



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Casa Roble Fundamental High School	34-67447-3431111	11/4/20	November 17, 2020

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable and sustained improvement of student outcomes. The School Plan incorporated the Accrediting Commission for Schools Western Association of Schools and Colleges (WASC) Self Study Report, Goals and Actions.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Site Goals

1. Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote academic success.
2. Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote social emotional well being.
3. Casa Roble students will receive instruction that is differentiated, features student voice and uses data from common assessments.
4. Casa Roble will increase the percentage of students who are college and career ready by completing A-G requirements, CTE pathways or both.

Table of Contents

SPSA Title Page	1
Purpose and Plan Summary	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Root Cause Analysis.....	5
Resource Inequities	7
Stakeholder Involvement	7
Resource Inequities	8
Goals, Strategies, & Proposed Expenditures.....	9
SPSA/Goal 1	9
SPSA/Goal 2.....	13
SPSA/Goal 3.....	19
SPSA/Goal 4.....	25
Budget Summary	28
Budget Summary	28
Other Federal, State, and Local Funds	28
Budgeted Funds and Expenditures in this Plan.....	29
Funds Budgeted to the School by Funding Source.....	29
Expenditures by Funding Source	29
Expenditures by Budget Reference	29
Expenditures by Budget Reference and Funding Source	29
Expenditures by Goal.....	30
School Site Council Membership	31
Recommendations and Assurances	32

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on students attending Zoom meetings or posting work in Google classroom each day.
2. Engagement is measured through attendance and grades.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate: 96.49

D/F Rate: 26% of all grades assigned at the end of 2019-2020 were NC's or Fs

Learning loss - to be determined.

Analysis prior to pandemic:

In 2019, Casa Roble had a graduation rate of 97.1%. In the same year, 52 % of students were found to have completed A-G coursework, and 48.6% were found to be approaching prepared or prepared on the College and Career Indicator, this is a 13.5 % increase from the year prior.

11th grade CAASPP data shows a 2 % decline in ELA scores from 45% in the prior year, to 43% of students at or exceeding.

11th grade CAASPP data shows a 2 % decline in Math scores from 25% in the prior year, to 23% of students at or exceeding.

Sub-groups in CASSPP Math, although still below standard, are seeing increases in proficiency rates: SES showed a 15.4% increase, Students with Disabilities showed a 23.7% increase, and Latin X had a 7.8% increase.

Additionally, Integrated Math 1 scores have shown improvements in passing rates with a 4 % growth from 70% to 74% in the year prior.

80 of the 148 AP exam takers scored a 3 or better in 2019, compared to the 62 of the 113 who took the exam in 2018.

Grade point averages are on the rise with an increase of 3% for a 3.0 grade point average and a decrease of 2% in grade point average of 2.0-2.9.

2019-2020 Winter survey results found some discrepancies between survey takers.

100% of staff and 68.8% of students say, "Students are motivated/engaged in what they are learning".

77% of parents, 90.5% of staff and 54.6% of students say, " Students are provided with timely and regular feedback in the online gradebook".

79.7% of parents and 60 % of staff say, "My school clearly outlines the parent, student, and school responsibilities in educating my child".

71.5% of parents and 95.6% of staff say, 'Staff at my school promptly respond to my phone calls, messages, or emails".

Pandemic analysis:

CAASPP testing did not occur in the spring of 2020, so 2019 data will be the baseline.

The suspension rate for August 2019 through March 13, 2020 was 10.45% with no expulsions. In 2019, the suspension rate was 9.56%, in 2017 it was 17.72 %. There were 3 students recommended for expulsion in 2019, while there were 10 in 2018.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Yellow	Blue	Orange	Orange	Orange
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	Orange	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Blue	Orange	Red	Red
Students with Disabilities	None	Orange	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Yellow	Yellow	Orange	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Orange	Blue	Orange	Orange	Orange
Two or More Races	None	Orange	None	None	None	None

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

Attendance: Students are not attending due to technical issues, apathy towards distance learning and mental health struggles.

Lack of engagement in synchronous learning is attributed to apathy towards distance learning and mental health struggles.

Lack of assignment completion stems from apathy towards distance learning and mental health struggles.

Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Root Cause Analysis prior to Distance Learning:

During the 2018-2019 school year Casa Roble was involved in a Self Study Progress Report as required by the Western Accreditation of Schools and Colleges. As part of the process to complete the report, Casa Roble was involved in extensive data review and analysis with several stakeholder groups including and not limited to certificated staff, classified staff, parents, students, district representatives, and community members. These groups were tasked to help define and determine root cause through a data walk and review. These findings were later used to help develop a focus for improvement.

As was noted by the stakeholder groups, the average graduation rate for a Casa Roble student is 95%, while A-G completion rates and College Career indicator rates are on average 50% .

A 3 year trend of the 11th grade CAASPP test scores in the area of ELA have shown less than 50% of test takers At or Meeting Proficiency on the exam. Reading scores have seen a three year decline for those below proficiency. In 2017, 20% of students were found to be below. In 2018, 25% were found to be below and in 2019, 36% were found to be below proficiency rates.

Writing scores have also seen a three year decline for those below proficiency. In 2017, 17% of students were found to be below. In 2018, 37% were found to be below and in 2019, 34% were found to be below proficiency rates. In analysis, common assessments are necessary to identify student learner needs in a timely manner. Scaffolding mastery of standards and being able to intervene with appropriate and targeted strategies has become utmost important. Staff collaboration with focused intent on learner gaps and well designed targeted instruction is needed.

At the same time, there has been a slight 3 year trend of the Math CAASPP test scores, where less than 30% of test takers are At or Meeting Proficiency. In 2017, 28% of students were found to be At or Meeting Proficiency. In 2018, 27% were found to be At or Meeting Proficiency. In 2019, 23% were found to be of students were found to be At or Meeting Proficiency. Mathematical concepts and procedures continue to be an area where students are below proficiency, with 49% below in 2017, 57% below in 2018 and 59% below in 2019. Standardized math assessments such as CAASPP are rich with language. Students of Math need not only to be able to compute, they need to be able to thoroughly read and often deconstruct the question for understanding. Defining answers requires attention to detail within the question. Differentiated instruction with targeted standards is necessary in developing skill. Training on variation of strategy and established intervention systems are needed to pinpoint and address gaps in a timely manner.

Attention to the Winter Survey data defined a need to narrow the discrepancies between the response of staff, students, and parents. Particularly close attention to the voice of the students is necessary in understanding how to address issues and improve the results.

Through our data analysis and the 2019 WASC Self Study, six critical areas were identified by the stakeholder groups for follow up and for a focus on improvement.

1. Refine EXCEL to target small group and individual intervention for struggling students.
2. Focus collaboration time to improve learner outcomes.
3. Promote positive teacher/parent contact.
4. Initiate and implement voluntary teacher to teacher classroom visitations.
5. Improve communication between all decision making groups.
6. Improve CTE program completion rates.

Additionally, through the data analysis, the feedback received from the Western Accreditation of Schools and Colleges, and the need for continuous improvement as defined by the stakeholders.

Casa Roble established four goals for school wide focused improvement for the next six years.

1. Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote academic success.
2. Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote social-emotional well-being.
3. Casa Roble students will receive instruction that is differentiated, features student voice and uses data from common assessments to inform instruction.
4. Casa Roble will increase the percentage of students who are college and career ready by completing A-G requirements, CTE pathways or both.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

There have been many resources dedicated to Math and Math student learning from the district and the site level to decrease class size and add additional technology for lesson enhancement. Currently there is no particular curriculum required for each level of Math. It is to the teaching staff to agree to teach a common curriculum and agree to assess commonly to define clear learning targets and gaps. Although time has been spent in the Casa Roble Math department to select essential standards at each level of Integrated Math, and some common assessments have been created, a quick and timely review of those assessments has not yet been made a regular practice. Additionally, professional development on the benefits of creating and using common assessments has been offered and not fully attended or developed because it is not required nor mandated. Math students continue to enter high school below and far below Math proficiency standards and it is up to the school to identify those students and develop the supports needed as they enter. Intervention for those needing targeted instruction continues to be of great necessity.

While Math has seen additional funding support in the form of FTE., ELA has not. ELA students with deficiencies need to be identified earlier. Interventions in learning gaps should be defined and used to help struggling students. The regular use and practice of common assessments and addressing gaps in a timely manner is necessary. Strategies focused on CCSS and common assessments in CCSS, is an area to be further explored and expanded. Departments would benefit from planned targeted instruction and common assessments in order to monitor growth and assist students in reaching mastery.

In 2018 Casa Roble developed a school wide schedule that would provide time within the day to address learner needs. Currently the schedule entitled FLEXCEL, provides a 3 times per week for 35 minutes to address learner needs and offer extensions for learning. The model itself relies heavily on the classroom teacher to identify learner needs and pull learners in for the additional assistance they may need as soon as they are identified. While grades overall have improved, the positive effects on standardized tests and completion of A-G have not been noticed as a result of the schedule. Staff continues to need training on the benefits of common assessments, creating intervention models and practices so to use the time in the day to benefit students as much as possible. Intervention supports are needed for those students who have needs beyond what is found as an academic gap. A system to be developed is necessary to reach the needs for those students. School wide agreements and commitments should be established by staff to benefit and support all students. Learning, understanding, implementing, and committing to the concept of Professional Learning Communities and a Response to Intervention has become imperative. Continued training and supports for school-wide programming is necessary.

Due to the move to distance learning in March of 2020, the intervention schedule was put on hold. If SJUSD moves to a hybrid schedule, the schedule will return with appropriate modifications. Intervention is more important now in dealing with the learning loss from distance learning.

Stakeholder Involvement

How, when, and with whom did the 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 CRHS 2019-2020 SPSA was developed in consult with teachers, students, parents, and district representatives in alignment with the data analysis and critical findings of the WASC Self Study. In

the Fall of 2020, stakeholder groups reviewed the previous school goals and changed them to be more student centered. In October of 2020 site council reviewed the SPSA.

Resource Inequities

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

There have been many resources dedicated to Math and Math student learning from the district and the site level to decrease class size and add additional technology for lesson enhancement. Currently there is no particular curriculum required for each level of Math. It is to the teaching staff to agree to teach a common curriculum and agree to assess commonly to define clear learning targets and gaps. Although time has been spent in the Casa Roble Math department to select essential standards at each level of Integrated Math and some common assessments have been created, a quick and timely review of those assessments has not yet been made a regular practice. Additionally, professional development on the benefits of creating and using common assessments has been offered and not fully attended or developed because it is not required nor mandated. Math students continue to enter high school below and far below Math proficiency standards and it is up to the school to identify those students and develop the supports needed as they enter. Intervention for those needed targeted instruction continues to be of great necessity.

While Math has seen additional funding support in the form of FTE. ELA has not. ELA students with deficiencies need to be identified earlier. Interventions in learning gaps should be defined and used to help struggling students. The regular use and practice of common assessments and addressing gaps in a timely manner is necessary. Strategies focused on CCSS and common assessments in CCSS is an area to be further explored and expanded. Departments would benefit from planned targeted instruction and common assessments in order to monitor growth and assist students in reaching mastery.

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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote academic success.

2020-21

Identified Need

With the low scores on the 2019 CAASP combined with the learning loss due to the COVID shut down and distance learning, Casa students will need targeted intervention to remediate the loss and gain ground.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
CAASP ELA	Spring 2019 43% at or exceeding standard	45% at or exceeding standard
CAASP Math	Spring 2019 23% at or exceeding standard	30% at or exceeding standard
% of Students on track for graduation	83%	88%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	PD for developing a Response to Intervention system for Casa Roble, use and practice PLC	X All Students X English Learners X Low-Income Students X Foster Youth Other	all staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	2500	2019-2024
1.2	Develop and Implement Tier 1 School Wide interventions	X All Students English Learners Low-Income Students Foster Youth Other	all staff	Cell Tower (High School ONLY) 5800: Professional/Consulting Services And Operating Expenditures	1500	2020-2023
1.3	Develop Tier 2 School Wide interventions to	All Students X English Learners X Low-Income Students	Admin/Staff	LCFF Supplement	4500 5000	2020-2022

	include systems and software for intervention programming	X Foster Youth Other		tal Site Allocation 5800: Professiona I/Consulting Services And Operating Expenditur es LCFF Supplemen tal Site Allocation 1000-1999: Certificated Personnel Salaries		
1.4	Develop and Implement Tier 3 School Wide interventions	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin/Counse ling/Social Worker	LCFF Supplemen tal Site Allocation 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	3500 3500	2020-2022

1.5	Materials/supplies/equipment/ needed to address the goal	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	all staff	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	2020-2021
1.6	Provide professional development on effective intervention strategies.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	2020-2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instruction, Assessment, and Social/Emotional well being

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

Casa Roble will provide targeted intervention for all learners through a long-range comprehensive professional development plan to promote social emotional well being.

2020-21

Identified Need

The data from the District Winter Survey showed a discrepancy between staff, student and parent perceptions of positive school culture. The social distancing from COVID has caused trauma for students, families and staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Winter Survey School Culture - Students	53% positive	60% positive
District Winter Survey School Culture - Staff	61% positive	70% positive
District Winter Survey School Culture - Parents	75% positive	80% positive

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Equity Anti Racism Training and Support	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin/Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000 1500	2020-2021
2.2	LINK Crew support and training	X All Students X English Learners X Low-Income Students X Foster Youth Other	Link Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating	1500 1836 1388	2020-21

				Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
2.3	Professional Development on Social Emotional Learning and Trauma Informed practices	X All Students X English Learners X Low-Income Students X Foster Youth Other	LT	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 1500	2020-2022

2.4	PASS Intervention Support	X All Students English Learners Low-Income Students Foster Youth Other	VPs	Cell Tower (High School ONLY) 5800: Professional/Consulting Services And Operating Expenditures	750	2020-2021
2.5	Safe school Ambassador/Student government training, conferences, materials and supplies	All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	2020-2021
2.6	Attendance Intervention and Rewards.	X All Students English Learners Low-Income Students Foster Youth Other	Social Worker	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000	2020-2021

2.7	parent meetings/trainings supplies to support goal	All Students X English Learners X Low-Income Students X Foster Youth Other	VP/Counseling	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2020-2021
2.8	Listening Circles to capture student voice	All Students X English Learners X Low-Income Students X Foster Youth Other	Counseling/Social Worker	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1500 500	
2.9	Alignment of School Counseling Program to ASCA National Model. Counselor/VP release time	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselors, Principal, VP	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	2020-2022

2.10	Outdoor Furniture to improve physical environment and increase pride in school	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Cell Tower (High School ONLY) 0001-0999: Unrestricted: Locally Defined	15000	2020-2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Instruction, Assessment, and Social/Emotional well being

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

Casa Roble students will receive instruction that is differentiated, features student voice and uses data from common assessments.

Annual Review

SPSA Year Reviewed: 2019-20

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 deleted.

ANALYSIS

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

1.

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

2.

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.

3.

**2020-21
Identified Need**

Distance learning requires new types of engagement and instructional strategies. The new conditions increases the need to hear directly from students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey Climate of Support for Academic Learning - Students	64.4% positive	70% positive
CAASP ELA	43% at or exceeding standard	45% at or exceeding standard
CAASP Math	23% at or exceeding standard	30% at or exceeding standard
% of Students on track for graduation	83%	88%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide professional development for staff that includes differentiation, student voice and PLC training.	X All Students X English Learners X Low-Income Students Foster Youth Other	Admin/staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	5000	2020-24

3.2	Additional technology to support the goal, software license, curriculum, IXL, iready, educlastic, etc	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin/Department Chairs	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000	2020-2021
3.3	Substitutes for teachers in training sessions, release days for planning, developing common assessments	<input type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin/staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	2500	2020-21
3.4	Incentive / rewards for academic achievements	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Admin/staff	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000	2020-2021

3.5	Books/workbooks, materials, supplies and supplemental instructional materials to support the goal	X All Students X English Learners X Low-Income Students Foster Youth Other	Department Chairs	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	5000 10000	2020-2021
3.6	Clerical support to support the goal: mailings, data collection, organization, fliers, information to parents for achieving goal	X All Students X English Learners X Low-Income Students Foster Youth Other	Admin/staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1500	2020-2021
3.7	Ensure all English Learners receive Designated and Integrated English Language	All Students X English Learners Low-Income Students Foster Youth Other	ELD teachers	LCFF Supplemental English Learner Central	14145	School year 2021

	Development daily. .165 FTE ELD Teacher					
3.8	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	95293	School year 2020-2021
3.9	Supplemental Support for students not meeting the graduation	All Students English Learners Low-Income Students Foster Youth Other	Admin, Teachers	LCFF Supplemental Centralized Services	35587	School year 2020-2021

	requirement. Credit Recovery. APEX .33 FTE Teacher			(District Only) 1000-1999: Certificated Personnel Salaries		
3.10	Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi- Tiered System of Support- IM1/S). .33 FTE Math Teacher	All Students English Learners Low-Income Students Foster Youth Other	Admin, Math Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	44121	School year 2020-2021

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Casa Roble will increase the percentage of students who are college and career ready by completing A-G requirements, CTE pathways or both.

2020-21

Identified Need

With jobs becoming more difficult to find due to the COVID economic slump, there is increased need for our students to graduate with college and career ready skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Dashboard College and Career Readiness	39.7% prepared	44.7%
District Survey Knowledge of College Requirements - Students	79.6% yes	90% yes

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Professional Development for AP and CTE Teachers	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal, CTE and AP teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000	2020-2022
4.2	Aligning and promoting course offerings with CTE and college options	X All Students X English Learners X Low-Income Students X Foster Youth Other	Counselors, Department Chairs	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2020-2022
4.3	Professional development for staff to support all students including EL, LI	X All Students X English Learners X Low-Income Students X Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional	2000	2020-2022

	and foster youth students with completion of A-G requirements, CTE pathways.			al/Consulting Services And Operating Expenditures		
4.4	Materials, books and supplies to meet this goal	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2020-2021

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$286,620.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
Cell Tower (High School ONLY)	\$37,138.00
LCFF Supplemental Centralized Services (District Only)	\$175,001.00
LCFF Supplemental English Learner Central	\$14,145.00
LCFF Supplemental Site Allocation	\$60,336.00

Subtotal of state or local funds included for this school: \$286,620.00

Total of federal, state, and/or local funds for this school: \$286,620.00

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
LCFF Supplemental Site Allocation	60,336	0.00
LCFF Supplemental English Learner Central	14,145	0.00
LCFF Supplemental Centralized Services (District Only)	175001	0.00
Cell Tower (High School ONLY)	37,138	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	37,138.00
LCFF Supplemental Centralized Services (District Only)	175,001.00
LCFF Supplemental English Learner Central	14,145.00
LCFF Supplemental Site Allocation	60,336.00

Expenditures by Budget Reference

Budget Reference	Amount
	14,145.00
0001-0999: Unrestricted: Locally Defined	15,000.00
1000-1999: Certificated Personnel Salaries	192,501.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	33,224.00
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	25,250.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

0001-0999: Unrestricted: Locally Defined	Cell Tower (High School ONLY)	15,000.00
1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	3,500.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	16,388.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	2,250.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	175,001.00
	LCFF Supplemental English Learner Central	14,145.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	14,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	16,836.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	23,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,500.00
Goal 2	35,974.00
Goal 3	219,146.00
Goal 4	7,000.00

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

Name of Members	Role
Tanya Baker	Principal
Ed Tupper	Classroom Teacher
John Desmond	Classroom Teacher
Dayna Russell	Parent or Community Member
Monica Sjolin	Secondary Student
Heather DeLoach	Parent or Community Member
Torrance Paoli	Classroom Teacher
Sheri Panico	Other School Staff
Mitch Crowden	Classroom Teacher
Owen Russell	Secondary Student
William Russell	Secondary Student

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

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 10/30/2020.

Attested:



Principal, Tanya L Baker on 11/4/2020

SSC Chairperson, Ed Tupper on 11/1/2020

Budget By Expenditures

Casa Roble Fundamental High School

Funding Source: Cell Tower (High School ONLY)

\$37,138.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Develop and Implement Tier 1 School Wide interventions	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Materials/supplies/equipment/ needed to address the goal	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	1000-1999: Certificated Personnel Salaries	\$3,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Attendance Intervention and Rewards.	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
Outdoor Furniture to improve physical environment and increase pride in school	0001-0999: Unrestricted: Locally Defined	\$15,000.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,388.00	Instruction, Assessment, and Social/Emotional well being	
PASS Intervention Support	5800: Professional/Consulting Services And Operating Expenditures	\$750.00	Instruction, Assessment, and Social/Emotional well being	
Incentive / rewards for academic achievements	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$10,000.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

Cell Tower (High School ONLY) Total Expenditures: \$37,138.00

Cell Tower (High School ONLY) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Centralized Services (District Only) \$175,001.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS.	1000-1999: Certificated Personnel Salaries	\$95,293.00	Instruction, Assessment, and Social/Emotional well being	
1.0 FTE Counselor Supplemental Support for students not meeting the graduation requirement. Credit Recovery. APEX .33 FTE Teacher	1000-1999: Certificated Personnel Salaries	\$35,587.00	Instruction, Assessment, and Social/Emotional well being	
Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). .33 FTE Math Teacher	1000-1999: Certificated Personnel Salaries	\$44,121.00	Instruction, Assessment, and Social/Emotional well being	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$175,001.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: LCFF Supplemental English Learner Central \$14,145.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Casa Roble Fundamental High School

Ensure all English Learners receive Designated and Integrated English Language Development daily. .165 FTE ELD Teacher	\$14,145.00	Instruction, Assessment, and Social/Emotional well being
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LCFF Supplemental English Learner Central Total Expenditures:	\$14,145.00
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LCFF Supplemental English Learner Central Allocation Balance:	\$0.00
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Funding Source: LCFF Supplemental Site Allocation \$60,336.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
PD for developing a Response to Intervention system for Casa Roble, use and practice PLC	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Professional Development for AP and CTE Teachers	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	College and Career Readiness	
Aligning and promoting course offerings with CTE and college options	4000-4999: Books And Supplies	\$1,000.00	College and Career Readiness	
Professional development for staff to support all students including EL, LI and foster youth students with completion of A-G requirements, CTE pathways.	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	College and Career Readiness	
Materials, books and supplies to meet this goal	4000-4999: Books And Supplies	\$1,000.00	College and Career Readiness	
Books/workbooks, materials, supplies and supplemental instructional materials to support the goal	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
Clerical support to support the goal: mailings , data collection, organization, fliers, information to parents for achieving goal	2000-2999: Classified Personnel Salaries	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

Safe school Ambassador/Student government training, conferences, materials and supplies	4000-4999: Books And Supplies	\$4,000.00	Instruction, Assessment, and Social/Emotional well being
Provide professional development for staff that includes differentiation, student voice and PLC training.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Instruction, Assessment, and Social/Emotional well being
Additional technology to support the goal, software license, curriculum, IXL, iready, edulastic, etc	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Instruction, Assessment, and Social/Emotional well being
Substitutes for teachers in training sessions, release days for planning, developing common assessments	1000-1999: Certificated Personnel Salaries	\$2,500.00	Instruction, Assessment, and Social/Emotional well being
	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$1,836.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$500.00	Instruction, Assessment, and Social/Emotional well being
	parent meetings/trainings supplies to support goal	4000-4999: Books And Supplies	\$1,000.00
Listening Circles to capture student voice	1000-1999: Certificated Personnel Salaries	\$1,500.00	Instruction, Assessment, and Social/Emotional well being

Casa Roble Fundamental High School

Alignment of School Counseling Program to ASCA National Model. Counselor/VP release time	1000-1999: Certificated Personnel Salaries	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
Equity Anti Racism Training and Support	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
LINK Crew support and training	5800: Professional/Consulting Services And Operating Expenditures	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
Professional Development on Social Emotional Learning and Trauma Informed practices	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Provide professional development on effective intervention strategies.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	1000-1999: Certificated Personnel Salaries	\$5,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Develop Tier 2 School Wide interventions to include systems and software for intervention programming	5800: Professional/Consulting Services And Operating Expenditures	\$4,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Develop and Implement Tier 3 School Wide interventions	1000-1999: Certificated Personnel Salaries	\$3,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble

LCFF Supplemental Site Allocation Total Expenditures: \$60,336.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Casa Roble Fundamental High School Total Expenditures: \$286,620.00