

School Year: **2023-24**



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 21st, 2023	August 8, 2023

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)

Schoolwide Program

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Casa Roble Fundamental High School met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Socio-Economically Disadvantaged
4. Students with Disabilities
5. Two or More Races

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Root Cause Analysis 8
 - Resource Inequities 8
- Input from Educational Partners 9
- Resource Inequities 9
- School and Student Performance Data 10
 - Student Enrollment..... 10
- Goals, Strategies, & Proposed Expenditures..... 18
 - SPSA/Goal 1 18
 - SPSA/Goal 2 21
 - SPSA/Goal 3 25
 - SPSA/Goal 4 32
- Centralized Services for Planned Improvements in Student Performance 36**
 - Centralized Services 36**
 - Budget Summary 45
 - Budget Summary 45
 - Other Federal, State, and Local Funds 45
 - Budgeted Funds and Expenditures in this Plan 46
 - Funds Budgeted to the School by Funding Source..... 46
 - Expenditures by Funding Source 46
 - Expenditures by Budget Reference 46
 - Expenditures by Budget Reference and Funding Source 46
 - Expenditures by Goal 47
- School Site Council Membership 48
- Recommendations and Assurances 49
- Instructions..... 50
 - Instructions: Linked Table of Contents 50
 - Purpose and Description 51
 - Educational Partner Involvement 51
 - Resource Inequities 51
- Goals, Strategies, Expenditures, & Annual Review 52
 - Annual Review 53
 - Budget Summary 54

Appendix A: Plan Requirements56
Appendix B:59
Appendix C: Select State and Federal Programs61

Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Academic

California state dashboard reports graduation for the class of 2022 at 94.4% with low SES students at 88% and students with disabilities at 87.1%. ELA CAASP scores were 60 points below standard with low SES 90 points below, students with disabilities 152 points below and Hispanic students 110 points below. In Math the overall score was 122 points below standard with low SES 139 points below, students with disabilities 196 points below and Hispanic students 164 points below.

Career and College Readiness

The percentage of A-G completers increased from 46.1% for 2020 grads to 53% for 2022 graduates.

School Culture

Indicators of a positive school culture have been improving. In the 2022 SJUSD winter survey, students rated the overall school culture and sense of belonging at 48.8%, parents 55.6% and teachers 68.3%. For 2023 the student number increased by 6.9%. The parent number increased by 10.7% and the staff number increased by 2.6%. The improvements are encouraging, but the student sense of belonging remains low at 55.7%.

Attendance rate for the first half of the 2022-23 school year was over 95% with no subgroups below the 95% rate.

Suspensions have fallen from an overall rate of 4.87% in the fall of 2021 to 3.42% for the fall of 2022. However EL, African American, Low SES students and students with disabilities have disproportionately higher suspension rates.

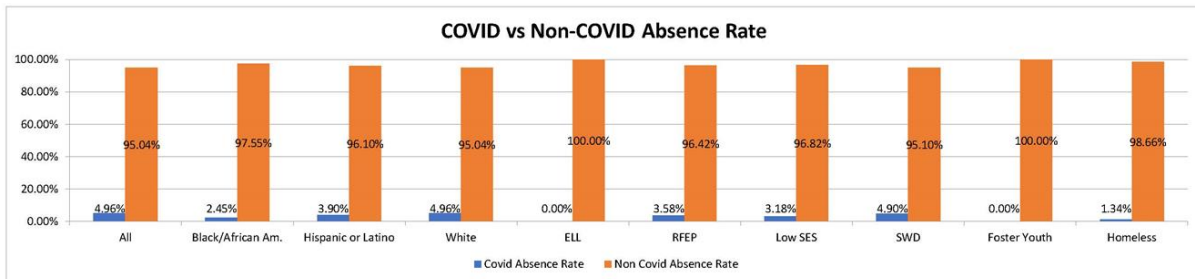
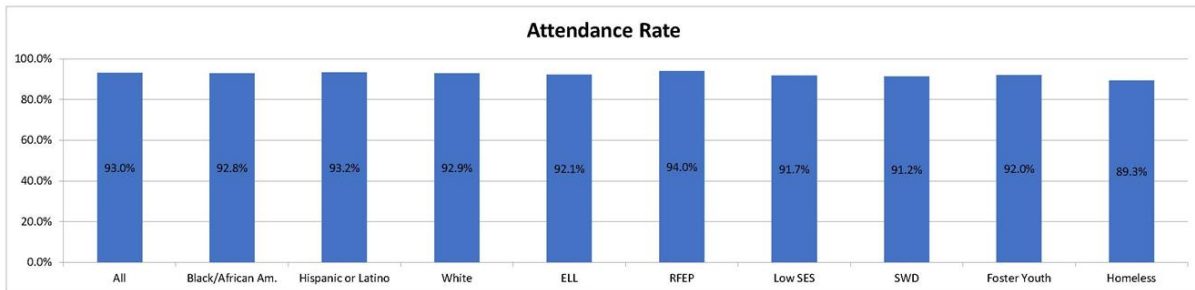
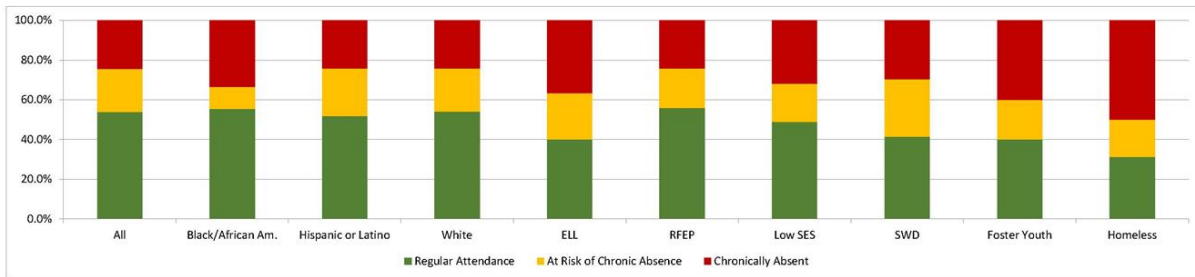
	% Agree or Strongly Agree					
	Parent N=28	Parent N=150	Student N=428	Student N=654	Staff N=60	Staff N=43
	Winter 2022	Winter 2023	Winter 2022	Winter 2023	Winter 2022	Winter 2023
Caring Relationships*	60.7	67.7	60.3	56.1	85	84.5
Family and Staff Engagement	63	72.9			84.5	78
School Decision Making	50	60.8		38.1	78	75.8
Safety	70.4	69.5	53.9	53.8	91.7	78
Sense of Belonging*	55.6	66.3	48.8	55.7	68.3	70.9
Academic Progress	48.1	66.5	63.6	57.2	89.8	84.5
High Expectations	60.7	66	60.3	57.9	85	89.5
Student Engagement	39.3	68.9	58.5	53	93.2	60.5
College and Career Readiness		73.3		62.7		83.4
Customer Satisfaction		70.5		55.3		83.7

Casa Roble Fundamental HS Attendance Data

Report Period: 8/11/2022 to 1/09/2023

TK-12

Group or Program	Number of Students				Percent of Students			Attendance and Absence Rates						
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	1,142	279	247	616	24.4%	21.6%	53.9%	96,811	6,733	334	6,399	93.0%	4.96%	95.04%
Black/African Am.	36	12	4	20	33.3%	11.1%	55.6%	2,845	204	5	199	92.8%	2.45%	97.55%
Hispanic or Latino	245	59	59	127	24.1%	24.1%	51.8%	20,860	1,412	55	1,357	93.2%	3.90%	96.10%
White	803	195	174	434	24.3%	21.7%	54.0%	68,240	4,820	239	4,581	92.9%	4.96%	95.04%
ELL	30	11	7	12	36.7%	23.3%	40.0%	2,485	196	-	196	92.1%	0.00%	100.00%
RFEP	95	23	19	53	24.2%	20.0%	55.8%	7,970	475	17	458	94.0%	3.58%	96.42%
Low SES	376	120	72	184	31.9%	19.1%	48.9%	31,927	2,641	84	2,557	91.7%	3.18%	96.82%
SWD	169	50	49	70	29.6%	29.0%	41.4%	14,214	1,245	61	1,184	91.2%	4.90%	95.10%
Foster Youth	5	2	1	2	40.0%	20.0%	40.0%	349	28	-	28	92.0%	0.00%	100.00%
Homeless	16	8	3	5	50.0%	18.8%	31.3%	1,392	149	2	147	89.3%	1.34%	98.66%



Low SES: Low SES includes low income students and students whose parents have not completed high school.
 SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.
 At Risk of Chronic Absence is defined as students who have missed 5% or more of the reported enrollment period.
 Chronic Absence is defined as students who have missed 10% or more days of the reported enrollment period.

Root Cause Analysis

What did your root causes analysis reveal?

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

The low scores on the CAASP reflect, in part, academic losses for the two years of the pandemic. However, the disproportionate effect for low income students is not new. Low levels of student engagement hamper efforts to improve student achievement. To address this, Casa needs to improve course alignment, differentiation in instruction and academic intervention.

The increase in A-G completion is encouraging, however with the alignment of graduation requirements to A-G and CTE courses being college prep. More students can be A-G and/or CTE ready. Counseling needs to continue to work on educating students on college and career knowledge. Teaching staff must continue to intervene with students earning less than a C.

Casa Roble met the criteria for Additional Targeted support and Improvement (ATSI) as a result of low performance on the California School Dashboard for two or more consecutive years for the following student groups, African American, English Learners, Socio Economically Disadvantaged, Students with Disabilities and Two or more Races. (AA, EL, SED, SWD, TOM)

Based on an analysis of state and local data, the following root causes were identified, lower sense of belonging at school, resource inequities at home, stress and anxiety and unengaging instruction.

To address these issues, Casa will increase SEL supports, expand link crew, identify and train teachers on engaging lessons.

Resource Inequities

What resource inequities did you discover?

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

Academic courses are well funded. The district provides an additional 1.3 math teachers through LCAP and Extended Learning Opportunity grant. There is an additional academic teacher provided through the ELO grant. Casa has selected an English teacher to improve expository reading and writing. Casa used the ELO grant money to support equity work and student voice through a teacher release period. There will also be additional funds for A-G completion from a new A-G grant. The grant supplied additional work days for counselors to track A-G completion and a period for AP support.

There continues to be a lack of district level funding for non academic and non CTE courses. Art, Ceramics, Foods and PE regularly need site money to provide materials and equipment.

For student services, the ELO grant is also paying for a school social worker to focus on student mental health and LCAP funds pay for a student interventionist.

Input from Educational Partners

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 school consulted with the site elected leadership team and the site council for the SPSA update.

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.

All student to have the full benefit of an art class regardless of their ability to make a donation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.3%	1.32%	1.16%	15	15	13
African American	2.0%	2.37%	1.79%	24	27	20
Asian	1.3%	1.32%	1.43%	15	15	16
Filipino	0.5%	0.62%	0.45%	6	7	5
Hispanic/Latino	20.3%	21.62%	21.59%	238	246	241
Pacific Islander	0.5%	0.35%	0.45%	6	4	5
White	68.6%	67.05%	66.85%	805	763	746
Multiple/No Response	5.3%	5.36%	6.27%	62	61	70
	Total Enrollment			1,174	1138	1116

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	323	301	299
Grade 10	305	296	288
Grade 11	280	286	274
Grade 12	266	255	255
Total Enrollment	1,174	1,138	1,116

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	27	30	2.10%	2.4%	2.7%
Fluent English Proficient (FEP)	106	100	105	9.00%	8.8%	9.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1.



**Spring 2023
District Climate Survey Results by School**

Casa Roble

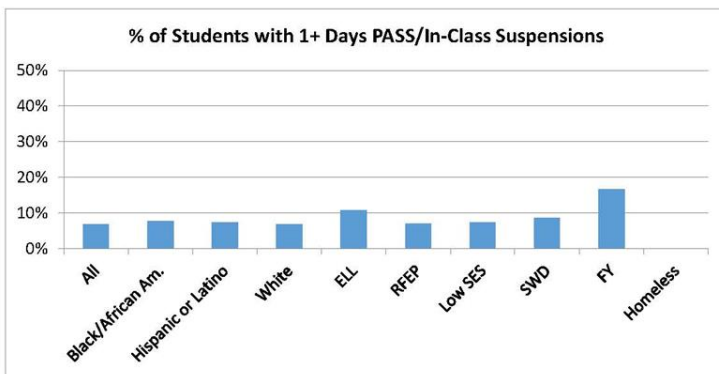
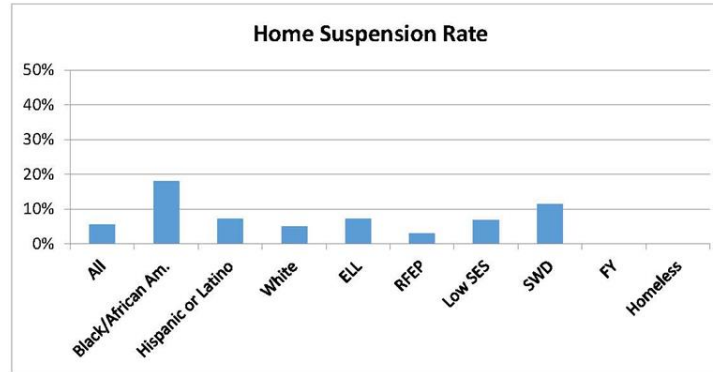
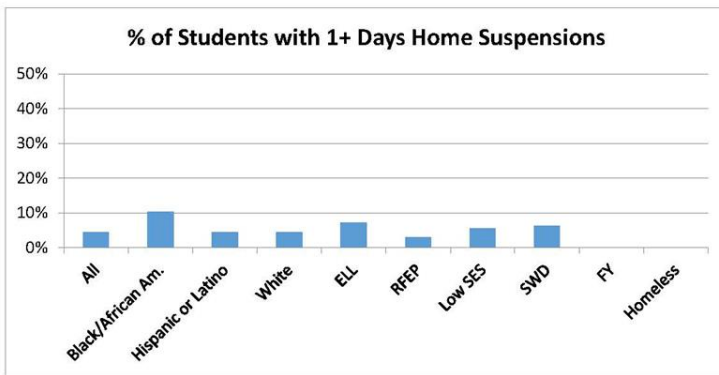
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Per Strongly Agree/Agree						
A) School has a climate that is caring.	150	72.00%	654	51.53%	43	86.05%
B) There are students and staff on campus who listen to students when they have something to say.	148	72.97%	652	61.04%	43	95.35%
C) There is an adult from the school who checks on how students are doing.	150	56.67%	654	50.00%	43	88.37%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	149	69.13%	651	61.75%	43	81.40%
E) Staff feels supported to do their job well in meeting the needs of all students.					43	69.77%
F) Staff feels part of an effective team.					43	86.05%
Family and Staff Engagement						
Per Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	150	74.67%			43	97.67%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	148	70.27%			42	66.67%
C) The school offers families opportunities to be involved in school and classroom activities.	150	56.00%			43	67.44%
D) The school keeps families well-informed about school activities.	150	82.67%			43	93.02%
E) The staff at our school listens to family concerns about issues.	149	58.39%			43	79.07%
F) The staff at school are helpful and welcoming when families come to school or call.	150	83.33%			43	88.37%
G) The school and families are partners in promoting positive behavior for my student.	150	70.00%			43	72.69%
H) Families who speak a language other than English receive general information about our school in their home language.	150	88.00%			43	41.86%
I) Staff receive information about upcoming events and important information about the school.					43	95.35%
School Decision Making						
Per Strongly Agree/Agree						
A) School seeks input when making important decisions.	150	54.67%	652	38.80%	43	76.74%
B) Important school decisions reflect diverse input.	149	53.69%	651	37.48%	43	69.77%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	150	74.00%				
D) The principal and staff listen to concerns of other staff members about issues.					43	86.05%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					43	81.40%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					43	79.07%
G) Our school uses data from this survey to inform site decision making.					43	69.77%
H) Staff voice matters in decision making.					43	67.44%
Safety						
Per Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	150	76.00%	653	50.69%	43	83.72%
B) Concerns about student safety are addressed in a timely manner at my school.	149	65.77%	650	50.77%	43	76.74%
C) My school is a safe place for all students.	150	70.00%	646	52.63%	43	79.07%
D) My school is a safe place for all staff.					43	81.40%
E) Students know what staff member to go to if they have a safety concern.	148	71.62%	647	60.59%	42	80.95%
F) Students know school safety protocols.	149	76.51%	651	66.51%	43	74.42%
G) I feel safe sharing different viewpoints and perspectives at my school.	150	57.33%	651	41.78%	43	69.77%
Sense of Belonging						
Per Strongly Agree/Agree						
A) School staff respects student diversity.	150	68.00%	654	61.16%	43	79.07%
B) Adults at my school treat students respectfully.	149	67.79%	653	53.29%	43	81.40%
C) Students are respectful to each other at school.	149	44.30%	649	31.43%	43	41.86%
D) Students have opportunities to socialize with other students often at school.	150	79.33%	654	64.22%	43	90.70%
E) Students have an adult on campus they trust.	150	79.33%	651	66.97%	43	100.00%
F) Students trust other students at school.	150	82.00%	651	75.58%	43	58.14%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	148	52.70%	650	48.46%	43	55.81%
H) School staff reflects student diversity.	148	56.76%	649	44.38%	43	60.47%
Academic Progress						
Per Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	149	76.51%	651	68.97%	43	83.72%
B) Questions and concerns about schoolwork are addressed.	150	71.33%	650	66.15%	43	95.35%
C) Student grades reflect their knowledge of the material.	149	73.83%	650	49.08%	43	76.74%
D) Adults at my school believe all students can be successful.	149	75.84%	650	61.85%	43	76.74%
E) Students feel comfortable and unjudged to ask their teacher for help.	149	59.06%	650	48.46%	43	86.05%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	150	79.33%	649	68.26%	43	93.02%
G) Teachers at my school go out of their way to help all students.	149	51.68%	648	44.14%	43	86.05%
H) Students receive timely and regular feedback on their learning.	150	61.33%	648	50.46%	43	93.02%
I) Staff at my school provides resources or ideas that help families support their students at home.	150	50.00%			43	69.77%
High Expectations						
Per Strongly Agree/Agree						
A) Students are challenged academically at school.	148	65.54%	648	58.80%	43	83.72%
B) School recognizes and celebrates the academic success of all students.	149	63.09%	648	58.95%	43	95.35%
C) Adults on campus motivate students to do their best.	148	65.54%	648	56.02%	43	88.37%
D) School provides additional academic support when students are struggling.	148	69.59%	647	57.81%	43	90.70%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	149	61.74%	649	46.38%	43	51.16%
B) Students have access to classes and activities that meet their interests and talents.	148	70.95%	648	60.49%	43	74.42%
C) Students understand how to complete their schoolwork.	149	79.19%	648	67.59%	43	81.40%
D) Students complete assignments on time.	149	71.81%	646	52.48%	43	55.81%
E) Students are motivated to do their schoolwork.	148	60.81%	647	37.87%	43	39.52%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	147	76.19%	649	64.25%	43	90.70%
B) Students and families know what classes they will have to take and pass to graduate from high school.	149	77.18%	648	70.68%	43	90.70%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	148	80.41%	649	64.56%	43	86.05%
D) School offers college and career programs.	147	85.03%	649	72.42%	43	97.67%
E) Students participate in programs to learn about different jobs, careers, and colleges.	147	54.42%	647	51.16%	43	79.07%
F) Students are prepared for the next step of their educational experience.	149	66.44%	648	52.93%	43	79.07%
G) Staff are optimistic about the future of their career in San Juan Unified.					43	86.05%
H) There are equitable opportunities for advancement in the district.					43	58.14%
Customer Satisfaction						
A) I would recommend my school to other families.	149	76.51%	651	56.07%	43	86.05%
B) San Juan Unified School District is a district that I would recommend to other families.	149	64.43%	650	54.46%	43	81.40%

Casa Roble Fundamental HS 2022-2023 Suspension Data

Date Range: 8/11/2022 to 4/27/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties				
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate	
All	1,161	51	4.39%	158	66	5.68%	79	6.80%	195	16.80%	
Black/African Am.	39	4	10.26%	19	7	17.95%	3	7.69%	14	35.90%	
Hispanic or Latino	248	11	4.44%	45	18	7.26%	18	7.26%	70	28.23%	
White	814	36	4.42%	94	41	5.04%	55	6.76%	107	13.14%	
ELL	28	2	7.14%	5	2	7.14%	3	10.71%	10	35.71%	
RFEP	100	3	3.00%	7	3	3.00%	7	7.00%	19	19.00%	
Low SES	382	21	5.50%	56	26	6.81%	28	7.33%	60	15.71%	
SWD	174	11	6.32%	51	20	11.49%	15	8.62%	54	31.03%	
FY	6	-	0.00%	-	-	0.00%	1	16.67%	1	16.67%	
Homeless	18	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%	



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Conclusions based on this data:

1.

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: 2022-23

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)

Flexcell attendance, participation and alignment improved. However, not all teachers pulled in the students who needed intervention. Teachers allowed for retakes of work and resubmission of work to improve grades and understanding

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.

2022-23

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 2022-23	Expected Outcome 2023-24
% of students A-G compliant	53%	55%
% 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.	All Students English Learners X Low-Income Students Foster Youth X Other AA, EL, SWD, TOM	Leadership Team, Administration	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	3000	School Years 2023-2025

1.2	Release time for teachers to observe best practices in classroom level academic intervention.	All Students English Learners X Low-Income Students Foster Youth X Other AA, EL, SWD, TOM	Department Chairs	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4000	School Years 2022-2024
1.3	Staff to support Flexcell	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teacher	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	22,212	School Year 2023-4

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: 2022-23

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. The principal met with a diverse group of students in the principals advisory council. School conducted listening circles with underclassmen.

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 general improvement in students sense of belonging. Suspension rates fell.

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

Link crew needs improvement to better connect the freshman to the school. Increase Tier 1 and 2 supports by Social Worker

2022-23

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter Survey - Caring Relationships	Students 56.1%, Staff 84.5%	Students 60%, Staff 90%
Winter Survey - Belonging	Students 55.7% Staff 70.9%	Students 60% Staff 80%

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 English Learners Low-Income Students Foster Youth Other AA, EL, SWD, TOM	Admin, Link Lead, Student Activities Advisor	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures Cell Tower (High School ONLY) 4000-4999: Books And Supplies	5000 5000 2000	School year 2023-24

				LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.2	Restorative Practices	All Students English Learners X Low-Income Students Foster Youth X Other AA, EL, SWD, TOM	Leadership Team	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 1000	School year 2023-24
2.3	Support for Equity Team	All Students English Learners X Low-Income Students Foster Youth X Other AA, EL, SWD, TOM	Equity Team	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 1788	School year 2023-24

				LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
2.4	SEL Classroom Support	X All Students English Learners Low-Income Students Foster Youth Other AA, EL, SWD, TOM	School Social Worker, Interventionist	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000	School year 2023-24

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: 2022-23

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 and LCAPP listening circles to hear back from students. The Principal's Advisory Council met monthly to provide feedback and input.

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

Both English and Math had release days to align curriculum.

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

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

2022-23

Identified Need

CAASP Scores in both ELA and Math were 60 and 120 points below standard respectively

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Percentage of Student with a 2.5 GPA or Higher	75%	Increase to 80%
CAASP Scores	ELA -60 pts Math -120 points (CAASP 2022)	ELA - 50 pts Math -110 points

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	Course Articulation (Professional Development, books for book study)	X All Students English Learners 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	6000 1500 2000	School year 2023-24

				4000-4999: Books And Supplies Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries		
3.2	Differentiation Training	All Students X English Learners X Low-Income Students X Foster Youth X Other AA, EL, SWD, TOM	Leadership Team, Department Chairs, Admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000 1500	School year 2023-24
3.3	Release time for best practices observation	X All Students English Learners Low-Income Students Foster Youth Other	Department Chairs, Admin	Cell Tower (High School ONLY)	5000	School year 2023-24

	and common planning			1000-1999: Certificated Personnel Salaries		
3.4	Support for Student Voice	All Students English Learners X Low-Income Students Foster Youth X Other AA, EL, SWD, TOM	Leadership Team, Admin	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000 2000	School year 2023-24
3.5	Instructional Conference	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team, Admin	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	8220	School Year 2023-24

3.6	Technology to Support Instruction	X All Students English Learners Low-Income Students Foster Youth Other	Department Chairs	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	15000	School Year 2023-24
3.7	Ensure all English Learners receive Designated and Integrated English Language Development daily. .165 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD teachers	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	28,709	School year 2023-24
3.8	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of	All Students English Learners Low-Income Students Foster Youth Other	Counselor	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated	96,492	School year 2023-24

	<p>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>			Personnel Salaries		
3.9	<p>Supplemental Support for students not meeting the graduation requirement. Credit Recovery. APEX .33 FTE Teacher</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	Admin, Teachers	<p>LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries</p>	37,088	School year 2023-24
3.10	<p>Low-ratio support classes for identified Integrated Math Students</p>	<p>All Students English Learners Low-Income Students Foster Youth Other</p>	Admin, Math Teachers	<p>LCFF Supplemental Centralized Services</p>	43,558	School year 2023-24

	(in conjunction with the Multi-Tiered System of Support-IM1/S). .33 FTE Math Teacher			(District Only) 1000-1999: Certificated Personnel Salaries		
--	---	--	--	--	--	--

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: 2022-23

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)

Counselors provided tier one lessons on 4 year planning and used Naviance to collect course requests. Requests were more complete than 2021-2022. Signups for advanced courses in CTE and academic courses increased spring 2023 compared to spring 2022

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.

**2022-23
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 2022-23	Expected Outcome 2023-24
A-G Completers	53% class of 2022	60% class of 2023
CTE Pathway Completers	unavailable	

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	Support for Elective Courses	X All Students English Learners X Low-Income Students Foster Youth Other	Department chairs, Admin	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	10000	School Year 2023-2024
4.2	Counseling Lessons and	X All Students X English Learners X Low-Income Students	Counselors and Admin	LCFF Suppleme	1000 2500	School Years 2023-2025

	small group intervention	X Foster Youth Other		ntal Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures		
4.3	AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. AVID Secondary equips teachers and schools with	All Students English Learners Low-Income Students Foster Youth X Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	160,077	School year 2023-24

	<p>what they need to help these students succeed on a path to college and career success.</p> <p>Funded centrally for 1.33</p>					
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 2023-24</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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
		endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		
		startcollapse endcollapse		

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
		startcollapse endcollapse			
endcollapse					

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	\$477,644.00

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 (\$)
------------------	-----------------

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)	\$37,000.00
LCFF Supplemental Centralized Services (District Only)	\$337,215.00
LCFF Supplemental English Learner Central	\$28,709.00
LCFF Supplemental Site Allocation	\$74,720.00

Subtotal of state or local funds included for this school: \$477,644.00

Total of federal, state, and/or local funds for this school: \$477,644.00

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	74,720	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	138.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	37,000.00
LCFF Supplemental Centralized Services (District Only)	337,215.00
LCFF Supplemental English Learner Central	28,709.00
LCFF Supplemental Site Allocation	74,720.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	401,136.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	42,000.00
5800: Professional/Consulting Services And Operating Expenditures	32,508.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	7,000.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	30,000.00

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	28,212.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	32,508.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,212.00
Goal 2	20,788.00
Goal 3	250,067.00
Goal 4	177,577.00

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
Andrea Hern	Classroom Teacher
Jennifer Dorunda	Classroom Teacher
Dayna Russell	Parent or Community Member
	Parent or Community Member
Heather DeLoach	Parent or Community Member
Scott Dawes	Classroom Teacher
Sheri Panico	Other School Staff
12th grade student	Secondary Student
11th grade student	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
	English Learner Advisory Committee
	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 05/21/023.

Attested:

	Principal, Tanya L Baker on 5/21/2023
J B	SSC Chairperson, Jennifer Dorunda on 5/23/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 Educational Partner 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 (Educational Partner 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 (Educational Partner 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
	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
Release time for best practices observation and common planning	1000-1999: Certificated Personnel Salaries	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
Technology to Support Instruction	4000-4999: Books And Supplies	\$15,000.00	Instruction, Assessment, and Social/Emotional well being	
	1000-1999: Certificated Personnel Salaries	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Support for Elective Courses	4000-4999: Books And Supplies	\$10,000.00	College and Career Readiness	
Cell Tower (High School ONLY) Total Expenditures:		\$37,000.00		
Cell Tower (High School ONLY) Allocation Balance:		\$138.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) \$337,215.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
----------------------	-------------	--------	------	--------

Casa Roble Fundamental High School

AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.	1000-1999: Certificated Personnel Salaries	\$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			
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	1000-1999: Certificated Personnel Salaries	\$37,088.00	Instruction, Assessment, and Social/Emotional well being
.33 FTE Teacher			
Low-ratio support classes for identified Integrated Math Students (in conjunction with the Multi-Tiered System of Support-IM1/S).	1000-1999: Certificated Personnel Salaries	\$43,558.00	Instruction, Assessment, and Social/Emotional well being
.33 FTE Math Teacher			

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
----------------------	-------------	--------	------	--------

Casa Roble Fundamental High School

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

Funding Source: LCFF Supplemental Site Allocation **\$74,720.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Support for Student Voice	1000-1999: Certificated Personnel Salaries	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Instructional Conference	5800: Professional/Consulting Services And Operating Expenditures	\$8,220.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,500.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
	4000-4999: Books And Supplies	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

	5800: Professional/Consulting Services And Operating Expenditures	\$1,788.00	Instruction, Assessment, and Social/Emotional well being	
	2000-2999: Classified Personnel Salaries	\$2,000.00	Instruction, Assessment, and Social/Emotional well being	
Course Articulation (Professional Development, books for book study)	5800: Professional/Consulting Services And Operating Expenditures	\$6,000.00	Instruction, Assessment, and Social/Emotional well being	
Differentiation Training	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	Instruction, Assessment, and Social/Emotional well being	
Professional Development on Classroom Level Academic Intervention.	5800: Professional/Consulting Services And Operating Expenditures	\$3,000.00	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.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Staff to support Flexcell	1000-1999: Certificated Personnel Salaries	\$22,212.00	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	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
Restorative Practices	5800: Professional/Consulting Services And Operating Expenditures	\$1,000.00	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	
SEL Classroom Support	4000-4999: Books And Supplies	\$3,000.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

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
	5800: Professional/Consulting Services And Operating Expenditures	\$2,500.00	College and Career Readiness
Counseling Lessons and small group intervention	4000-4999: Books And Supplies	\$1,000.00	College and Career Readiness

LCFF Supplemental Site Allocation Total Expenditures: \$74,720.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Casa Roble Fundamental High School Total Expenditures: \$477,644.00