

School Year: **2024-25**



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	5/28/2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

[Insert school name] met the criteria for [select CSI, ATSI, or TSI as applicable] for the following indicators and/or student groups:

- Two or More Races for Suspensions

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 consults annually with the School Site Council and the elected Leadership Team.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	1.32%	1.16%	0.73%	15	13	8
African American	2.37%	1.79%	2.36%	27	20	26
Asian	1.32%	1.43%	1.09%	15	16	12
Filipino	0.62%	0.45%	0.63%	7	5	7
Hispanic/Latino	21.62%	21.59%	22.94%	246	241	253
Pacific Islander	0.35%	0.45%	0.36%	4	5	4
White	67.05%	66.85%	64.46%	763	746	711
Multiple/No Response	5.36%	6.27%	7.43%	61	70	82
	Total Enrollment			1138	1116	1103

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	301	299	267
Grade 10	296	288	301
Grade 11	286	274	274
Grade 12	255	255	261
Total Enrollment	1,138	1,116	1,103

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	27	30	25	2.10%	2.4%	2.3%
Fluent English Proficient (FEP)	100	105	114	9.00%	8.8%	10.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1116	38.4	2.7	0.4
Total Number of Students enrolled in Casa Roble Fundamental High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	30	2.7
Foster Youth	5	0.4
Homeless	18	1.6
Socioeconomically Disadvantaged	429	38.4
Students with Disabilities	130	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	1.8
American Indian	13	1.2
Asian	16	1.4
Filipino	5	0.4
Hispanic	241	21.6
Two or More Races	70	6.3
Pacific Islander	5	0.4
White	746	66.8

School and Student Performance Data

Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	Graduation Rate Blue	Suspension Rate Red
Mathematics Yellow	Chronic Absenteeism No Performance Color	
College/Career Medium		

Conclusions based on this data:

1. Work needs to be done in ELA and Math to improve performance overall with targeted intervention for low income and Hispanic students.
2. Casa needs to focus on the college and career readiness for all students.
3. Progress has been made in lowering the suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

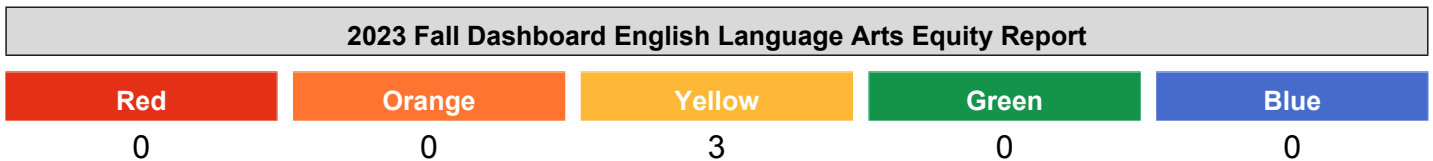
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 20.1 points below standard Increased Significantly +48.7 points 239 Students	English Learners 108.9 points below standard 11 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Yellow 42.1 points below standard Increased Significantly +54.9 points 94 Students	Students with Disabilities 132.9 points below standard Increased Significantly +25.9 points 31 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.3 points below standard Increased Significantly +90.7 points 50 Students	118.1 points below standard 16 Students	Less than 11 Students 2 Students	 Yellow 13.3 points below standard Increased Significantly +45.8 points 157 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	Less than 11 Students 6 Students	22.8 points below standard Increased Significantly +49 points 207 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Socioeconomically disadvantaged students and Hispanic students scored below the site average. However, both groups saw higher gains than the overall population.

The continued use of the flex period for intervention and the English departments work on aligning curriculum supported these increases. The site purchased \$6000 worth of high interest books and books in multiple languages to improve literacy.

The English department needs to continue aligning curriculum and developing highly effective ELA instruction.

School and Student Performance Data

Academic Performance Mathematics

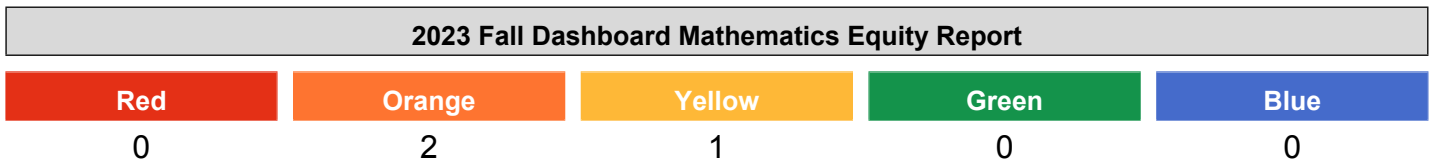
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>109.6 points below standard</p> <p>Increased Significantly +30.8 points</p> <p>237 Students</p>	<p>English Learners</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>118.3 points below standard</p> <p>Increased Significantly +38.3 points</p> <p>92 Students</p>	<p>Students with Disabilities</p> <p>214.7 points below standard</p> <p>Maintained -2.7 points</p> <p>29 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 128.3 points below standard Increased Significantly +53 points 50 Students	214.1 points below standard 16 Students	Less than 11 Students 2 Students	 Yellow 98.2 points below standard Increased Significantly +34.4 points 156 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 5 Students	Less than 11 Students 5 Students	112.5 points below standard Increased Significantly +34.3 points 206 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Socioeconomically disadvantaged students and Hispanic students scored below the site average. However, both groups saw higher gains than the overall population.

Limiting class size in Integrated Math Support, Integrated Math 1 and Math Modeling provided students with more personalized instruction. The continued use of the flex period for intervention supports students' mathematics knowledge. Members of the math department met on release days to align curriculum.

The math department will need time to continue their work aligning curriculum.

School and Student Performance Data

Academic Performance English Learner Progress

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.737% making progress towards English language proficiency
Number of EL Students: 19 Students
Performance Level: No Performance Level

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	4	1	13

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

13 English learners made at least one level of progress on ELPAC. In addition, 1 student maintained ELPAC level 4. There was a total of 5 students that maintained level 1, 2L, 2H, 3L, or 3H or decreased one level. The EL population is making progress towards English fluency.

The EL support class is taught by a well trained teacher in EL. Our flex intervention period allows EL students additional opportunities to get support in their classes. The library purchased books in EL students first language in order to increase their literacy.

Casa needs to expand the EL support course from fall block only to fall and spring block. The library needs to purchase high interest books that are accessible to the range in English abilities.

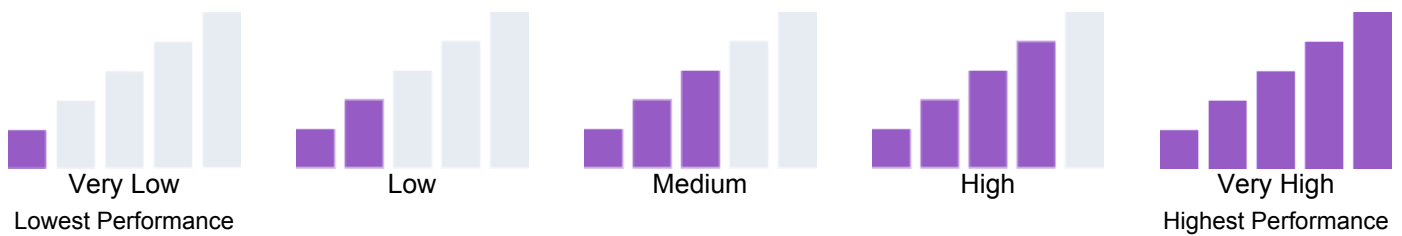
School and Student Performance Data

Academic Performance College/Career Report

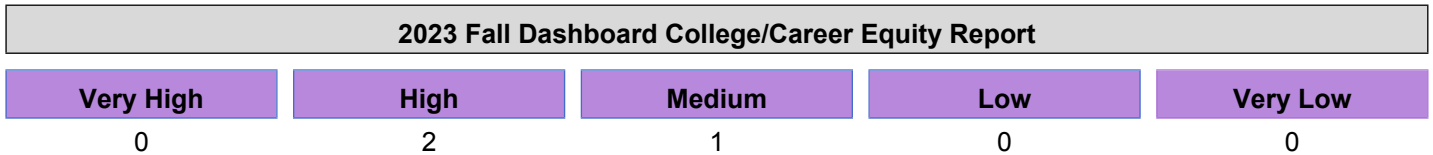
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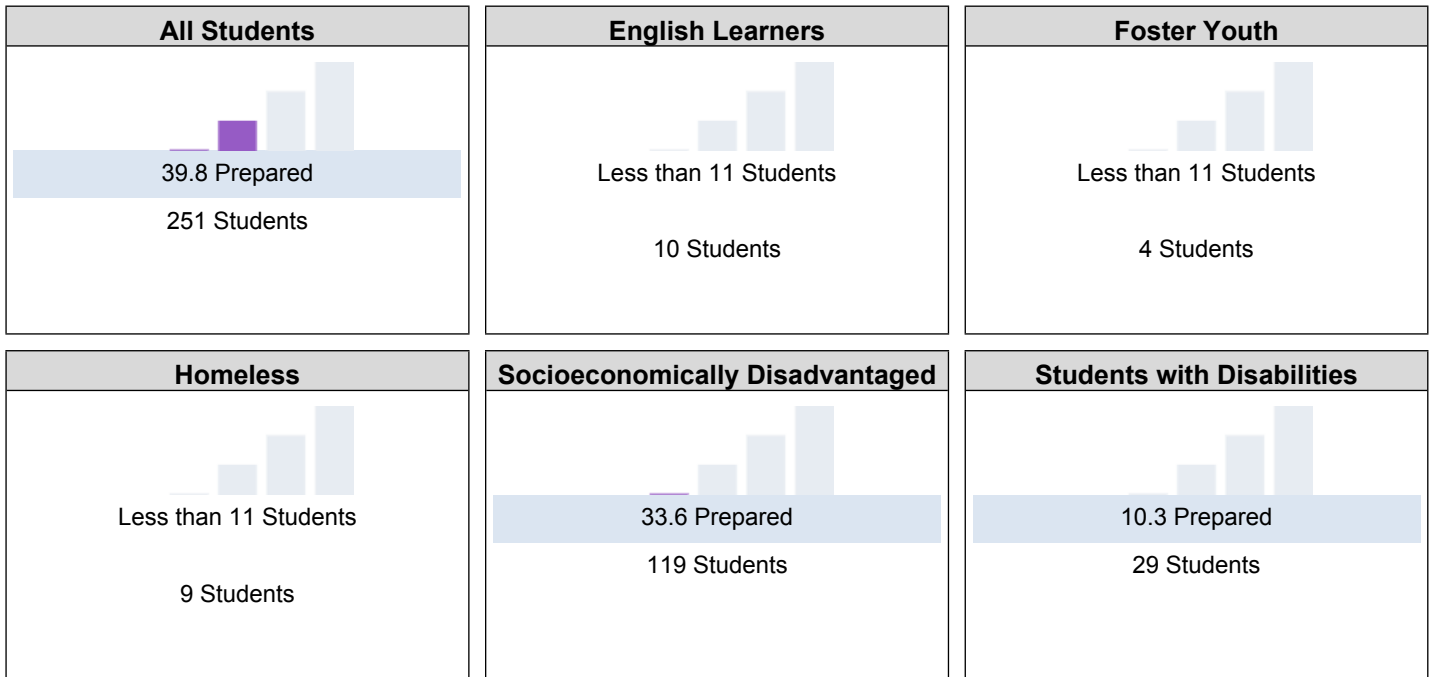


This section provides number of student groups in each level.

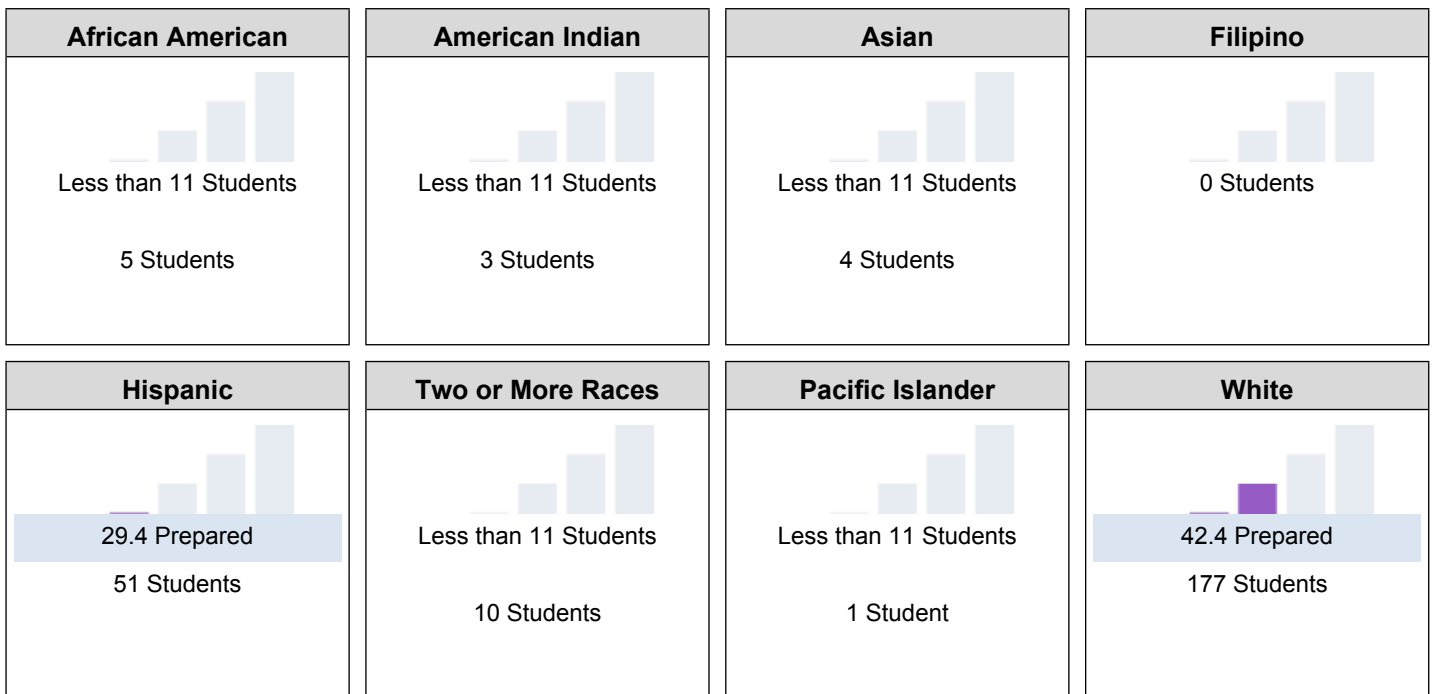


This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Hispanic and low socioeconomic students have lower readiness rates than the overall school.

This readiness measure uses both A-G college readiness, CTE pathway completion, AP test scores, Dual Enrollment completion and CAASPP testing. The low levels of ELA and Math test scores lower the college and career readiness indicator.

We need to have personnel for recruitment and support of low SES and Hispanic students into AP and dual enrollment courses (many of which are CTE). The alignment of math and ELA curriculum will also support this metric.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

There is no data.

School and Student Performance Data

Academic Engagement Graduation Rate

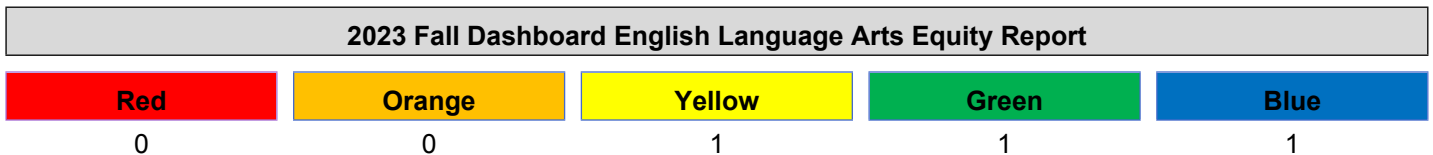
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 95.2% graduated Maintained 0.8 252 Students	English Learners Less than 11 Students 10 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 10 Students	Socioeconomically Disadvantaged  Green 94.2% graduated Increased Significantly 6.2 120 Students	Students with Disabilities 89.7% graduated Increased 2.6 29 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 92.2% graduated Decreased -2.5 51 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student	 Blue 95.5% graduated Maintained 0.8 178 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The differential between all students and Low Income students is 1%. Low income students improved their graduation rate by 6% over the class of 2022. Hispanic students graduation rate declined slightly.

It is difficult to draw conclusions on graduation rates. The classes of 2022 and 2023 had pandemic adjustments made to the requirements. However, the counseling team organized and implemented four year planning lessons for all students that included transcript analysis and goal setting. Having a School Social Worker on site added social emotional supports for students that allowed counselors additional time to implement the counseling program.

Casa needs to continue the position of School Social worker and support the School Counselors in their all student instruction.

School and Student Performance Data

Conditions & Climate Suspension Rate

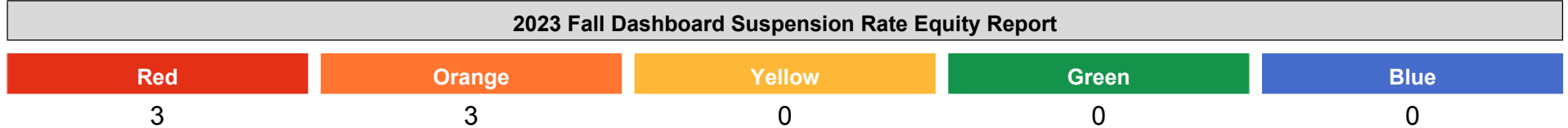
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Red

10.6% suspended at least one day

Maintained 0.1
1164 Students

English Learners


 Orange

14.3% suspended at least one day

Declined -1.8
35 Students

Foster Youth


Less than 11 Students
10 Students

Homeless

6.9% suspended at least one day

Declined -1.9
29 Students


Socioeconomically Disadvantaged


 Orange

12.9% suspended at least one day

Declined -1.1
510 Students




Students with Disabilities


 Orange

14.1% suspended at least one day

Declined -3.4
142 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>11.5% suspended at least one day</p> <p>Declined -15.1 26 Students</p>	<p>23.1% suspended at least one day</p> <p>Declined -1.9 13 Students</p>	<p>11.8% suspended at least one day</p> <p>Increased 5.1 17 Students</p>	<p>Less than 11 Students 5 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>10.5% suspended at least one day</p> <p>Increased 0.9 248 Students</p>	<p> Red</p> <p>13.2% suspended at least one day</p> <p>Increased 2.6 76 Students</p>	<p>Less than 11 Students 5 Students</p>	<p> Red</p> <p>10.1% suspended at least one day</p> <p>Maintained 0.1 774 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

10.6% of all students were suspended at least one day which was similar to the previous school year. Our lowest performing student groups were Hispanic, Two or More Races, and White students. 10.5% of Hispanic students were suspended at least one day which was an increase from the previous school year. 13.2% of our students that identify as two or more races were suspended at least one day which was an increase from the previous school year. 10.1% of our white students were suspended at least one day which was similar to the previous school year.

The overall suspension rate is high. Hispanic and Multi Race students show an increase in suspension rates. White students maintained a rate above 10%.

No new interventions were developed for struggling students.

Continuation of the Social Worker position and development of new early behavioral interventions would improve outcomes.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Casa used grade data monitored by Term and course enrollment patterns monitored twice yearly.

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

Pass rates in IM 1 and 2 continued to rise which is a testament to the collaboration of the math department. However enrollment in Financial Math instead of IM 3 continued to rise. There was little change in pass rates or enrollment in advanced English courses.

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

We will continue the release days for English and Math. The flex intervention system needs to continue to be supported and refined.

2023-24

Identified Need

All student scores on the CAASPP are below standard. Casa need to continue improving student achievement for College and Career Readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students 20.1 points below standard English Learners 108.9 points below standard Foster Youth Homeless Socioeconomically Disadvantaged 42.1 points below standard Students with Disabilities 132.9 points below standard African American American Indian Asian Filipino Hispanic 28.3 points below standard Two or More Races 118.1 points below standard Pacific Islander White 13.3 points below standard	+3 scale score points
Math State Assessment: Change in scale score	All Students 109.6 points below standard English Learners Foster Youth Homeless	+3 scale score points

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Socioeconomically Disadvantaged 118.3 points below standard Students with Disabilities 214.7 points below standard African American American Indian Asian Filipino Hispanic 128.3 points below standard Two or More Races 214.1 points below standard Pacific Islander White 98.2 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.737%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	17.14%	+2%
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	All Students 39.8 Prepared Socioeconomically Disadvantaged 33.6 Prepared Students with Disabilities 10.3 Prepared Hispanic 29.4 Prepared White 42.4 Prepared	+2%

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Department Release Days for Course Articulation	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	11,243	2024-2025
1.2	Classroom Technology to support student learning	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	6,000	2024-2025
1.3	Library Books	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,385	2024-2025

1.4	Support for Flex Intervention Period	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	10000	2024-2025
1.5	Instructional Materials	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	2650	2024-2025
1.6	Naviance 4 year planning with School Counselors	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2024-2025

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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 meets weekly to develop supports for students with low attendance rates and persistent low grades. The vice principals intervene bi monthly with students with truanancies.

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

The intervention team meetings were effective for coordinating and not duplicating services for students. However, students without obvious challenges who could excel were not captured in the intervention team process. Attendance interventions kept the attendance high, but the process was unwieldy.

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

Casa needs to continue to refine intervention and attendance monitoring processes and add personnel to increase enrollment and success in high level courses.

2023-24

Identified Need

Casa's socioeconomically disadvantaged students, students with disabilities and Hispanic students have a lower graduation rate compared to the overall graduation rate and the rate of white students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	
Attendance: Percentage of the school year attended for students in TK-12	92.72%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	3.60%	-1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24																												
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.																														
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	<table border="1"> <tbody> <tr> <td>All Students</td> <td>95.2% graduated</td> </tr> <tr> <td>English Learners</td> <td></td> </tr> <tr> <td>Foster Youth</td> <td></td> </tr> <tr> <td>Homeless</td> <td></td> </tr> <tr> <td>Socioeconomically Disadvantaged</td> <td>94.2% graduated</td> </tr> <tr> <td>Students with Disabilities</td> <td>89.7% graduated</td> </tr> <tr> <td>African American</td> <td></td> </tr> <tr> <td>American Indian</td> <td></td> </tr> <tr> <td>Asian</td> <td></td> </tr> <tr> <td>Filipino</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>92.2% graduated</td> </tr> <tr> <td>Two or More Races</td> <td></td> </tr> <tr> <td>Pacific Islander</td> <td></td> </tr> <tr> <td>White</td> <td>95.5% graduated</td> </tr> </tbody> </table>	All Students	95.2% graduated	English Learners		Foster Youth		Homeless		Socioeconomically Disadvantaged	94.2% graduated	Students with Disabilities	89.7% graduated	African American		American Indian		Asian		Filipino		Hispanic	92.2% graduated	Two or More Races		Pacific Islander		White	95.5% graduated	+1%
All Students	95.2% graduated																													
English Learners																														
Foster Youth																														
Homeless																														
Socioeconomically Disadvantaged	94.2% graduated																													
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Asian																														
Filipino																														
Hispanic	92.2% graduated																													
Two or More Races																														
Pacific Islander																														
White	95.5% graduated																													

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Coordinator for student access to and support in higher level courses PC TBD	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated	26,884	2024-2025

			Personnel Salaries		
2.2	High Interest Science Elective Course materials	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3,000	2024-2025
2.3	Naviance 4 year planning with School Counselors	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	0	2023-2026
2.4	Streamlined Attendance Intervention Plan	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other	0	

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Casa used discipline data (suspension, detention, etc.) on a monthly basis. Administration and department chairs evaluated attendance at family events for participation.

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

Consultation between administrators for each suspension kept consequences consistent. However, additional non suspension discipline interventions need to be explored. Intervention team meetings were effective. The Casa Boosters organization is very involved in supporting the schools extra curricular programs. Attendance a family events like Back to School Night is low.

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

Casa needs to explore a wider variety of interventions and supports to adjust student misbehaviors. Casa needs to increase outreach to engage more families.

**2023-24
Identified Need**

Overall suspension rate is high.

Annual Measurable Outcomes

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.

All Students	10.6% suspended at least one day
English Learners	14.3% suspended at least one day
Foster Youth	
Homeless	6.9% suspended at least one day
Socioeconomically Disadvantaged	12.9% suspended at least one day
Students with Disabilities	14.1% suspended at least one day
African American	11.5% suspended at least one day
American Indian	23.1% suspended at least one day
Asian	11.8% suspended at least one day
Filipino	
Hispanic	10.5% suspended at least one day
Two or More Races	13.2% suspended at least one day
Pacific Islander	
White	10.1% suspended at least one day

-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	55.7%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	53.8%	+3%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).		

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	School Social Worker PC 36544	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	8,750 3,294	School year 2024-25

			3000-3999: Employee Benefits		
3.2	Student Voice Coordinator PC TBD	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	26,884	School year 2024- 25
3.3	Link Leader Training	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures	5,000	School year 2024- 25
3.4	Materials for Link Crew	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	4000	School year 2024- 2025

3.5	Training for Student Intervention Team Members	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures	2000	School year 2024-2025
3.6	Continue School Community Intervention Specialist Position	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Other	0	School year 2024-2025

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:
Student Achievement and Implementation of Standards

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)
AVID Secondary Staffing to support low income and first generation collegebound students	07/01/2024 - 06/10/2025	Staffing for AVID Elective 1.33 FTE	1000-1999: Certificated Personnel Salaries	
Yearlong English Learner Support Class	07/01/2024 - 06/10/2025	EL .33 FTE Teacher	1000-1999: Certificated Personnel Salaries	
Class size reduction for lower level math courses	07/01/2024 - 06/10/2025	Math .86 Teacher	1000-1999: Certificated Personnel Salaries	
School Counselor	07/01/2024 - 06/10/2025	School Counselor 1.0 FTE	1000-1999: Certificated Personnel Salaries	
Supplemental support for students not on track for graduation requirements	07/01/2024 - 06/10/2025	Credit Recovery Teacher .33 FTE	1000-1999: Certificated Personnel Salaries	

SCHOOL GOAL #2:
Student Engagement and Course Access

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
Provide attendance intervention for all students and academic intervention for at promise freshmen	07/01/2024 - 06/10/2025	School Community Intervention Specialist	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	\$112,090.00

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)	\$22,650.00
LCFF Supplemental Site Allocation	\$89,440.00
Other	\$0.00

Subtotal of state or local funds included for this school: \$112,090.00

Total of federal, state, and/or local funds for this school: \$112,090.00

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	89440	0.00
Cell Tower (High School ONLY)	22,650	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	22,650.00
LCFF Supplemental Site Allocation	89,440.00
Other	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	83,761.00
3000-3999: Employee Benefits	3,294.00
4000-4999: Books And Supplies	18,035.00
5800: Professional/Consulting Services And Operating Expenditures	7,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	15,650.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	7,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	83,761.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	3,294.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,385.00
	Other	0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	32,278.00
Goal 2	29,884.00
Goal 3	49,928.00

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

Name of Members	Role
Tanya Baker	Principal
Andrea Hern	Classroom Teacher
Jennifer Dorunda	Classroom Teacher
Scott Dawes	Classroom Teacher
Shannon Bodily	Parent or Community Member
Heather Buchanan	Parent or Community Member
Sheri Panico	Other School Staff
Amiya Farias	Secondary Student
Haley Hogan	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 5/28/2024.

Attested:

	Principal, Tanya L Baker on 5/28/2024
J D	SSC Chairperson, Jennifer Dorunda on 5/28/2024

Budget By Expenditures

Casa Roble Fundamental High School

Funding Source: Cell Tower (High School ONLY)

\$22,650.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Classroom Technology to support student learning	4000-4999: Books And Supplies	\$6,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Instructional Materials	4000-4999: Books And Supplies	\$2,650.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
High Interest Science Elective Course materials	4000-4999: Books And Supplies	\$3,000.00	Instruction, Assessment, and Social/Emotional well being	
Link Leader Training	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
Materials for Link Crew	4000-4999: Books And Supplies	\$4,000.00	Instruction, Assessment, and Social/Emotional well being	
Training for Student Intervention Team Members	5800: Professional/Consulting Services And Operating Expenditures	\$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:		\$32,650.00		
Cell Tower (High School ONLY) Allocation Balance:		\$0.00		

Casa Roble Fundamental High School

Funding Source: LCFF Supplemental Centralized Services (District Only)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.	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				

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$160,077.00

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

Funding Source: LCFF Supplemental Site Allocation

\$89,440.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
AVID is closing the opportunity gap in college graduation rates among diverse and underrepresented demographic groups.	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	
Department Release Days for Course Articulation	1000-1999: Certificated Personnel Salaries	\$11,243.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble

Casa Roble Fundamental High School

	3000-3999: Employee Benefits	\$3,294.00	Instruction, Assessment, and Social/Emotional well being	
School Social Worker PC 36544	1000-1999: Certificated Personnel Salaries	\$8,750.00	Instruction, Assessment, and Social/Emotional well being	
Student Voice Coordinator PC TBD	1000-1999: Certificated Personnel Salaries	\$26,884.00	Instruction, Assessment, and Social/Emotional well being	
Coordinator for student access to and support in higher level courses PC TBD	1000-1999: Certificated Personnel Salaries	\$26,884.00	Instruction, Assessment, and Social/Emotional well being	
Library Books	4000-4999: Books And Supplies	\$2,385.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Support for Flex Intervention Period	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
LCFF Supplemental Site Allocation Total Expenditures:		\$96,940.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Naviance 4 year planning with School Counselors		\$0.00	Instruction, Assessment, and Social/Emotional well being	
Streamlined Attendance Intervention Plan		\$0.00	Instruction, Assessment, and Social/Emotional well being	

Casa Roble Fundamental High School

Continue School Community Intervention Specialist Position	\$0.00	Instruction, Assessment, and Social/Emotional well being
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Other Total Expenditures:	\$0.00
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Other Allocation Balance:	\$0.00
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Casa Roble Fundamental High School Total Expenditures:	\$289,667.00
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