



# 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	5/19/2025	June 24,2025

## 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

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).

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).

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	4
Data Analysis .....	4
Root Cause Analysis.....	4
Resource Inequities .....	4
Input from Educational Partners .....	4
School and Student Performance Data .....	5
Student Enrollment.....	5
Student Population.....	7
Overall Performance .....	8
Academic Performance .....	9
Academic Engagement .....	17
Conditions & Climate.....	20
Goals, Strategies, & Proposed Expenditures.....	23
SPSA/Goal 1 .....	23
SPSA/Goal 2 .....	29
SPSA/Goal 3 .....	33
Centralized Services for Planned Improvements in Student Performance .....	38
Budget Summary .....	40
Budget Summary .....	40
Other Federal, State, and Local Funds .....	40
Budgeted Funds and Expenditures in this Plan .....	41
Funds Budgeted to the School by Funding Source.....	41
Expenditures by Funding Source .....	41
Expenditures by Budget Reference .....	41
Expenditures by Budget Reference and Funding Source .....	41
Expenditures by Goal.....	41
School Site Council Membership .....	43
Recommendations and Assurances .....	44

# 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 regularly with the School Site Council, the elected Leadership Team and the Principal's Advisory Council (Students).  
For the 2025 -26 SPSA, the plan is also informed by the work for Casa's WASC Self Study Report. This report was developed over 12 month by the students, parents and staff.

# 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)			3	0.0%		9.68%

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1,103	47.1%	2.3%	0.6%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	25	2.3%
Foster Youth	7	0.6%
Homeless	16	1.5%
Socioeconomically Disadvantaged	520	47.1%
Students with Disabilities	133	12.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	26	2.4%
American Indian	8	0.7%
Asian	12	1.1%
Filipino	7	0.6%
Hispanic	253	22.9%
Two or More Races	82	7.4%
Pacific Islander	4	0.4%
White	711	64.5%

# 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Orange</p></div>	<div>Graduation Rate</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Yellow</p></div>
<div>Mathematics</div> <div><p>Red</p></div>		
<div>English Learner Progress</div> <div><p>No Performance Color</p></div>		
<div>College/Career</div> <div><p>Yellow</p></div>		



# School and Student Performance Data

## Academic Performance English Language Arts

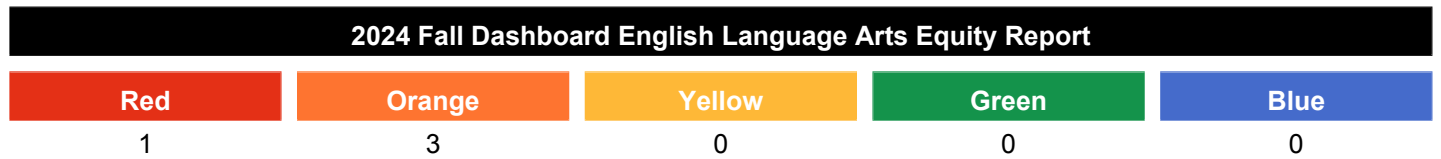
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>38.3 points below standard</div> <div>Declined 18.2 points</div> <div>238 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Red</div> <div>55.6 points below standard</div> <div>Declined 13.4 points</div> <div>119 Students</div>

<b>Students with Disabilities</b>  Orange 126.5 points below standard Increased 6.4 points 34 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Orange 33.1 points below standard Declined 4.7 points 61 Students
<b>Two or More Races</b>  No Performance Color 62.6 points below standard Increased 55.4 points 16 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Orange 39.5 points below standard Declined 26.2 points 147 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 scored 55.6 points below standard which was a decrease of 13.4 points from the previous year.

In comparison, all students scored 38.3 points below standard which was a decrease of 18.2 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Only 89.8% of juniors took the exam. The students who opted out had an average GPA above 3.0.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Release time for the English department to align curriculum, expectations and assessments are needed to improve outcomes. Additionally, there needs to be a schoolwide focus on more engaging instruction.

# School and Student Performance Data

## Academic Performance Mathematics

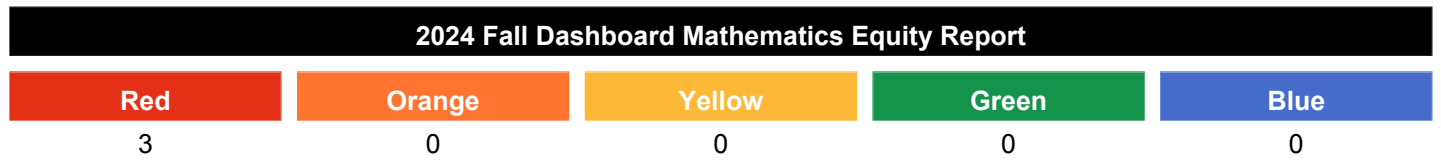
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>124.0 points below standard</div> <div>Declined 14.4 points</div> <div>238 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>5 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>126.9 points below standard</div> <div>Declined 8.6 points</div> <div>118 Students</div>

<b>Students with Disabilities</b>  No Performance Color 194.1 points below standard Increased 20.6 points 34 Students	<b>African American</b>  No Performance Color Less than 11 Students 7 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 4 Students
<b>Asian</b>  No Performance Color Less than 11 Students 3 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 2 Students	<b>Hispanic</b>  Red 126.7 points below standard Maintained 1.7 points 61 Students
<b>Two or More Races</b>  No Performance Color 166.9 points below standard Increased 47.2 points 16 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Red 120.5 points below standard Declined 22.3 points 147 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.

All groups are in the red performance indicator.

Our lowest performing student groups were Hispanic, Socioeconomically disadvantaged, and White students.

Hispanic students scored 126.7 points below standard which was a decrease of 1.7 points from the previous school year.

Socioeconomically disadvantaged scored 126.9 points below standard which was a decrease of 8.6 points from the previous school year.

White students scored 120.5 points below standard which was a decrease of 22.3 points from the previous school year. In comparison, all students scored 124.4 points below standard which was a decrease of 14.4 points from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Only 63.8% of 11th grade students were enrolled or had completed the Integrated Math 3 or higher, which is the math level that matches the CAASPP. Additionally, only 89.8% of juniors took the exam. The students who opted out had an average GPA above 3.0.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

The math department needs release time to align expectations and develop shared measures of achievement. Additionally, there needs to be a schoolwide focus on more engaging instruction.

# School and Student Performance Data

## Academic Performance English Learner Progress

The 2024 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.

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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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div><div></div><div>No Performance Color</div><div>33.3% making progress.</div><div>Number Students: 18 Students</div></div>	<div><div></div><div>No Performance Color</div><div>making progress.</div><div>Number Students: 8 Students</div></div>

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.

2024 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
27.8%	38.9%	5.6%	27.8%

### Lowest Performing Group:

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

27.8% of the EL students progressed at least one ELPI level. We had 6 reclassify as English proficient through the ELPAC and iReady assessments. Conversely, 27.8% of our EL students dropped one ELPI level.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The creation of a full year ELD class for 2024-25 provided the additional support that was lacking previously. While able to provide a full year of ELD support, we are unable to create sections for each EL student sub-group (i.e. Level 1, Level 2 etc). A small number of EL students limits our supports and our students likely do not receive the same benefits that they would receive at a school with a larger EL population.

### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Additional slide decks with more ELPAC practice prompts would increase reclassification rates.

# School and Student Performance Data

## Academic Performance College/Career Report

The 2024 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.

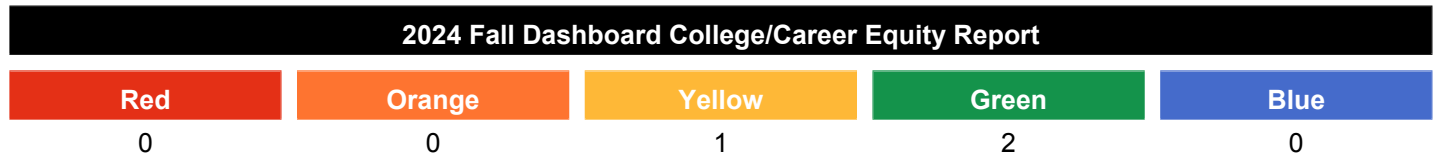
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>41.1 Prepared</div> <div>Maintained 1.3</div> <div>265 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>9 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>4 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students 0</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>18.8 Prepared</div> <div>0</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Green</div> <div>38 Prepared</div> <div>Increased 4.4</div> <div>158 Students</div>

<b>Students with Disabilities</b>  No Performance Color 7.5 Prepared Declined 2.8 40 Students	<b>African American</b>  No Performance Color Less than 11 Students 0 8 Students	<b>American Indian</b>  No Performance Color Less than 11 Students 0 3 Students
<b>Asian</b>  No Performance Color Less than 11 Students 0 6 Students	<b>Filipino</b>  No Performance Color Less than 11 Students 0 3 Students	<b>Hispanic</b>  Green 43.4 Prepared Increased 14 53 Students
<b>Two or More Races</b>  No Performance Color 23.5 Prepared 0 17 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 0 2 Students	<b>White</b>  Yellow 43.4 Prepared Maintained 1 173 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.

Low income students score lowest on this measure, 3.1% below the school average. However they increased by 4.4% compared to the schoolwide increase of 1.3%.

43.4% of our White students are prepared which was similar to the previous school year. Hispanic students scored 43.4% prepared which is an increase of 14% over the previous year.

In comparison, 41.1% of all students were prepared which was similar to the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While the prepared group only increased by 1.3%, the increase of the approaching prepared and prepared was 75.5% compared to 68.5% in 2023. This growth is likely a reflection of the increase in Dual Enrollment classes in both academic and CTE courses. Additionally, the 4 year planning process, led by the school counselors, has become institutionalized so that all students update their plan annually.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Adding an additional half time counselor who focuses on dual enrollment and CTE pathway completion will further expand opportunities for student to complete the A-G requirements and CTE pathways.



## School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

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Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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.

## 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### 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.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

# School and Student Performance Data

## Academic Engagement Graduation Rate

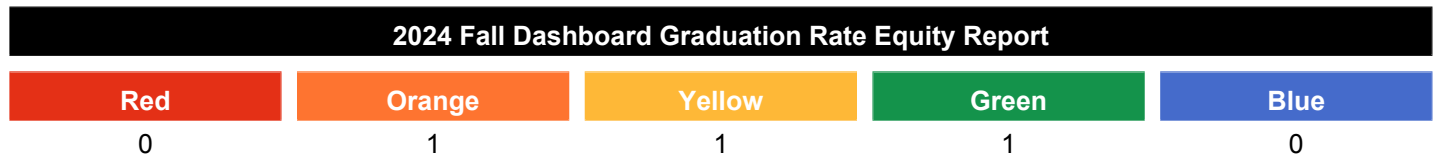
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>91% graduated</div> <div>Declined 4.2%</div> <div>268 Students</div>	<div>English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>10 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>4 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>87.5% graduated</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>90% graduated</div> <div>Declined 4.2%</div> <div>160 Students</div>

<b>Students with Disabilities</b>  No Performance Color 74.4% graduated Declined 15.2% 43 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	<b>Hispanic</b>  Green 92.6% graduated Maintained 0.4% 54 Students
<b>Two or More Races</b>  No Performance Color 88.2% graduated 17 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Yellow 92% graduated Declined 3.5% 175 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.

Low Income students graduated at a 90% rate, which is one percentage point below the schoolwide average.

Our lowest performing student group was socioeconomically disadvantaged students.

90% of our socioeconomically disadvantaged students graduated from high school which was a decrease of 4.2% from the previous school year.

In comparison, 91% of all students graduated which was a decrease of 4.2% from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The classes of 2021, 2022, 2023 had dramatically reduced graduation requirements based on the pandemic. The class of 2024 had more graduation requirements than the previous classes.

#### What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Release time for the teaching staff to align curriculum, set common expectations and shared measures of achievement will increase pass rates of classes. Additionally professional development on student engagement will serve the same end.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

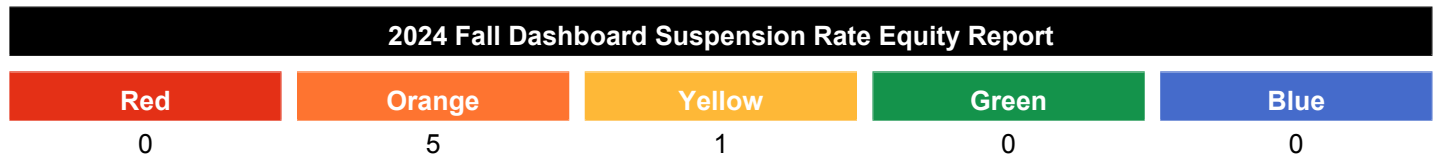
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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.”












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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>9.1% suspended at least one day</div> <div>Declined 1.5%</div> <div>1157 Students</div>	<div>English Learners</div> <div> Orange</div> <div>12.5% suspended at least one day</div> <div>Declined 1.8%</div> <div>32 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>25% suspended at least one day</div> <div>Increased 1.9%</div> <div>12 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>46.2% suspended at least one day</div> <div>13 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>18.2% suspended at least one day</div> <div>Increased 11.3%</div> <div>22 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>11.6% suspended at least one day</div> <div>Declined 1.3%</div> <div>601 Students</div>

<b>Students with Disabilities</b>  Orange 11% suspended at least one day Declined 3.1% 145 Students	<b>African American</b>  No Performance Color 14.8% suspended at least one day Increased 3.3% 27 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students
<b>Asian</b>  No Performance Color 7.7% suspended at least one day Declined 4.1% 13 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Hispanic</b>  Orange 10.2% suspended at least one day Declined 0.3% 265 Students
<b>Two or More Races</b>  Orange 11.9% suspended at least one day Declined 1.3% 84 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>White</b>  Yellow 8.2% suspended at least one day Declined 1.9% 747 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, English learners, students with disabilities, Hispanic students and students of two or more races are suspended at a higher rate than the overall population. However all groups suspension rate declined year over year with students with disabilities suspension rate declining at a higher rate than the overall decline.

12.5% of English learners were suspended at least one day which was a decrease of 1.8% from the previous school year.

11.6% of our Socioeconomically Disadvantaged students were suspended at least one day which was a decrease of 1.3% from the previous school year.

11% of our Students with Disabilities were suspended at least one day which was a decrease of 3.1% from the previous school year.

10.2% of our Hispanic students were suspended at least one day which was a decrease of 0.3% from the previous school year.

11.9% of our students who identify as Two or More Races were suspended at least one day which was a decrease of 1.3% from the previous school year.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Having a consistent intervention team and the inclusion of more alternatives to suspension contributed to the decline in overall numbers.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Expanding the use of early interventions and alternatives to suspension are needed to reduce the overall number and close the gap with subgroups, especially students with two or more races.

# 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: 2024-25

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 monitors D and F rates in classes at each grading period. At the beginning of the Block 1 and 2 courses, admin and counselors analyze enrollment patterns.

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. CTE pathway enrollment, especially in SCORE Health academy is increasing along with the number of pathway completers for the class of 2025.

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

Casa staff created essential standards and pacing guides for 1-2 classes in each department in order to improve consistency in classes and encourage students to continue in Math, World Language and CTE pathways.

2025-26

Identified Need

Departments need to continue to align curriculum and develop common assessments. There is also a need to increase the level of engagement in instruction based on student and WASC visiting team feedback.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	38.3 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	55.6 points below standard	
	Students with Disabilities	126.5 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	33.1 points below standard	
	Two or More Races	62.6 points below standard	
	Pacific Islander		
	White	39.5 points below standard	
Math State Assessment: Change in scale score	All Students	124.0 points below standard	+3 scale score points



Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	126.9 points below standard	
	Students with Disabilities	194.1 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	126.7 points below standard	
	Two or More Races	166.9 points below standard	
	Pacific Islander		
	White	120.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	33.3%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	9.68%		+2%
College and Career Indicator: Percentage of students placed in the “Prepared” level by the state’s college and career indicator	All Students	41.1 Prepared	+2%
	Homeless	18.8 Prepared	
	Socioeconomically Disadvantaged	38 Prepared	
	Students with Disabilities	7.5 Prepared	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Hispanic	43.4 Prepared	
	Two or More Races	23.5 Prepared	
	White	43.4 Prepared	

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	After School Tutoring	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5625 2944 168	School year 2025-26
1.2	Teacher Release Time for	All Students English Learners X Low-Income Students	LCFF Supplemental	1382	School year 2025-26

	course articulation, common assessment development and best practices observations	Foster Youth Lowest Performing	Site Allocation 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries		
1.3	Professional Development for Engaging Instruction	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 4000-4999: Books And Supplies		School year 2025-26

1.4	Expanded Flex offerings for at promise students completing CTE pathways and A-G course completion.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries		School Year 2025-2027
1.5	Implement ELD strategies for courses.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing			School Year 2025-2027
1.6	Books and materials to support Engaging Instruction	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	

# 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: 2024-25

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.

**2025-26**

## 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. Early intervention and education on attendance, study habits and course planning would support positive attendance and graduation.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	92.8%	+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	6.0%	-1%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	91% graduated	+1%
	English Learners		
	Foster Youth		
	Homeless	87.5% graduated	
	Socioeconomically Disadvantaged	90% graduated	
	Students with Disabilities	74.4% graduated	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	92.6% graduated	
	Two or More Races	88.2% graduated	
	Pacific Islander		
	White	92% graduated	

+1%

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	50% Counselor for 9th grade early intervention college and career readiness	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other 1000-1999: Certificated Personnel Salaries		2025-2026

2.2	Books and materials for courses and programs	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5000	2025-2026
2.3	Attendance support for students and families from the SCIS	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other 2000-2999: Classified Personnel Salaries		2025-2026
2.4	Weekly intervention meetings for addressing students at risk for not graduating	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-2028



# 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: 2024-25

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.

2025-26  
Identified Need

Overall suspension rate is high.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	9.1% suspended at least one day	-0.3%
	English Learners	12.5% suspended at least one day	
	Foster Youth	46.2% suspended at least one day	
	Homeless	18.2% suspended at least one day	
	Socioeconomically Disadvantaged	11.6% suspended at least one day	
	Students with Disabilities	11% suspended at least one day	
	African American	14.8% suspended at least one day	
	American Indian		
	Asian	7.7% suspended at least one day	
	Filipino		
	Hispanic	10.2% suspended at least one day	
	Two or More Races	11.9% suspended at least one day	
	Pacific Islander		
	White	8.2% suspended at least one day	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	56.8%	+3%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	55.6%	+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).	40%	+3%

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	One release period each block for the student voice advocate. PC TBD	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	56,881	School year 2025-26
3.2	Supplies for Freshman Support	X All Students English Learners Low-Income Students Foster Youth	Cell Tower (High School ONLY)	5000	School year 2025-26

		Lowest Performing	4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies		
3.3	Additional Campus Monitor for school safety	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		2025-2028
3.4	Outreach to Parents of EL, FY and SWD by SCIS	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Other		2025-2028
3.5	Training for Link Crew Leaders	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	10000	2025-2026



# 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)	Estimated Cost
AVID Secondary Staffing to support low income and first generation collegebound students	07/01/2025 - 06/10/2026	Staffing for AVID Elective 1.33 FTE	1000-1999: Certificated Personnel Salaries		
Yearlong English Learner Support Class	07/01/2025 - 06/10/2026	EL .33 FTE Teacher	1000-1999: Certificated Personnel Salaries		
Class size reduction for lower level math courses	07/01/2025 - 06/10/2026	Math .33 Teacher	1000-1999: Certificated Personnel Salaries		
School Counselor	07/01/2025 - 06/10/2026	School Counselor 1.5 FTE	1000-1999: Certificated Personnel Salaries		
Supplemental support for students not on track for graduation requirements	07/01/2025 - 06/10/2026	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

<b>SCHOOL GOAL #3:</b>
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
Provide additional support for student safety around campus.	07/01/2025 - 06/10/2026	Campus Monitor	2000-2999: Classified Personnel Salaries		

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$92,000.00

## 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 (\$)
LCFF Supplemental Site Allocation	\$92,000.00

Subtotal of state or local funds included for this school: \$92,000.00

Total of federal, state, and/or local funds for this school: \$92,000.00



# 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	92,000	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	92,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	63,888.00
2000-2999: Classified Personnel Salaries	2,944.00
4000-4999: Books And Supplies	15,168.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	63,888.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	2,944.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	15,168.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	10,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1	15,119.00
Goal 2	5,000.00
Goal 3	71,881.00

# 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
Joanne Williams	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
LH	Secondary Student
HH	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 5/19/2025.

Attested:

	Principal, Tanya L. Baker on 5/19/2025
	SSC Chairperson, Jennifer Dorunda on 5/19/2025

# Budget By Expenditures

Casa Roble Fundamental High School

Funding Source: Cell Tower (High School ONLY)

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Support for Elective Courses	4000-4999: Books And Supplies	\$10,000.00	College and Career Readiness	

Cell Tower (High School ONLY) Total Expenditures:

\$10,000.00

Cell Tower (High School ONLY) Allocation Balance:

\$0.00

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

## Casa Roble Fundamental High School

**Funding Source: LCFF Supplemental Site Allocation**

**\$92,000.00 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	
After School Tutoring	1000-1999: Certificated Personnel Salaries	\$5,625.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Teacher Release Time for course articulation, common assessment development and best practices observations	1000-1999: Certificated Personnel Salaries	\$1,382.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Books and materials to support Engaging Instruction	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	2000-2999: Classified Personnel Salaries	\$2,944.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	4000-4999: Books And Supplies	\$168.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being	
One release period each block for the student voice advocate. PC TBD	1000-1999: Certificated Personnel Salaries	\$56,881.00	Instruction, Assessment, and Social/Emotional well being	

## Casa Roble Fundamental High School

Training for Link Crew Leaders	5800: Professional/Consulting Services And Operating Expenditures	\$10,000.00	Instruction, Assessment, and Social/Emotional well being
	4000-4999: Books And Supplies	\$5,000.00	Instruction, Assessment, and Social/Emotional well being

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LCFF Supplemental Site Allocation Total Expenditures:	\$99,500.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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Casa Roble Fundamental High School Total Expenditures:	\$269,577.00
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