School Plan for Student Achievement (SPSA)

School Year: 2026–2027 | Redwood High School

School Name	Redwood High School
County-District-School (CDS) Code	41690620126772
School Site Council (SSC) Approval Date	May 14, 2026
Local Board Approval Date	[Add Local Board Approval date here]

Purpose and Description

Purpose

The purpose is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency related to challenging state academic standards by improving the entire educational program of the school.

School Plan Description (ESSA Alignment)

Redwood's focus is on delivering a strong education program that offers student academic support throughout the day; uses restorative practices that enables students to learn from their mistakes and get back to the classroom; and provides foundational CTE pathways for students wanting alternative post-secondary options. Redwood remains focused on the well-being of students, staff, and families through extended outreach, on-site counseling services, and a school environment that promotes health and safety.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

This year, Redwood again qualified due to low graduation rates, which are determined by the average of three years of data. Although we achieved significant gains in 2024 with an overall graduation rate of 76.7% representing a 12.2% increase with improvements across every subgroup, the 2025 data reflects a decline to 67.4%, a 9.3% decrease, with disproportionate impacts on English Learners (62.9%), Long-Term English Learners (62.7%), Hispanic students (64.5%), and Socioeconomically Disadvantaged students (66.7%). These trends confirm the need for continued CSI designation and drive our 2026–2027 action refinements.

Our 2025–2026 mid-year outcomes including 39 fall semester graduates, 66 students completing Edgenuity coursework, 7 student reclassifications, and over 50 students served through the Hire Ready Program reflect the direct impact of this aligned planning. Developing and supporting our WASC goals continues to involve regular collaboration with all stakeholders at Redwood, including staff, students, families, and the broader community.

Resource Inequities

As a small alternative program for SUHSD students, Redwood is generally well supported. However, the needs assessment conducted throughout the 2025–2026 school year has identified several areas that continue to be unable to be addressed through the site budget alone. Specifically, targeted support for English Learners, Long-Term English Learners, Hispanic students, and Socioeconomically Disadvantaged students — all of whom experienced disproportionate declines in graduation rates in 2025 — require intentional, individualized intervention beyond what the site budget can sustain.

In response to the 2025 graduation rate decline to 67.4%, supporting students academically remains a top priority. Through five sections of Study Hall, 66 students have engaged in Edgenuity coursework this year, completing 60 of 111 courses attempted.

Academic progress is also directly impacted by student attendance. The Community Liaison position generated 127 parent contacts in the fall semester alone, supporting 16 students in enrolling in JobTrain, and facilitating 5 adult school enrollments.

The mental health and academic counseling needs of our students remain a high priority. This year, 63 students have been referred to counseling and are receiving ongoing support. Our 2026–2027 action plan places renewed emphasis on literacy-focused professional development, schoolwide literacy expectations, and coaching for all teachers.

GOAL 1: Student academic performance and achievement will increase across all subgroups.

Identified Need

Redwood serves a student population that is nearly entirely socioeconomically disadvantaged (135 of 141 students). The 2025 graduation rate declined to 67.4%, with disproportionate impacts on English Learners (62.9%), Long-Term English Learners (62.7%), Hispanic students (64.5%), and Socioeconomically Disadvantaged students (66.7%). Diagnostic data and course completion rates indicate significant gaps in literacy, math proficiency, and credit attainment that require targeted, evidence-based intervention.

Annual Measurable Outcomes

Metric / Indicator	Baseline / Actual Outcome	Expected Outcome
Overall Graduation Rate (4-year cohort)	2025 Baseline: 67.4%	Increase to 72% or above by end of 2025–26
EL Graduation Rate	2025 Baseline: 62.9%	Increase to 68% or above
LTEL Graduation Rate	2025 Baseline: 62.7%	Increase to 68% or above
Hispanic Student Graduation Rate	2025 Baseline: 64.5%	Increase to 70% or above
SED Student Graduation Rate	2025 Baseline: 66.7%	Increase to 72% or above
Edgenuity Course Completion Rate	2025–26 Mid-Year: 60 of 111 courses (54%)	Increase to 65% or above
EL Student Reclassification	2025–26: 7 (fall); 10 (spring 2025)	Maintain or increase; complete all IRP meetings quarterly
Students Enrolled in Reading Intervention	Baseline: New action for 2026–27	100% of students below grade level enrolled; measurable ELPAC growth

Strategies and Activities

Strategy / Activity 1	
Students Served	All Students, with priority focus on EL, LTEL, Hispanic, and Socioeconomically Disadvantaged students
Activity Description	Instructional Coaching & Schoolwide Literacy Integration: Provide ongoing literacy-focused professional development and coaching for all teachers. Establish schoolwide literacy expectations including academic vocabulary, reading strategies, and writing supports across all content areas. Align literacy instruction with ELPAC growth and reclassification goals.

Proposed Expenditures	

Amount	Source
$45,964	State Equity Multiplier Funds

Strategy / Activity 2

Students Served	All Students, with priority focus on EL, LTEL, and SED students
Activity Description	Reading Assessments & Intervention: Administer diagnostic reading assessments three times per year to monitor growth and adjust instruction. Fully implement a Reading Intervention course targeting students reading below grade level. Conduct quarterly data reviews to monitor reading growth, course pass rates, and impact on graduation progress.
Proposed Expenditures	

Amount	Source
$5,000	Principal Discretionary Site Funding

Strategy / Activity 3

Students Served	All Students, with priority focus on students who are credit deficient or at risk of not graduating
Activity Description	Study Hall / Edgenuity Access: Five sections of Study Hall provide students the opportunity to complete Edgenuity courses and assignments from core subjects during the school day. As of mid-year 2025–26, 66 students (35.8%) have taken one or more Edgenuity courses; 60 of 111 courses have been completed. In the 2026–2027 school year we will be moving away from Edgenuity and into the Subject program, including an incentive program for course completion and mastery.
Proposed Expenditures	

Amount	Source
$56,033	State Equity Multiplier Funds

Strategy / Activity 4

Students Served	All Students, with priority focus on students who are credit deficient
Activity Description	The HUB (After School Hub): Provides tutoring, credit completion, resume development, interview preparation, and job searching. At mid-year 2025–26, 39 students graduated in the fall semester (up from 19 the prior year). Over 50 students have used the Hire Ready Program. Community partners include Building Partners, Live In Peace, YMCA, Boys and Girls Club of the Peninsula, Redwood City Youth Center, and Monterra Credit Union.
Proposed Expenditures	

Amount	Source

	$21,114	State Equity Multiplier Funds

Strategy / Activity 5

Students Served	English Learner students
Activity Description	Full-Time Bilingual Resource Teacher (BRT): Evelyn Valencia provides targeted support to EL students, including explaining the reclassification process, supporting IRP meetings, and providing small group instruction. In 2025–26, 7 students reclassified in the fall and 10 in spring 2025; 8 IRP meetings were held. In 2026–27, BRT will increase LTEL support, implement quarterly IRP reviews, and provide structured student and family workshops on reclassification.
Proposed Expenditures	**Amount**: $120,753 — **Source**: Unrestricted General Fund

GOAL 2: Increase and sustain positive daily attendance of 86%.

Identified Need

Most students referred to Redwood have histories of poor attendance at previous schools. Chronic absenteeism directly impacts credit accrual, course completion, and ultimately graduation rates. The 2025 graduation rate decline to 67.4% is linked in part to attendance barriers, particularly for EL, LTEL, Hispanic, and Socioeconomically Disadvantaged students who often balance school with work and family responsibilities.

Annual Measurable Outcomes

Metric / Indicator	Baseline / Actual Outcome	Expected Outcome
Overall Daily Attendance Rate	Baseline: Below 86% target	Achieve and sustain 86% or above daily attendance
Parent/Family Contacts (Community Liaison)	2025–26 Mid-Year: 127 contacts (fall semester)	Maintain or increase; minimum 250 contacts annually
Students Enrolled in JobTrain	2025–26: 16 students enrolled	Maintain or increase enrollment in alternative pathways
Students Enrolled in Adult School	2025–26: 5 students enrolled	Maintain or increase as appropriate
Students with Individualized Attendance Plans	2025–26: New structured approach planned	100% of chronically absent EL, LTEL, and SED students have individualized attendance plans
Counseling Referrals	2025–26: 63 students receiving ongoing support	Maintain or increase; all referred students receive timely follow-up

Strategies and Activities

Strategy / Activity 1

Students Served	All Students, with priority focus on EL, LTEL, and Socioeconomically Disadvantaged students
Activity Description	Schoolwide Expectations / Bilingual Community Liaison: The Community Liaison provides proactive morning outreach, structured family outreach cycles (bi-weekly/monthly), individualized attendance intervention plans, and collaboration with counseling and administration to monitor credit progress. In 2025–26, 127 parent contacts were made in the fall semester.
Proposed Expenditures	

Amount	Source
$121,890	Learning Recovery Emergency Block Grant

Strategy / Activity 2

Students Served	All Students
Activity Description	Transportation Options: Support access to transportation resources to reduce attendance barriers for students who face geographic or logistical challenges in getting to school.
Proposed Expenditures	

Amount	Source
$10,000	State Equity Multiplier Funds

Strategy / Activity 3

Students Served	All Students, with priority focus on EL, LTEL, and SED students
Activity Description	Bilingual Intervention Counselor: Provides academic planning, credit monitoring, postsecondary guidance, and individualized interventions. In 2025–26, 63 students have been referred to counseling and are receiving ongoing support. The counselor addresses non-academic barriers — including mental health, family responsibilities, and work obligations — that impact student attendance and persistence.
Proposed Expenditures	

Amount	Source
$46,548.79	Unrestricted General Fund
$31,032.54	State Equity Multiplier Funds
$77,581.46	Sequoia Health Institute

Strategy / Activity 4

Students Served	All Students, with priority focus on students with work or family obligations

Activity Description	Schedule Flexibility / Support Classes: Flexible scheduling options including Study Hall sections allow students who work after school or have family obligations to complete coursework during the instructional day. Five sections of Study Hall are currently operational, supporting 66 students in Edgenuity coursework.
Proposed Expenditures	

Amount	Source
$84,807.44	Unrestricted General Fund
$56,538.09	State Equity Multiplier Funds

GOAL 3: Prepare students for post-secondary options by establishing clear college and career pathways.

Identified Need

Redwood students face significant barriers to postsecondary access, including limited exposure to college and career planning, economic pressures that require immediate employment, and gaps in career readiness skills. While the school's facility supports a variety of CTE pathways, full capability to support dual enrollment outreach and bridge CTE programs is not yet in place.

Annual Measurable Outcomes

Metric / Indicator	Baseline / Actual Outcome	Expected Outcome
Students Served by Hire Ready Program	2025–26 Mid-Year: 50+ students	Maintain or increase; 60+ students served annually
Students Enrolled in JobTrain	2025–26: 16 students	Maintain or increase alternative pathway enrollments
Students Enrolled in Adult School	2025–26: 5 students	Maintain or increase as appropriate
CTE Pathway / Dual Enrollment Participation	Baseline: Limited — dual enrollment outreach not fully developed	Increase student participation in CTE pathways and dual enrollment options
College and Career Events Held	Baseline: 2	Maintain minimum 2 events per semester; increase student participation
Students with Postsecondary Plans at Graduation	Baseline: 60	All graduating students have a documented postsecondary plan

Strategies and Activities

Strategy / Activity 1	
Students Served	All Students
Activity Description	Development of CTE Pathways / Dual Enrollment: Expand outreach and infrastructure to bridge CTE programs and support dual enrollment opportunities.

	Leverage the school's existing facility and CTE pathway resources to connect students to career-aligned coursework and certifications.
Proposed Expenditures	

Amount	Source
$2,500	Principal's Discretionary Funds

Strategy / Activity 2

Students Served	All Students
Activity Description	College and Career Specialist: Provides individualized college and career planning support, connects students to postsecondary resources, and coordinates pathway planning aligned with each student's goals and interests.
Proposed Expenditures	

Amount	Source
$132,645	Unrestricted General Fund
$31,114	Title I

Strategy / Activity 3

Students Served	All Students
Activity Description	College and Career Fairs / Tours / Guest Speakers: Provide students with direct exposure to postsecondary options through events, campus tours, and guest speakers from a variety of career fields and educational institutions.
Proposed Expenditures	

Amount	Source
$5,000	Principal's Discretionary Fund

Strategy / Activity 4

Students Served	All Students, with priority focus on students at risk of not graduating or entering the workforce immediately
Activity Description	Hire Ready Program (HRP) / College and Career Planning: Focuses on supporting students with resume writing, job applications, and employment readiness. Over 50 students have utilized the HRP in 2025–26. In 2026–27, integration between the HUB and HRP will be strengthened to connect academic progress with career readiness.
Proposed Expenditures	

Amount	Source
$5,000	Principal's Discretionary Fund

GOAL 4: Create and sustain a healthy, safe, positive learning environment for students and staff.

Identified Need

Redwood serves a student population that is nearly entirely socioeconomically disadvantaged (135 of 141 students). Students face non-academic barriers including attendance challenges, family responsibilities, and limited access to academic support outside of school. Continued investment in restorative practices, mental health supports, and wellness resources is essential to sustaining a positive school climate.

Annual Measurable Outcomes

Metric / Indicator	Baseline / Actual Outcome	Expected Outcome
Students Referred to and Receiving Counseling Support	2025–26: 63 students referred and receiving ongoing support	Maintain or increase; all referred students receive timely, sustained support
Suspension/Expulsion Rate	2024–2025: 9.4% suspended at least one day	Maintain or reduce suspension rates; zero expulsions
Restorative Practice Training Sessions Completed	Baseline: Ongoing schoolwide training	Minimum 2 staff training sessions per year on restorative practices and equity
Trauma-Informed Practices Training	Baseline: Ongoing	100% of staff complete annual trauma-informed practices professional development
On-Site Therapist / Mental Health Support	Baseline: Additional on-site therapists in place	Maintain full-time access to mental health support for students and families
Health Aide Services	Baseline: Full-time health aide in place	Maintain full-time health aide; track student utilization
Student Sense of Belonging / School Climate Survey	Baseline: TBD	Administer annual climate survey; demonstrate improvement in student sense of safety and belonging

Strategies and Activities

Strategy / Activity 1	
Students Served	All Students and Staff
Activity Description	Restorative Justice Practices / Drug and Alcohol ATS: Implement and sustain schoolwide restorative justice practices to address student behavior through relationship-building and accountability rather than punitive measures. Continue drug and alcohol awareness and intervention support (ATS) to address substance-related barriers to student wellbeing.
Proposed Expenditures	

Amount	Source
$5,000	Principal Discretionary Fund

Strategy / Activity 2

Students Served	All Students and Staff
Activity Description	Garden as Health: Utilize the school's garden as a health and wellness resource to support student engagement, stress reduction, and connection to the school community.
Proposed Expenditures	

Amount	Source
$28,000	Unrestricted General Fund

Strategy / Activity 3

Students Served	All Students
Activity Description	Full-Time Health Aide: Maintain a full-time health aide to provide on-site health services, respond to student medical needs, and support overall student wellness and attendance.
Proposed Expenditures	

Amount	Source
$127,360	Unrestricted General Fund

Annual Review

SPSA Year Reviewed: 2025–26

GOAL 1: Analysis

Instructional Coaching / Literacy Integration

Redwood High School continued its focus on literacy integration and instructional support across all content areas. Staff engaged in ongoing collaboration around literacy-focused instructional practices, including academic vocabulary development, reading comprehension strategies, writing supports, and structured classroom discussion protocols. Administration completed classroom observations on a weekly basis. Moving forward, Redwood would like to increase opportunities for peer observations so teachers can observe one another at least once per grading period.

Reading Assessments / Intervention

During the 2025–2026 school year, Redwood strengthened the use of reading assessment data to monitor student progress and identify intervention needs. Seven students reclassified in the fall semester and an additional ten students reclassified

during spring 2025. Redwood conducted reading assessments three times during the school year and used the data during professional development and staff collaboration.

Study Hall / Edgenuity Access

Five sections of Study Hall continued to provide students with structured opportunities to complete coursework and recover credits. As of mid-year 2025–2026, 66 students participated in one or more Edgenuity courses, completing 60 of 111 courses attempted. These supports contributed to a significant increase in fall semester graduates, from 19 to 39 students.

The HUB / Academic Supports

The After School HUB expanded academic and postsecondary support opportunities for students. More than 50 students participated in Hire Ready supports during the school year.

Bilingual Resource Teacher

The full-time BRT position remained a critical support for EL students and families through small-group instruction, IRP meetings, reclassification support, and family communication.

GOAL 2: Analysis

Schoolwide Expectations / Community Liaison

Redwood continued implementing relationship-based attendance interventions. During the fall semester alone, 127 parent contacts were completed. The school strengthened communication regarding attendance expectations during orientations, enrollment meetings, and ongoing student conferences.

Transportation Supports

Transportation barriers continued to be addressed through district transportation resources, municipal transit access, and transportation coordination for students facing logistical challenges.

Intervention Counseling / Student Support

The bilingual intervention counselor continued to provide individualized support. During 2025–2026, 63 students received ongoing counseling and intervention support including academic planning, credit monitoring, mental health referrals, and coordination with community resources.

Flexible Scheduling / Study Hall Supports

Flexible scheduling options and Study Hall sections continued to provide students with opportunities to complete coursework during the school day while balancing outside responsibilities.

GOAL 3: Analysis

CTE Pathways / Postsecondary Readiness

Redwood continued expanding career readiness opportunities through the Hire Ready Program, CTE pathway development, and community partnerships. Redwood will continue working to expand CTE pathways requested by students, including Medical Assistant and Early Childhood Education pathways.

Hire Ready Program / HUB Integration

The Hire Ready Program expanded significantly during 2025–2026, serving more than 50 students through resume development, interview preparation, and employment readiness support.

College and Career Planning

The College and Career Specialist continued providing individualized support for students and families. Redwood maintained partnerships with JobTrain and Adult School programs, resulting in 16 students enrolling in JobTrain and 5 in Adult School.

GOAL 4: Analysis

Restorative Justice / Student Support

Redwood continued implementing restorative practices schoolwide to support positive student behavior, accountability, and relationship-building.

Mental Health / Counseling Supports

During 2025–2026, 63 students received ongoing counseling and intervention support. Redwood maintained access to on-site mental health services.

Garden as Health / School Environment

The school garden and outdoor learning spaces continued to provide opportunities for student engagement, experiential learning, stress reduction, and connection to the school community.

Health Aide Support

The full-time health aide position continued to provide essential health and wellness support for students and families.

Major Differences: Planned vs. Actual Implementation

Goal 1: No major differences. Redwood successfully implemented literacy-focused instructional supports, Study Hall interventions, and expanded bilingual services as planned.

Goal 2: No major differences. Redwood refined outreach systems throughout the school year to improve consistency in attendance monitoring and intervention documentation.

Goal 3: While Redwood continued expanding postsecondary and career readiness supports, full implementation of dual enrollment outreach and bridge CTE programming remained limited due to staffing capacity and coordination barriers with external partners.

Goal 4: No major differences. Strategies and activities supporting school climate and wellness were implemented as planned.

Changes for 2026–2027

Goal 1

Strategy 1: Expand schoolwide literacy expectations with increased emphasis on academic vocabulary, structured writing supports, coaching, and peer observation opportunities.

Strategy 2: Expand Reading Intervention course to ensure all students below grade level receive targeted support and more intentional use of assessment data.

Strategy 3: Strengthen structured pacing benchmarks and weekly progress monitoring to improve course completion rates.

Strategy 4: Implement mandatory referral systems and expanded HUB staffing during peak periods.

Strategy 5: Expand quarterly IRP review processes and family workshops focused on reclassification.

Goal 2

Strategy 1: Implement bi-weekly attendance data reviews and individualized plans for chronically absent EL, LTEL, Hispanic, and SED students.

Strategy 3: Increase coordination between counselor and Community Liaison for real-time monitoring of attendance and academic progress.

Strategy 4: Continue expanding flexible scheduling supports and Study Hall access.

Goal 3

Strategy 1: Continue expanding dual enrollment and CTE bridge programming, including Medical Assistant and Early Childhood Education pathways.

Strategy 2: Increase individualized postsecondary planning supports and strengthen coordination with community partners.

Strategy 4: Expand Hire Ready Program and HUB integration to connect graduation progress with career readiness.

Goal 4

Strategy 1: Refine restorative practices and intervention supports for early intervention and consistent student support.

Strategy 2: Increase annual staff training on trauma-informed practices, restorative approaches, and social-emotional learning.

Strategy 3: Continue expanding Garden as Health for wellness-based instruction and community connection.

Budget Summary

Summary of Funds

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$31,115
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,013,881.32

Federal Programs

Federal Programs	Allocation ($)
Title 1	$31,115

Subtotal of additional federal funds included for this school: $31,115

State and Local Programs

State or Local Programs	Allocation ($)
State Equity Multiplier Funds	$220,681.63
Unrestricted General Fund	$540,114.23
Learning Recovery Emergency Block Grant	$121,890
Principal Discretionary Site Funding	$22,500
Sequoia Health Institute Contribution	$77,581.46
Subtotal — State & Local Funds	**$982,767.32**

Subtotal of state or local funds included for this school: $982,767.32

Total of federal, state, and/or local funds for this school: $1,013,881.32