students	Less than 11 Students 9 Students	 Green 1.3% suspended at least one day Maintained 0.1 76 Students	0% suspended at least one day Maintained 0 26 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 7.5% suspended at least one day Increased 1.8 1167 Students	 Orange 9.4% suspended at least one day Increased 6.1 96 Students	Less than 11 Students 3 Students	 Green 2.9% suspended at least one day Declined -1.1 561 Students

Conclusions based on this data:

1. The Hispanic, African American, Two or More Races, and Socioeconomically Disadvantaged student groups have higher rates of suspension than White and Asian students. The African American student group has fewer students than the Hispanic or White student groups, but has a higher suspension rate, indicating more support needs to be provided.
2. Other Means of Correction will be implemented whenever possible beginning in the 2024-25 school year to mitigate suspensions for substance violations.
3. The district's high school Behavior Intervention (UP) program is housed at REV and the area's three foster homes are within REV's boundaries, which can negatively impact overall suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate

Provide all students with a positive, engaging learning environment focused on safe, inclusive, and equitable programs to increase students' desire to actively participate in their own learning, to reduce student behavior rates, and to increase student attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide all educational partners with a positive learning environment by creating safe, more inclusive schools that promote equitable access to programs and provide tiered Social Emotional and behavioral supports. These supports will foster a sense of connectedness, especially for English Learners (EL), Foster Youth (FY), African American (AA), students experiencing homelessness (HY), Low Income (LI), students with disabilities (SWD), and other student groups whose outcomes indicate the greatest need.

Identified Need

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

Since the school closures due to COVID, students have a need to be supported in re-engaging in school. Research tells us that students who are engaged in school have better outcomes. The school's Additional Targeted Support and Improvement (ATSI) Plan for the 2023-24 school year identified support for Students With Disabilities and African American students whose suspension rates exceed those of other student groups, which continues to be a need although the school is no longer identified as ATSI. The following abbreviations are used in the matrices below: EL (English Learners), FY (Foster Youth), HY (Homeless Youth) LI (Limited Income), SWD (Students With Disabilities), AA (African American), A (Asian), H/L (Hispanic/Latino Students), W (White), 2+ (Two or more Races)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>1A Attendance Rate</p> <p>Percentage of students who were present by student group</p> <p>Source: District Analysis</p>	<p>Spring 2024</p> <p>All -- 93.1%</p> <p>African American -- 90.1%</p> <p>American Indian or Alaskan Native -- 95.9%</p> <p>Asian -- 95.0%</p> <p>Filipino -- 97.0%</p> <p>Hispanic -- 92.8%</p> <p>Pacific Islander -- 94.2%</p> <p>White -- 93.9%</p> <p>Two or More Races -- 93.3%</p> <p>Low Income -- 92.2%</p> <p>English Learner -- 92.1%</p> <p>Long-Term English Learner -- 91.3%</p> <p>Foster Youth -- 92.2%</p> <p>Homeless Youth -- 93.3%</p> <p>Students with Disabilities -- 89.3%</p>	<p>Spring 2025</p> <p>All -- 94.1%</p> <p>African American -- 91.1%</p> <p>American Indian or Alaskan Native -- 96.9%</p> <p>Asian -- 96.0%</p> <p>Filipino -- 98.0%</p> <p>Hispanic -- 93.8%</p> <p>Pacific Islander -- 95.2%</p> <p>White -- 94.9%</p> <p>Two or More Races -- 94.3%</p> <p>Low Income -- 93.2%</p> <p>English Learner -- 93.1%</p> <p>Long-Term English Learner -- 92.3%</p> <p>Foster Youth -- 93.2%</p> <p>Homeless Youth -- 94.3%</p> <p>Students with Disabilities -- 90.3%</p>
<p>1B Suspension Rate</p> <p>Percentage of students suspended 1 or more times during the school year by student group</p> <p>Source: California School Dashboard</p>	<p>2023 Dashboard</p> <p>ALL 6.2%</p> <p>Black/African American 11.2%</p> <p>Asian 1.3%</p> <p>Filipino 0%</p> <p>Hispanic 7.5%</p> <p>Multiple Races/Two or More 9.4%</p> <p>White 2.9%</p> <p>English Learner 11.5%</p> <p>Foster Youth 18.8%</p> <p>Homeless Youth 7.3%</p> <p>Socioeconomically Disadvantaged 7.9%</p> <p>Students with Disabilities 9.7%</p>	<p>2024 Dashboard</p> <p>ALL 5.2%</p> <p>Black/African American 10.2%</p> <p>Asian 0%</p> <p>Filipino 0%</p> <p>Hispanic 6.5%</p> <p>Multiple Races/Two or More 8.4%</p> <p>White 1.9%</p> <p>English Learner 10.5%</p> <p>Foster Youth 17.8%</p> <p>Homeless Youth 7.3%</p> <p>Socioeconomically Disadvantaged 6.9%</p> <p>Students with Disabilities 8.7%</p>
<p>1C School Climate Survey</p> <p>Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management</p> <p>Source: Local Climate Survey</p>	<p>March 2024</p> <p>Overall Percent Favorable 55%</p>	<p>March 2025</p> <p>Overall Percent Favorable 57%</p>
<p>1D School Connectedness/ HS Activity Participation</p> <p>Percentage of students participating in a club or activity</p> <p>Source: Local Survey</p>	<p>Overall 3.5%</p> <p>9th grade 2.3%</p> <p>10th grade 1.2%</p> <p>11th grade 5.4%</p> <p>12th grade 5.9%</p>	<p>Overall 50%</p> <p>9th grade 50%</p> <p>10th grade 50%</p> <p>11th grade 50%</p> <p>12th grade 50%</p>
<p>1E FAFSA Completion</p>	<p>70%</p>	<p>70.5%</p>

Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)		
Source: Internal District Reporting		

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The school will promote a positive school climate by providing support for REVWAY, Link Crew, and supplemental educational experiences through materials, professional development, field trips, and student incentives to encourage positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors, with a focus on connectedness and wellness for students whose suspension rates are higher than those of other student groups.	All students	32,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 2,624 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.2	The school will provide supplemental support for academic teams (e.g. Mock Trial, Academic Decathlon, Speech and Debate) such as instructional materials, professional development, field trips, and other team needs to encourage positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors.	All students	10,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)
1.3	The school will provide supplemental support for the AVID program in the areas of instructional materials, professional development, field trips, hourly pay for support personnel such as tutors, and other program needs to help students develop the skills they need to be successful in college and increase the number of students meeting the College/Career Indicator (CCI). AVID programs provide targeted supports to unduplicated student groups to develop advanced writing, critical thinking, teamwork, organization and reading skills.	All students	5,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
1.4	The school will provide supplemental support for CTE pathways in the areas of instructional materials, professional development and other department needs to prepare students for post-secondary education and careers through experiences that provide work-based learning opportunities and increase the number of students meeting the College/Career Indicator (CCI). REV currently has Career Technical Education (CTE) pathways in Project Lead The Way (PLTW) Pre-Engineering Design and Athletic Training.	All students	10,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 10,000 LCAP - College & Career (CTE) Non-Personnel (4000-7439) District funded - \$5000 per pathway
1.5	The school will provide supplemental support for visual and performing arts (VAPA), such as instructional materials, professional development, field trips, and hourly personnel for special events/projects, and will support performing/fine arts events and opportunities that bring parents,	All Students	45,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

	students, and staff together to foster a sense of connectedness. This activity will be measured by program participation and student event attendance (e.g. 5-Star).		15,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
--	--	--	--

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For the 2023-24 school year, the programs funded by this goal were sufficiently supported for their competitions, seasonal events, and program needs. Additional one-time expenses included non-stick tables for the ceramics class and formal wear for the choir.

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

No major differences are anticipated for the 2024-25 school year, with the exception of possible one-time expenses.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

5-Star monitoring will be fully implemented to gather student participation data in clubs/activities to support the school connectedness metric.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support

To provide all students with supports and services to progress towards meeting standards in core academics.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will progress towards meeting standards in academics through tiered supports and services.

Identified Need

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

Per the WASC Action Plan, there is a need to deepen schoolwide instructional practices, improve instructional practices to prepare struggling students and challenge on-track students with rigorous instruction, and implement intervention practices to support academic achieve for at-risk groups, in particular Students With Disabilities in English and Math. Student support systems are needed to help students meet their academic potential.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>2A ELA State Assessment</p> <p>Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group</p> <p>Source: California School Dashboard</p>	<p>Spring 2023 SBAC (ELA) Points from Standard</p> <p>ALL 14.4 Black/African American -77.1 Asian 62.8 Filipino 82.1 Hispanic -5.8 Multiple Races/Two or More 69.5 White 36.7 English Learner -97.2 Homeless Youth 30 Socioeconomically Disadvantaged 8.8 Students with Disabilities -65.6</p>	<p>Spring 2024 SBAC (ELA) Points from Standard</p> <p>ALL 17.4 Black/African American -74.1 Asian 65.8 Filipino 85.1 Hispanic -2.8 Multiple Races/Two or More 72.5 White 39.7 English Learner -94.2 Homeless Youth 33 Socioeconomically Disadvantaged 5.8 Students with Disabilities -62.6</p>
<p>2B Math State Assessment</p> <p>Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group</p> <p>Source: California School Dashboard</p>	<p>Spring 2023 SBAC (Math) Points from Standard</p> <p>ALL -47.5 Black/African American -136.8 Asian 27.9 Filipino 48.2 Hispanic -68.5 Multiple Races/Two or More -28.3 White -24.5</p>	<p>Spring 2024 SBAC (Math) Points from Standard</p> <p>ALL -44.5 Black/African American -133.8 Asian 30.9 Filipino 51.2 Hispanic -65.5 Multiple Races/Two or More -25.3 White -21.5</p>

	English Learner -148.3 Homeless Youth -31.5 Socioeconomically Disadvantaged -71.7 Students with Disabilities -154	English Learner -145.3 Homeless Youth -28.5 Socioeconomically Disadvantaged -68.7 Students with Disabilities -151
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2023 CAST All - 13.9% EL - 0.0% FY - 50.0% HY - 3.5% LI - 7.1% SWD - 2.1% AA- 14.2% A- 23.5% H/L - 9.0% W - 19.6%	Spring 2024 CAST All - 16.9% EL - 5.0% FY - 53.0% HY - 6.5% LI - 10.1% SWD - 5.1% AA- 17.2% A- 26.5% H/L - 12.0% W - 22.6%
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2023 Dashboard ELPI 44.2%	2023 Dashboard ELPI 47.2%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2023 Dashboard Graduation Rate ALL 92.2% Black/African American 87.5% Asian 90.5% Hispanic 91.5% Multiple Races/Two or More 100% White 93.8% English Learner 79.3% Homeless Youth 91.8% Socioeconomically Disadvantaged 90.9% Students with Disabilities 83.6%	2024 Dashboard Graduation Rate ALL 94.2% Black/African American 89.5% Asian 92.5% Hispanic 93.5% Multiple Races/Two or More 100% White 95.8% English Learner 81.3% Homeless Youth 93.8% Socioeconomically Disadvantaged 92.9% Students with Disabilities 85.6%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2023 Dashboard College & Career Indicator ALL 50% Black/African American 47.8% Asian 81% Hispanic 40.2% Multiple Races/Two or More 68.4% White 58.9% English Learner 14.3% Homeless Youth 36.6% Socioeconomically Disadvantaged 46% Students with Disabilities 4.5%	2024 Dashboard College & Career Indicator ALL 53% Black/African American 50.8% Asian 84% Hispanic 43.2% Multiple Races/Two or More 71.4% White 61.9% English Learner 17.3% Homeless Youth 39.6% Socioeconomically Disadvantaged 49% Students with Disabilities 7.5%
2G A-G Completion	2023 Graduating Class	2024 Graduating Class

Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	Percentage completing A-G Requirements 46.3%	Percentage completing A-G Requirements 49.3%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2024 Graduates 29 students	2025 Graduates 31 students
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting	1st Semester 23-24 - English AVID students 90.8% Non-AVID students 72.5%	1st Semester 24-25 - English AVID students 91.8% Non-AVID students 73.5%
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting	1st Semester 23-24 - Math AVID students 82.8% Non-AVID students 73.5%	1st Semester 24-25 - Math AVID students 83.8% Non-AVID students 74.5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school will provide a range of supports and supplemental activities to teachers for implementation of state standards, in particular in English, math, and science and for Students With Disabilities. Strategies include collaboration time for teachers, WASC self-study preparation and data monitoring, supplemental materials, academic field trips, and professional development (e.g. co-teaching). The effectiveness of this strategy will be measured by an increase in students meeting or exceeding standard and a decrease in students not meeting standard as measured by CAASPP/CAST scores.	All students	15,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 4,500 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
2.2	The school will provide tier two and three academic support through alternative opportunities (e.g. tutoring) and supplemental support (e.g. online programs) within or outside the school day for identified students to improve learner outcomes, in particular for Students With Disabilities whose achievement in English and math is lower than that of other student groups. The effectiveness of this activity will be measured by an increase in C- or better grades, CAASPP scores, and an increase in A-G completion and grad rates.	At-risk students	886 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 22,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)
2.3	The school will implement programs to support language acquisition for English Learners. The effectiveness of this activity will be measured by an increase in reclassification rates.	English Learners	2,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439)

			Ellevation program (\$14/student), AVANT 1,700 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Coordinator 2,000 District Funded – Title III Personnel (1000-3999) Rosetta Stone 12,607 District Funded – Title III Personnel (1000-3999) EL tutor
2.4	The school will provide supplemental support for the Advanced Placement program in the areas of instructional materials, professional development, and learning opportunities to assist with increasing AP test scores and the number of students accessing AP courses. The effectiveness of this activity will be measured by an increase in AP participation and passing rates.	All students	12,300 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) 5,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

For the 2023-24 school year, the programs funded by this goal were sufficiently supported to support student achievement. Additional one-time expenses included additional AP Spanish books.

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

No major differences are anticipated for the 2024-25 school year, with the exception of after-school tutoring.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to staffing changes resulting from budget reductions, additional expenditures may be needed to support after school academic tutoring now that the library will not be open after school. Funds have been allocated for tutoring but may need to be adjusted throughout the year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$217,617.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded – Title III	\$14,607.00
LCAP - College & Career (CTE)	\$10,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	\$193,010.00

Subtotal of state or local funds included for this school: \$217,617.00

Total of federal, state, and/or local funds for this school: \$217,617.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
District Funded – Title III	14,607.00
LCAP - College & Career (CTE)	10,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	193,010.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	142,186.00
Personnel (1000-3999)	75,431.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Personnel (1000-3999)	District Funded – Title III	14,607.00
Non-Personnel (4000-7439)	LCAP - College & Career (CTE)	10,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	132,186.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	60,824.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	139,624.00
Goal 2	77,993.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Shana Kamper	Principal
Ryan Duffy	Classroom Teacher
Steven McCann	Classroom Teacher
Richard Nakaoka	Classroom Teacher
Yolanda Colunga	Other School Staff
LaRena Garcia	Parent or Community Member
Andrea Blatchley	Parent or Community Member
Dawn Hopson-Powell	Parent or Community Member
Jennyfer Melgoza	Parent or Community Member
open	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/2024.

Attested:



Principal, Shana Kamper on 5/29/2024



SSC Chairperson, Yolanda Colunga on 5/29/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023