



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood High School 2024-2025	54-72256-5434527	May 28, 2025	June 12, 2025

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

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

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

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

This plan is being used by Redwood High School 2024-2025 for meeting ESSA's planning requirements for in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Redwood High School will meet the ESSA requirements for ALL of our students through our SPSA which will use our LCAP as well as our Title I funding to help provide equal educational opportunities for ALL of our students.

Educational Partner Involvement

How, when, and with whom did your Redwood High School 2024-2025 consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

School Site Council and ELAC have both met and have reviewed, discussed, and provided input for the SPSA. Information about SPSA will be shared out to staff by members of SSC as well.

Resource Inequities

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

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

None

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.

On the 23-24 state Dashboard, Math reflected in the Orange being 74 points below standard. Declining by 11 points from 22-23

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.

On the 23-24 state Dashboard, students w/ disabilities 103 points below standard in ELA. Declining by 24.1 points from 22-23

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Redwood High School 2024-2025. 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.65%	0.81%	0.57%	16	20	14
African American	1.13%	1.25%	1.22%	28	31	30
Asian	4.74%	4.63%	4.50%	117	115	111
Filipino	1.13%	1.09%	1.34%	28	27	33
Hispanic/Latino	61.90%	62.63%	62.76%	1529	1555	1549
Pacific Islander	0.12%	0.2%	0.12%	3	5	3
White	25.67%	23.88%	23.70%	634	593	585
Multiple/No Response	3.00%	3.87%	3.53%	74	96	87
Total Enrollment				2470	2483	2468

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	630	714	701
Grade 10	679	606	687
Grade 11	605	610	535
Grade 12	556	553	545
Total Enrollment	2,470	2,483	2,468

Conclusions based on this data:

1. Redwood High School's overall enrollment has fluctuated over the last two years with a small increase from 23-24.
2. Redwood High School's White student subgroup has decreased 1.52% from 21-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	164	179	163	6.00%	6.6%	6.6%
Fluent English Proficient (FEP)	467	436	415	21.40%	18.9%	16.8%
Reclassified Fluent English Proficient (RFEP)				2.0%		

Conclusions based on this data:

1. Redwood High School has increased their percent of enrollment of EL students from 2021-2024.
2. Redwood High School has decreased the overall enrollment of Fluent English Proficient students from 2021-2024.
3. Redwood High School has had no Reclassified Fluent English Proficient students since 2021.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	565	544	497	551	531	470	550	529	470	97.5	97.6	94.6
All Grades	565	544	497	551	531	470	550	529	470	97.5	97.6	94.6

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2641.	2649.	2632.	37.82	39.51	33.62	36.55	38.75	38.94	17.09	14.74	17.02	8.55	6.99	10.43
All Grades	N/A	N/A	N/A	37.82	39.51	33.62	36.55	38.75	38.94	17.09	14.74	17.02	8.55	6.99	10.43

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	33.64	35.04	28.30	55.82	56.63	58.51	10.55	8.33	13.19
All Grades	33.64	35.04	28.30	55.82	56.63	58.51	10.55	8.33	13.19

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	43.35	43.75	39.79	46.81	47.73	50.64	9.84	8.52	9.57
All Grades	43.35	43.75	39.79	46.81	47.73	50.64	9.84	8.52	9.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	19.45	22.54	15.96	71.45	70.83	75.32	9.09	6.63	8.72
All Grades	19.45	22.54	15.96	71.45	70.83	75.32	9.09	6.63	8.72

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	34.73	35.80	27.66	59.27	58.90	64.04	6.00	5.30	8.30
All Grades	34.73	35.80	27.66	59.27	58.90	64.04	6.00	5.30	8.30

Conclusions based on this data:

1. Our overall proficiency levels for All 11th grade students in English Language Arts/Literacy slightly decreased in 23-24 compared to from the previous group of 11th graders in 22-23. All 11th grade students decreased slightly in proficiency in Reading, Writing, Listening, Research/Inquiry sections compared to previous 11th grade students. We also noticed significant number of our higher performing students opt out taking the assessment, which we believe accounted for the decrease.
2. Our school needs to have more interim English assessments during 9th, 10th, and 11th grades prior to testing 11 grade students on the CAASPP in order to better gauge student learning and understanding prior to their 11th grade CAASPP test.
3. Our school has demonstrated an increase for the % of students below standard in writing, Listening and Research/Inquiry from 22-23 to 23-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	555	537	488	530	510	454	529	510	454	95.5	95.0	93
All Grades	555	537	488	530	510	454	529	510	454	95.5	95.0	93

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2566.	2564.	2555.	9.07	8.63	9.03	23.82	20.59	18.94	26.65	28.04	26.43	40.45	42.75	45.59
All Grades	N/A	N/A	N/A	9.07	8.63	9.03	23.82	20.59	18.94	26.65	28.04	26.43	40.45	42.75	45.59

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			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 11	16.07	12.94	10.13	62.57	61.96	64.76	21.36	25.10	25.11	
All Grades	16.07	12.94	10.13	62.57	61.96	64.76	21.36	25.10	25.11	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	10.21	11.18	8.37	67.67	67.06	66.74	22.12	21.76	24.89
All Grades	10.21	11.18	8.37	67.67	67.06	66.74	22.12	21.76	24.89

Conclusions based on this data:

1. Our overall proficiency levels for All 11th grade students in Mathematics decreased from the previous group of 11th graders. All 11th grade students decreased in proficiency in applying math Concepts and Procedures, Problem Solving & Modeling Data Analysis. We also noticed significant number of our higher performing students opt out taking the assessment, which we believe accounted for the decrease.
2. Our school needs to have more diagnostic assessments and interim Math assessments designed like CAASPP test (format & rigor) during 9th, 10th, and 11th grades prior to testing 11 grade students on the CAASPP in order to better gauge student learning and understanding prior to their 11th grade CAASPP test.
3. Our math department has shifted their instructional focus to mastery of essential standards for students and are working on aligning future assessments to match up with the essential standards. Our Math department will shift to providing diagnostic assements at the start of each Unit along with formative assessment and imbedded intervention structures prior to each unit summative.

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/ela/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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1537.2	1504.3	1529.5	1523.4	1480.3	1527.9	1550.6	1527.8	1530.6	51	56	44
10	1553.8	1546.6	1579.3	1534.2	1532.9	1583.7	1572.9	1559.8	1574.5	51	46	42
11	1564.4	1541.6	1584.4	1553.7	1529.1	1582.8	1574.6	1553.4	1585.5	23	25	28
12	1567.5	1525.0	1602.6	1569.3	1515.2	1612.2	1565.3	1534.3	1592.4	19	23	25
All Grades										144	150	139

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	6.00	0.00	2.33	48.00	21.43	34.88	34.00	35.71	41.86	12.00	42.86	20.93	50	56	43
10	11.76	11.11	33.33	50.98	44.44	33.33	25.49	31.11	26.19	11.76	13.33	7.14	51	45	42
11	26.09	4.00	42.31	30.43	44.00	23.08	39.13	36.00	11.54	4.35	16.00	23.08	23	25	26
12	31.58	4.35	40.00	15.79	21.74	40.00	47.37	43.48	16.00	5.26	30.43	4.00	19	23	25
All Grades	14.69	4.70	26.47	41.96	32.21	33.09	33.57	35.57	26.47	9.79	27.52	13.97	143	149	136

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	3.57	16.28	58.00	26.79	46.51	24.00	30.36	20.93	8.00	39.29	16.28	50	56	43
10	15.69	17.78	52.38	54.90	46.67	26.19	21.57	22.22	19.05	7.84	13.33	2.38	51	45	42
11	30.43	16.00	57.69	47.83	52.00	15.38	13.04	16.00	11.54	8.70	16.00	15.38	23	25	26
12	36.84	8.70	56.00	42.11	43.48	32.00	15.79	26.09	12.00	5.26	21.74	0.00	19	23	25
All Grades	18.88	10.74	42.65	53.15	39.60	31.62	20.28	24.83	16.91	7.69	24.83	8.82	143	149	136

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	4.00	1.79	2.33	28.00	8.93	16.28	46.00	42.86	34.88	22.00	46.43	46.51	50	56	43
10	15.69	6.67	11.90	29.41	33.33	40.48	45.10	42.22	28.57	9.80	17.78	19.05	51	45	42
11	8.70	0.00	19.23	26.09	20.00	30.77	52.17	52.00	26.92	13.04	28.00	23.08	23	25	26
12	10.53	4.35	16.00	31.58	4.35	24.00	21.05	43.48	52.00	36.84	47.83	8.00	19	23	25
All Grades	9.79	3.36	11.03	28.67	17.45	27.94	43.36	44.30	34.56	18.18	34.90	26.47	143	149	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.00	1.79	2.33	80.00	60.71	74.42	18.00	37.50	23.26	50	56	43
10	5.88	11.11	16.67	84.31	75.56	73.81	9.80	13.33	9.52	51	45	42
11	4.35	0.00	3.85	69.57	80.00	69.23	26.09	20.00	26.92	23	25	26
12	15.79	0.00	12.00	73.68	60.87	76.00	10.53	39.13	12.00	19	23	25
All Grades	5.59	4.03	8.82	79.02	68.46	73.53	15.38	27.52	17.65	143	149	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	60.00	23.21	72.09	28.00	39.29	16.28	12.00	37.50	11.63	50	56	43
10	56.86	53.33	76.19	31.37	35.56	21.43	11.76	11.11	2.38	51	45	42
11	69.57	44.00	76.92	21.74	40.00	7.69	8.70	16.00	15.38	23	25	26
12	73.68	56.52	100.00	15.79	30.43	0.00	10.53	13.04	0.00	19	23	25
All Grades	62.24	40.94	79.41	26.57	36.91	13.24	11.19	22.15	7.35	143	149	136

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	10.00	3.57	4.65	64.00	39.29	44.19	26.00	57.14	51.16	50	56	43
10	27.45	15.56	26.19	54.90	60.00	50.00	17.65	24.44	23.81	51	45	42
11	8.70	4.00	19.23	65.22	44.00	50.00	26.09	52.00	30.77	23	25	26
12	15.79	4.35	24.00	42.11	34.78	52.00	42.11	60.87	24.00	19	23	25
All Grades	16.78	7.38	17.65	58.04	45.64	48.53	25.17	46.98	33.82	143	149	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	0.00	0.00	0.00	84.00	76.79	72.09	16.00	23.21	27.91	50	56	43
10	3.92	2.22	2.38	84.31	88.89	92.86	11.76	8.89	4.76	51	45	42
11	26.09	4.00	19.23	69.57	88.00	69.23	4.35	8.00	11.54	23	25	26
12	16.67	4.35	16.00	66.67	65.22	80.00	16.67	30.43	4.00	18	23	25
All Grades	7.75	2.01	7.35	79.58	80.54	79.41	12.68	17.45	13.24	142	149	136

Conclusions based on this data:

1. The ELPAC is a new test that is more difficult than the previous CELDT test for students meet the criteria to be re-designated.
2. The ELPAC is a new test that has new performance levels for students to try to attain than the previous CELDT test.
3. Redwood High School is closely monitoring placement of EL students in Core classes due the adjustment in performance levels. Focused on providing ELD & ALD support classes designed to address academic language development and English Language Development

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
2,468	43%	6.6%	0.3%
Total Number of Students enrolled in Redwood High School 2024-2025.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	6.6%
Foster Youth	7	0.3%
Homeless	32	1.3%
Socioeconomically Disadvantaged	1,061	43%
Students with Disabilities	208	8.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	1.2%
American Indian	14	0.6%
Asian	111	4.5%
Filipino	33	1.3%
Hispanic	1,549	62.8%
Two or More Races	87	3.5%
Pacific Islander	3	0.1%
White	585	23.7%

Conclusions based on this data:

1. Redwood High School is a culturally diverse school with a wide variety of races and ethnicities of students and staff.

2. Redwood High School has over 45% of its' student population being socioeconomically disadvantaged.
3. Redwood High School has to continue to focus on student connection and engagement in order to keep students focused on learning, achievement, and future success.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Orange

English Learner Progress



Green

College/Career



Yellow

Conclusions based on this data:

1. Redwood High School has continuously demonstrated success in English Language Arts, Graduation Rate, Mathematics, and College & Career Readiness for its students because of our focus on good first instruction, targeted interventions for students in special populations, and additional supports for students who are at risk for failing. Redwood High School will continue to provide additional interventions and extension opportunities for students before, during, and after school.
2. Redwood High School has shown a significant increase in English Learner Progress, as we have moved from the Red to Green and show a 31.6% increase in progress toward proficiency.
3. We need to continue to develop a structured intervention system to support our at-risk students to help increase their connection and engagement, academic performance. We plan to do so by continuing our OCI room for the 2024-2025 school year to help better support students who make poor choices while at school. In addition, provide academic intervention supports to students throughout the instruction day to help student academic achievement.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>54.8 points above standard</p> <p>Declined 11.9 points</p> <p>450 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>27.6 points below standard</p> <p>Increased 6.2 points</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>30.8 points below standard</p> <p>Maintained 1.1 points</p> <p>20 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>28.0 points above standard</p> <p>Declined 22.5 points</p> <p>183 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>103.0 points below standard</p> <p>Declined 24.1 points</p> <p>40 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>73.5 points above standard</p> <p>Maintained 2.7 points</p> <p>20 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Green</p> <p>45.0 points above standard</p> <p>Declined 14.3 points</p> <p>274 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>20.0 points below standard</p> <p>Declined 86.9 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Green</p> <p>64.2 points above standard</p> <p>Declined 19.9 points</p> <p>128 Students</p>

Conclusions based on this data:

1. Overall all students performed high on the English Language portion of the CAASPP.
2. Our English Department has aligned interim assessments to meet the learning needs of their students as well as better prepared them for the testing conditions that the CAASPP test requires (format, rigor, etc). Grade level PLC teams meet for vertical articulation about curriculum, instruction, and assessment in order to better prepare students for the next grade level.
3. Although there was a slight increase from 22 to 23, Students with Disabilities performed overall at a much lower level than the overall student population. Good first instruction, increased use of technology & engagement, project based learning, and scaffolding will be a continuing focus for all students in ELA classes. In addition, we will shift to a co-teach model for the 24-25 school year to support our students with Disabilities. We will also expand the structure of instructional coaching specifically focused on ELA to help teacher teams develop a more robust embedded intervention structure during class time. Targeting support for our underperforming students and accelerating learning to grow students proficiency levels.

School and Student Performance Data

Academic Performance Mathematics

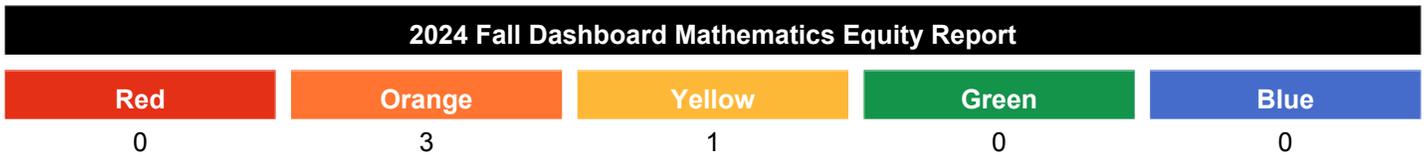
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>74.0 points below standard</p> <p>Declined 11.0 points</p> <p>445 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>138.1 points below standard</p> <p>Increased 18.5 points</p> <p>29 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>163.1 points below standard</p> <p>Maintained 0.5 points</p> <p>21 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>97.6 points below standard</p> <p>Declined 10.8 points</p> <p>179 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>198.7 points below standard</p> <p>Increased 20.6 points</p> <p>41 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>66.0 points below standard</p> <p>Increased 14.3 points</p> <p>19 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>84.8 points below standard</p> <p>Declined 3.1 points</p> <p>267 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>117.6 points below standard</p> <p>Declined 84.8 points</p> <p>12 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>White</p>  <p>Yellow</p> <p>56.5 points below standard</p> <p>Declined 17.7 points</p> <p>128 Students</p>

Conclusions based on this data:

1. Overall Redwood students performed at a low standard of performance for Mathematics. 63 points below standard.
2. Redwood would like to see an improvement of 3.8 in overall math performance in the next school year. Good first instruction, increased use of technology & engagement, and project based learning will continue to be a focus for our math department with ALL of our students in math classes. Grade level PLC teams will meet regularly to discuss student data, common formative assessment, differentiation strategies, and vertical articulation about curriculum, instruction, and assessment in order to better prepare students for the next grade level.
3. Our Special Populations including English Learners and students with disabilities performed at a significantly lower rate. Developing supports to improve improvement including good first instruction, increased use of technology & engagement, project based learning, and scaffolding will be a continuing focus for all students in math classes. In addition, we will shift to a co-teach model for the 24-25 school year to support our students with Disabilities. We will also expanding the structure of instructional coaching model focused on Math to help teacher teams develop a more robust embedded intervention structure during class time. Targeting support for our underperforming students and accelerating learning to grow students proficiency levels.

School and Student Performance Data

Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Green 52.6% making progress. Number Students: 133 Students	Long-Term English Learner Progress  Green 52.6% making progress. Number Students: 116 Students

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.

2024 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
24.1%	21.8%	1.5%	51.1%

Conclusions based on this data:

1. Redwood had a significant increase in the percentage of EL students making progress towards English Learner Proficiency (31.6% increase).
2. Redwood will continue to support EL students in making progress towards English Learner Proficiency and will work with EL students and their parents in regards to the importance of resignation and celebrating their success.
3. Redwood will offer our ELD pathway focused on English Language Development (ELD) and Academic Language Development (ALD)

School and Student Performance Data

Academic Performance College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

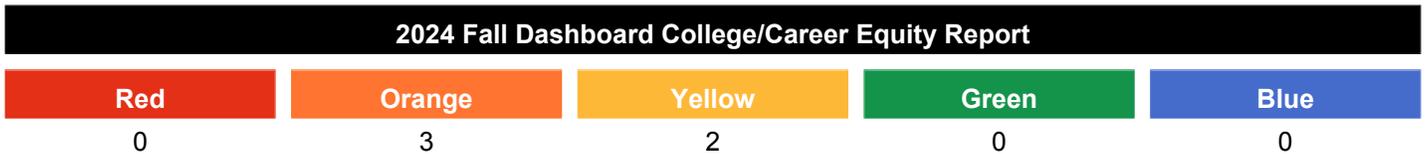
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>58.1 Prepared</p> <p>Declined 7.7</p> <p>561 Students</p>	<p>English Learners</p> <p>Orange</p> <p>13.5 Prepared</p> <p>Declined 10</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>9.1 Prepared</p> <p>Declined 20.1</p> <p>33 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>42.9 Prepared</p> <p>0</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>51.4 Prepared</p> <p>Declined 3.1</p> <p>323 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>12 Prepared</p> <p>Declined 12.3</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>53.8 Prepared</p> <p>Declined 8.7</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students 0</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>55.4 Prepared</p> <p>Declined 4.3</p> <p>334 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>67.9 Prepared</p> <p>Declined 20.4</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>67.1 Prepared</p> <p>Declined 9.1</p> <p>143 Students</p>

Conclusions based on this data:

1. All of this data was affected by COVID-19 and online distance learning for the 2020-21, 21-22 school year.
2. This the first year this data had been reported since 2019, which shows a 10% growth. For the 22-23 school year we showed a 7.7% decline in students being prepared
3. Our students with Disabilities, social-economically disadvantaged and EL are constantly showing as one of our lowest performing student groups, which is reflect in our ABL Data for Math & English. Moving to the co-teach model should help.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No current data due to COVID -19 and online distance learning for 2022-23 school year.
2. According to our local PowerSchool SIS Dashboard Data 10.4% SARB, 4.17% Irregular Attendance, and 0.04% Truancy
3. According to our local PowerSchool SIS Dashboard Data 9th (33.2%) and 10th 28.9%) showing the highest rates of student below 90%. SARB students making up the most at 44.5%. Fri (25.2) 1st (18.5) and 5th (17.1) period showing the highest absences.

School and Student Performance Data

Academic Engagement Graduation Rate

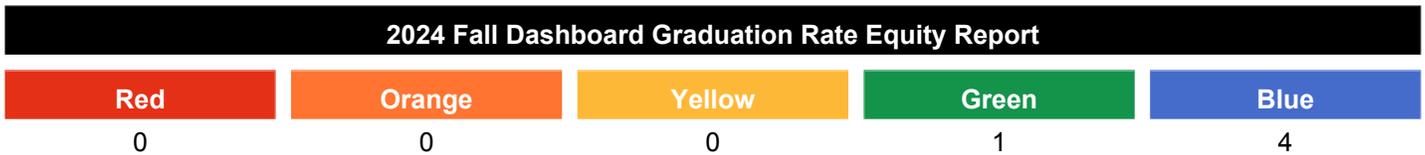
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<p>All Students</p> <p> Blue</p> <p>96.4% graduated</p> <p>Maintained 0.1%</p> <p>561 Students</p>	<p>English Learners</p> <p> Blue</p> <p>97.3% graduated</p> <p>Increased 6.1%</p> <p>37 Students</p>	<p>Long-Term English Learners</p> <p> No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>33 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> No Performance Color</p> <p>90.5% graduated</p> <p>21 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Blue</p> <p>95.7% graduated</p> <p>Maintained 0.4%</p> <p>323 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>88% graduated</p> <p>Increased 6.9%</p> <p>50 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Increased 8.3%</p> <p>26 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>96.4% graduated</p> <p>Maintained 0.1%</p> <p>334 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>100% graduated</p> <p>Maintained 0%</p> <p>28 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>96.5% graduated</p> <p>Maintained 0.8%</p> <p>143 Students</p>

Conclusions based on this data:

1. The majority of our students in each of their sub groups all graduated even though they were challenged with distance learning online during most of the 2020-2021 school year. Redwood graduation rates are very high. But have shown a small decline for 2 years
2. Students with disabilities and English learners graduate at a lower rate than all other subgroups.
3. Students w/ disabilities show a 6.9 and English Learners show a 6.1 point increase.

School and Student Performance Data

Conditions & Climate Suspension Rate

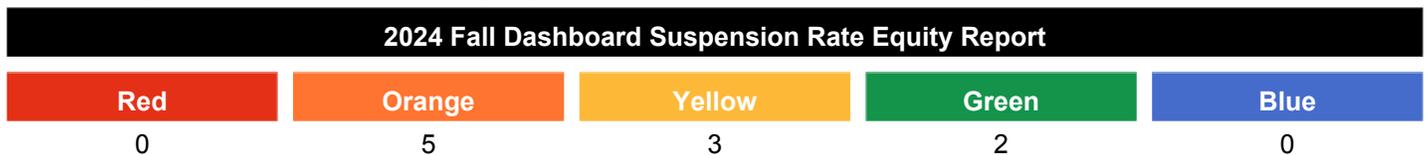
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>4.1% suspended at least one day</p> <p>Maintained 0.1%</p> <p>2611 Students</p>	<p>English Learners</p> <p>Green</p> <p>6% suspended at least one day</p> <p>Declined 0.6%</p> <p>201 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>6.9% suspended at least one day</p> <p>Declined 0.6%</p> <p>174 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Declined 8.3%</p> <p>15 Students</p>	<p>Homeless</p> <p>Yellow</p> <p>9.1% suspended at least one day</p> <p>Declined 1.5%</p> <p>44 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Increased 0.4%</p> <p>1190 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>9.3% suspended at least one day</p> <p>Increased 0.5%</p> <p>227 Students</p>	<p>African American</p>  <p>Orange</p> <p>9.1% suspended at least one day</p> <p>Increased 6.1%</p> <p>33 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Declined 7.6%</p> <p>15 Students</p>
<p>Asian</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.9%</p> <p>114 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>33 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>5% suspended at least one day</p> <p>Maintained 0.1%</p> <p>1648 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>4.6% suspended at least one day</p> <p>Increased 1.2%</p> <p>151 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>White</p>  <p>Green</p> <p>1.6% suspended at least one day</p> <p>Declined 0.6%</p> <p>613 Students</p>

Conclusions based on this data:

1. According to our local PowerSchool SIS Dashboard Data 501 (Fights) 11.3% and 202 (Controlled Substance) 15.1 (as of May 28, 2024). Fights (11.3) and Controlled substances (15.1) make up 26.4% of susp.
2. Student w/ disabilities, Foster, Homeless and Social Economically disadvantaged have all shown a slight increase, with African American with the highest increase at 6.1% increase 9.1% suspension rate.
3. Redwood High School needs to continue to support behavior intervention supports in order to help decrease suspension rates. We also will focus on utilizing the OCI as an alternative for suspensions.

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.

Providing high-quality learning experiences that allow all students to reach their fullest potential
Equipping students and staff with the educational tools necessary for achievement and growth

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will advance towards proficiency in every subject at each grade level, achieved through the implementation of innovative methods, collaboration, continuous staff development, and the effective integration of technology.

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.

Our English Learner progress is currently in the Red and had a significant decline of 34.7% for the 22-23 school year

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
California Dashboard-MATH	23-24 Overall: 74 points below standard Socioeconomically Disadvantaged: 97.6 points below standard Students with Disabilities: 198.7.3 points below standard	For the 24-25 School year we are expecting a 9% point growth in Math as measured on the CASSP By the end of the 2026 school year, we show a 10 point growth in Math progress toward standard from 74 to 64 as measured on the California Dashboard. Disaggregated outcome By the end of the 2026 school year SWD will show a 10-15 point growth in Math progress toward standard from 198 to 188 as measured on the California Dashboard By the end of the 2026 school year SED will move from Orange to Yellow as measured on the California Dashboard By the end of the 2026 school year White students will move from yellow to the Green as measured on the California Dashboard
California Dashboard-ELA	23-24 Overall: 54.8% points above standard	For the 24-25 School year we are expecting a 10% point growth in ELA as measured on the CASSP

	<p>Socioeconomically Disadvantaged: 28 points below standard</p> <p>Students with Disabilities: 103 points below standard</p>	<p>By the end of the 2026 school year, we show a 5 point increase in ELA students above standard from 54.8 to 59.8 as measured on the California Dashboard.</p> <p>Disaggregated outcome</p> <p>By the end of the 2026 school year SWD will move from the Red to the Orange as measured on the California Dashboard</p> <p>By the end of the 2026 school year SED will move from the yellow to the Green as measured on the California Dashboard</p>
Dashboard: College and Career	<p>23-24 Overall: 58.1% prepared</p> <p>English Learners: 13.5% prepared</p> <p>Socioeconomically Disadvantaged: 51.4% prepared</p> <p>Students with Disabilities: 12% prepared</p>	<p>For the 24-25 School year we are expecting over a 5% point growth</p> <p>By the end of the 2026 school year, we will have a 5-7% growth in the prepared level on the college/career indicator</p> <p>English Learners: will increase by 5 percent</p> <p>Socioeconomically Disadvantaged: will increase by 5 percent</p> <p>Students with Disabilities: will increase by 5 percent</p>
Dashboard: EL Learner Progress	<p>23-24 Overall: 52.6% making progress towards English language proficiency</p>	<p>For the 24-25 School year we are expecting over a 5% point growth</p> <p>By the end of the 2026 school year, we will have a 5-7% growth on the English Learner Progress Indicator (ELPI) as measure on the ELPAC assessment.</p>
English Learner Reclassification Rate	<p>24-25 20 % Reclassification Rate (as of 2/3/25)</p>	<p>24-25 will increase by 5 percent</p>
Dashboard: CAASPP-Science	<p>23-24 Overall: 32.03% met or exceed standard</p> <p>English Learners: 0% met or exceeded standard</p> <p>Student with Disabilities: 4.44% met or exceeded</p>	<p>24-25 Overall: We will increase by 3 percent</p> <p>English Learners: We will increase by 2 percent</p> <p>Students with Disabilities: We will increase by 2 percent</p> <p>By the end of the 2026 school year we will increase by 3 percent in Science as measured on the CAASPP</p> <p>English Learners: We will increase by 2 percent</p> <p>Students with Disabilities: We will increase by 2 percent</p>
Percent graduating CTE pathways and A-G	<p>24-25: 26.4% graduating CTE pathways and A-G</p> <p>English learners: 5.4%</p> <p>Students w/ disabilities 2.0%</p>	<p>25-26 Students graduating from a CTE pathway and A-G prepared will increase by 5%</p>

Percent graduating of a CTE pathway	24-25: 43% graduating of a CTE pathway English Learners: 21% Students w/ disabilities: 32%	25-26 Students graduating from a CTE pathway will increase by 4%
Percent Graduating A-G	24-25: 54.9% graduating A-G English Learners: 16.2% Students w/ Disabilities: 16%	25-26 Students graduating A-G prepared will increase by 6%
Graduation	24-25: 96.4%	By the end of the 2026 school year we will increase by 2 percent
Pupils prepared for college by the Early Assessment Program (EAP)	23-24 Pupils prepared for college by EAP - ELA: 51% Pupils prepared for college by EAP - Math: 24%	24-25 Pupils prepared for college by EAP - ELA will increase by 2% Pupils prepared for college by EAP - Math will increase by 2%
Percentage of students passing all classes	24-25 81.14% of all students passing with no F's at the end of semester 1 77.57% of all students passing with no F's at the end of semester 2 as of May 28, 2025	Outcome: at the end of semester 1: 84.5% of all students will pass all classes with no F's Outcome: at the end of semester 2: 82% of all students will pass all classes with no F'

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	Metric	Proposed Expenditures
1.1	Provide equitable opportunities for every student to succeed by implementing systematic and reliable access to services that support academic achievement; Course Access in AVID, Advanced Placement, Linked Learning Academies, CTE Pathways, Intervention	All Students	Course Offerings	District Services
1.2	Provide systematic and reliable access to services that support academics; Site Librarian, 1 FTE	All Students	Student/class visits	District Services
1.3	Maintain consistently high academic standards in Visual & Performing Arts that is relevant to Visual & Performing Arts students student's chosen path	Visual & Performing Arts students	PowerSchool Dashboard Data for students in VAPA	District Services
1.4	Provide systematic and reliable access to services that support academics and measure student progress; Instructional printing,	All Students	PowerSchool Dashboard Data	District Services
1.5	Provide additional materials, supplies, technology, and repairs to technology in order to better support learning and	All Students	PowerSchool Dashboard Data to	District Services

	increase student engagement for students who are at risk of failing		measure student academic progress	Materials & Supplies - 43000 8,000 Title I Materials & Supplies - 43000 15,000 LCAP Materials & Supplies - 43000
1.6	Provide staff members with professional development that focuses on good first instruction increasing classroom engagement, improving student literacy skills, and/or improving teacher technology skills.	All Students	Staff participation in Staff PD. PowerSchool Dashboard Data to measure student outcomes and success	6,000 Title I Teacher Hourly - 11000 15,000 LCAP Teacher Hourly - 11000
1.7	Provide additional intervention and extension opportunities with teachers for All Students - by paying teachers on time sheets to work with students after contracted times.	All Students	Student participation in additional intervention supports before and after school hours	5,000 Title I Teacher Hourly - 11000
1.8	Provide CORE academic departments with categorical funding for supplemental materials, supplies, and technology to support student learning and increase student engagement for students who are at risk of failing.	All Students	PowerSchool Dashboard Data	7,954 Title I Materials & Supplies - 43000
1.9	Develop and expand on activities, materials, and supplies for AVID students for a college focus.	All Students involved in AVID program		3,000 Title I Materials & Supplies - 43000
1.10	Develop and expand on activities, materials, and supplies for Visual and Performing Arts students to help expand opportunities for more students to participate and increase student connections to Redwood High School.	All Students involved in VAPA programs	Student qualitricks/enagegemen t survey	6,000 Title I Materials & Supplies - 43000 14,203.25 LCAP Materials & Supplies - 43000
1.11	Develop and expand on activities, materials, and supplies for Career & Technical Education pathway students to help expand opportunities for more students to participate and increase student connections to Redwood High School.	All Students involved in CTE pathways	Student qualitricks/enagegemen t survey	Title I Materials & Supplies - 43000
1.12	Professional development for good Tier I First Instructions through the implementation of instructional rounds	All Students	Instructional rounds walkthrough data of good Tier 1 First Instruction	District Services

1.13	Professional development/PLC work of collaborative teams and enhancing the PLC Work process to life across all departments.	All Students	Participation in PLC collaboration work	11,320 LCAP Substitutes - 11002
1.14	Splint funding salary and benefits to Instructional coach to Focus support on Math 1 and Math 2 teachers through: Co-planning and co-teaching lessons using evidence-based strategies. Facilitating in-class small group interventions. Promoting mathematical discourse and problem-solving routines (e.g., Building Thinking Classrooms). Guiding teachers through data cycles for responsive instruction and reteaching.	El Students & At Risk Students	CASSP & PowerSchool Outcome Data of EL Students and At Risk students	82,127 Title I Contracted Classified S & B - 29000
1.15	Provide professional development that targets listening, speaking, reading, and writing skills acquisition through good first instruction to any staff members of EL students.	EL students	PowerSchool Outcome Data of EL Students	3,000 Title I Teacher Hourly - 11000
1.16	Provide professional development for targeted interventions to all staff members who teach EL, SPED, and/or SED students in order to increase student engagement and academic achievement.	EL, SPED, and/or SED students	PowerSchool Outcome Data of EL, SPED and SED Students	2,000 Title I Teacher Hourly - 11000
1.17	Provide teachers with substitute coverage so they can observe other teachers while they teach and/or collaborate around planning, instruction, and data in order to improve teaching, learning, and achievement for all students.	All Students	Wikthrough data of good Tier 1 First Instruction	7,500 Title I Substitutes - 11002
1.18	Provide teachers with professional development on effective teaching strategies for their specific subject matter	All Students	PowerSchool Data by Subject related to student outcomes	3,000 Title I Substitutes - 11002
1.19	Develop and expand on activities for EL students for a college focus.	EL Students	Student participation	6,000 Title I Transportation - 57103 400 Title I Substitutes - 11002 Title I Entry Fees/Consultants - 58000 500
1.20	Maintain consistently high academic standards in extra and co-curricular activities of student's chosen path	All Students	Student academic outcome data via PowerSchool	District Services
1.21				

Annual Review

SPSA Year Reviewed: 2024-25

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.

Enhancing In-Class Intervention Structures

Collaborate within Professional Learning Communities (PLCs) to implement structured in-class intervention strategies, including targeted small-group instruction, flexible grouping, peer tutoring, and real-time data tracking. PLC teams will use data to identify students' needs, adjust instructional practices, and provide consistent, focused support to ensure all students, particularly those with diverse learning needs, have equitable access to the necessary support to be successful.

Enhancing Instructional Practices

Teachers will implement evidence-based Tier-1 instructional strategies, emphasizing teacher clarity, check for understanding, student engagement, and differentiation/scaffolding to meet the diverse needs of all students.

Professional learning communities (PLCs) will focus on sharing and refining high-impact teaching practices.

Strengthening Student Assessments and Data-Driven Instruction

Staff will utilize formative and summative assessments to monitor student progress. Data analysis cycles will be embedded in PLC meetings to identify gaps, adjust instruction, and provide targeted support for struggling students particularly Students with Disabilities, Socioeconomically Disadvantaged Students, and English Learners.

Implementing Targeted Interventions

A tiered intervention system will be reinforced to support students and staff performing below proficiency. This includes structured intervention periods, push-in and pull-out supports, school based intervention/tutoring, and targeted professional development designed to close achievement gaps, with a focus on our most at-risk student populations.

Technology by individual departments was utilized and helped improve lessons, student learning, as well as student engagement. Lots of resources spent on teacher time sheets for planning for instruction/assessments and/or working with students before & after school interventions. Resources spent on materials.

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

None

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

The addition of college & career readiness indicators for graduating seniors. We are communicating with all stakeholders more clearly, we are tracking/monitoring students, and we are focusing better at student placement & master schedule planning for this.

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.

Providing all students the academic and social supports needed to be successful

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be actively engaged and prepared for learning daily, achieved through providing equitable access to academic, behavioral, and social-emotional support

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.

Recognition and rewards for our EL, SED, SPED, and students with at risk behaviors when they meet learning targets, improve in their attendance, behaviors, and/or academic achievement. This will help encourage and support them to continue to achieve and mature socially and academically.

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
Attendance Dashboard	Overall: 24-25 as identified by PowerSchool 5/28/25 95.5% + 69.07% 80-94% 27.13% 70-79% 1.46% 70% below 2.34%	95.5% + 69.07% increase by 2 % as identified by PowerSchool 25-26
Chronic Absenteeism Rates	24-25 as identified by PowerSchool 5/28/25 Daily Attendance Rates SED 93% EL 94.1% SWD 94.8% 9th 95% 10th 95.3% 11th 95.3% 12th 95.5%	Daily Attendance Rates SED 93% will increase by 2% EL 94.1% will increase by 2% SWD 94.8% will increase by 2% 9th 95% increase 2% 10th 95.3% increase 2% 11th 95.3% increase 2% 12th 95.5% increase 2%
Dashboard: Suspension Rate	24-25 Overall: 4.1% as identified by PowerSchool 5/28/25 SED 6.9% SWD: 9.3% African American 9.1% Asian 1.8%	25-26 Overall: Suspension rate will decrease .5% SED 6.9% Suspension rate will decrease .5% SWD: 9.3% Suspension rate will decrease .5%

	Hispanic 5.2% Two or More 4.6%	African American Suspension rate will decrease .5% Asian Suspension rate will decrease .5% Hispanic Suspension rate will decrease .5% Two or More Suspension rate will decrease .5%
Staff Survey	Fall 2024 - Fall Survey Staff Connection ? Staff Support ? Staff Engagement ? Spring 2025 - Spring Survey Staff Connection ? Staff Support ? Staff Engagement ?	Fall 2025 - Fall Survey Staff report positive Connection/Relationships 80% Staff feeling Supported 80% Staff are actively engaged and involved in site based or student activities 80% Spring 2026 - Spring Survey Staff report positive Connection/Relationships 80% Staff feeling Supported 80% Staff are actively engaged and involved in site based or student activities 80%
Student Survey	Fall 2024 - Fall Survey Student Connection ? Student Support ? Student Engagement ? Spring 2025 - Spring Survey Student Connection ? Student Support ? Student Engagement ?	Fall 2025 - Fall Survey Students report positive Connection/Relationships 80% Students feeling Supported 80% Students are actively engaged and involved in site based or student activities 80% Spring 2026 - Spring Survey Students report positive Connection/Relationships 80% Students feeling Supported 80% Students are actively engaged and involved in site based or student activities 80%
Site: Suspension Recidivism	Overall: 27.027% as identified in PowerSchool on 5/28/25 SARB 75%% EL 50% SED 25% 504 25% SWD 14.29%	Overall: will decline by 5% as identified in PowerSchool SARB 85.71% will decline by 25% as identified in PowerSchool EL 50% will decline by 25% as identified in PowerSchool SWD 14.296% will decline by 25% as identified in PowerSchool SED 25% will decline by 25% as identified in PowerSchool 504 25% will decline by 5% as identified in PowerSchool

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	Metric	Proposed Expenditures
2.1	Provide systematic and reliable access to services that support social and emotional development; Principal, Assistant Principal, Behavior Intervention Technician, Psychologist, and Counselor to support multi-tiered system of supports for behaviors; support students in crisis situations; and provide social/emotional learning groups and supports, including check in/checkout, 3 R's Groups, Kindness Week, etc.	Socioeconomically Disadvantaged Foster Youth Homeless English Learners	Power School Incidents (State Reported and Local Use Codes) & Suspension Rate	District Services
2.2	Ensure safe, secure, healthy and positive environments that promote a sense of significance and belonging; Campus gang prevention (SSIP) and drug intervention counseling	All students	Power School Incidents/Interventions	District Services
2.3	Honor and recognize students and staff each semester for academic achievement and positive behaviors in order to maintain and/or increase student connections to school.	All Students	PowerSchool Dashboard Student Attendance, Academic and Behavior Data	3,000 LCAP Materials & Supplies - 43000
2.4	Provide materials and/or supplies for positive school climate and achievement activities for students and staff in order to maintain and/or increase a positive school climate.	All Students	PowerSchool Dashboard Incident Data	2,000 LCAP Materials & Supplies - 43000
2.5	Replace unsafe furniture and outdated materials/equipment in classrooms in order to keep a safe and positive learning environment for students and staff.	All Students		5,000 LCAP Materials & Supplies - 43000
2.6	Provide all students with positive rewards for outstanding attendance, behaviors, and academic achievement to maintain and/or increase a positive school climate and culture.	All Students	PowerSchool Dashboard Data	5,000 LCAP Materials & Supplies - 43000
2.7	Purchase subscription for Management Platform to monitor students attendance, tardies and engagement.	All Students	PowerSchool Attendance Dashboard	5,980 Title I Entry Fees/Consultants - 58000 5,728.75 LCAP Entry Fees/Consultants - 58000
2.8	Provide materials and/or supplies for supporting Tier II Academic, Behavior and Social Emotional groups.	All Students		3,000 LCAP Materials & Supplies - 43000

2.9	Provide intervention and enrichment opportunities to struggling EL, SPED, and/or SED students through the use of supplemental technology materials, supplies, and online curriculum.	EL, SPED, and/or SED students	PowerSchool Intervention Data for EL, SPED, and/or SED students	4,000 Title I Materials & Supplies - 43000
2.10	Participate in BTSC network to improve the percentage of students who are leaving 9th grade on track. CORE will work collaboratively with Redwood with the data monitoring tools, change ideas, and meeting routines to improve 9th grade on-track specifically targeting our at Risk students.	9th grade at risk students	9th grade PowerSchool Academic Data	5,000 LCAP Materials & Supplies - 43000
2.11	Incentive Based off campus lunch privileges	All Students	Power School Academic, Behavior and Attendance Data	District Services
2.12	Hire an Academic Intervention Specialist to support students with Academic challenges. Supports school staff and parents as they work with students with academic struggles. Specifically focused on EL, SPED, and/or SED students and struggling students performance	All students	Student serviced and improve student academic outcomes	57,099 Title I Contracted Classified S & B - 29000
2.13	Utilize advance learning funds to support Mock Trial, Science Olympiad, NHS, CSF, Robotics	All students	Student participation and recognition in program	25,600 Adv. Learning Materials & Supplies - 43000

Annual Review

SPSA Year Reviewed: 2024-25

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.

Developing a Schoolwide Multi-Tiered System of Support (MTSS)

Establish a comprehensive academic, behavioral, and social-emotional intervention system that includes universal screening, progress monitoring, and schoolwide professional development to ensure equitable access to support for students, staff and families.

Strengthen Tier I School-Wide Systems and Expand Targeted Tier 2 & Tier 3 Interventions

Enhance the foundation of Tier I school-wide systems to ensure consistent, proactive academic and behavioral expectations for all students. Simultaneously, expand and refine Tier 2 and Tier 3 intervention programs by integrating evidence-based supports—such as targeted intervention classes and groups, restorative practices, and individualized learning plans—to accelerate student progress and close achievement gaps. Strengthening the core (Tier I) ensures more students succeed with universal supports, while responsive Tier 2 and Tier 3 systems provide deeper, personalized assistance for those who need it most

Increase Student Engagement Through School-Wide Activities and Celebrations

Implement structured school-wide activities that foster a sense of belonging and connection, including mentorship programs, student leadership opportunities, and the use of engagement monitoring tools. Promote a positive school culture by incorporating regular student and staff celebrations that recognize achievements, build morale, and reinforce community.

Amplifying Student Voice

Create structured channels for students to share feedback, ideas, and concerns, such as student councils, surveys, and focus groups, student forums, to ensure their perspectives shape school decisions and enhance their sense of ownership in the school community.

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

None

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

We will focus on structuring our Tiered Intervention systems to be inclusive of more targeted academic based interventions and more on improving our monitoring system for student inclusiveness by tracking student involvement in co/extra curricular activities at Redwood. We will also focus more on our new Student Forum group to help provide student voices to improve students experiences, campus environment and student/staff relationships. We will also focus more on implementation of academic interventions through an Academy model and the utilization of On Campus Intervention class for students who exhibit social or academic behavioral issues. We will also institute a campaign called focus on the Freshman where we will partner with BTSC (Breakthrough Success Communities) to ensure our 9th grade students have a successful transition into the 9th grade and remain on track for academic, behavioral and social emotional success.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Providing families and community members pathways of connectivity to the education system
Facilitating timely and consistent communication to position families to participate in their students' learning experiences

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Our community and families will actively support students and schools through empowerment, effective two-way communication and collaboration.

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.

Need to increase parent access to participate in PTSA and increase parent response to site surveys

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
Parent Input in decision making: Parent Survey	97 parents responded to provide feedback to Principal 90 DAY plan related to school improvement fro, 24/25 survey.	Increase parent feedback by 20%

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	Metric	Proposed Expenditures
3.1	To facilitate two way communication between the school and parents through the use of Schoology.	All students, EL students, Socioeconomically Disadvantaged students	Schoology parent access for EL students, Socioeconomically Disadvantaged students groups	District Services
3.2	Provide systematic and relevant opportunities for parents to participate in the education of their children, PTSA Printing	All students	PTSA membership/participation	District Services
3.3	Maintain an active SSC and ELAC that focuses on student learning and achievement by providing materials	All Students	Sign in sheet of parent attendance	1,000 Title I - Parent Involvement

	and/or supplies to committee members when necessary			Materials & Supplies - 43000
3.4	Provide systematic and relevant opportunities for parents to participate in the education of their children, Gigantea printing/publication	All Students, EL students, Socioeconomically Disadvantaged students	Gigantea Data Base Data for All Targeted groups: , EL students, Socioeconomically Disadvantaged students	3,000 Title I - Parent Involvement Materials & Supplies - 43000
3.5	Offer quarterly workshops (in-person and virtual) on topics such as high school readiness, college planning, mental health, and supporting academic success. Include guest speakers, translators, childcare, and incentives like yearbook discounts or raffle entries for participation.	All Students, EL students, Socioeconomically Disadvantaged students	Parent participation in parent forms/worksite	1,000 Title I - Parent Involvement Materials & Supplies - 43000
3.6	Regular parent notification about student academic progress and available supports.	All students	Message reports sent out to parents via Blackboard and improved student academic outcomes.	
3.7	Establish a Centralized Parent Resource & Communication Hub. Develop a mobile-friendly section of the school website (or app) that provides easy access to parent resources, translated materials, key dates, tutorial videos, staff directories, and academic support tools. Include a "How to Get Help" guide that clearly outlines how parents can contact staff by role.	All Students	Site visits	2,049 LCAP Entry Fees/Consultants - 58000
3.8	Create a Grade-Level Parent Representative Program. Recruit family representatives for each grade level to serve on a Parent Advisory Council. These representatives will meet monthly with school leadership to gather feedback, help plan family events, and serve as ambassadors to improve communication between home and school.	All students	Parent participation	2,229 Title I - Parent Involvement Materials & Supplies - 43000
3.9	Build and Promote Community Partnership Events Organize quarterly events like Career Nights, Friends & Family Nights, and Community Resource Fairs that include local businesses, colleges, and mental health providers. Use these events to expand student exposure to postsecondary opportunities and family access to resources.	All students	Parent Participation	2,000 LCAP Materials & Supplies - 43000
3.10	Implement Monthly Parent Newsletters and Messaging Campaigns. Send out regular, concise updates through Remind, email, and printed versions with school wide events, student highlights, academic tips, and available	All students	Parent access to newsletter	1,000 LCAP Materials & Supplies - 43000

support. Schedule posts in advance to ensure consistency and avoid overwhelming families with last-minute information.			
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Annual Review

SPSA Year Reviewed: 2024-25

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.

Increasing Parent Engagement and Connection

Develop and implement regular, inclusive opportunities for parents to engage with school activities, such as workshops, volunteer opportunities, and family events, to strengthen their connection and support for student success.

Enhancing Community Engagement

Strengthen partnerships with local organizations, businesses, and community partners to provide students with real-world learning opportunities, resources, and mentorship, fostering a collaborative and supportive environment.

Building Effective Two-Way Communication

Establish clear, consistent communication channels (e.g., newsletters, social media, school apps) to facilitate transparent, two-way conversations between school staff, families, and the community, ensuring all stakeholders are informed and involved.

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

Ensure our school newspaper gigantea is accessible to all parents various forms and translated in English to increase parent axes.

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

The addition of multiple opportunities and targeted communication to all parents, specifically of our students who are identified EL, SED and SWD.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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	Metric	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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	Metric	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

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

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.

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 Title I Funds	\$207,060
Total Parent Involvement Funds	\$7,229
Total Supplemental and Concentration Funds	\$89,301
Total Adv. Learning Funds	\$25,600
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 (\$)
Title I	\$207,060.00
Title I - Parent Involvement	\$7,229.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$214,289.00

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 (\$)
Adv. Learning	\$25,600.00
LCAP	\$89,301.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$114,901.00

Total of federal, state, and/or local funds for this school: \$329,190.00

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
LCAP	89,301	0.00
Title I	207,060	0.00
Title I - Parent Involvement	7,229	0.00
Adv. Learning	25,600	0.00

Expenditures by Funding Source

Funding Source	Amount
Adv. Learning	25,600.00
LCAP	89,301.00
Title I	207,060.00
Title I - Parent Involvement	7,229.00

Expenditures by Budget Reference

Budget Reference	Amount
Contracted Classified S & B - 29000	139,226.00
Entry Fees/Consultants - 58000	13,757.75
Materials & Supplies - 43000	116,986.25
Substitutes - 11002	22,220.00
Teacher Hourly - 11000	31,000.00
Transportation - 57103	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Materials & Supplies - 43000	Adv. Learning	25,600.00
Entry Fees/Consultants - 58000	LCAP	7,777.75
Materials & Supplies - 43000	LCAP	55,203.25
Substitutes - 11002	LCAP	11,320.00
Teacher Hourly - 11000	LCAP	15,000.00

Contracted Classified S & B - 29000	Title I	139,226.00
Entry Fees/Consultants - 58000	Title I	5,980.00
Materials & Supplies - 43000	Title I	28,954.00
Substitutes - 11002	Title I	10,900.00
Teacher Hourly - 11000	Title I	16,000.00
Transportation - 57103	Title I	6,000.00
Materials & Supplies - 43000	Title I - Parent Involvement	7,229.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	195,504.25
Goal 2	121,407.75
Goal 3	12,278.00

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

Name of Members	Role
Brandon Gridiron Ed.D.	Principal
Shannon Moore	Other School Staff
Alex Jimenez	Parent or Community Member
Raquel Garcia	Parent or Community Member
Dana Chavez	Secondary Student
Susie Perez	Parent or Community Member
Paul Freeborn	Classroom Teacher
Brittany Larabee	Other School Staff
Dana Chavez	Secondary Student
Katelyn Silva	Secondary Student
Chloe Seals	Secondary Student
Luciana Taylor	Secondary Student
	Secondary Student
Mani Tomola	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2025.

Attested:



Principal, Brandon Gridiron on 5/28/25



SSC Chairperson, Raquel Garcia on 5/28/25

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