

The Single Plan for Student Achievement

School: Casa Roble Fundamental High School
CDS Code: 34-67447-3431111
District: San Juan Unified School District
Principal: Michele Lorenzo
Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on 11/19/13.

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School Mission

Casa Roble Fundamental High School's Mission Statement

Supported by a rich tradition of family and community participation, Casa Roble Fundamental High School ensures that each student will graduate as an exceptionally educated, socially responsible citizen through engagement in our diverse, challenging and relevant learning experiences.

School Profile

Located 25 miles from downtown Sacramento, Orangevale is a ten-square mile suburban community that clings to a rural identity, unlike neighboring communities such as Folsom, Roseville, and Citrus Heights. To quote from the Orangevale Chamber of Commerce, "In a long established community like Orangevale, change occurs slowly, almost imperceptibly, and that's how most people living here seem to want it." In recent years, however, several commercial buildings have been remodeled or rebuilt, and several chains, including Starbucks, Walgreens and Walmart have opened businesses.

With approximately 1400 students on campus each day, Casa Roble Fundamental High School, has a history of embracing change and welcoming the challenges that modern society presents, while still preserving programs that have traditionally defined our school. Opened in 1966, Casa has served its community faithfully, offering a comprehensive academic, extracurricular and athletic program designed to provide students with multiple avenues of participation in the learning community of the school. In the past decade, the school has been a 1274 restructuring school and a digital high school, instituted a block schedule, created Senior Project and Community Service graduation requirements, embraced business partnerships, implemented a California Partnership Academy and AVID, and developed a schoolwide broadcast system, yet we have also continued to maintain our Agriculture, FFA, Auto, Wood, Floral and Jr. ROTC programs.

As we work towards the achievement of our District Strategic Plan, and in support of our WASC profile the focus of our instructional improvement plan is on Strategies 1 and 5:

1. We will ensure all staff are implementing effective instructional strategies, integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards, 21st century skills, and personal education plans.
5. We will integrate relevant technology into teaching, learning and system operations to best achieve our mission and objectives.

The ensuring goals in this plan will move our student population closer to achieving our district mission.

Comprehensive Needs Assessment Components

Introduction

The Site Strategic Planning process and the WASC Focus On Learning process both have driven the development of our schoolwide improvement plan. In the spring of 2013, Casa Roble was confirmed by an independent WASC visiting team to have a viable, effective

school improvement plan in place. Throughout the 2011-2012 school year, Casa Roble went through Site Strategic Planning. Through this process, we refined our school improvement plan and integrated strands of schoolwide culture, improved parent involvement, and communication. The beauty of these processes has been the involvement of wide representation of students, parents, community, certificated and classified staff. Hearing each others' perspectives and drawing conclusions from both hard and soft data effectively drove the development of our improvement plans.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Throughout the Site Strategic Planning and WASC processes, we analyzed the following data:

- Enrollment: gender, grade, ethnicity, and trends
- Special Education and 504 students
- English Learners
- Gifted and talented
- Socio-economic status
- Attendance and truancy rates
- Behavior, suspension, expulsion data
- Surveys
- Facility safety and cleanliness
- Parent involvement
- Forms of communication
- Parent education level
- Intervention and acceleration programs
- Alternative programs and ROP
- Student participation in extra-curricular opportunities
- Student achievement data - STAR, CAHSEE, AP, SAT, ACT, course grades, API, GPA's, CSU/UC eligibility, and post-high school enrollment plans.
- Staff demographics and credentialing
- Professional development

From the data, we drew the following conclusions:

While our overall scores are at state averages, we do have specific subgroups of students who perform much lower than the rest. Casa Roble needs to reduce the achievement gap among low socio-economic students. Casa Roble needs to improve student learning in Algebra 1 for all students, as well as develop a system of support for students to successfully complete UC/CSU courses.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our PTSA organization specifically targets students in their fund allocation plans. Last year, the PTSA provided teachers with a 200 dollar "wish list" for classroom supplies and anything related to student instructional support. The Casa Roble PTSA offers biannual support of our academic achievement celebration-Renaissance program by hosting breakfast and donating 200 dollar student bank bonds at each of the two events. Additionally, the PTSA regularly hosts events for our staff.

Casa Roble also has a very active Boosters organization who tirelessly support student extracurricular activities throughout the campus, offer support and donations when and where needed.

Parents posted a broad, representative involvement in the WASC and Site Strategic Planning Teams and proved to be critical to the development of our improvement plans. Parent involvement in these processes have been particularly helpful in refining our plans for student improvement.

Parents sit as members of our School Site Council and provide valuable input to the development and improvement of our site needs.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

The critical issues identified through our planning process include the following implications as they were drawn from a comprehensive analysis of Casa Roble Fundamental High School data.

As identified by our self study:

1. Casa Roble needs to improve student learning in Algebra 1 for all students and performance on the Algebra 1 CST
2. Students enrolled in UC/CSU courses need more support to successfully complete their courses
3. Casa Roble needs to reduce the achievement gap among socioeconomic-disadvantaged students so they are able to successfully complete all graduation requirements.

As identified by the WASC Visiting Committee report:

1. There is a need for departmental collaboration
2. There is a need to use data from formative assessments to inform instruction
3. There is a need to support current and future technology

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	1,126	1,031	968	919	841	783	30	29	29	22	20	16
Growth API	790	784	769	794	791	780	792	704	658	826	804	733
Base API	787	788	784	795	793	791	696	793	709	868	826	804
Target	5	5	5	5	5	5						
Growth	3	-4	-15	-1	-2	-11						
Met Target	No	No	No	No	No	No						

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number Included	107	100	99	31	41	33	319	316	299	96	107	101
Growth API	758	741	726	597	658	725	758	743	724	564	524	491
Base API	719	754	742	655	598	658	722	755	744	555	564	528
Target	5	5					5	5	5			
Growth	39	-13					36	-12	-20			
Met Target	Yes	No					Yes	No	No			

Conclusions based on this data:

1. The number of students at Casa who are Socioeconomically Disadvantaged (Low SES) continues to increase, representing our largest campus subgroup.
2. White and low SES students have not met the growth target in the past two years.
3. The growth target for all students has not been met in the past two years and has increased in deficit by 19.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	97	99	100	96	99	100	89	100	100	100	100
Number At or Above Proficient	268	208	212	210	185	182	8	--	6	--	--	
Percent At or Above Proficient	67.2	59.4	62.5	67.5	62.1	66.7	66.7	--	42.9	--	--	--
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	Yes	No	No	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	97	100	100	91	100	100	98	95	99	98	70	100
Number At or Above Proficient	29	10	16	--	2	2	71	58	49	8	3	7
Percent At or Above Proficient	59.2	43.5	47.1	--	16.7	14.3	56.8	48.7	50.0	22.2	12.5	15.6
AYP Target: ES/MS	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2	67.6	78.4	89.2
AYP Target: HS	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9	66.7	77.8	88.9
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	--

Conclusions based on this data:

1. AYP was not met in 2013, as the proficient score for high school changed to 88.9% , when Casa saw an increase of 3.1%
2. In 2013, Socioeconomically disadvantaged students did not meet AYP, only 51.4 % were at or above proficient
3. The White subgroup saw an increase of 4.6%

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	96	99	100	96	99	100	89	94	100	100	100
Number At or Above Proficient	273	203	218	218	178	187	7	--	6	--	--	
Percent At or Above Proficient	68.1	58.3	64.3	69.9	60.1	68.5	58.3	--	42.9	--	--	--
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	Yes	No	No	Yes	No	Yes	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	99	100	100	100	100	100	99	95	100	98	64	100
Number At or Above Proficient	29	12	14	1	3	9	74	56	55	7	5	5
Percent At or Above Proficient	58.0	52.2	41.2	9.1	25.0	64.3	58.3	47.5	55.6	18.9	22.7	11.1
AYP Target: ES/MS	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5	68.5	79.0	89.5
AYP Target: HS	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7	66.1	77.4	88.7
Met AYP Criteria	--	--	--	--	--	--	Yes	No	No	--	--	--

Conclusions based on this data:

1. AYP was not met in 2013 for all students. Casa did see an increase of 6% , in a year when AYP increased from 77.4% to 88.7% for proficiency
2. Socioeconomic disadvantaged students saw a 7.9% increase in AYP
3. In 2013, white subgroup students met AYP

School and Student Performance Data

CELDT (Initial Assessment) Results

Grade	2012-13 CELDT (Initial Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9									*****	***	*****
10									*****	***	*****
11	*****	***									*****
12			*****	***							*****
Total	1	25	1	25					2	50	4

Conclusions based on this data:

1. Minimal numbers of students entering CR need language ability assessments.

CELDT (Annual Assessment) Results

Grade	2012-13 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			4	80	1	20					5
10			*****	***							*****
11	2	50	2	50							4
12	1	20	3	60					1	20	5
Total	3	20	10	67	1	7			1	7	15

Conclusions based on this data:

1. Less than 1% of total population to address conclusions

School and Student Performance Data

CELDT (All Assessment) Results

Grade	2012-13 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
9			4	67	1	17			1	17	6
10			***** *	***					***** **	***	*****
11	3	60	2	40							5
12	1	17	4	67					1	17	6
Total	4	21	11	58	1	5			3	16	19

Conclusions based on this data:

1. Overall numbers represents less than 1% of population where 57.9 percent fall into the early advanced levels.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2010-11	2011-12	2012-13
Number of Annual Testers	22	20	15
Percent with Prior Year Data	95.5%	100.0%	93.3%
Number in Cohort	21	20	14
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	54.6	56.0	57.5
Met Target	*	*	*

AMAO 2	Attaining English Proficiency					
	2010-11		2011-12		2012-13	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	8	16	5	16	6	10
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	18.7	43.2	20.1	45.1	21.4	47.0
Met Target	*	*	*	*	*	*

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2010-11	2011-12	2012-13
English-Language Arts			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--
Mathematics			
Met Participation Rate	--	--	--
Met Percent Proficient or Above	--	--	--

Conclusions based on this data:

1. N/A

School and Student Performance Data

Local Assessment Data

Data Worksheet

Casa Roble Fundamental HS

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17
1	Writing at grade level (gr 4,7,10)	46.2	20.5	30.3	90
	African Am			33.3	90
	Hispanic	32.1	6.7	22.9	90
	Low SES	40.0	16.7	19.8	90
	English Lnr				90
	Special Ed	3.0	8.3	2.1	90
Ovl	Growth API	790.0	784.0	769.0	800
	African Am	792.0	704.0		800
	Hispanic	758.0	741.0		800
	Low SES	758.0	743.0	721.0	800
	English Lnr	597.0	658.0		800
	Special Ed	564.0	524.0	489.0	800
2	Reading on grade level (gr 2-11)	54.6	52.9	54.4	90
	African Am	45.5	36.4	29.4	90
	Hispanic	41.7	41.5	46.5	90
	Low SES	41.0	42.7	40.9	90
	English Lnr				90
	Special Ed				90
2	Math at grade level (gr 2-7)				90
	African Am				90
	Hispanic				90
	Low SES				90
	English Lnr				90
	Special Ed				90
2	Algebra 1 completed 1st time	47.4	48.2	56.0	90
	African Am		33.3	56.3	90
	Hispanic	25.0	30.0	57.1	90
	Low SES	53.2	40.8	54.8	90
	English Lnr				90
	Special Ed	71.9	55.3	59.3	90
2	Algebra 1 completed by gr 9	69.6	82.8	78.6	90
	African Am		69.2	71.4	90
	Hispanic	54.8	82.0	85.7	90
	Low SES	63.2	73.4	72.7	90
	English Lnr				90
	Special Ed	41.2	67.7	60.5	90
2	EL growth toward profic.				70
3	Pct of students abs>10% (gr K-8)				3
	African Am				3
	Hispanic				3
	Low SES				3
	English Lnr				3
	Special Ed				3
3	Pct adjusted dropouts (gr 9-12)	1.0	0.5		<5
	African Am				<5
	Hispanic	1.3	1.3		<5
	Low SES	2.0	0.2		<5
	English Lnr	2.2	0.5		<5
	Special Ed	2.0			<5
3	Cohort Graduation Rate	92.3	95.7		95
	African Am		100.0		95
	Hispanic	93.3	83.3		95
	Low SES	83.7	94.9		95
	English Lnr		57.1		95
	Special Ed	79.1	91.7		95
3	Pct of grads completing AG/CTE	46.2	49.1		70
	African Am		30.0		70
	Hispanic	32.1	36.0		70
	Low SES	40.0	33.8		70
	English Lnr				70
	Special Ed	3.0	8.8		70
5	Pct of students suspended	10.2	12.4	10.7	<2
	African Am	23.4	19.6	26.2	<2
	Hispanic	13.6	18.0	10.4	<2
	Low SES	16.0	21.1	16.0	<2
	English Lnr	18.2	15.0	23.1	<2
	Special Ed	34.2	19.3	25.6	<2

Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.

API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group

Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR EIA test taken.

Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.

Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course

Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who

EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III)

Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)

Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.

Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)

A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course

Suspension rate is the percent of enrolled students who were suspended at home for 1+ days

NOTE: Be cautious when drawing conclusions where group populations are very small.



<i>Effective Instructional Strategies/21st Century Skills</i>	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Improved ability to read and understand complex text		65 61.5%	580 62.1%	50 36.0%		
Improved written communication skills		65 61.5%	580 65.5%	50 36.0%		
Improved spoken/oral communication skills		65 73.8%	579 62.2%	51 39.2%		
Improved ability to solve complex problems		65 69.2%	579 58.0%	50 38.0%		
Improved ability to use technology to find information/solve problems		65 72.3%	578 53.6%	52 67.3%		
Improved ability at working with other students on problems/projects		65 75.4%	581 61.3%	50 50.0%		
Improved leadership skills		65 72.3%	580 56.6%	51 37.3%		
Encouraged to share knowledge/ideas in a creative way		65 75.4%	578 53.1%	51 84.3%		
Curiosity/imagination is fostered		65 63.1%	581 51.3%	52 86.5%		
School promotes academic success of all students.		65 72.3%		51 78.4%		
Personalized Learning						
	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Academic goals have been collaboratively set and monitored.		65 63.1%	565 51.7%	49 79.6%		
Students have a learning plan/4-year plan.		65 53.8%	553 29.3%	50 44.0%		
Students are challenged at school through high standards of academic performance.		65 60.0%	578 56.9%	53 64.2%		
Character Education						
	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Most/All of the Time (character)</i>	N Pct	N Pct	N Pct	N Pct	
Students model RESPECT at this school.		64 90.6%	563 72.8%	50 46.0%		
Students model RESPONSIBILITY at this school.		65 70.8%	562 56.6%	50 30.0%		
Students model HONESTY at this school.		65 81.5%	562 71.4%	50 36.0%		
Students model CARING at this school.		65 86.2%	562 60.9%	50 44.0%		
Students model COOPERATION at this school.		65 81.5%	558 53.6%	50 50.0%		
Students model COURAGE at this school.		65 61.5%	560 48.4%	50 16.0%		
The school fosters an appreciation of student diversity and respect for each other.			576 58.2%	50 68.0%		
Parent/Family Involvement						
	PARENT		STUDENT (gr5-11)		STAFF	
	<i>Pct Strongly Agree/Agree</i>	N Pct	N Pct	N Pct	N Pct	
Parents are well-informed about their child's progress in school.		65 76.9%				
Teachers provide information about a child's performance to parents who speak a language other than English.		13 84.6%		48 37.5%		
Teachers promptly contact parents when he/she is concerned about their child's progress.		65 40.0%		50 72.0%		
Teachers are responsive to parents when they call or want to meet.		65 67.7%		50 94.0%		
Teachers send home work or ideas that help parents support their students at home.		65 38.5%		46 56.5%		
Adults/staff in the office are helpful when parents/students come in or call.		65 78.5%	570 54.2%			
Translated materials (or a translator) for my language are available when parents come to school.		13 38.5%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).		65 78.5%				
The school keeps parents well-informed about school activities.		65 81.5%				
I speak a language other than English and I receive general information from my student's school in my language.		13 84.6%				
This school offers parents opportunities to be involved in school and classroom activities.		63 66.7%		50 82.0%		
Parents are invited to meetings where the school's academic performance is discussed.		64 68.8%				
This school actively seeks the input of parents before making important decisions.		63 65.1%				

Conclusions based on this data:

1. At our current academic growth rate, we are not on track to achieve the target of 90% by 2016-2017
2. Casa Roble graduates 95.7% of ALL students entering as a high school Freshman. In the 4 year span, CR graduated 100% african american students in 2013
3. The largest discrepancy in the survey perspectives exists in the category under Parent/Family Involvement and teacher to parent communication. Differing by some 27% and 26%

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: 21st Century
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #1:
We will ensure students apply 21st century skills such as critical thinking and problem solving, collaboration, and applications of technology across the curriculum.
Data Used to Form this Tactic:
Student work, projects, quizzes, and various assessments were evaluated and compared to 21st Century learning and expectations of learning standards
Findings from the Analysis of this Data:
Rigorous student centered strategies which engage critical thinking among students will increase student performance.
Related Objective and how it will be Measured:
By 2016, all students will demonstrate the 21st Century Skills referenced in our Expected Schoolwide Learning Results (ESLRs). Casa Roble fosters self- directed, life-long learners who: <ol style="list-style-type: none">1. Display Initiative, Curiosity, and Creativity2. Think Critically and Problem Solve3. Communicate Skillfully4. Collaborate Effectively5. Produce Quality Work6. Demonstrate Social Responsibility Objective will be measured by outgoing survey, end of year survey and/or the Senior Project written report which includes detailed evidence of learned ESLR's.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 Plan 1: Staff Development in technology while infusing critical thinking. Training on infusing critical thinking into lesson plans. Release time for lesson plan alignment. Peer to peer coaching & mentoring.	June 2014	Technology Learning Team Administration	Teacher learning team collaboration and presentation of findings to staff. Admin support for release time	None Specified	Title I Part A: Site Allocation	500
1.2 Plan 2: Maintain and refine a Freshman Technology class. Establish wireless coverage for the entire campus. Promote a culture of peer collaboration and observation around the use of 21st century tools and skills by establishing a schedule of ongoing trainings. Determine a matrix of skills (ESLRs) for students to learn across the disciplines and across grade levels. Incorporate student self-assessment and reflection tools into curriculum.	2013-2014	Leadership team, Learning Teams, Departments, Department Committees	Staff development , send teachers to trainings, Learning Team and Leadership team presentations	None Specified	Title I Part A: Site Allocation	1000

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #2

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Improving Student Performance
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #2:
We will implement effective student-centered instructional strategies and support systems, and use varied assessment data to improve student performance and close our existing student achievement gaps.
Data Used to Form this Tactic:
Data examined in the development of this tactic include CST, GPA, SAT, ACT, AP, API, AYP, and multiple readings and trainings on assessment literacy, 21st Century Skills, and the direction of colleges, common core, and career pathways.
Findings from the Analysis of this Data:
We have a strong need for staff professional development to establish professional learning/collaboration that has a focus on assessment literacy and data analysis used to inform instruction.
Related Objective and how it will be Measured:
Progress will be evaluated through various measurement tools such as formative and common summative assessments, student survey response, Learning Team discussions, and department discussions of lesson plans and implementation.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Plan 1: Establish a Literacy Assessment learning team that sets yearly goals and publishes an annual progress report.</p> <p>Teachers work collaboratively to design varied summative and formative assessments to support and evaluate student achievement. Teachers share and analyze course specific work and assessment results while engaging in an ongoing process and reviewing and refining targets and assessments.</p> <p>Create opportunities for teachers to visit schools and meet with teachers, counselors, and administrators in the region to discuss and learn about effective student-centered instructional strategies and support systems.</p>	2013-2014	<p>Assessment for Learning literacy team Administration Leadership Team</p> <p>Teaching staff</p>	<p>AFL team to attend training on assessment literacy (Dec 2013) and CCSS and later train staff on Thursday, staff development.</p> <p>Admin to attend training on PLC, CCSS, and assessment literacy Leadership to attend training on CCSS and PLC work</p> <p>Site visitations</p>	<p>None Specified</p> <p>None Specified</p>	<p>Other</p>	<p>20,000</p> <p>1000</p>
<p>2.2 Plan 2: Select appropriate research articles and resources related to assessment and student-centered instruction. Develop and implement procedures for gathering and organizing (inventory and index) student-centered instructional strategies and assessment strategies. Develop and implement curriculum-specific examples of lessons</p>	2013-2015	Administration Leadership Team Departments	District aligned Staff Development and release time TBD centered on CCSS and assessment practice.		Other	25,000

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and assessments in teacher selected teams. Determine how the various strategies and examples can be best shared: Trainings, Virtual & physical Library, Video Observations, Professional Collaboration. Determine how resources can be stored and accessed online by teachers and provide for continued maintenance of, and access, to files. Create effective professional development that is based on current educational research and aligned with SJUSD. Vertically and horizontally align curriculums in all departments.</p>						

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character traits
District Strategy:
Strategy 6: We will identify model and integrate positive character traits as well as develop means for assessment to help our students become contributing responsible and caring members of a diverse community.
Tactic #3:
We will model and integrate the SJUSD positive character traits in the classroom and encourage more participation of both students and staff in extra-curricular activities..
Data Used to Form this Tactic:
Student/parent survey, program enrollment , Senior exit surveys, naviance, and research
Findings from the Analysis of this Data:
Research indicates tht studnets involved in school beyond their class periods are much more likely to be successful/fulfilled in school. Our survey data indicates an overall poor response in school activity involvement. Staff indicate a lack of motivation an committment from students and have selected to act as role models for positive character.
Related Objective and how it will be Measured:
By graduation, all students will be evaluated through various measurement tools such as data collected for Naviance usage, student survey response regarding level of participation and activity throughout the year, enrollment numbers in programs for the at-risk, an outgoing Senior survey, and the Senior Project written report which includes detailed evidence of learned ESLR's.

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Create a behavior recognition program modeling SJUSD "Charater Matters" program. Notify parents of positives with notecards, email, phone calls.	ongoing	Counseling staff Leadership team Administration Specific learning teams	postcards and posters from Character Matters, Teacher training			1,500
3.2 Increase involvement of students and staff in extracurricular activities. Identify promotions , create and distribute an activity survey. Create and implement a Freshman Forum, 8th grade infor night and Welcome to Campus program. Create a ram Spirit club. Invite feedeer schools to participate in CR activites	ongoing	Counselors Teaching staff Administration	Staff training, promotions and marketing			

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #4

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: College eligibility
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Tactic #4:
We will design and implement a academic system that supports and promotes increased college eligibility
Data Used to Form this Tactic:
Data examined in the development of this tactic include CST, GPA, SAT, ACT, AP, API, AYP, and multiple readings and trainings on assessment literacy, 21st Century Skills, and the direction of colleges, common core, and career pathways.
Findings from the Analysis of this Data:
Our top tier and highly motivated students are on track for transition to a four year program. Many of our mid-range and low performers struggle maintain grade and/or complete more challenging college prep courses
Related Objective and how it will be Measured:
By 2016, we will increase the number of students who are eligible to attend a four year college by 20%. The objective will be measured by college test data, acceptance notification, GPA and graduation rates, successful completion of A-G courses, and other outgoing information

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.1 Plan 1: Counselors collaborate with teachers to develop guidance lessons for us of Naviance. Training webinars are presented to all staff integrating Naviance. Additional curriculums and necessary funding sources which allow students to create and explore in other careers and colleges will be introduced	ongoing	Counselors Leadership Team Administration	Counselors host guidance lessons - Naviance additional curriculums or programs to be introduced and considered for whole school to address positive character development			6000
4.2 Plan 2: Annually identify junior and senior students who are on track to complete A-G requirements and invite them to be speak on topic at registration.	ongoing	Counselors Teaching staff	Establish student mentors and tutors			

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.3 Plan 3: All available technology will be used to identify at-risk students. Counselors will contact at-risk students to inform and possibly enroll in site mentoring and tutorial programs.	ongoing	Counselors Administration Teaching staff	Considerations for use of funding to best support At-risk low SES students		Local Control Funding Formula (LCFF)	10,000
4.4 Plan 4: Make use of district provided information regarding at-risk incoming freshmen and any current student at-risk as being identified by teachers and Zangle reports. At-risk students will be contacted to be made aware of site mentoring, tutorials, given access to supportive materials - texts-readers-technology or course offerings such as AVID or on-site academies. Students interested in particular programs will be interviewed by academy teachers, AVID teachers and/or counselors. Students will be selected, and those that are interested and meet expectations, will enroll.	ongoing	Counselors Teaching staff	Properly identify and place at-risk students in available onsite programs. Considerations for best use of funding for at risk			10,000

Actions to be Taken to Reach This Tactic (Results Statement)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4.5 Plan 5: Two classrooms (including Tech Center) will be available for after-school tutoring; 3 days per week for one hour (3 – 4 pm) Two teachers and college tutors will be recruited to oversee the tutoring program. Student tutors will receive community service credit. Students will be informed of tutoring program via: CRCN, connect-ed, Back-to-Sschool night, webpage link, etc. Materials will be supplied to the two rooms to assist in tutoring (COWS, iPads, textbooks, etc).	ongoing	Administration Counselors Teaching Staff	Establish a consistent after school teacher funded tutoring program	None Specified		3000

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Local Control Funding Formula (LCFF)		10,000.00
Other		25,000.00
Other	None Specified	20,000.00
Title I Part A: Site Allocation	None Specified	1,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Aaron Marlette	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beth Crews	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Claire Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chante Boliard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Chloe Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Renee John	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Judy Butler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leslie Sammartino	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lindsay Thomas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Litchfield Ed (Chair)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lucinda Boliard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michele Lorenzo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Philip Clemmer	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category:	1	5	1	3	3

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

 State Compensatory Education Advisory Committee
 English Learner Advisory Committee
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on October 17, 2013.

Attested:

Michele Lorenzo

Typed Name of School Principal

Signature of School Principal

Date

Ed Litchfield

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date