



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redwood Middle School	28662666058788	May 20, 2026	June 25, 2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Redwood Middle School, built in 1957, will have a 2025-26 enrollment of approximately 900 students that incorporates the 6th, 7th and 8th grades. Redwood meets the needs of middle school-aged youth through the concept of teaming, a unique way that results in a school within a school. We will have 5 teams: two at the 6th-grade level, two in 7th, and one in 8th that the core academic teachers share a group of students in common. This has been a strong structure that has been in place for the past thirty years.

The development of the SPSA is based upon NVUSD LCAP and the NVUSD Strategic Plan. The goals are aligned with the instructional elements of the strategic plan with actions funded through the LCAP. The SPSA is reviewed and approved by the RMS School Site Council, English Learner Advisory Council, and Leadership teams.

We believe that it is our fundamental mission to provide an enthusiastic, safe and caring environment promoting academic excellence, social, and emotional well-being, and independent thinking; a quality and challenging education to all our students to prepare them for a global society by focusing on career goals, appropriate technologies, tolerance towards and respect for diverse cultures, beliefs and lifestyles; opportunities to learn the skills using strategies that are individualized as needed, to enable students to respect themselves and others. Our Core Values are: "Be Respectful, Safe, Responsible, and most importantly, Be Kind."

Our school vision, "Redwood Middle School is a rigorous, academic learning community built on caring and personal relationships, where all adults and all students collaboratively and passionately achieve their highest potential allowing all students to realize their post-secondary dreams."

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and site leadership team and shared with teaching staff for input. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

There are three categories in which Redwood has scored in the Orange or Red Categories. Those are in English Learner Progress, Suspension Rate and Chronic Absenteeism

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

In English- Language Arts, Long Term English Learners scored two levels below the school as a whole. In Mathematics, Long Term English Learners, English Learners, Hispanic and Students with Disabilities scored two levels below the school as a whole. This indicated a need to focus on the core academic skills of reading, writing, speaking and listening when working with the whole staff on professional development to build consistent practices throughout the school in benefit of students.

In the Chronic Absenteeism Category, there is an indication that there is a problem. There are 5 areas (English Learner, Homeless, Hispanic, Long Term English Learner and Socioeconomically Disadvantaged) in the red and 2 areas (Students with Disabilities and White) in the orange. There is a need to look specifically at attendance as part of the COST process in the coming year.

The Suspension Rate is also a concern: 1 red (Homeless) and 5 Orange (English Learner, Hispanic, Students with Disabilities, White and Socioeconomically Disadvantaged) There is a need to look specifically at behavior and other means of correction as part of the COST process in the coming year.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.57%	0.69%	0.56%	5	6	5
African American	0.91%	0.92%	0.56%	8	8	5
Asian	1.14%	1.50%	1.00%	10	13	9
Filipino	0.80%	0.46%	0.56%	7	4	5
Hispanic/Latino	59.02%	55.99%	54.39%	517	486	489
Pacific Islander	0.11%	0.35%	0.11%	1	3	1
White	35.05%	37.21%	39.27%	307	323	353
Multiple/No Response	2.05%	2.88%	3.56%	18	25	32
Total Enrollment				876	868	899

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 6	324		284
Grade 7	236		275
Grade 8	316		340
Total Enrollment	876		899

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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	183	162	164		20.9%	18.2%
Fluent English Proficient (FEP)	201	198	193		22.9%	21.5%

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	220	319	263	219	313	258	219	313	256	99.5	98.1	98.1
Grade 7	309	236	330	304	232	328	304	232	328	98.4	98.3	99.4
Grade 8	365	316	252	358	313	248	358	313	247	98.1	99.1	98.4
All Grades	894	871	845	881	858	834	881	858	831	98.5	98.5	98.7

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2508.	2490.	2510.	10.96	9.90	17.58	33.33	29.07	28.52	26.94	23.32	22.27	28.77	37.70	31.64
Grade 7	2510.	2517.	2514.	8.55	9.91	10.67	28.29	31.03	25.91	24.67	25.43	26.52	38.49	33.62	36.89
Grade 8	2530.	2506.	2536.	7.82	8.31	13.36	32.12	22.04	27.94	26.54	27.80	26.32	33.52	41.85	32.39
All Grades	N/A	N/A	N/A	8.85	9.32	13.60	31.10	27.04	27.32	25.99	25.52	25.15	34.05	38.11	33.94

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
Grade 6	13.30	9.27	18.75	57.34	57.19	51.95	29.36	33.55	29.30	
Grade 7	9.87	14.72	12.80	61.51	58.87	58.54	28.62	26.41	28.66	
Grade 8	11.73	11.50	14.57	54.47	50.48	57.89	33.80	38.02	27.53	
All Grades	11.48	11.55	15.16	57.61	55.19	56.32	30.91	33.26	28.52	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	11.52	7.67	16.80	55.76	48.56	52.34	32.72	43.77	30.86
Grade 7	13.49	14.35	14.02	46.71	50.87	53.96	39.80	34.78	32.01
Grade 8	12.85	8.31	13.77	51.96	42.81	51.82	35.20	48.88	34.41
All Grades	12.74	9.70	14.80	51.08	47.08	52.83	36.18	43.22	32.37

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.14	10.54	13.28	72.94	70.61	64.84	11.93	18.85	21.88
Grade 7	9.87	6.49	9.45	71.71	75.32	66.77	18.42	18.18	23.78
Grade 8	10.89	10.86	10.53	72.91	67.09	68.83	16.20	22.04	20.65
All Grades	11.59	9.57	10.95	72.50	70.60	66.79	15.91	19.84	22.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	16.97	11.82	14.84	65.14	66.77	64.45	17.89	21.41	20.70
Grade 7	9.87	13.42	14.02	67.11	65.37	62.50	23.03	21.21	23.48
Grade 8	17.60	15.02	21.05	65.36	64.86	62.75	17.04	20.13	16.19
All Grades	14.77	13.42	16.37	65.91	65.69	63.18	19.32	20.89	20.46

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.

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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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	220	319	262	219	311	257	219	311	257	99.5	97.5	98.1
Grade 7	309	236	330	302	231	328	302	231	328	97.7	97.9	99.4
Grade 8	365	318	252	355	313	247	355	313	247	97.3	98.4	98
All Grades	894	873	844	876	855	832	876	855	832	98.0	97.9	98.6

* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2499.	2485.	2494.	16.44	14.15	18.68	18.26	16.08	14.40	25.57	25.40	22.18	39.73	44.37	44.75
Grade 7	2476.	2507.	2493.	9.93	12.55	11.89	8.94	17.32	14.94	26.49	31.17	26.83	54.64	38.96	46.34
Grade 8	2473.	2470.	2501.	7.32	5.43	8.50	7.32	10.22	19.03	20.00	20.77	19.84	65.35	63.58	52.63
Grade 11															
All Grades	N/A	N/A	N/A	10.50	10.53	12.98	10.62	14.27	15.99	23.63	25.26	23.32	55.25	49.94	47.72

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	17.35	9.00	17.90	38.81	45.34	34.63	43.84	45.66	47.47
Grade 7	9.27	13.42	11.28	36.75	44.59	38.41	53.97	41.99	50.30
Grade 8	7.32	3.83	7.69	31.83	41.21	45.75	60.85	54.95	46.56
Grade 11									
All Grades	10.50	8.30	12.26	35.27	43.63	39.42	54.22	48.07	48.32

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	12.33	12.86	16.73	52.97	46.95	45.14	34.70	40.19	38.13
Grade 7	9.93	11.69	13.41	48.01	57.58	48.78	42.05	30.74	37.80
Grade 8	7.61	7.03	11.34	49.86	48.88	49.80	42.54	44.09	38.87
All Grades	9.59	10.41	13.82	50.00	50.53	47.96	40.41	39.06	38.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	9.59	13.18	15.18	61.64	51.77	51.75	28.77	35.05	33.07
Grade 7	9.93	10.82	11.59	59.60	61.47	56.71	30.46	27.71	31.71
Grade 8	4.79	4.15	7.69	52.96	55.91	57.09	42.25	39.94	35.22
All Grades	7.76	9.24	11.54	57.42	55.91	55.29	34.82	34.85	33.17

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	1537.6	1507.2	1497.8	1548.8	1503.8	1487.3	1525.9	1510.1	1507.8	44	58	47
7	1534.3	1507.9	1518.1	1535.5	1503.8	1519.5	1532.7	1511.5	1516.2	60	39	57
8	1544.9	1535.9	1528.9	1541.5	1537.9	1531.1	1547.9	1533.5	1526.1	68	59	34
All Grades										172	156	138

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	27.27	6.90	8.51	50.00	46.55	29.79	6.82	25.86	36.17	15.91	20.69	25.53	44	58	47
7	21.67	12.82	5.26	30.00	38.46	43.86	36.67	20.51	29.82	11.67	28.21	21.05	60	39	57
8	20.59	15.25	14.71	42.65	49.15	38.24	25.00	16.95	26.47	11.76	18.64	20.59	68	59	34
All Grades	22.67	11.54	8.70	40.12	45.51	37.68	24.42	21.15	31.16	12.79	21.79	22.46	172	156	138

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	65.91	31.03	17.02	20.45	37.93	42.55	2.27	15.52	21.28	11.36	15.52	19.15	44	58	47
7	36.67	33.33	36.84	41.67	25.64	31.58	11.67	17.95	15.79	10.00	23.08	15.79	60	39	57
8	32.35	38.98	26.47	42.65	35.59	50.00	17.65	11.86	8.82	7.35	13.56	14.71	68	59	34
All Grades	42.44	34.62	27.54	36.63	33.97	39.86	11.63	14.74	15.94	9.30	16.67	16.67	172	156	138

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	9.09	3.45	6.38	18.18	15.52	10.64	52.27	34.48	42.55	20.45	46.55	40.43	44	58	47
7	8.33	2.56	1.75	28.33	12.82	21.05	31.67	43.59	35.09	31.67	41.03	42.11	60	39	57
8	8.82	1.69	5.88	29.41	20.34	17.65	38.24	52.54	32.35	23.53	25.42	44.12	68	59	34
All Grades	8.72	2.56	4.35	26.16	16.67	16.67	39.53	43.59	36.96	25.58	37.18	42.03	172	156	138

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	18.18	17.24	6.38	77.27	51.72	65.96	4.55	31.03	27.66	44	58	47	
7	5.00	5.13	15.79	73.33	58.97	54.39	21.67	35.90	29.82	60	39	57	
8	14.71	13.56	14.71	66.18	62.71	58.82	19.12	23.73	26.47	68	59	34	
All Grades	12.21	12.82	12.32	71.51	57.69	59.42	16.28	29.49	28.26	172	156	138	

Speaking Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	75.00	53.45	34.04	13.64	36.21	46.81	11.36	10.34	19.15	44	58	47	
7	73.33	63.16	64.91	20.00	15.79	22.81	6.67	21.05	12.28	60	38	57	
8	63.24	67.80	67.65	29.41	20.34	20.59	7.35	11.86	11.76	68	59	34	
All Grades	69.77	61.29	55.07	22.09	25.16	30.43	8.14	13.55	14.49	172	155	138	

Reading Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	
6	4.55	6.90	8.51	50.00	31.03	12.77	45.45	62.07	78.72	44	58	47	
7	13.33	5.13	7.02	38.33	25.64	31.58	48.33	69.23	61.40	60	39	57	
8	19.12	13.56	8.82	41.18	37.29	26.47	39.71	49.15	64.71	68	59	34	
All Grades	13.37	8.97	7.97	42.44	32.05	23.91	44.19	58.97	68.12	172	156	138	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	29.55	6.90	12.77	54.55	84.48	68.09	15.91	8.62	19.15	44	58	47
7	18.33	7.69	0.00	61.67	74.36	82.46	20.00	17.95	17.54	60	39	57
8	11.76	1.69	0.00	72.06	84.75	79.41	16.18	13.56	20.59	68	59	34
All Grades	18.60	5.13	4.35	63.95	82.05	76.81	17.44	12.82	18.84	172	156	138

School and Student Performance Data

Student Population

The 2025 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 information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
868	64.4%	18.7%	0.8%
Total Number of Students enrolled in Redwood Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	162	18.7%
Foster Youth	7	0.8%
Homeless	25	2.9%
Socioeconomically Disadvantaged	559	64.4%
Students with Disabilities	144	16.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.9%
American Indian	6	0.7%
Asian	13	1.5%
Filipino	4	0.5%
Hispanic	486	56%
Two or More Races	25	2.9%
Pacific Islander	3	0.3%
White	323	37.2%

School and Student Performance Data

Overall Performance

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Yellow

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Orange

Mathematics



Yellow

English Learner Progress



Orange

School and Student Performance Data

Academic Performance English Language Arts

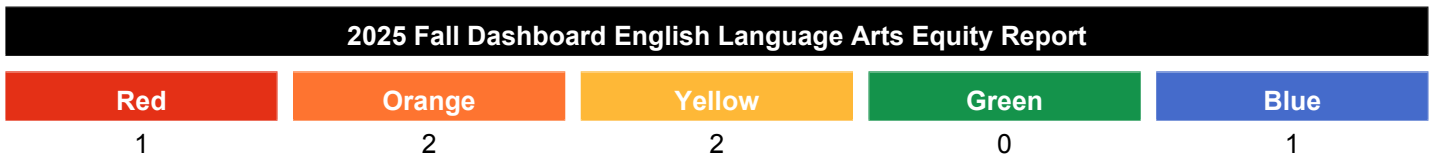
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>29.2 points below standard</p> <p>Increased 13.1 points</p> <p>820 Students</p>	<p>English Learners</p> <p>Orange</p> <p>92.6 points below standard</p> <p>Increased 3.3 points</p> <p>248 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>119.3 points below standard</p> <p>Maintained -2 points</p> <p>87 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>73.7 points below standard</p> <p>Increased 42.9 points</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>59.2 points below standard</p> <p>Increased 10.9 points</p> <p>531 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>110.6 points below standard</p> <p>Increased 7.9 points</p> <p>139 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>38 points above standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>60 points below standard</p> <p>Increased 7.7 points</p> <p>462 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>4.9 points below standard</p> <p>Declined 37.8 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Blue</p> <p>13.6 points above standard</p> <p>Increased 20.2 points</p> <p>305 Students</p>

School and Student Performance Data

Academic Performance Mathematics

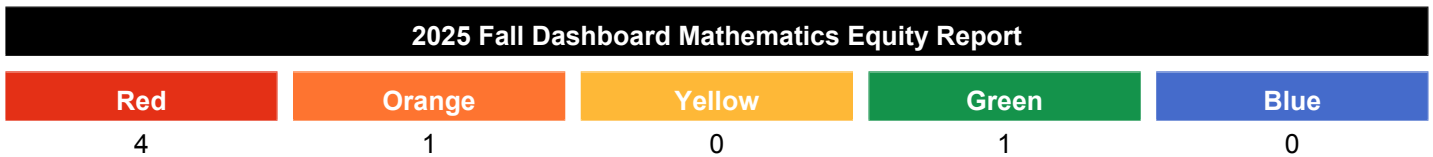
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>71 points below standard</p> <p>Increased 8.6 points</p> <p>823 Students</p>	<p>English Learners</p> <p>Red</p> <p>146.4 points below standard</p> <p>Declined 7.5 points</p> <p>254 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>179.7 points below standard</p> <p>Declined 16.9 points</p> <p>88 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>147.1 points below standard</p> <p>Increased 13.9 points</p> <p>27 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>106 points below standard</p> <p>Increased 8.1 points</p> <p>534 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>160.3 points below standard</p> <p>Declined 6.6 points</p> <p>137 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>8 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>41.8 points above standard</p> <p>11 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>110.5 points below standard</p> <p>Maintained 2.3 points</p> <p>466 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>32 points below standard</p> <p>Declined 32.7 points</p> <p>24 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Green</p> <p>16.1 points below standard</p> <p>Increased 16.9 points</p> <p>304 Students</p>

School and Student Performance Data

Academic Performance Science

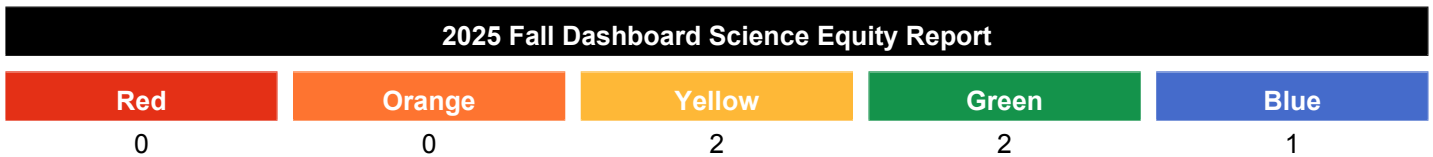
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>52.1 science points</p> <p>Increased 5.3 points</p> <p>251 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>40.9 science points</p> <p>Increased 5.3 points</p> <p>78 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>34.7 science points</p> <p>Increased 3.3 points</p> <p>29 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>46.3 science points</p> <p>Increased 5 points</p> <p>159 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>39.8 science points</p> <p>Increased 4.5 points</p> <p>37 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p>Hispanic</p>  <p>Green</p> <p>46.3 science points</p> <p>Increased 3.4 points</p> <p>147 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p>White</p>  <p>Blue</p> <p>61.1 science points</p> <p>Increased 9.1 points</p> <p>85 Students</p>

School and Student Performance Data



Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 40.5 making progress. Number Students: 131 Students	Long-Term English Learner Progress  Orange 41.6 making progress. Number Students: 77 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.

2025 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
18.5%	41.5%	0%	40%

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.





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


2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p>  Red 21.3% Chronically Absent Increased 1.5 887 Students	<p>English Learners</p>  Red 23.1% Chronically Absent Increased 1.9 169 Students	<p>Long-Term English Learners</p>  Red 27.1% Chronically Absent Increased 7.3 96 Students
<p>Foster Youth</p>  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	<p>Homeless</p>  Red 38.5% Chronically Absent Increased 6.1 39 Students	<p>Socioeconomically Disadvantaged</p>  Red 25.7% Chronically Absent Increased 2.7 580 Students


Students with Disabilities
 Orange
26% Chronically Absent
Declined 1.4
154 Students


African American
 No Performance Color
Fewer than 11 students - No Data for Privacy
9 Students


American Indian
 No Performance Color
Fewer than 11 students - No Data for Privacy
6 Students


Asian
 No Performance Color
23.1% Chronically Absent
0
13 Students

Filipino
 No Performance Color
Fewer than 11 students - No Data for Privacy
4 Students

Hispanic
 Red
23% Chronically Absent
Increased 1.3
500 Students

Two or More Races
 No Performance Color
19.2% Chronically Absent
Increased 4.9
26 Students

Pacific Islander
 No Performance Color
Fewer than 11 students - No Data for Privacy
3 Students

White
 Orange
17.8% Chronically Absent
Increased 1.1
326 Students

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate 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

School and Student Performance Data

Conditions & Climate Suspension Rate

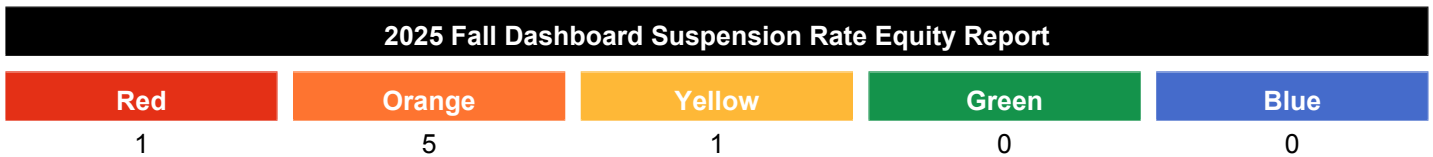
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This section provides number of student groups in each level.



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>900 Students</p>	<p>English Learners</p> <p>Orange</p> <p>9.8% suspended at least one day</p> <p>Increased 1.2%</p> <p>174 Students</p>	<p>Long-Term English Learners</p> <p>Yellow</p> <p>8.3% suspended at least one day</p> <p>Declined 1.6%</p> <p>96 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>7 Students</p>	<p>Homeless</p> <p>Red</p> <p>19.5% suspended at least one day</p> <p>Increased 8.1%</p> <p>41 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>8.5% suspended at least one day</p> <p>Increased 2.3%</p> <p>588 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>10.9% suspended at least one day</p> <p>Increased 4%</p> <p>156 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>6 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>4 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>7.1% suspended at least one day</p> <p>Increased 1.2%</p> <p>510 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>23.1% suspended at least one day</p> <p>Increased 18.5%</p> <p>26 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p>White</p>  <p>Orange</p> <p>4.3% suspended at least one day</p> <p>Increased 0.5%</p> <p>328 Students</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

Identified Need

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Students with Disabilities, English Learners, and Long-Term English Language Learners.

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA Star Reading whole school 6-8 grades</p> <p>ELA Reading 8th Grade ELA Reading 7th Grade ELA Reading 6th Grade</p>	<p>STAR Reading Whole School:</p> <p>2024 to 2026 Winter Data: 45.5% scored Proficient in Winter 2024 47.6% scored Proficient in Winter 2025 43.9% scored Proficient in Winter 2026</p> <p>6th Grade: 2024 to 2026 Winter Data: 49.7% scored Proficient in Winter 2024 47.8% scored Proficient in Winter 2025 50.3% scored Proficient in Winter 2026</p> <p>7th Grade: 2024 to 2026 Winter Data: 45.1% scored Proficient in Winter 2024 47.6% scored Proficient in Winter 2025 41.8% scored Proficient in Winter 2026</p> <p>8th Grade: 2024 to 2026 Winter Data: 43.9% scored Proficient in Winter 2024 47.0% scored Proficient in Winter 2025 40.12% scored Proficient in Winter 2026</p>	<p>With STAR we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas.</p>
<p>Math Star Assessment whole school 6-8 grades</p> <p>Math 8th Grade Math 7th Grade Math 6th Grade</p>	<p>STAR Math Whole School:</p> <p>2024 to 2026 Winter Data: 30.9% scored Proficient in Winter 2024 30.4% scored Proficient in Winter 2025 31% scored Proficient in Winter 2026</p> <p>6th Grade: 2024 to 2026 Winter Data: 34.8% scored Proficient in Winter 2024 32.2% scored Proficient in Winter 2025 32.9% scored Proficient in Winter 2026</p> <p>7th Grade: 2024 to 2026 Winter Data: 27.9% scored Proficient in Winter 2024 26.9% scored Proficient in Winter 2025 36.2% scored Proficient in Winter 2026</p> <p>8th Grade: 2024 to 2026 Winter Data: 31.1% scored Proficient in Winter 2024 32.8% scored Proficient in Winter 2025 25.4% scored Proficient in Winter 2026</p>	<p>With STAR we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas.</p>
<p>CAASPP Math</p> <p>CAASPP 6th Grade CAASPP 7th Grade CAASPP 8th Grade</p>	<p>CAASPP Math Whole School:</p> <p>2021-22 21.1% Met or Exceeded 6th Grade: 34.7% Met or Exceeded 7th Grade: 18.9% Met or Exceeded 8th Grade: 14.6% Met or Exceeded</p> <p>2022-23 28.5% Met or Exceeded (Increased 7.4%) 6th Grade: 32.5% Met or Exceeded (Decreased 2.2%) 7th Grade: 35.8% Met or Exceeded (Increased 16.9%)</p>	<p>Like with the Star Assessments, we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas.</p>

	<p>8th Grade: 19.2% Met or Exceeded (Increased 4.6%)</p> <p>2023-24 31.2% Met or Exceeded (Increased 2.7%) 6th Grade: 37.6% Met or Exceeded (Increased 5.1%) 7th Grade: 29.0% Met or Exceeded (Decreased 6.8%) 8th Grade: 27.5% Met or Exceeded (Increased 8.3%)</p> <p>2024-25 28.8% Met or Exceeded (Decreased 2.4%) 6th Grade: 33.1% Met or Exceeded (Decreased 4.5%) 7th Grade: 33.5% Met or Exceeded (Increased 4.5%) 8th Grade: 26.2% Met or Exceeded (Decreased 1.3%)</p>	
<p>CAASPP ELA</p> <p>CAASPP 6th Grade</p> <p>CAASPP 7th Grade</p> <p>CAASPP 8th Grade</p>	<p>CAASPP ELA :</p> <p>2021-22 40% Met or Exceeded 6th Grade: 44.2% Met or Exceeded 7th Grade: 36.8% Met or Exceeded 8th Grade: 40.1% Met or Exceeded</p> <p>2022-23 42.6% Met or Exceeded (Increased 2.6%) 6th Grade: 45.8% Met or Exceeded (Increased 1.6%) 7th Grade: 45.1% Met or Exceeded (Increased 8.3%) 8th Grade: 37.4% Met or Exceeded (Decreased 2.7%)</p> <p>2023-24 40.3% Met or Exceeded (Decreased 2.3%) 6th Grade: 44.8% Met or Exceeded (Decreased 1%) 7th Grade: 37.8% Met or Exceeded (Decreased 7.3%) 8th Grade: 39.1% Met or Exceeded (Increased 1.7%)</p> <p>2024-25 40.5% Met or Exceeded (Increased 0.2%) 6th Grade: 43.5% Met or Exceeded (Decreased 1.3%) 7th Grade: 46.2% Met or Exceeded (Increased 8.4%) 8th Grade: 35.2% Met or Exceeded (Decreased 3.9%)</p>	<p>Like with the Star Assessments, we expect that at least 50% of our students will be Meeting or Exceeding Standard, which would be an increase in all grade areas.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>The Redwood staff will implement a comprehensive literacy initiative that ensures that all students 6-8 read, write and communicate proficiently in all content areas:</p> <ol style="list-style-type: none"> 1. We have identified continuing Writing as the instructional focus for the school for 2026-27. 2. Staff will participate in The Writing Revolution training to support the implementation of reading and writing to learn strategies. 3. Staff will implement the reading program, Accelerated Reader, to provide a system for the ELA department to progress monitor their students to ensure daily reading is being done. Students will know and track their Lexile levels so students are able to follow their Lexile growth in reading. <p>Expenditures: Teacher Curriculum Development Sub Release Time \$6000 - Base</p> <p>Accelerated Reader - \$4000 - Supplemental</p>	All Students	<p>6000 0000 – No Reporting Requirements 0000: Unrestricted Teacher Curriculum Development Sub Release Time</p> <p>4000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Accelerated Reader</p>
1.2	<p>Substitute teachers will be provided to allow staff time to deconstruct standards, align instructional planning, analyze assessment data, and develop lessons centered on the gradual release of the responsibility model to improve instructional consistency and student achievement.</p> <p>On-Track is a program we are going through with VHS to Align Course Expectations, Feedback Rich Instruction, and Grading that reflects Mastery. This is giving us a structure for planning Standards Aligned Units.</p> <p>Redwood Middle School will focus professional development on strengthening PLC Culture at Redwood Middle School. Administration and the Leadership Team are working with District Academic Specialists on meeting our instructional goals and developing site-based professional development to support Professional Learning Communities (PLCs) and Teamwork.</p> <p>Expenditures: Sub Release Time: \$28,000 (14000 Base, 14000 Supplemental) IEP Release: \$5000 (\$2500 Base, \$2500, Supplemental)</p> <p>Certificated Benefits \$5148 - Base Certificated Benefits \$3775 - Supplemental</p>	Strengthen PLC structure at Redwood Middle School as a means to improve our Academic Performance Indicators.	<p>14000 0000 – No Reporting Requirements 0000: Unrestricted Teacher Curriculum Development Sub Release Time (3 per Year)</p> <p>14000 0003 - Supplemental 0000: Unrestricted Teacher Curriculum Development Sub Release Time (3 per Year)</p> <p>2500 0000 – No Reporting Requirements 0000: Unrestricted IEP Coverage</p> <p>2500 0003 - Supplemental 0000: Unrestricted IEP Coverage</p> <p>5148 0000 – No Reporting Requirements 3000-3999: Employee Benefits Certificated Benefits</p> <p>3775 0003 - Supplemental</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			3000-3999: Employee Benefits Certificated Benefits
1.3	<p>Staff will provide targeted academic intervention, offered after school, to support ELA and math academic progress towards our SPSA goals. We will utilize the COST process to identify students who may need additional resources for Intervention and programs such as Flocabulary to support the direct teaching of academic vocabulary. Students will have increased opportunities to read and write in every lesson in every content area. Teachers will incorporate AVID WICOR Strategies across the curriculum, school-wide. This provides clarity for students, as well as more opportunities to practice essential skills.</p> <p>For intervention, staff will use Flex time 2 days per week to support additional time for math and ELA practice and progress monitor students. Students who are not performing at grade level also have an opportunity to use the math support program, iXL.</p> <p>Expenditures: Flocabulary - \$2500 - Base Vocabulary.Com - \$3000 - Base Binder Reminder - \$3000 - Base, 3000 Supplemental</p>	Students with disabilities and English Learners	<p>2500 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Flocabulary</p> <p>3000 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Vocabulary.com</p> <p>3000 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Binder Reminder</p> <p>3000 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Binder Reminder</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

This year we have reset on the expectations of a PLC and how to make this work happen. There is work around identifying essential standards, developing proficiency scales, and then having teachers develop unit plans and assessments together in a standards based way through work with 15 Day Challenge and On Track. This has created a structure for how to create standards based units and align course expectations, increase feedback rich instruction and grading that reflects mastery.

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

It has continued to be a challenge to recruit teachers to do any after school tutoring of enrichment support. We hope to utilize the COST team to determine some structures during the school day that are available to all students that we can depend on that support the students be also allow for the teacher to have flexibility in planning the interventions and enrichment activities.

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

The primary change will be a stronger focus on the PLC and COST processes as a means to identify students in need of supports and to provide the most appropriate resource using Data from Educlimber and the new Assessment System. The use of data and data based decision making both with our COST but also our leadership team.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ensure all learners experience research-based, high-impact instructional strategies that engage and support student learning.	There is time provided for grade level PLCs within the four core content areas.	This support should develop skills to prepare students for post-secondary education, and vocational or career employment opportunities
All English Learners will be placed in ELD one period per day	2024-25: 40.5% Making Progress (New Metric)	We want to at least match the State Metric (Last Year 46.4%)
Focus Professional Learning on Standards Based Units and the incorporation of Writing Across the Curriculum.	PLC Teams engages in Learning Sprint Cycle that includes, at a minimum, Essential Standards, Pre-Assessment, Post Assessment and Chosen Instructional Strategies.	All PLC's engage in a (Action Research Cycle) for each unit of study in their course.
Provide 30 minutes 2 days per week for Tier 2 support to struggling students (Flex time)	Align to goal 1 to improve the overall proficiency of students in all grades. Use teachers, counselors, and instructional aids for Tier two support.	Improve schoolwide ELA and Math goals for students performing in level 1 by 25%.
Use the Star assessment to measure growth among MLL Students.	STAR ELA Reading - MLL Students: 2024 Winter Data: 88.5% scored in Level 1 10.6% scored in Level 2 0.96% scored in Level 3 0.0% scored in Level 4 2025 Winter Data: 81.7% scored in Level 1 (Decreased 6.8%) 16.8% scored in Level 2 (Increased 6.2%)	We would like to see the number of students scoring in Level 1 to be reduced to no more that 50% of the MLL identified students. Students in Level 2 should be no more than 20%. 30% of students in level 3 or 4, which would be an increase of 22.7%

	<p>1.5% scored in Level 3 (Increased 0.54%) 0.0% scored in Level 4 (Maintained 0.0%)</p> <p>2026 Winter Data: 81.8% scored in Level 1 (Increased 0.1%) 12.6% scored in Level 2 (Decreased 4.2%) 4.2% scored in Level 3 (Increased 2.7%) 1.4% scored in Level 4 (Increased 1.4%)</p>	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>The registrar will query all English Learners and Reclassified Fully English Proficient (RFEP) students in Aeries and email a student list to the appropriate teachers by the first week of school. We will provide release time for teachers who are responsible for supporting English Learners. Teachers will be provided all appropriate testing supplies for CAASPP and ELPAC for ELs, and test preparation support.</p> <p>All English Learners will be placed in ELD class that is congruent with their level on the ELPAC annual assessment.</p> <p>We will continue to develop a "Newcomer" program for MLLs who are are a Level 1 on the ELPAC where they have 2 sections of ELD. Additionally, all ELD teachers will utilize the new ELD Curriculum as well as use Scholastic Action Magazine and Vocabulary.com for ELD classes.</p> <p>English Learners and ELD Classes will have access to specific field trips, experiences and career readiness opportunities.</p> <p>Expenditures: Action Magazine - \$2,500 - Supplemental</p> <p>Instructional Supplies (English and Spanish) for ELD Classes - \$3,572 - - Supplemental - Materials, Backpacks, Test Prep Material</p> <p>Postage to support Communication - \$2,500- Supplemental This will be used when sending report cards to all students as we have received feedback that some families are not accessing grades on the Parent Portal.</p>	English Learners	<p>2500 0003 - Supplemental 5000-5999: Services And Other Operating Expenditures Action Magazine (Scholastic)</p> <p>3572 0003 - Supplemental 4000-4999: Books And Supplies Instructional Supplies</p> <p>2,500 0003 - Supplemental 4000-4999: Books And Supplies ELD Testing Supplies</p> <p>2500 0003 - Supplemental 5900: Communications Postage</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	<p>Professional learning will focus on teacher driven, instructionally focused learning sprints to determine best practices with all students, giving particular attention to English Learners. The 2024-2025 School Year will continue our focus on Academic Discourse but add the output of Writing as the schoolwide focus.</p> <p>Additionally, Academic Teams will use flexible grouping time to accelerate and support student learning outcomes. The COST Team will meet weekly to review data and then apply the appropriate academic, emotional and social support depending on their needs.</p> <p>Expenditures:</p>	All Students English Learners	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We had 40.5% of our MLLs making progress, which is a new metric to look at as opposed to only reclassification. Action Magazine was well used by the ELD classes and Teachers have requested it again. It was a challenge also to recruit teachers for any after school work, there needs to be a stronger focus on the COST process and any interventions that can take place during the school day.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Grow and strengthen family engagement in support of improvements in student achievement for all student groups.

MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of Redwood parents that are accessing and using the Parent Square application and data confirmation.	99.2% of our parent stakeholders have access to the Parent Square app. We have eight non-contactable students and one with no contact information.	100% of Redwood families are able to access the Parent Square application and an increase in parent engagement in Parent Faculty Club meetings, School Site Council, and the English Language Advisory Committee.
Communication	Weekly newsletter to all RMS staff stakeholders. Grades Mailed to all Families 6 times per year to make sure all families receive.	All staff members feel communicated to and supported as reflected by survey data. Parent Square data demonstrates that 80% or more of families open the weekly newsletter. Survey and/or outreach efforts demonstrate improved to better communication and parent engagement.
Outstanding, consistent translation services.	Provide stakeholder communication in their Native language.	100% of families will receive correspondence in their Native language. All major school-wide functions, Parent Faculty Club meetings, School Site Council, and the English Language

		Advisory Committee will have interpretation services provided.
Increase number of parents attending ELAC Meeting	We averaged 5 families per meeting in 2025-2026	We hope to have at least 15 families for each of our meetings.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>Data confirmation is addressed with all parents to ensure they are able to access Parent Square which is a mandatory way of communicating with families. We will work to ensure all parents have a working email address and the knowledge to use it. This will be incorporated into every parent meeting that we hold. If the parent does not have an email address, we will set them up with the Parent and Community Liaison, who will walk them through the setup process and include a basic explanation of how to send and receive messages.</p> <p>Parents will receive all mandated notices in a timely manner through Parent Square. These messages will go out in the language requested by the parent. Parents will receive Progress Reports, Grade Reports, and any commendations in a timely manner. We will survey parents to ensure that they are all activating their Parent Square and Aeries Parent Portal accounts, as well as have access to their child's school Google account. Staff will communicate new procedures/policies on campus to enhance school safety and focus on academic achievement.</p> <p>Expenditures: Copy Machine Lease - \$2686 - Base Copy Machine Maintenance Agreements - \$7614 - Base</p>	All parents of students who attend Redwood will receive regular weekly communication by the school administration and teachers.	<p>2686 0000 – No Reporting Requirements 5800: Professional/Consulting Services And Operating Expenditures Copy Machine Lease</p> <p>7614 0000 – No Reporting Requirements 5800: Professional/Consulting Services And Operating Expenditures Copy Machine Maintenance Agreements</p>
3.2	<p>The Parent and Community Liaison and the School Registrar will work weekly, running a report that will help to ensure all parents have access to Parent Square. The weekly report will pick up any families that are new to the school or may have experienced a change of contact information. Parent liaison meets with parents virtually to educate parents on how to use the Parent Square app as well as how to access the daily agenda on the RMS website: https://redwood.nvusd.org/. We will host Parent Education and facilitate small sessions to teach parents how to access each system.</p>	Parent Liaison will support families in accessing the information needed to support their student.	
3.3	<p>Increase staff participation in ELAC with offerings for parents in 6th, 7th and 8th Grade to discuss the requirements of the academic classes. Teachers will need to be paid for their time.</p> <p>Clerical Overtime will also be necessary to support the parents. \$2500 - Base</p>	MLL Students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

This year's SPSA will continue to have a focus on our MLL population of students. ParentSquare has been an effective method of communication with parents for issues related to the whole school and related to upcoming opportunities and events.

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

We continued to budget for copies, as this is an ongoing expense. We have responded by installing a copy counter so that we can determine where the need lies and find ways to support teachers with the materials they need to engage students.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
All students will take the SDQ (strengths & difficulty questionnaire) survey two times a year to indicate their overall wellness socially/emotionally.	Review SDQ survey data after first initial assessment with the COST team.	Align appropriate interventions for students in need.
COST team meet once a week to review all pertinent data	COST reviews data weekly to triangulate attendance, academic achievement and behavior. This can be provided through AERIES/ Educlimber.	Improve overall outcomes for struggling students. There should also be a record of students referred to intervention.
English Learners are provided integrated and designated ELD throughout the day.	Identify English Learners the first day of school on teacher rosters.	Student focus group data will reveal that English Learners feel a sense of belonging and connection.
Implement diversity, equity and inclusion plan	All students, including those with IEPs, have equal access to the general education curriculum and extracurricular learning activities with appropriate support.	Redwood Middle School's master schedule and programming reflect the inclusion of all students with IEPs through at least one class and/or extracurricular activity.
Utilize Homeroom for SEL all school teaching	This is our current practice.	100% of teachers implement the weekly Homeroom lesson designed by our COST Lead, including Second Step.
All Academic Teams will take at least one educational field trip to create bonds through shared experiences.	The 8th Grade Teams were able to take trips this year, 6th and 7th struggled with calendaring and Bus Schedule.	100% of our five Academic Teams will take at least one educational field trip.

<p>Additional Targeted Support and Intervention (ATSI)</p> <p>Redwood has exited from the ATSI Program this year based on Fall 2023 Dashboard Data.</p>		<p>We expect to stay out of the ATSI Program.</p>
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Redwood Middle School will use Academic Teams to respond to the academic, social and emotional needs of students. The COST Team will meet once a week to discuss strategies to support students academically, socially, and emotionally. The Wellness Team will meet weekly to ensure students have ongoing support and access to additional resources as necessary. Staff will engage in conferences and professional learning to support Academic Teaming, PLCs, Homeroom, and Flex Time. Staff will provide Parent Orientation the week before school begins to address what school will be like and how parents can access support through Academic Teams and the Wellness Center.</p>	All Students	
4.2	<p>Teachers will implement community circles within their "Homeroom" period to begin the school year. Lesson will be provided by the Wellness Team. Teachers will be provide a supply budget to support engaging, rigorous activities in all classes, including Homeroom and Flex time.</p> <p>Expenditures: Instructional Supplies - \$11,413 - Base - \$1500 Other Services</p> <p>Transportation for 8th Grade Field Trip - \$5000</p>	Strengthen the Academic Team structure through support of Homeroom, Flex, and Social and Emotional Learning.	<p>11413 0000 – No Reporting Requirements 4000-4999: Books And Supplies Supplies for Office and Teachers</p> <p>1500 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Teacher Supplies and Office Supplies</p> <p>5000 0000 – No Reporting Requirements 5000-5999: Services And Other Operating Expenditures Transportation for 8th Grade Trip</p>
4.3	<p>We will work to create environments that are safe, welcoming and engaging to all students, but especially to English Learners and Students with Disabilities, thereby increasing their interest in coming to school and decreasing Chronic Absenteeism. Staff will integrate SEL teaching into all staff meetings and as a focus for professional development. All Academic Teams will take at least one educational field trip to create bonds through shared experiences and create varied reasons to attend school.</p>	<p>The following student groups have been identified as needing additional support in Chronic Absenteeism based on the California State Dashboard:</p> <p>English Learners Students with Disabilities</p>	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.4	<p>Prop 28 has provided funding to increase and improve our Arts Electives and Offerings. The following expenditures are meant to support this:</p> <p>0.6 FTE (0.2 Dance, 0.4 Arts) to improve the 6th Grade Wheel - \$66,985</p> <p>Teacher Hourly to Increase Access to the Drama Production - After School Hours for Teachers involved in rehearsals and prep for production. - \$25000</p> <p>Materials to support Arts classes - \$26,268</p>	All Students (6th Wheel)	<p>66,985 6770 - Prop 28 1000-1999: Certificated Personnel Salaries 0.6 FTE for Increase Wheel and Continue Dance</p> <p>26,268 6770 - Prop 28 4000-4999: Books And Supplies Supplies for The Arts</p> <p>25000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries Teacher Hourly to Increase Access to Drama</p>

Annual Review

SPSA Year Reviewed: 2025-26

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.

The team structure does create a sense of place for the students, and adding funds for them to increase this feeling should decrease the rate of chronic absenteeism. Allowing for space in Advisory with Flex on Tuesday and Thursday and the SocioEmotional Focus with Rallies as well as Second Step on Mondays and Fridays. We did implement a rally each Trimester as a way to build community.

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$220,961.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0000 – No Reporting Requirements	\$64,361.00
0003 - Supplemental	\$38,347.00
6770 - Prop 28	\$118,253.00

Subtotal of state or local funds included for this school: \$220,961.00

Total of federal, state, and/or local funds for this school: \$220,961.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
0000 – No Reporting Requirements	64,361.00
0003 - Supplemental	38,347.00
6770 - Prop 28	118,253.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	39,000.00
1000-1999: Certificated Personnel Salaries	91,985.00
3000-3999: Employee Benefits	8,923.00
4000-4999: Books And Supplies	43,753.00
5000-5999: Services And Other Operating Expenditures	24,500.00
5800: Professional/Consulting Services And Operating Expenditures	10,300.00
5900: Communications	2,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	0000 – No Reporting Requirements	22,500.00
3000-3999: Employee Benefits	0000 – No Reporting Requirements	5,148.00
4000-4999: Books And Supplies	0000 – No Reporting Requirements	11,413.00
5000-5999: Services And Other Operating Expenditures	0000 – No Reporting Requirements	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	0000 – No Reporting Requirements	10,300.00
0000: Unrestricted	0003 - Supplemental	16,500.00
3000-3999: Employee Benefits	0003 - Supplemental	3,775.00

4000-4999: Books And Supplies	0003 - Supplemental	6,072.00
5000-5999: Services And Other Operating Expenditures	0003 - Supplemental	9,500.00
5900: Communications	0003 - Supplemental	2,500.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	91,985.00
4000-4999: Books And Supplies	6770 - Prop 28	26,268.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,423.00
Goal 2	11,072.00
Goal 3	10,300.00
Goal 4	136,166.00

School Site Council Membership

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

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

Name of Members	Role
Jodi Jones	Other School Staff
Matt Denney	Classroom Teacher
Vilma Ledesma	Other School Staff
Peter Hartnack	Principal
Theresa Wall	Parent or Community Member
Denise Kaduri	Parent or Community Member
Carlos Flores	Parent or Community Member
Mary Myers	Classroom Teacher
Amy Hallinan	Classroom Teacher

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 20, 2026.

Attested:



Principal, Peter Hartnack on 05/20/2026



SSC Chairperson, Jodi Jones on 05/20/2026

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