School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Casa Roble Fundamental High School	34-67447-3431111	May 22, 2026	June 23, 2026

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)

X 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

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 site council and site leadership team regularly review data related to student performance and school culture. In early May, both groups reviewed a draft version of the document and provided additional input. The final draft was shared with the entire school staff at the end of May.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
American Indian	0.73%	0.35%	0.08%	8	4	1
African American	2.36%	1.91%	1.98%	26	22	24
Asian	1.09%	0.52%	1.07%	12	6	13
Filipino	0.63%	0.61%	0.33%	7	7	4
Hispanic/Latino	22.94%	24.17%	23.74%	253	278	288
Pacific Islander	0.36%	0.43%	0.49%	4	5	6
White	64.46%	64.70%	63.81%	711	744	774
Multiple/No Response	7.43%	7.30%	8.49%	82	84	103
			Total Enrollment	1103	1150	1213

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	23-24	**24-25**	**25-26**
Grade 9	267	339	346
Grade 10	301	261	345
Grade 11	274	285	242
Grade 12	261	265	280
Total Enrollment	1,103	1150	1,213

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	25	27	21	2.7%	2.3%	1.7%
Fluent English Proficient (FEP)	114	110	122	9.4%	10.3%	10.1%
Reclassified Fluent English Proficient (RFEP)	3				9.68%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1150	**48.8%**	**2.3%**	**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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	27	2.3%
Foster Youth	5	0.4%
Homeless	15	1.3%
Socioeconomically Disadvantaged	561	48.8%
Students with Disabilities	134	11.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	1.9%
American Indian	4	0.3%
Asian	6	0.5%
Filipino	7	0.6%
Hispanic	278	24.2%
Two or More Races	84	7.3%
Pacific Islander	5	0.4%
White	744	64.7%

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.”

Red Lowest Performance	Orange	Yellow	Green	Blue Highest Performance

2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress No Performance Color		
College/Career Green		

School and Student Performance Data

Academic Performance
English Language Arts

The 2025 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.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 16.5 points below standard Increased 21.8 points 257 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Yellow 33.9 points below standard Increased 21.7 points 134 Students

Students with Disabilities	African American	American Indian
Red 170.7 points below standard Declined 44.2 points 31 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Yellow 14.5 points below standard Increased 18.5 points 64 Students

Two or More Races	Pacific Islander	White
No Performance Color 5.9 points above standard Increased 68.5 points 21 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 25.5 points below standard Increased 14 points 170 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.

Students with disabilities and socioeconomically disadvantaged student perform at the lowest levels, 170.7 points and 33.9 points below standard.

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

During the 24-25 school year, students with disabilities took either sheltered special education English or general education English. There was not an intermediate course that would provide additional supported rigor for the students.

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

Casa Roble will offer English courses that are co taught by general education and special education teachers. The English department has developed essential standards and common assessments to align curriculum and provide feedback on instructional practices. Additional professional development in these practices for teacher leaders and for the entire staff will continue this work.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	1	2	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 106.2 points below standard Increased 17.8 points 257 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 123.8 points below standard Increased 3 points 134 Students

Students with Disabilities	African American	American Indian
Red 230.8 points below standard Declined 36.8 points 31 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Yellow 110.1 points below standard Increased 16.5 points 64 Students

Two or More Races	Pacific Islander	White
No Performance Color 104.6 points below standard Increased 62.3 points 21 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 108.5 points below standard Increased 12 points 170 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.

Students with disabilities and socioeconomically disadvantaged students performed at the lowest levels in math, 230.8 and 123.8 points below standard.

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

The standard for mathematics proficiency is Integrated Mathematics 3. Few students with disabilities enroll in IM3.

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

The Math department developed essential standards for IM 1 and common assessments based on those standards with the goal of aligning curriculum and improving instruction. The special education supported IM 2 begun in 2024-25 will continues through 2026-27.

School and Student Performance Data

Academic Performance
Science

The 2025 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green 45.1 science points Increased 2.4 points 261 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Orange 42.3 science points Maintained 0.1 points 136 Students

Students with Disabilities	African American	American Indian
Red 27.8 science points Declined 4.8 points 30 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 44.5 science points Maintained -0.5 points 64 Students

Two or More Races	Pacific Islander	White
No Performance Color 51.2 science points Increased 19.9 points 22 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 44.5 science points Maintained 1.4 points 170 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.

Students with disabilities performed 17.3 points below the schoolwide performance.

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

Students with disabilities struggle in thier physical science class, chemistry, despite it being co-taught. That course as it currently exists may not be the best fit for all students with disabilities.

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

Casa will introduce a co taught Biology class and a sheltered special education physics class.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
No Performance Color	No Performance Color
65 making progress.	making progress.
Number Students: 20 Students	Number Students: 6 Students

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.

2025 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
15%	20%	0%	65%

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

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 Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green Prepared 50.8% Increased 8.9% 256 Students	No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color Prepared 41.7% Increased 22.9% 12 Students	Green Prepared 46.5% Increased 7.2% 185 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
Prepared 16.2%	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 6.2%	6 Students	4 Students
37 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	Prepared 55.6%
4 Students	3 Students	Increased 12.2%
		63 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Green
Prepared 40%	0 Students	Prepared 52.2%
Increased 16.5%		Increased 7.7%
15 Students		161 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.

Students with disabilities had the lowest college and career readiness percentage at 16.2%

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

Low performance on English and math testing affected this result. Additionally, the ability for students with disabilities to complete a CTE pathway is hindered by the high number of SJUSD graduation requirements and the need for many students to retake theses classes due to not passing.

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

SJUSD has developed a mechanism within the IEP process for students to opt out of some of the graduation requirements that are in excess of the state minimum requirements. This would allow students with disabilities to take and complete CTE pathway courses.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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.

2025 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.

2025 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

The 2025 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.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	3

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Blue	No Performance Color	No Performance Color
96.9% graduated	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 5.8%	9 Students	3 Students
257 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Blue
0 Students	91.7% graduated	96.2% graduated
	Increased 4.2%	Increased 6.2%
	12 Students	186 Students

Students with Disabilities

Green

89.5% graduated

Increased 15.1%

38 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

6 Students

American Indian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Asian

No Performance Color

Fewer than 11 students - No Data for Privacy

4 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Hispanic

Blue

96.9% graduated

Increased 4.3%

64 Students

Two or More Races

No Performance Color

86.7% graduated

Declined 1.6%

15 Students

Pacific Islander

No Performance Color

0 Students

White

Blue

98.8% graduated

Increased 6.8%

161 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.

Students with disabilities graduated at an 89.5% rate, 7.4% below the all school percentage.

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

Low performance in core academic classes affected this performance.

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

Increased literacy skills from a full spectrum of sheltered, co taught and general education English classes will better support Casa's students with disabilities.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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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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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	4	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Green	Green	No Performance Color
3.8% suspended at least one day	5.9% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 5.3%	Declined 6.6%	
1212 Students	34 Students	10 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	3.8% suspended at least one day	4.7% suspended at least one day
	Declined 14.3%	Declined 6.9%
9 Students	26 Students	635 Students

Students with Disabilities	African American	American Indian
Yellow	No Performance Color	No Performance Color
7.4% suspended at least one day	26.1% suspended at least one day	Fewer than 11 students - No Data for Privacy
Declined 3.6%	Increased 11.3%	4 Students
148 Students	23 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	3.8% suspended at least one day
10 Students	7 Students	Declined 6.4%
		287 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Green
6.3% suspended at least one day	Fewer than 11 students - No Data for Privacy	2.9% suspended at least one day
Declined 5.7%	5 Students	Declined 5.2%
96 Students		780 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.

Students with disabilites were suspended at the highest rate, 7.4%, 3.6% higher than the schoolwide percentage.

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

Learning disabilities are not limited to academic learning. They are often also expressed in social emotional learning.

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

Continuing the, now defunded, school community intervention specialist will continue supports for low level student behaviors.

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: 2025-26

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. The number of students enrolling in and completing Dual Enrollment classes continues to rise.

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 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	16.5 points below standard	+3 scale score points
	English Learners		
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	33.9 points below standard	
	Students with Disabilities	170.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	14.5 points below standard	
	Two or More Races	5.9 points above standard	
	Pacific Islander		
	White	25.5 points below standard	
Math State Assessment: Change in scale score	All Students	106.2 points below standard	+3 scale score points

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	English Learners Foster Youth Homeless Socioeconomically Disadvantaged: 123.8 points below standard Students with Disabilities: 230.8 points below standard African American American Indian Asian Filipino Hispanic: 110.1 points below standard Two or More Races: 104.6 points below standard Pacific Islander White: 108.5 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	65	+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: Prepared 50.8% Homeless: Prepared 41.7% Socioeconomically Disadvantaged: Prepared 46.5% Students with Disabilities: Prepared 16.2%	+2%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic Prepared 55.6% Two or More Races Prepared 40% White Prepared 52.2%	

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	After School Tutoring for students needing additional assistance in achieving core academic standards.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Cell Tower (High School ONLY) 2000-2999: Classified Personnel Salaries	5194 2944	School Year 2026-2027
1.2	Teacher Release Time for course articulation, common assessment development and best practices observations	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 1000-1999: Certificated Personnel Salaries	2500	School Year 2026-2027

1.3	Professional Development on Professional Learning Communities and Engaging Instruction	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures	15000	School Year 2026-2027
1.4	Professional Development on Special Education Co teaching	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Students with Disabilities	Cell Tower (High School ONLY) 5800: Professional/ Consulting Services And Operating Expenditures	5000	School Year 2026-2027

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: 2025-26

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 truancies.

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

The intervention team meetings were effective for coordinating and not duplicating services for students. This year the school psychologist joined the intervention team which streamlined servies to students with IEPs. 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 students with disabilities have a lower graduation rate compared to the overall graduation rate. Smooth transition planning for 9th graders supports positive attendance and graduation for all students. For students with IEPs, effective use of the new graduation flexibility will increase their graduation rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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 2025-26	Expected Outcome 2026-27
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 96.9% graduated English Learners Foster Youth Homeless 91.7% graduated Socioeconomically Disadvantaged 96.2% graduated Students with Disabilities 89.5% graduated African American American Indian Asian Filipino Hispanic 96.9% graduated Two or More Races 86.7% graduated Pacific Islander White 98.8% 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	Transition program for incoming 9th grade students to support their successful	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Cell Tower (High School ONLY) 4000-4999: Books And Supplies	3500 1056	School Year 2026-2027

	attainment of academic standards.		Cell Tower (High School ONLY) 0001-0999: Unrestricted: Locally Defined		
2.2	Supplemental books and materials for engaging Instruction designed to close achievement gaps.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3319	School Year 2026-2027

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: 2025-26

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, especially for students with IEPs. Intervention team meetings were effective. The Casa Boosters organization is very involved in supporting the schools extra curricular programs and students in need. 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 2025-26		Expected Outcome 2026-27
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	3.8% suspended at least one day	-0.3%
	English Learners	5.9% suspended at least one day	
	Foster Youth		
	Homeless	3.8% suspended at least one day	
	Socioeconomically Disadvantaged	4.7% suspended at least one day	
	Students with Disabilities	7.4% suspended at least one day	
	African American	26.1% suspended at least one day	
	American Indian		
	Asian		
	Filipino		
	Hispanic	3.8% suspended at least one day	
	Two or More Races	6.3% suspended at least one day	
	Pacific Islander		
	White	2.9% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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	Release Days for Teacher Coordinator of Student Voice	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Two or More Races	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	1500	School Year 2026-2027
3.2	School Community Intervention Specialist	All Students English Learners X Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	94,467	School Year 2026-2027

		Lowest Performing	2000-2999: Classified Personnel Salaries			

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

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
Provide additional support for student safety around campus.	07/01/2025 - 06/10/2026	Campus Monitor	2000-2999: Classified Personnel Salaries		

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	104,480	0.00

Expenditures by Funding Source

Funding Source	Amount
Cell Tower (High School ONLY)	30,000.00
LCFF Supplemental Site Allocation	104,480.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,056.00
1000-1999: Certificated Personnel Salaries	9,194.00
2000-2999: Classified Personnel Salaries	97,411.00
4000-4999: Books And Supplies	6,819.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	Cell Tower (High School ONLY)	1,056.00
1000-1999: Certificated Personnel Salaries	Cell Tower (High School ONLY)	2,500.00
2000-2999: Classified Personnel Salaries	Cell Tower (High School ONLY)	2,944.00
4000-4999: Books And Supplies	Cell Tower (High School ONLY)	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	Cell Tower (High School ONLY)	20,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	6,694.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	94,467.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	3,319.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	30,638.00
Goal 2	7,875.00
Goal 3	95,967.00

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

3 Secondary Students

Name of Members	Role
Tanya Baker	Principal
Joanne Williams	Classroom Teacher
Jennifer Dorunda	Classroom Teacher
Scott Dawes	Classroom Teacher
Sarah Lehr	Parent or Community Member
Heather Buchanan	Parent or Community Member
Sheri Panico	Other School Staff
LH	Secondary Student
NM	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
	Other: Site Leadership Team and All Staff

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 5/8/2026.

Attested:

	Principal, Tanya L. Baker on 05/22/2026
	SSC Chairperson, Jennifer Dorunda on 05/22/2026

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
    1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
        a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
        b. use methods and instructional strategies that:
            i. strengthen the academic program in the school,
            ii. increase the amount and quality of learning time, and
            iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
        c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
            i. strategies to improve students' skills outside the academic subject areas;
            ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
            iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
            iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
            v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019

Budget By Expenditures

Casa Roble Fundamental High School

Funding Source: Cell Tower (High School ONLY) **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Teacher Release Time for course articulation, common assessment development and best practices observations	1000-1999: Certificated Personnel Salaries	$2,500.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Professional Development on Professional Learning Communities and Engaging Instruction	5800: Professional/Consulting Services And Operating Expenditures	$15,000.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Professional Development on Special Education Co teaching	5800: Professional/Consulting Services And Operating Expenditures	$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
Transition program for incoming 9th grade students to support their successful attainment of academic standards.	4000-4999: Books And Supplies	$3,500.00	Instruction, Assessment, and Social/Emotional well being	
	0001-0999: Unrestricted: Locally Defined	$1,056.00	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:	$40,000.00
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. AVID Secondary equips teachers and schools with what they need to help these students succeed on a path to college and career success. Funded centrally for 1.33	1000-1999: Certificated Personnel Salaries	$160,077.00	College and Career Readiness	

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 **$104,480.00 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	
After School Tutoring for students needing additional assistance in achieving core academic standards.	1000-1999: Certificated Personnel Salaries	$5,194.00	Connected School Communities	Develop a Response to Intervention system for Casa Roble
Counseling Lessons and small group intervention	4000-4999: Books And Supplies	$1,000.00	College and Career Readiness	

Casa Roble Fundamental High School

Release Days for Teacher Coordinator of Student Voice	1000-1999: Certificated Personnel Salaries	$1,500.00	Instruction, Assessment, and Social/Emotional well being
School Community Intervention Specialist	2000-2999: Classified Personnel Salaries	$94,467.00	Instruction, Assessment, and Social/Emotional well being
Supplemental books and materials for engaging Instruction designed to close achievement gaps.	4000-4999: Books And Supplies	$3,319.00	Instruction, Assessment, and Social/Emotional well being

LCFF Supplemental Site Allocation Total Expenditures:	$111,980.00
LCFF Supplemental Site Allocation Allocation Balance:	$0.00
Casa Roble Fundamental High School Total Expenditures:	$312,057.00