



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Redlands East Valley High School	36-67843-3630779	May 27, 2026	July 21, 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 Redlands East Valley High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Redlands East Valley High School receives Title III and LCAP Funding to support the actions in this site plan and will receive Title I funding for the 2026-27 school year. The school was recognized as a 2026 CA Distinguished School in the category of Achievement Gap Closer.

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

Schoolwide Program

Redlands East Valley High School receives Title III and LCAP Funding to support the actions in this site plan and will receive Title I funding for the 2026-27 school year. The school was recognized as a 2026 CA Distinguished School in the category of Achievement Gap Closer.

Our commitment to align all our Single Plan for Student Achievement and WASC Action Plan goals to the district LCAP has steam-lined efforts to support Socioeconomically Disadvantaged Students, Students With Disabilities, and English Learners. Discussions within various leadership and community partner groups ensure educational partner engagement about accountability for results and the development of goals that can be measured by state and local metrics. Our plan includes evaluation of all state accountability measures and reflection on the progress being made within each goal. The organization of the plan aligns with the district LCAP and justifies the allocation of the budget to accomplish all requirements of ESSA. The plan also includes actions and services that have been developed to address the recommendations made by the 2025 WASC Visiting Committee. Critical Areas of Need and Areas of Growth are addressed and metrics have been established to monitor the growth within each goal to assist with preparing future reports for the 2028 Mid-Cycle WASC report which requires documentation on progress made between WASC visits. Redlands East Valley SPSA includes the new state and federal requirements for: 1) How we will meet long-term goals for English language proficiency and challenging State academic standards; 2) How we allocate funds to meet the requirements of the State Accountability Dashboard; and 3) How foster youth will receive assistance from counselors to advise and prepare for college under the McKinney-Vento Education for Homeless Children and Youths program. The plan will be monitored and updated through community partner engagement which is also a requirement of ESSA.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

For 2025, the school was in the green or blue category for all overall indicators with the exception of suspensions, which was in the yellow category.

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.

Students with Disabilities was the lowest performing student group, falling into the red category for both mathematics and ELA. To address student achievement as measured by CAASPP scores, the school has adjusted the master schedule to ensure high quality instruction is being provided to low-achieving students, will use newly allocated Title I funds to support increased academic support, and will refine the work of Professional Learning Communities in data analysis and instructional planning to positively impact student achievement.

The Students with Disabilities student group was in the red category for suspensions. Alternatives to suspension were implemented as of the 2024-25 school year for substance violations. District support and training was provided for the Behavior Intervention program teachers and classroom staff to devise more effective behavior reinforcement systems. Training will be on-going annually as well as when needed.

The Students with Disabilities student group was two categories below the overall student population in the College/Career Prepared indicator and graduation rate. The group increased by 12% and moved into the yellow category in the College/Career indicator. Despite this gain, however, the group was still 40% below the overall category. The group's graduation rate was 31% below the overall rate. This student group will be positively impacted by students completing the Alternative Diploma in the coming years.

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 Climate Survey data indicates a 69% favorability rating amongst students as of March, 2026. School Climate and Family Involvement survey feedback indicates that many families feel they know how to contact teachers and administrators with concerns but there is still a need to clarify this information for some families. Responses also indicate a need to better communicate what opportunities are available for parents to participate in shared decision-making.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.27%	0.16%	0.11%	5	3	2
African American	6.06%	5.37%	4.47%	113	99	81
Asian	3.75%	3.90%	3.09%	70	72	56
Filipino	1.34%	1.25%	0.99%	25	23	18
Hispanic/Latino	55.89%	55.18%	55.49%	1043	1018	1005
Pacific Islander	0.21%	0.11%	0.11%	4	2	2
White	27.92%	27.48%	22.36%	521	507	405
Two or More Races	4.13%	4.28%	4.20%	77	79	76
Not Reported	0.43%	2.28%	9.17%		42	166
Total Enrollment				1866	1845	1811

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	506		496
Grade 10	452		498
Grade 11	464		434
Grade 12	444		383
Total Enrollment	1,866		1,811

Conclusions based on this data:

1. Three year trend data indicates a decreasing overall enrollment as well as decrease in grade level enrollment as students move from grade 9 toward grade 12. Over the course of high school, students are graduating early, transferring to others schools or alternative programs within the district, or at times dropping out. There has been a slight decline in the number of African American students and an increase in the number of students not reporting their ethnicity.
2. There is a trend of decreasing overall enrollment districtwide as well as at REV.
3. No significant staffing changes will take place for the 2026-27 school year with the exception of support staff for foster and homeless youth. Two Academic Case Carrier positions that support foster and homeless youth were eliminated due to budget reductions. Their job responsibilities will be absorbed by the guidance counselors.

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	87	81	54	4.7%	4.4%	3.0%
Fluent English Proficient (FEP)	247	245	256	13.2%	13.3%	14.1%

Conclusions based on this data:

- Two year trend data indicates little change in the percentage of students in the English Learner, Fluent English Proficient, and the Reclassified Fluent English Proficient student groups relative to the total student population.
- REV is reclassifying 10-15 students per year.
- A new teacher took over the ELD program as of the 2024-25 school year.

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 11	439	419	360	426	410	351	425	410	351	97.0	97.9	97.5
All Grades	439	419	360	426	410	351	425	410	351	97.0	97.9	97.5

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 11	2592.	2611.	2610.	28.47	29.51	31.91	28.24	32.93	29.63	18.82	21.22	23.08	24.47	16.34	15.38
All Grades	N/A	N/A	N/A	28.47	29.51	31.91	28.24	32.93	29.63	18.82	21.22	23.08	24.47	16.34	15.38

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 11	28.71	31.22	31.91	52.24	53.66	52.14	19.06	15.12	15.95
All Grades	28.71	31.22	31.91	52.24	53.66	52.14	19.06	15.12	15.95

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 11	30.35	34.63	30.48	45.65	48.78	52.42	24.00	16.59	17.09
All Grades	30.35	34.63	30.48	45.65	48.78	52.42	24.00	16.59	17.09

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 11	14.12	15.61	17.66	68.94	70.98	71.51	16.94	13.41	10.83
All Grades	14.12	15.61	17.66	68.94	70.98	71.51	16.94	13.41	10.83

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 11	25.41	24.63	22.51	59.06	63.66	64.39	15.53	11.71	13.11
All Grades	25.41	24.63	22.51	59.06	63.66	64.39	15.53	11.71	13.11

Conclusions based on this data:

1. The school has exceeded State requirements for the percentage of enrolled students tested for each of the past three years.
2. CAASPP ELA data for 2025 indicates a slight increase in students exceeding standard along with a negative shift from meeting standard to nearly meeting standard compared to 2024. Reading scores have remained steady year-to-year. There was a decrease in students exceeding standard in research and writing in 2025 along with an increase in students below standard in these categories. It should be noted that a popular English teacher passed away the week before testing which may have impacted student achievement in 2025.
3. The school continues to implement professional learning communities by content area to support teachers in data analysis and instructional planning to impact student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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 11	438	418	360	425	408	350	425	408	350	97.0	97.6	97.2
All Grades	438	418	360	425	408	350	425	408	350	97.0	97.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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 11	2571.	2572.	2598.	12.71	15.44	18.57	23.06	19.85	23.43	23.53	23.53	22.00	40.71	41.18	36.00
All Grades	N/A	N/A	N/A	12.71	15.44	18.57	23.06	19.85	23.43	23.53	23.53	22.00	40.71	41.18	36.00

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 11	21.41	19.85	24.57	39.53	43.14	43.43	39.06	37.01	32.00
All Grades	21.41	19.85	24.57	39.53	43.14	43.43	39.06	37.01	32.00

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 11	16.00	14.46	16.57	58.82	59.31	57.14	25.18	26.23	26.29
All Grades	16.00	14.46	16.57	58.82	59.31	57.14	25.18	26.23	26.29

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 11	13.88	13.24	18.57	62.82	63.97	60.86	23.29	22.79	20.57
All Grades	13.88	13.24	18.57	62.82	63.97	60.86	23.29	22.79	20.57

Conclusions based on this data:

1. The school has exceeded State requirements for the percentage of enrolled students tested for each of the past three years.
2. CAASPP math data for 2025 indicates a 7% increase in the percentage of students who met or exceeded standard and a decrease in the percentage of students who did not meet standard. All domains had an increase in the percent of students above standard. Concepts & Procedures and Communicating Reasoning had a decrease in the percentage of students below standard. Despite this positive shift, the percentage of students below standard indicates a continuing need for support and more rigorous instruction at the lower levels in preparation for the rigor of higher math courses.
3. The school continues to implement professional learning communities by content area to support teachers in data analysis and instructional planning to impact student achievement.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1551.0	1541.1	1557.9	1560.5	1545.1	1566.4	1541.2	1536.8	1549.3	22	15	16
10	1591.1	1560.1	*	1626.1	1580.2	*	1555.5	1539.2	*	28	17	10
11	1554.2	1564.3	1597.3	1559.5	1577.3	1611.8	1548.3	1550.9	1582.3	17	26	13
12	1466.2	1519.1	1578.5	1466.3	1511.2	1576.5	1465.5	1526.5	1580.2	19	14	22
All Grades										86	72	61

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
9	13.64	6.67	6.25	54.55	40.00	56.25	13.64	33.33	18.75	18.18	20.00	18.75	22	15	16
10	39.29	23.53	*	28.57	35.29	*	17.86	29.41	*	14.29	11.76	*	28	17	*
11	11.76	30.77	46.15	52.94	30.77	15.38	23.53	15.38	30.77	11.76	23.08	7.69	17	26	13
12	0.00	7.14	36.36	0.00	28.57	27.27	15.79	35.71	27.27	84.21	28.57	9.09	19	14	22
All Grades	18.60	19.44	34.43	33.72	33.33	34.43	17.44	26.39	21.31	30.23	20.83	9.84	86	72	61

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
9	36.36	46.67	31.25	40.91	20.00	50.00	4.55	13.33	12.50	18.18	20.00	6.25	22	15	16
10	53.57	52.94	*	32.14	29.41	*	3.57	11.76	*	10.71	5.88	*	28	17	*
11	52.94	53.85	61.54	29.41	26.92	7.69	5.88	3.85	23.08	11.76	15.38	7.69	17	26	13
12	0.00	21.43	59.09	0.00	28.57	18.18	73.68	35.71	13.64	26.32	14.29	9.09	19	14	22
All Grades	37.21	45.83	55.74	26.74	26.39	24.59	19.77	13.89	13.11	16.28	13.89	6.56	86	72	61

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
9	0.00	0.00	0.00	22.73	6.67	37.50	54.55	66.67	43.75	22.73	26.67	18.75	22	15	16
10	10.71	0.00	*	25.00	17.65	*	39.29	35.29	*	25.00	47.06	*	28	17	*
11	0.00	7.69	7.69	23.53	11.54	38.46	47.06	50.00	30.77	29.41	30.77	23.08	17	26	13
12	0.00	0.00	9.09	0.00	7.14	36.36	10.53	57.14	40.91	89.47	35.71	13.64	19	14	22
All Grades	3.49	2.78	9.84	18.60	11.11	36.07	38.37	51.39	39.34	39.53	34.72	14.75	86	72	61

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
9	4.55	0.00	6.25	72.73	73.33	75.00	22.73	26.67	18.75	22	15	16
10	25.93	0.00	*	55.56	82.35	*	18.52	17.65	*	27	17	*
11	0.00	7.69	23.08	76.47	57.69	46.15	23.53	34.62	30.77	17	26	13
12	0.00	0.00	4.55	5.26	35.71	59.09	94.74	64.29	36.36	19	14	22
All Grades	9.41	2.78	16.39	52.94	62.50	59.02	37.65	34.72	24.59	85	72	61

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
9	81.82	80.00	81.25	4.55	0.00	18.75	13.64	20.00	0.00	22	15	16
10	89.29	88.24	*	0.00	0.00	*	10.71	11.76	*	28	17	*
11	88.24	84.62	92.31	0.00	0.00	7.69	11.76	15.38	0.00	17	26	13
12	57.89	85.71	90.91	26.32	0.00	4.55	15.79	14.29	4.55	19	14	22
All Grades	80.23	84.72	88.52	6.98	0.00	9.84	12.79	15.28	1.64	86	72	61

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
9	4.55	0.00	6.25	45.45	66.67	56.25	50.00	33.33	37.50	22	15	16
10	25.00	17.65	*	46.43	23.53	*	28.57	58.82	*	28	17	*
11	0.00	11.54	15.38	58.82	42.31	46.15	41.18	46.15	38.46	17	26	13
12	5.26	0.00	13.64	10.53	35.71	59.09	84.21	64.29	27.27	19	14	22
All Grades	10.47	8.33	19.67	40.70	41.67	52.46	48.84	50.00	27.87	86	72	61

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
9	0.00	0.00	0.00	81.82	86.67	81.25	18.18	13.33	18.75	22	15	16
10	3.70	0.00	*	81.48	82.35	*	14.81	17.65	*	27	17	*
11	17.65	7.69	15.38	64.71	69.23	84.62	17.65	23.08	0.00	17	26	13
12	0.00	7.14	0.00	26.32	57.14	90.91	73.68	35.71	9.09	19	14	22
All Grades	4.71	4.17	4.92	65.88	73.61	86.89	29.41	22.22	8.20	85	72	61

Conclusions based on this data:

- 2025 results indicate a substantial increase in the percentage of students scoring Level 4 and a substantial decrease in Level 1, representing an overall positive shift in students increasing proficiency levels. All domains had a decrease in the percentage of students scoring at the Beginning level and an increase in students scoring in the Well Developed level. Despite this positive shift, EL students need continued and in-depth support in reading and writing to meet the rigor of the ELPAC.
- The EL Coordinator, who started at REV in the 2025-25 school year, has focused on helping students better understand the expectations and criteria for Level 4/reclassification and supporting them in reclassifying in early years.

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
1845	61.2%	4.4%	0.5%
Total Number of Students enrolled in Redlands East Valley High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	81	4.4%
Foster Youth	9	0.5%
Homeless	152	8.2%
Socioeconomically Disadvantaged	1130	61.2%
Students with Disabilities	286	15.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	99	5.4%
American Indian	3	0.2%
Asian	72	3.9%
Filipino	23	1.2%
Hispanic	1018	55.2%
Two or More Races	79	4.3%
Pacific Islander	2	0.1%
White	507	27.5%

Conclusions based on this data:

1. Enrollment by student group has remained steady over the past two years, with the two largest populations being Hispanic (55.2%) and White (27.5%).

2. Two-thirds of REV students are Socioeconomically Disadvantaged (61.2%). Intentional efforts need to continue to be extended to families that need access to resources.
3. Since the 2020-21 school year, REV and RUSD have provided free breakfast and lunch to all students.

School and Student Performance Data

Overall Performance

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate  Green	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  Blue		
College/Career  Blue		

Conclusions based on this data:

1. The 2025 data indicates strong growth in Academic Performance and Academic Engagement.
2. New alternatives to suspension were implemented for substance violations in the 2024-25 school year and have positively impacted the Suspension Rate indicator, though there is a continued need to further reduce suspensions.

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		
All Students  Green 30.4 points above standard Maintained -1.5 points 345 Students	English Learners  No Performance Color 64.2 points below standard Increased 68.9 points 19 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless  No Performance Color 18.4 points above standard Increased 17 points 25 Students	Socioeconomically Disadvantaged  Yellow 4.7 points above standard Declined 4.3 points 207 Students

Students with Disabilities  Red 88.6 points below standard Declined 26.5 points 64 Students	African American  No Performance Color 24.1 points below standard Declined 44.1 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 38.8 points above standard Declined 26.1 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 12 points above standard Increased 5.7 points 185 Students
Two or More Races  No Performance Color 64 points above standard Declined 3.4 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Green 53.5 points above standard Declined 16.2 points 94 Students

Conclusions based on this data:

1. 2025 overall student performance was maintained compared to 2024 data.
2. The White, Hispanic, and Socioeconomically Disadvantaged student groups are achieving significantly higher than Students With Disabilities indicating there is a need to better support this group in achieving at higher rates. This parallels the graduation rate, which is also low for Students With Disabilities.

School and Student Performance Data

Academic Performance Mathematics

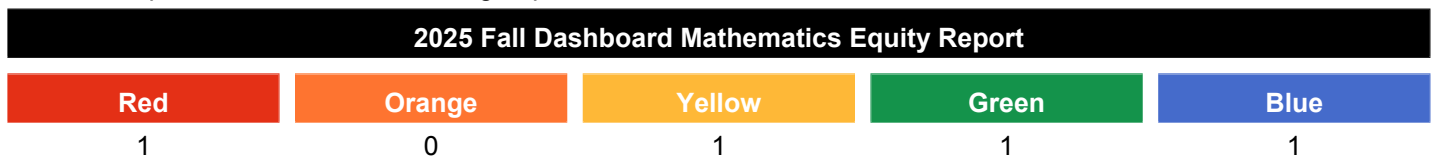
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This section provides number of student groups in each level.



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		
All Students Green 28 points below standard Increased 22.2 points 346 Students	English Learners No Performance Color 110.7 points below standard Increased 46 points 21 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Homeless No Performance Color 66 points below standard Declined 9.6 points 25 Students	Socioeconomically Disadvantaged Yellow 64.2 points below standard Increased 15.2 points 209 Students

Students with Disabilities  Red 176.3 points below standard Declined 32.3 points 64 Students	African American  No Performance Color 124.7 points below standard Declined 59 points 19 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 35.1 points above standard Maintained 1.2 points 16 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 58.4 points below standard Increased 22.5 points 186 Students
Two or More Races  No Performance Color 14 points above standard Increased 35.4 points 20 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 11.7 points above standard Increased 21.3 points 94 Students

Conclusions based on this data:

- 2025 student performance increased compared to 2024 data, though scores are still below standard overall. The White, Hispanic, and Socioeconomically Disadvantaged student groups increased achievement overall, though Hispanic and Socioeconomically Disadvantaged students' scores are still below standard.
- The majority of Students with Disabilities are achieving significantly below standard and overall scores declined in 2025, indicating there is a need to better support these groups in achieving at higher rates. This parallels the graduation rate for Students With Disabilities, which is also low.

School and Student Performance Data

Academic Performance Science

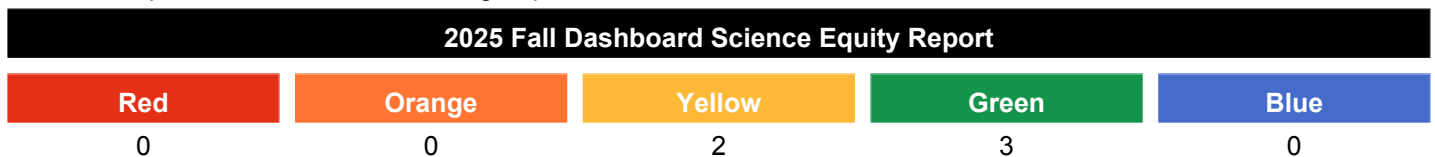
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This section provides number of student groups in each level.



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		
All Students Yellow 53.4 science points Maintained -0.3 points 391 Students	English Learners No Performance Color 39.5 science points Declined 4.2 points 28 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 10 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless Green 54.1 science points Increased 4.7 points 35 Students	Socioeconomically Disadvantaged Yellow 50.4 science points Maintained 1.5 points 231 Students

Students with Disabilities  Green 49.6 science points Increased 2 points 47 Students	African American  No Performance Color 53.1 science points Increased 14.1 points 21 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 60.2 science points Declined 8.9 points 20 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Yellow 49.2 science points Maintained -0.2 points 213 Students
Two or More Races  No Performance Color 61.3 science points Declined 5.5 points 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 59.5 science points Maintained 1.2 points 112 Students

Conclusions based on this data:

- 2025 overall student performance is in the yellow category, as are the Hispanic and Socioeconomically Disadvantaged student groups. The White student group performed higher than all other groups.
- Students with Disabilities performed much stronger in science than in math or English.

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	Long-Term English Learner Progress
 Blue	 Blue
63.8 making progress.	56.1 making progress.
Number Students: 58 Students	Number Students: 41 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
9.6%	21.2%	9.6%	59.6%

Conclusions based on this data:

- 59.6% of English Learner students progressed at least one ELPI level, a significant increase compared to the past two years. The percentage of students who decreased one ELPI level decreased compared to 2024.
- A new ELD teacher took over the program as of the 2024-25 school year.

School and Student Performance Data

Academic Performance College/Career Report

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.

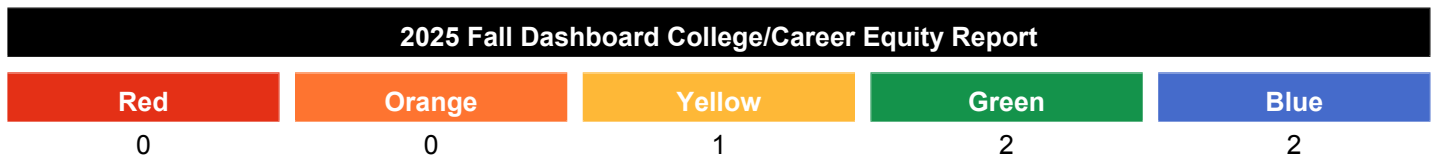
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Blue Prepared 64.3% Increased 11.3% 446 Students	English Learners No Performance Color Prepared 21.6% Increased 9.6% 37 Students	Long-Term English Learners No Performance Color Prepared 13% Increased 7.8% 23 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Homeless Green Prepared 61.3% Increased 21.3% 62 Students	Socioeconomically Disadvantaged Green Prepared 58.4% Increased 5.2% 346 Students

Students with Disabilities  Yellow Prepared 22.4% Increased 12.4% 67 Students	African American  No Performance Color Prepared 54.5% Increased 17% 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Prepared 90.9% Increased 8.6% 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Blue Prepared 57.1% Increased 11.9% 245 Students
Two or More Races  No Performance Color Prepared 71.4% Increased 19% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue Prepared 74% Increased 8.6% 127 Students

Conclusions based on this data:

1. There was an 11% increase in students being College/Career Prepared. Despite this increase, Students With Disabilities achieve preparedness at a significantly lower rate than other student groups. Of the largest student groups, Hispanic and Socioeconomically Disadvantaged students achieve preparedness at a lower rate than White students.
2. The district's target goal is 75%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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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Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

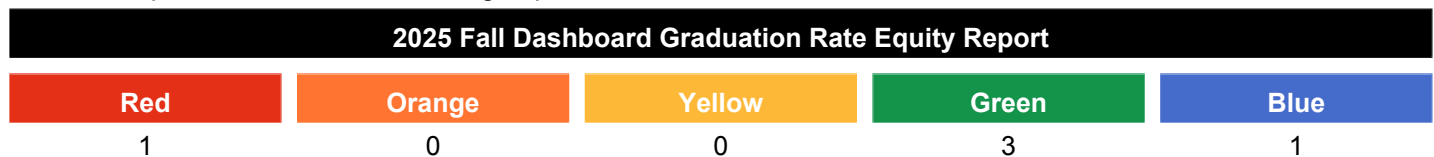
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Green 92.4% graduated Increased 2.4% 446 Students	English Learners  No Performance Color 83.8% graduated Increased 10.7% 37 Students	Long-Term English Learners  No Performance Color 82.6% graduated Increased 12.6% 23 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Homeless  Green 91.9% graduated Increased 3.2% 62 Students	Socioeconomically Disadvantaged  Green 91% graduated Increased 1.1% 346 Students

Students with Disabilities  Red 61.2% graduated Declined 3.3% 67 Students	African American  No Performance Color 72.7% graduated Declined 6.4% 22 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 100% graduated Increased 17.6% 22 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Hispanic  Green 91.4% graduated Increased 2.3% 245 Students
Two or More Races  No Performance Color 92.9% graduated Increased 15.6% 14 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 96.1% graduated Maintained -0.1% 127 Students

Conclusions based on this data:

1. The school's graduation rate is increasing, although the graduation rate for Socioeconomically Disadvantaged and Hispanic students is lower than the rate for White students. Students With Disabilities are graduating at a lower rate (61.2%) than other student groups. The new criteria for an alternate diploma is expected to positively impact this category in the coming years.
2. The school is implementing additional strategies for monitoring student progress toward graduation and providing opportunities to make up credits, such as zero or seventh period Edgenuity classes and summer school.

School and Student Performance Data

Conditions & Climate Suspension Rate

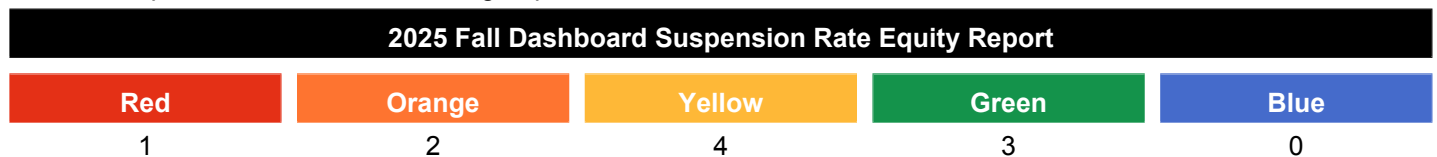
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This section provides number of student groups in each level.



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		
All Students Yellow 4.9% suspended at least one day Maintained -0.2% 1993 Students	English Learners Green 4% suspended at least one day Declined 0.5% 100 Students	Long-Term English Learners Yellow 5.8% suspended at least one day Maintained 0% 69 Students
Foster Youth No Performance Color 17.9% suspended at least one day Increased 3% 28 Students	Homeless Green 4.9% suspended at least one day Declined 1.3% 162 Students	Socioeconomically Disadvantaged Green 5.9% suspended at least one day Declined 0.4% 1264 Students

Students with Disabilities  Red 10.4% suspended at least one day Increased 1.2% 328 Students	African American  Yellow 9.8% suspended at least one day Declined 8% 122 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian  Orange 3.9% suspended at least one day Increased 1.2% 77 Students	Filipino  No Performance Color 4.3% suspended at least one day Increased 4.3% 23 Students	Hispanic  Yellow 5.1% suspended at least one day Maintained 0.2% 1102 Students
Two or More Races  Orange 7.5% suspended at least one day Increased 1.4% 134 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 3% suspended at least one day Maintained 0% 529 Students

Conclusions based on this data:

1. The Hispanic, African American, Two or More Races, and Socioeconomically Disadvantaged student groups have higher rates of suspension than White and Asian students. The African American student group has fewer students than the Hispanic or White student groups, but has a higher suspension rate, though the rate declined in 2025.
2. Other Means of Correction were implemented whenever possible beginning in the 2024-25 school year to mitigate suspensions for substance violations.
3. The district's high school Behavior Intervention (UP) program is housed at REV and the area's three foster homes are within REV's boundaries, which can negatively impact overall suspension rates.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Positive School Climate

Increase students' desire to actively participate in their own learning as well as decrease overall suspension rates and improve attendance by fostering a highly engaging, inclusive school climate. We will expand extracurricular connectedness through VAPA, Link Crew, and REVWAY, and utilize tiered behavioral supports specifically targeting the disproportionate suspension gaps among our Students with Disabilities, African American, and Two or More Races student groups.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1A Attendance Rate Percentage of students who were present by student group Source: District Analysis	As of March, 2026: All -- 93.3% African American -- 92.6% American Indian or Alaskan Native -- 97.4% Asian -- 97.6% Filipino -- 97.6% Hispanic -- 92.8% Pacific Islander --94.6% White -- 93.6% Two or More Races --92.3% Low Income -- 92.1% English Learner -- 91.6% Long-Term English Learner -- ? Foster Youth -- 88.3% Homeless Youth -- 92.8% Students with Disabilities --90.6%	March 2027, increase by 1% All -- 94.3% African American -- 93.6% American Indian or Alaskan Native -- 98.4% Asian -- 98.6% Filipino -- 98.6% Hispanic -- 93.8% Pacific Islander --95.6% White -- 94.6% Two or More Races --93.3% Low Income -- 93.1% English Learner -- 92.6% Long-Term English Learner -- ? Foster Youth -- 89.3% Homeless Youth -- 93.8% Students with Disabilities --91.6%
1B Suspension Rate Percentage of students suspended 1 or more times during the school year by student group Source: California School Dashboard	2025 CA Dashboard: Black/African American: 9.8% American Indian: N/A ALL: 4.9% Asian: 3.9% English Learner: 4% Filipino: 4.3% Foster Youth: 17.9% Hispanic: 5.1% Homeless Youth: 4.9% Multiple Races/Two or More: 7.5% Pacific Islander: N/A Low Income: 5.9% Students with Disabilities: 10.4% White: 3%	2026 Dashboard, reduce by 1% Black/African American: 8.8% American Indian: N/A ALL: 3.9% Asian: 2.9% English Learner: 3% Filipino: 3.3% Foster Youth: 16.9% Hispanic: 4.1% Homeless Youth: 3.9% Multiple Races/Two or More: 6.5% Pacific Islander: N/A Low Income: 4.9% Students with Disabilities: 9.4% White: 2%
1C School Climate Survey Percentage of positive responses in the areas of: Relationships, Sense of Belonging, School Adult Support, Growth Mindset, Emotional and Physical Safety, Climate of Support for Academic Learning, and Self Management Source: Local Climate Survey	As of March, 2026, overall percent Student Pulse favorable rating was 69%.	March 2027, increase overall percent Student Pulse favorable by 2%. 71%
1D School Connectedness/ HS Activity Participation Percentage of students participating in a club or activity Source: Local Survey	As of March, 2026 Overall 95.7% 9th grade 97.9% 10th grade 92.3% 11th grade 95.4% 12th grade 97.8%	March 2027, increase by 1% Overall 96.7% 9th grade 98.9% 10th grade 93.3% 11th grade 96.4% 12th grade 98.8%
1E FAFSA Completion Percentage of 12th grade students completing the Free Application for Federal Student Aid (FAFSA)	As of March, 2026 57%	2027 Completion Rate increase by 10% 67%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	The school will promote a positive school climate by providing support for REVWAY, Link Crew, and supplemental educational experiences through materials, professional development, field trips, and student incentives to encourage positive student behaviors, increase student connectedness, improve attendance, and decrease undesired behaviors, with a specific focus on providing targeted Tier II/III behavioral interventions, restorative practices, and individualized supports for Students with Disabilities (SWD) to reduce suspensions and improve engagement.	All students	42,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) materials, professional development, field trips, and student incentives 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) substitute teaching coverage, hourly personnel for events
1.2	The school will provide supplemental support for academic teams (e.g. Mock Trial) such as instructional materials, professional development, field trips, and other team needs to encourage positive student behaviors to increase student connectedness, improve attendance, and decrease undesired behaviors.	All students	7,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips
1.3	The school will provide supplemental support for CTE pathways in the areas of instructional materials, professional development and other department needs to prepare students for post-secondary education and careers through experiences that provide work-based learning opportunities and increase the number of students meeting the College/Career Indicator (CCI). REV currently has Career Technical Education (CTE) pathways in Project Lead The Way (PLTW) Pre-Engineering Design and Athletic Training.	All students	9,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 9,000 LCAP - College & Career (CTE) Non-Personnel (4000-7439) District funded - \$5000 per pathway
1.4	The school will provide supplemental support for visual and performing arts (VAPA), such as instructional materials, professional development, field trips, and hourly personnel for special events/projects, and will support performing/fine arts events and opportunities that bring parents, students, and staff together to foster a sense of connectedness. This activity will be measured by program participation and student event attendance (e.g. 5-Star).	All Students	40,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 15,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly personnel for special events/projects

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.

For the 2025-26 school year, the programs funded by this goal were sufficiently supported for their competitions, seasonal events, and program needs. Additional annual expenses included, and will continue to include, stoles for graduation. The School Plus 2 campaign continues to grow and incentivize student participation in school events and activities.

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

The Activities of this goal were appropriately funded and there were no major differences between the intended implementation and budgeted expenditures.

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.

No major differences are anticipated for the 2026-27 school year, with the exception of possible one-time expenses.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Tiered Academic Support

Increase academic achievement, A-G completion, and College/Career Indicator (CCI) readiness for all students. Through equitable, tiered academic supports and robust PLC data analysis, focus will be on closing specific proficiency gaps, especially for Students with Disabilities and English Learners in ELA and Math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Per the WASC Action Plan, there is a need to deepen schoolwide instructional practices and data analysis through professional learning communities and professional development to impact student achievement, both struggling students and on-track students. There is also a need to implement intervention practices to support academic achievement for at-risk groups, in particular Students With Disabilities in English and Math. Student support systems are needed to help students meet their academic potential as well as graduate prepared for post-secondary endeavors.

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
2A ELA State Assessment Average Distance from 'Standard Met' on English Language Arts (ELA) Smarter Balanced Summative Assessment for grade 11 by student group Source: California School Dashboard	Spring 2025 SBAC (ELA) Black/African American: -24.1 American Indian: ALL: 30.4 Asian: 38.8 English Learner: -64.2 Filipino: Foster Youth: Hispanic: 12 Homeless Youth: 18.4 Long-Term English Learner: Multiple Races/Two or More: 64 Low Income: 4.7 Students with Disabilities: -88.6 White: 53.5	Spring 2026 SBAC (ELA) Points from Standard increase by +5 Black/African American: -20.1 American Indian: ALL: 35.4 Asian: 43.8 English Learner: -59.2 Filipino: Foster Youth: Hispanic: 17 Homeless Youth: 23.4 Long-Term English Learner: Multiple Races/Two or More: 69 Low Income: 9.7 Students with Disabilities: -83.6 White: 58.5
2B Math State Assessment Average Distance from 'Standard Met' on Mathematics Smarter Balanced Summative Assessment for grades 11 by student group	Spring 2025 SBAC (Math) Black/African American: -124.7 American Indian: ALL: -28 Asian: 35.1 English Learner: -110.7	Spring 2026 SBAC (Math) Points from Standard increase by +5 Black/African American: -119.7 American Indian: ALL: -23 Asian: 40.1

Source: California School Dashboard	Filipino: Foster Youth: Hispanic: -58.4 Homeless Youth: -66 Long-Term English Learner: Multiple Races/Two or More: 14 Pacific Islander: Low Income: -64.2 Students with Disabilities: -176.3 White: 11.7	English Learner: -105.7 Filipino: Foster Youth: Hispanic: -53.4 Homeless Youth: -61 Long-Term English Learner: Multiple Races/Two or More: 19 Pacific Islander: Low Income: -59.2 Students with Disabilities: -171.3 White: 16.7
2C California Science Test (CAST) Percentage of students Meeting or Exceeding Standards on CAST (Grades 12) student group Source: CDE Dataquest Reporting	Spring 2025 CAST distance from standard All: -11.2	Spring 2026 CAST distance from standard; increase by +5 All - -6.2
2D English Learner Progress Indicator (ELPI) Percentage of English Learners making progress towards proficiency on the English Language Proficiency Assessments for California (ELPAC) Source: California School Dashboard	2025 Dashboard 69.2%	2025 Dashboard ELPI increase by 5% 74.2%
2E Graduation Rate Percentage of students who received a High School Diploma within 4 or 5 years of entering 9th grade by student group Source: California School Dashboard	2025 Dashboard Black/African American: 72.7% American Indian: ALL: 92.4% Asian: 100% English Learner: 83.8% Filipino: Foster Youth: Hispanic: 91.4% Homeless Youth: 91.9% Long-Term English Learner: 82.6% Multiple Races/Two or More: 92.9% Pacific Islander: Low Income: 91% Students with Disabilities: 61.2% White: 96.1%	2026 Dashboard Graduation Rate increase by 1% Black/African American: 73.7% American Indian: ALL: 93.4% Asian: 100% English Learner: 84.8% Filipino: Foster Youth: Hispanic: 92.4% Homeless Youth: 92.9% Long-Term English Learner: 83.6% Multiple Races/Two or More: 93.9% Pacific Islander: Low Income: 92% Students with Disabilities: 62.2% White: 97.1%
2F College/Career Indicator Percentage of graduates who are placed in the 'Prepared' Level on the Dashboard by student group Source: California School Dashboard	2025 Dashboard Black/African American: 54.5% American Indian: ALL: 64.3% Asian: 90.9% English Learner: 21.6% Filipino: Foster Youth: Hispanic: 57.1% Homeless Youth: 61.3% Long-Term English Learner: 13% Multiple Races/Two or More: 71.4% Pacific Islander: Low Income: 58.4%	2026 Dashboard College & Career Indicator increase by 2% Black/African American: 56.5% American Indian: ALL: 66.3% Asian: 92.9% English Learner: 23.6% Filipino: Foster Youth: Hispanic: 59.1% Homeless Youth: 63.3% Long-Term English Learner: 15% Multiple Races/Two or More: 73.4%

	Students with Disabilities: 22.4% White: 74%	Pacific Islander: Low Income: 60.4% Students with Disabilities: 24.4% White: 76%
2G A-G Completion Percentage of graduating cohort who met UC/CSU Requirements Source: CDE Dataquest Reporting	2025 Graduating Class Percentage completing A-G Requirements 45.1%	2026 Graduating Class Percentage completing A-G Requirements increase by 3% 48.1%
2H State Seal of Biliteracy (SSB) Percentage of graduates earning the State Seal of Biliteracy (SSB) Source: CDE Dataquest Reporting	2025 Graduates 45 students	2026 Graduates increase by 6 51 students
2I AVID Student Marks/C- or better (English) in grades 9-12 Source: Internal District Reporting		
2J AVID Student Marks/C- or better (Mathematics) in grades 9-12 Source: Internal District Reporting		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	The school will provide a range of supports to teachers for collaborative implementation of state standards and data analysis, in particular in English, math, and science and for Students With Disabilities. Strategies include PLC training, collaboration time, WASC self-study preparation and data monitoring, supplemental materials, and professional development. The effectiveness of this strategy will be measured by an increase in students meeting or exceeding standard and a decrease in students not meeting standard as measured by CAASPP/CAST scores.	All students	38,750 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) PLC training, collaboration time, WASC self-study preparation and data monitoring, supplemental materials, and professional development 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) Substitute teacher support
2.2	The school will provide tier two and three academic support through alternative opportunities (e.g. tutoring), personnel, and supplemental support (e.g. online programs) within or outside the school day for identified students to improve learner outcomes, in particular for Students With Disabilities, Foster, and Homeless student whose achievement in English and math is lower than that of other student groups. The effectiveness of this activity will be measured by an increase in C- or better grades, CAASPP scores, and an increase in A-G completion and grad rates.	At-risk students	108,500 Title I Personnel (1000-3999) hourly personnel support for tutoring before and after school, part-time certificated support during the day.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	The school will provide supplemental support for college and career preparation programs in the areas of instructional materials, professional development, field trips, hourly pay for support personnel, parent workshops, and other program needs to help students develop the skills they need to be successful in post-secondary endeavors. The effectiveness of this activity will be measured by an increase in the number of students meeting the College/Career Indicator (CCI).	All Students	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development, field trips 8,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay for support personnel 1,574 Title I Parent Involvement Personnel (1000-3999) parent workshops per the request of SSC and PTSA
2.4	The school will implement programs to support language acquisition for English Learners. The effectiveness of this activity will be measured by an increase in reclassification rates.	English Learners	1,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, language line 3,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) EL Coordinator 2,500 District Funded – Title III Non-Personnel (4000-7439) Ellevation program (\$14/student), supplemental materials 9,000 District Funded – Title III Personnel (1000-3999) hourly pay for support personnel
2.5	The school will provide supplemental support for the Advanced Placement program in the areas of instructional materials, professional development, and learning opportunities to assist with increasing AP test scores and the number of students accessing AP courses. The effectiveness of this activity will be measured by an increase in AP participation and passing rates.	All Students	8,000 LCAP - Supplemental & Concentration Grant (LCAP) Non-Personnel (4000-7439) instructional materials, professional development 4,000 LCAP - Supplemental & Concentration Grant (LCAP) Personnel (1000-3999) hourly pay for personnel to support study sessions, mock tests, and proctoring

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.

For the 2025-26 school year, the programs funded by this goal were sufficiently supported. Test scores over the past two years have increased in all tested subject areas, indicating a positive overall effectiveness of this goal's strategies and activities.

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

Title 1 funding will be available for the 2026-27 school year, which will allow greater academic support programs to be implemented.

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.

Achievement data continues to rise in all categories; therefore, no substantive changes will be made.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$313,324.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$108,500.00
Title I Parent Involvement	\$1,574.00

Subtotal of additional federal funds included for this school: \$110,074.00

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

State or Local Programs	Allocation (\$)
District Funded – Title III	\$11,500.00
LCAP - College & Career (CTE)	\$9,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	\$182,750.00

Subtotal of state or local funds included for this school: \$203,250.00

Total of federal, state, and/or local funds for this school: \$313,324.00

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
District Funded – Title III	11,500.00
LCAP - College & Career (CTE)	9,000.00
LCAP - Supplemental & Concentration Grant (LCAP)	182,750.00
Title I	108,500.00
Title I Parent Involvement	1,574.00

Expenditures by Budget Reference

Budget Reference	Amount
Non-Personnel (4000-7439)	158,250.00
Personnel (1000-3999)	155,074.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Non-Personnel (4000-7439)	District Funded – Title III	2,500.00
Personnel (1000-3999)	District Funded – Title III	9,000.00
Non-Personnel (4000-7439)	LCAP - College & Career (CTE)	9,000.00
Non-Personnel (4000-7439)	LCAP - Supplemental & Concentration Grant (LCAP)	146,750.00
Personnel (1000-3999)	LCAP - Supplemental & Concentration Grant (LCAP)	36,000.00
Personnel (1000-3999)	Title I	108,500.00
Personnel (1000-3999)	Title I Parent Involvement	1,574.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	125,000.00

Goal 2

188,324.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Shana Kamper	Principal
Austin Brown	Classroom Teacher
Carolyn Raleigh	Classroom Teacher
Jael Jimenez-Olivares	Classroom Teacher
Helga Reese	Other School Staff
Steffani Fisher	Parent or Community Member
Ricardo Carlos	Parent or Community Member
Raquel Gutierrez	Parent or Community Member
Isabel Ruvalcaba	Parent or Community Member
Cosette Gaytan	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/27/2026.

Attested:



Principal, Shana Kamper on 5/27/2026



SSC Chairperson, Raquel Gutierrez on 6/5/2026

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/>

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