

School Year: **2021-22**



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	August 9th, 2021	September 28, 2021

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 to promote academic success.
2. Casa Roble will provide targeted intervention for all learners 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
Stakeholder Involvement	3
Resource Inequities	4
Goals, Strategies, & Proposed Expenditures.....	5
SPSA/Goal 1	5
SPSA/Goal 2.....	10
SPSA/Goal 3.....	16
SPSA/Goal 4	22
Budget Summary	27
Budget Summary	27
Other Federal, State, and Local Funds	27
Budgeted Funds and Expenditures in this Plan.....	28
Funds Budgeted to the School by Funding Source.....	28
Expenditures by Funding Source	28
Expenditures by Budget Reference	28
Expenditures by Budget Reference and Funding Source	28
Expenditures by Goal.....	29
School Site Council Membership	30
Recommendations and Assurances	31
Appendix A: Plan Requirements	32
Appendix B:.....	35
Appendix C: Select State and Federal Programs	37

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 2021-2022 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 Spring of 2021, stakeholder groups reviewed the previous school goals and changed them to be more student centered. In July of 2021 site council and site Leadership Team reviewed the plan.

Resource Inequities

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

Instructional resources:

The district continues to provide funding for Math with the addition of IXL Math support program and staffing to reduce class sizes. The Extended Learning Opportunity (ELO) grant is being used to hire an additional Math and English teacher. IM 1 classes will be reduced further. English 1 class sizes will be reduced and a 9 week reading and writing class for targeted freshman will be added. The district is partnering with Equal Opportunity Schools to increase AP enrollment and support.

Social Emotional Wellbeing resources:

The ELO grant is also funding a full time school social worker. The district continues to fund a School Community Interventionist.

Intervention Resources:

The district will fund the Flexisched program that is used to schedule the interventions during Flex time.

Analysis:

To maximize the effectiveness of additional staffing and expansion of AP. We need to provide professional development around instruction and social emotional well being. Funding for a wellness center and materials and supplies for building school community are needed.

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 to promote academic success.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid two-thirds of the way through the school year.

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

No major differences.

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 changes will be made

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/hybrid learning, Casa students will need targeted intervention to remediate the loss and gain ground.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
% 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 refining an 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	2536	2019-2024
1.2	Develop and Implement Tier	X All Students English Learners Low-Income Students	all staff	Cell Tower (High	2500	2020-2023

	1 School Wide interventions	Foster Youth Other		School ONLY) 5800: Professional/Consulting Services And Operating Expenditures		
1.3	Develop Tier 2 School Wide interventions to include systems and software for intervention programming	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin/Staff	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4500 5000	2020-2022

1.4	Develop and Implement Tier 3 School Wide interventions	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin/Counseling/Social Worker	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	3500 4500	2020-2022
1.5	Materials/supplies/equipment/needed to address the goal	X All Students X English Learners X Low-Income Students X Foster Youth Other	all staff	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6388	2020-2021
1.6	Provide professional development on effective intervention strategies.	X All Students X English Learners X Low-Income Students Foster Youth Other	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services	1000	2020-2021

				And Operating Expendit ur es		
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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

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 to promote social emotional well being.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid two-thirds of the way through the school year.

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

No major differences

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 changes will be made

2020-21

Identified Need

The data from the District Winter Survey showed a discrepancy between staff, student and parent perceptions of positive school culture. In particular, only 52% of students expressed a sense of belonging at school. The social distancing from COVID has caused trauma for students, families and staff.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

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 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	2500	School year 2021-22
2.2	LINK Crew support and training	X All Students X English Learners X Low-Income Students X Foster Youth Other	Link Staff	Cell Tower (High School ONLY) 5800: Professional/Consulting Services	6000 1250 1250	School year 2021-22

				And Operating Expenditur es Cell Tower (High School ONLY) 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies		
2.3	Professional Development on Social Emotional Learning, Restorative Practices and Trauma Informed practices	X All Students X English Learners X Low-Income Students X Foster Youth Other	LT	LCFF Supplemen tal Site Allocation 5800: Professiona l/Consulting Services And Operating Expenditur es LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies	2000 1500	School year 2021-22

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	School year 2021-22
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 Cell Tower (High School ONLY)	4000	School year 2021-22
2.6	Attendance Intervention	X All Students English Learners Low-Income Students Foster Youth Other	Vice Principals, School Community	Cell Tower (High School ONLY)	1000	School year 2021-22

			Intervention Specialist	4000-4999: Books And Supplies		
2.7	Parent meetings/trainings supplies to support goal	All Students X English Learners X Low-Income Students X Foster Youth Other	VP/Counseling , School Social Worker	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2021-22
2.8	Listening Circles to capture student voice	All Students X English Learners X Low-Income Students X Foster Youth Other	Counseling/Social Worker	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1500 500	School year 2021-22
2.9	Furniture and Materials for	X All Students X English Learners	Principal, Social Worker	Cell Tower (High	5000	School year 2021-22

	Wellness Center	X Low-Income Students X Foster Youth Other		School ONLY) 4000-4999: Books And Supplies		
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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

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: 2020-21

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.

Implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid two-thirds of the way through the school year.

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

No major differences

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 changes will be made

2020-21

Identified Need

The return to campus after distance and hybrid learning requires direct input from students on their learning needs.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

% of Students on track for graduation

Baseline

Increase or maintain

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	4000	2020-24
3.2	Additional technology to support the	X All Students X English Learners X Low-Income Students	Admin/Department Chairs	LCFF Supplement	2000	2020-2022

	goal, software license, curriculum, IXL, iready, educlastic, etc	Foster Youth Other		tal Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.3	Substitutes for teachers in training sessions, release days for planning, developing common assessments	All Students English Learners Low-Income Students Foster Youth Other	Admin/staff	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4500	2021-22
3.4	Incentive / rewards for academic achievements	X All Students X English Learners X Low-Income Students X Foster Youth Other	Admin/staff	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1500	2021-22
3.5	Books/workbooks, materials,	X All Students X English Learners	Department Chairs	LCFF Supplemental	5000	2021-22

	supplies and supplemental instructional materials to support the goal	X Low-Income Students Foster Youth Other		tal Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY) 4000-4999: Books And Supplies	5000	
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	2021-22
3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily.	All Students X English Learners Low-Income Students Foster Youth Other	ELD teachers	LCFF Supplemental English Learner Central	19,150	2021-22

	.165 FTE ELD Teacher					
3.8	<p>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.</p> <p>1.0 FTE Counselor</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	Counselor	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	96,492	2021-22
3.9	<p>Supplemental Support for students not meeting the graduation requirement. Credit</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	Admin, Teachers	<p>LCFF Supplemental Centralized Services (District Only)</p>	37,088	2021-22

	Recovery. APEX .33 FTE Teacher			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 Supplemen tal Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	43,558	2021-22

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.

Annual Review

SPSA Year Reviewed: 2020-21

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.

Implementation of the strategies/activities was impacted by the shift from 100% distance learning to hybrid two-thirds of the way through the school year.

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

No major differences

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 changes will be made

**2020-21
Identified Need**

With the rapidly changing nature of work, there is increased need for our students to graduate with college and career ready skills.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2020-21	Expected Outcome 2021-22
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. After school Test Prep for AP.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, CTE and AP teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1000	2020-2022

4.2	Promoting a college and career readiness culture. SAT School Day and Counselor Training	<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	Lead Counselor, Counselors, Principal	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000 2800	2020-2022
4.3	Professional development for staff to support all students including EL, LI and foster youth students with	<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	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services	2000	2020-2022

	completion of A-G requirements, CTE pathways.			And Operating Expenditures		
4.4	Materials, books and supplies to meet this goal	X All Students X English Learners X Low-Income Students X Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	2021-22
4.5	AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID Secondary equips teachers and schools with what they need	All Students English Learners Low-Income Students Foster Youth X Other	Principal	LCFF Supplemental Centralized Services (District Only)	160,077	2021-22

	<p>to help these students succeed on a path to college and career success.</p> <p>Funded centrally for 1.33</p>					
4.6	<p>AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other</p>	<p>AVID Site Leader, Principal</p>	<p>LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures</p>	4000	2021-2022

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	\$453,839.00

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)	\$337,215.00
LCFF Supplemental English Learner Central	\$19,150.00
LCFF Supplemental Site Allocation	\$60,336.00

Subtotal of state or local funds included for this school: \$453,839.00

Total of federal, state, and/or local funds for this school: \$453,839.00

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	19,150	0.00
LCFF Supplemental Centralized Services (District Only)	337,215	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)	337,215.00
LCFF Supplemental English Learner Central	19,150.00
LCFF Supplemental Site Allocation	60,336.00

Expenditures by Budget Reference

Budget Reference	Amount
	19,150.00
1000-1999: Certificated Personnel Salaries	196,138.00
2000-2999: Classified Personnel Salaries	1,500.00
4000-4999: Books And Supplies	36,888.00
5000-5999: Services And Other Operating Expenditures	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	35,286.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	6,000.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	21,888.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	9,250.00
	LCFF Supplemental Centralized Services (District Only)	160,077.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	177,138.00
	LCFF Supplemental English Learner Central	19,150.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	13,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,500.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	4,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	26,036.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,924.00
Goal 2	28,250.00
Goal 3	219,788.00
Goal 4	175,877.00

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	Parent or Community Member
Heather DeLoach	Parent or Community Member
Torrance Paoli	Classroom Teacher
Sheri Panico	Other School Staff
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

Other: Site Leadership Team

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 8/9/2021.

Attested:


on file

Principal, Tanya L Baker on 8/9/2021

SSC Chairperson, Ed Tupper on 08/09/2021

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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 Stakeholder 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019

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	\$2,500.00	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	\$6,388.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	1000-1999: Certificated Personnel Salaries	\$4,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
LINK Crew support and training	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	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	
Attendance Intervention	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
Listening Circles to capture student voice	1000-1999: Certificated Personnel Salaries	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
Furniture and Materials for Wellness Center	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,250.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

	4000-4999: Books And Supplies	\$500.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$1,250.00	Instruction, Assessment, and Social/Emotional well being
Incentive / rewards for academic achievements	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being

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)

\$337,215.00 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	\$96,492.00	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	\$37,088.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

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	\$43,558.00	Instruction, Assessment, and Social/Emotional well being
AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.		\$160,077.00	College and Career Readiness
AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.			

Funded centrally for 1.33

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$337,215.00

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

Funding Source: LCFF Supplemental English Learner Central **\$19,150.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily. .165 FTE ELD Teacher		\$19,150.00	Instruction, Assessment, and Social/Emotional well being	

LCFF Supplemental English Learner Central Total Expenditures: \$19,150.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$60,336.00 Allocated**

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

PD for refining an Intervention System for Casa Roble, use and practice PLC	5800: Professional/Consulting Services And Operating Expenditures	\$2,536.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
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	
Provide professional development for staff that includes differentiation, student voice and PLC training.	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	Instruction, Assessment, and Social/Emotional well being	
Additional technology to support the goal, software license, curriculum, IXL, iready, educlastic, etc	5000-5999: Services And Other Operating Expenditures	\$2,000.00	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	\$4,500.00	Instruction, Assessment, and Social/Emotional well being	
AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	College and Career Readiness	
	5000-5999: Services And Other Operating Expenditures	\$2,800.00	College and Career Readiness	
Professional Development for AP and CTE Teachers. After school Test Prep for AP.	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	College and Career Readiness	
Promoting a college and career readiness culture. SAT School Day and Counselor Training	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	College and Career Readiness	

Casa Roble Fundamental High School

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	
	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
Parent meetings/trainings supplies to support goal	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
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	
Professional Development on Social Emotional Learning, Restorative Practices and Trauma Informed practices	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Equity Training and Support	4000-4999: Books And Supplies	\$2,500.00	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

Casa Roble Fundamental High School

LCFF Supplemental Site Allocation Total Expenditures:	\$60,336.00
LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
Casa Roble Fundamental High School Total Expenditures:	\$453,839.00