



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	May 23, 2022	June 28th, 2022

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.

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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

This year Casa went through a mid cycle WASC review. Staff worked together to review data and school goals. They then developed action times from that work. Parents reviewed the WASC goals and critical area of follow up. The goals and action items in this plan reflect the outcomes of the WASC visit. The SPSA is reviewed and voted on annually by site council.

Resource Inequities

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

Elective courses in the arts are underfunded. Visual art teachers regularly apply to site council for funds to purchase the consumables and equipment for their classes. They want all student to have the full benefit of an art class regardless of their ability to make a donation.

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: 2021-22

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

What data did you use to monitor progress and how often?

We monitored grade data quarterly with bi weekly review of at risk seniors. Administrators spot checked

What worked and didn't work? Why? (monitoring)

Oversight of Flexcell was inadequate. Students did not always attend their assigned Flex period. There was not a clear set of agreements among the staff on Flexcell practices.

What modification(s) did you make based on the data? (evaluation)

Casa needs a staff member to oversee Flexcell attendance and compliance. Casa also needs professional development on in class academic interventions and common agreements on how to intervene with Flexcell.

2021-22

Identified Need

Professional development on academic intervention. A staff member to organize Flexcell. Academic support outside of the school day.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
% of students A-G compliant	46%	50%
% of students CTE pathway completers	22%	25%
% of Students on track for graduation	83%	88%
% of Students earning a 2.0 or higher GPA	79%	82%

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	Professional Development on Classroom Level Academic Intervention.	X All Students X English Learners X Low-Income Students Foster Youth Other	Leadership Team, Administration	Cell Tower (High School ONLY) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	5000 2000	School Years 2022-2024

				5800: Professional/Consulting Services And Operating Expenditures		
1.2	Release time for teachers to observe best practices in classroom level academic intervention.	X All Students English Learners X Low-Income Students Foster Youth Other	Department Chairs	Cell Tower (High School ONLY) 0001-0999: Unrestricted: Locally Defined	5000	School Years 2022-2024
1.3	Staff to support Flexcell	X All Students English Learners X Low-Income Students Foster Youth Other	Administration, Leadership team	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	22000	School Year 2022-23
1.4	Outside of school day	X All Students English Learners X Low-Income Students	Administration, Teachers,	LCFF Supplement	2000 1000	School Year 2022-2023

	academic support	Foster Youth Other	Instructional Assistants	tal Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	
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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: 2021-22

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

What data did you use to monitor progress and how often?

The intervention team met weekly regarding at risk students. The leadership team reviewed the winter survey.

What worked and didn't work? Why? (monitoring)

The addition of a social worker and student interventionist supported student mental health and school safety. The winter survey revealed a 40% point differential between student and teacher perceptions of a caring school culture.

What modification(s) did you make based on the data? (evaluation).

Link crew needs improvement to better connect the freshman to the school. Student Government will have a new advisor.

2021-22

Identified Need

Students need to feel more connected to the school and supported by all staff.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter Survey - School Climate is positive, nurturing and caring	Students 41.2% Staff 86.7%	Students 50% Staff 90%
Winter Survey - School fosters an appreciation of student diversity and respect for each other	Students 63.5% Staff 51.7%	Students 70% Staff 70%

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	Support for Student Connectivity (Link Crew, Student Govt. etc)	X All Students X English Learners X Low-Income Students X Foster Youth X Other	Admin, Link Lead, Student Activities Advisor	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Cell Tower (High School ONLY)	10000 3000	School Year 2022-2023

				4000-4999: Books And Supplies		
2.2	Restorative Practices	X All Students English Learners X Low-Income Students Foster Youth Other	Leadership Team	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 1000	School Year 2022-2023
2.3	Support for Equity Team	All Students English Learners X Low-Income Students Foster Youth Other	Social Justice Team	LCFF Supplemen tal Site Allocation 4000-4999: Books And Supplies Cell Tower (High School ONLY)	2000 2500	School Year 2022-2023

				2000-2999: Classified Personnel Salaries		
2.4	Support for Wellness Center	X All Students English Learners X Low-Income Students Foster Youth Other	School Social Worker	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3000	School Year 2022-23

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: 2021-22

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

What data did you use to monitor progress and how often?

Grade data was examined quarterly. We held AP and LCAPP listening circles to hear back from students

What worked and didn't work? Why? (monitoring)

The student listening circles were very helpful for feedback to current practices especially heavy AP workloads and a desire to connect coursework to careers.

What modification(s) did you make based on the data? (evaluation)

Casa will continue focusing on student voice. Casa will improve department collaboration in order improve classroom instruction and alignment of curriculum

2021-22

Identified Need

Students are not passing classes at an acceptable rate. 40 students in the class of 2022 are graduating with the state minimum of 130 credits. This option is ending and our continuing students will be in danger of not graduating if grades do not improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Percentage of Student with a 2.0 GPA or Higher	78.9% (2020-21)	Increase to 82%
Percentage of Students on Track for Graduation	73% (2020-21)	Increase to 78%

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	Common Assessments (Professional Development, Conferences, books for book study)	X All Students English Learners X Low-Income Students Foster Youth Other	Leadership Team, Department Chairs, Admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation	5536 1500 7638	School Years 2022-2025

				4000-4999: Books And Supplies Cell Tower (High School ONLY) 5800: Professiona I/Consulting Services And Operating Expenditur es		
3.2	Differentiation	All Students X English Learners X Low-Income Students X Foster Youth X Other Special Education	Leadership Team, Department Chairs, Admin	Cell Tower (High School ONLY) 5800: Professiona I/Consulting Services And Operating Expenditur es Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000 1500	School Years 2022-2025

3.3	Release time for best practices observation and common planning	X All Students English Learners X Low-Income Students Foster Youth Other	Department Chairs, Admin	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	4000	Scool Year 2022-2023
3.4	Support for Student Voice	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team, Admin	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 4000-4999: Books And Supplies	1000 1000	School Year 2022-2023
3.5	Ensure all English Learners receive Designated and Integrated English Language	All Students X English Learners Low-Income Students Foster Youth Other	ELD teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated	28,709	2021-22

	Development daily. .165 FTE ELD Teacher			Personnel Salaries		
3.6	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	96,492	2021-22
3.7	Supplemental Support for students not meeting the	All Students English Learners Low-Income Students Foster Youth	Admin, Teachers	LCFF Supplemental Centralized	37,088	2021-22

	graduation requirement. Credit Recovery. APEX .33 FTE Teacher	Other		Services (District Only) 1000-1999: Certificated Personnel Salaries		
3.8	Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S). .33 FTE Math Teacher	All Students English Learners Low-Income Students Foster Youth Other	Admin, Math Teachers	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	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: 2021-22

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

What data did you use to monitor progress and how often?

Regular meetings with school counseling and admin to review grades. Quarterly meetings with counseling and admin to review Naviance course planning.

What worked and didn't work? Why? (monitoring)

80% of students built 4 year plans in Naviance which increased CTE participation. Student's knowledge of college requirements rose to 82.6% from 79.6% in 2020 and knowledge of graduation requirements rose to 93% from 90.5% in 2020.

What modification(s) did you make based on the data? (evaluation)

Adjusted course selection for Freshmen to include both CTE and College prep recommendations. Organized counseling services so that each counselor supports the three major programs on campus, AVID, JROTC and SCORE.

2021-22

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 2021-22	Expected Outcome 2022-23
A-G/CTE Completers	57.8% completed A-G or a CTE pathway or both (2020)	62%
District Survey Knowledge of College Requirements - Students	82.6%	90%

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	Counseling Professional Development	X All Students English Learners X Low-Income Students Foster Youth Other	Counselors, Admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental	4000 300	School Year 2022-2023

				ntal Site Allocation 4000-4999: Books And Supplies		
4.2	Support for Elective Courses	All Students English Learners X Low-Income Students Foster Youth Other	CTE leads, Counseling	Cell Tower (High School ONLY) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2500 2000	School Year 2022-2023
4.3	AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.	All Students English Learners Low-Income Students Foster Youth X Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated	160,077	School Year 2022-2023

	<p>AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success.</p> <p>Funded centrally for 1.33</p>			Personnel Salaries		
4.4	<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	<p>School Year 2022-2023</p>

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<p>1. Summer Programs</p> <p>2. Intervention</p> <p>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</p> <p>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</p>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$463,398.00

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	\$28,709.00
LCFF Supplemental Site Allocation	\$60,336.00

Subtotal of state or local funds included for this school: \$463,398.00

Total of federal, state, and/or local funds for this school: \$463,398.00

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	60,336.00	0.00
LCFF Supplemental English Learner Central	28,709.00	0.00
LCFF Supplemental Centralized Services (District Only)	337,215.00	0.00
Cell Tower (High School ONLY)	37,138.00	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	28,709.00
LCFF Supplemental Site Allocation	60,336.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	5,000.00
1000-1999: Certificated Personnel Salaries	394,924.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	18,800.00
5800: Professional/Consulting Services And Operating Expenditures	41,174.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Cell Tower (High School ONLY)	5,000.00

1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	5,000.00
2000-2999: Classified Personnel Salaries	Cell Tower (High School ONLY)	2,500.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	11,000.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	13,638.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	337,215.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	28,709.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	24,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,800.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	27,536.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	38,000.00
Goal 2	23,500.00
Goal 3	229,021.00
Goal 4	172,877.00

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 May 23rd, 2022.

Attested:


on file

Principal, Tanya L Baker on 05/23/22

SSC Chairperson, Ed Tupper on 05/23/22

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
Professional Development on Classroom Level Academic Intervention.	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Release time for teachers to observe best practices in classroom level academic intervention.	0001-0999: Unrestricted: Locally Defined	\$5,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Support for Wellness Center	4000-4999: Books And Supplies	\$3,000.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$3,000.00	Instruction, Assessment, and Social/Emotional well being	
	2000-2999: Classified Personnel Salaries	\$2,500.00	Instruction, Assessment, and Social/Emotional well being	
Differentiation	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
Release time for best practices observation and common planning	1000-1999: Certificated Personnel Salaries	\$4,000.00	Instruction, Assessment, and Social/Emotional well being	
Support for Student Voice	1000-1999: Certificated Personnel Salaries	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	

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	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being
	5800: Professional/Consulting Services And Operating Expenditures	\$7,638.00	Instruction, Assessment, and Social/Emotional well being
Support for Elective Courses	4000-4999: Books And Supplies	\$2,500.00	College and Career Readiness

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
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 to help these students succeed on a path to college and career success. Funded centrally for 1.33	1000-1999: Certificated Personnel Salaries	\$160,077.00	College and Career Readiness	

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Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations. Targeted services under the framework of MTSS. 1.0 FTE Counselor	1000-1999: Certificated Personnel Salaries	\$96,492.00	Instruction, Assessment, and Social/Emotional well being
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
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

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 **\$28,709.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development daily. .165 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$28,709.00	Instruction, Assessment, and Social/Emotional well being	

LCFF Supplemental English Learner Central Total Expenditures: \$28,709.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Casa Roble Fundamental High School

Funding Source: LCFF Supplemental Site Allocation

\$60,336.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Common Assessments (Professional Development, Conferences, books for book study)	5800: Professional/Consulting Services And Operating Expenditures	\$5,536.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
Staff to support Flexcell	1000-1999: Certificated Personnel Salaries	\$22,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Outside of school day academic support	1000-1999: Certificated Personnel Salaries	\$2,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	2000-2999: Classified Personnel Salaries	\$1,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	4000-4999: Books And Supplies	\$1,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Support for Student Connectivity (Link Crew, Student Govt. etc)	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Instruction, Assessment, and Social/Emotional well being	
Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Support for Equity Team	4000-4999: Books And Supplies	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	

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	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being
Counseling Professional Development	5800: Professional/Consulting Services And Operating Expenditures	\$4,000.00	College and Career Readiness
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
	4000-4999: Books And Supplies	\$300.00	College and Career Readiness
	4000-4999: Books And Supplies	\$2,000.00	College and Career Readiness

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Casa Roble Fundamental High School Total Expenditures: \$463,398.00