

School Year: 2023-24



School Plan for Student Achievement (SPSA)

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
Dario Cassina High School	553-0019	12/19/2023	01/22/2024

Purpose and Description

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

Briefly describe 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 Cassina School Plan will adopt the same goals as the District LCAP.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Surveys 5
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 11
- Resource Inequities 11
- School and Student Performance Data 12
 - Student Enrollment..... 12
 - CAASPP Results..... 14
 - ELPAC Results 18
 - Student Population 20
 - Overall Performance 21
 - Academic Performance 22
 - Academic Engagement 29
 - Conditions & Climate..... 33
- Goals, Strategies, & Proposed Expenditures..... 35
 - Goal 1..... 35
 - Goal 2..... 38
 - Goal 3..... 42
 - Goal 4..... 45
 - Goal 5..... 46
- Budget Summary 47
 - Budget Summary 47
 - Other Federal, State, and Local Funds 47
- Budgeted Funds and Expenditures in this Plan 48
 - Funds Budgeted to the School by Funding Source..... 48
 - Expenditures by Funding Source 48
 - Expenditures by Budget Reference 48
 - Expenditures by Budget Reference and Funding Source 48
 - Expenditures by Goal 49
- School Site Council Membership 50
- Recommendations and Assurances 51

Instructions.....52
 Instructions: Linked Table of Contents.....52
 Purpose and Description.....53
 Educational Partner Involvement53
 Resource Inequities53
Goals, Strategies, Expenditures, & Annual Review54
 Annual Review55
 Budget Summary56
 Appendix A: Plan Requirements58
 Appendix B:.....61
 Appendix C: Select State and Federal Programs63

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Students and Teachers were surveyed using the CalHope Survey. Students also participated in a survey to help identify their academic and social needs.

Students CalHope survey reported the following:

Opportunities for Students to make a Difference- 96% feel that adults at their school have asked them how they can help them, 92% feel our school cares about what students think and says, 92% feel there are many ways for students to be a leader and 80% feel their answers to this survey will make a difference.

Safety and Connections- 100% of our students feel that adults at their school care about them, 88% feel like adults take action when students are being mean and 80% feel like the rules at school are the same for everyone.

Experiences with Culturally/Linguistically Responsive Environments- 96% of students feel that adults at school encourage them to work hard so they can be successful, 92% feel the adults believe they can do great things, 88% feel the school is a safe and welcoming place, 88% all students are treated with respect, 84% say adults teach them about their culture and history.

Resources for Coping- 88% of the students feel they have the skills to deal with difficult situations and 76% feel they can stay focused on their hopes and dreams when things get hard.

Student Needs Survey- 50% of Cassina students would like to learn more about adult skills needed to be a successful adult, 34.6% struggle with stress management and 30.8% feel depressed and anxious.

Teachers CalHope survey reported the following:

Safety and Connectedness- 100% of Teachers reported that there is a collaborative work culture at school and their school prioritizes a sense of belonging for our staff. 80% reported that conflict among staff is resolved in a timely and effective manner.

Opportunities for Voice and Leadership- 100% of the staff reported that their school cares about what they think, their contributions are valued and respected, and that they regularly have an opportunity to participate in the schools decision making process. 60% think their answers on this survey will help make changes at Cassina.

Emotional Experiences- 100% of Teachers feel proud, strong or determined, felt joy or happiness, felt grateful, thankful or appreciative, amused, silly or playful, kindness, care or concern for others and felt amazed, excited or felt like saying "wow". 60% felt nervous or worried and 20% felt sad or hopeless.

Training- 80% of teaching staff feel they received high quality professional learning on SEL, and have the tools to practice SEL in their classroom.

Burnout and Resources for Coping- 100% of Teachers find new and interesting aspects of their work and are able to deal with difficult situations at work, while 40% reported that it takes them longer than it did in the past to relax and unwind.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations and evaluations of certificated personnel are completed following the district employee contract guidelines. Additionally, informal observations are conducted on a daily basis by the site principal.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Cassina High School uses Renaissance Star student assessments to determine students' academic levels and growth. The Renaissance Star Assessment is a suite of tests which consist of Renaissance Star Reading, Renaissance Star Math, and Renaissance Star Spanish. The Renaissance Star assessments are used to get a thorough understanding and view of a student's progress, achievement, and growth throughout the year. The Renaissance Star Reading test is designed to measure a student's reading comprehension skills. This test assesses a student's understanding of various reading comprehension strategies, such as identifying main ideas and details, making inferences, understanding sequence, and understanding words and phrases in context. It also measures a student's reading proficiency, fluency, and vocabulary skills. The results from the Star Reading test can help educators to identify students who may need additional support in reading, and to develop personalized learning plans to improve these skills. The Renaissance Star Math test is designed to measure a student's mathematical abilities. This test assesses a student's understanding of various mathematical concepts, including number sense and operations, algebra, geometry, measurement, data analysis, and probability. It also measures a student's problem-solving skills and mathematical reasoning abilities. The results from the Star Math test can help educators to identify students who may need additional support in math, and to develop personalized learning plans to improve these skills.

Renaissance Star testing is administered using computer-adaptive tests that are given online and intuitive. That means the question difficulty adjusts based on what the student can answer correctly, or what is answered incorrectly. If a student answers a question correctly, the test adapts to give a more difficult question next; if a student answers incorrectly, the next question's difficulty is decreased. Each student gets a personalized testing experience that can gauge whether the student is performing at, above, or below grade level in specific areas.

The Renaissance assessment information is supported by Freckle. Freckle is computer adaptive and identifies each student's individual level in math and ELA through a brief adaptive assessment. With the Star integration, one assessment informs all domain placements across Freckle—no pre-test needed. Once we know where students are, staff can ensure our students get the right practice. Students can self-pace, or our teachers can assign particular skills or standards to individuals or it can be presented to the whole class. Using Freckle, our Staff can view real-time student data, identify skill gaps, determine where to focus instruction, and celebrate student growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Cassina High School's curriculum, through the use of APEX online delivery system, enables many of our core academic courses to utilize common assessments. All the students within a specific subject participate in common assessments. This provides teachers with the data used to modify instruction for students to meet their needs.

The Cassina English and mathematics instructors monitor test results and modify their instruction to meet the student's needs. Furthermore, our staff has access to a myriad of testing data from the traditional high school to drive placement and curricular development including placement testing for 9th graders through Aeries program.

Cassina High School will use Renaissance and Freckle to measure student progress in ELA and Math and modify instruction as needed to fit students academic needs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The staff at Cassina High School are highly qualified in their respective areas of instruction. Additionally, the staff at Cassina High participates in district-level professional development activities as well as on-site specific professional development to address our students needs. All Cassina staff participated in a Trauma Informed Practices training before the beginning of the school year.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Cassina staff members are included in the district level training sessions for their respective field. Teachers in math and English attend common core training, rigorous curriculum design, and other curriculum pacing trainings.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Many Wednesday morning training meetings have been dedicated to address needs of all staff members and students. These needs were then combined with administration observations and the WASC process to develop these target areas.

- Curriculum design for all departments.
- More in depth Common Core training for English and Math as well as curriculum adoption.
- Technology training in all areas of application.
- Increased professional development, current research methodologies.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional support, primarily in Math and English, is coordinated through the comprehensive high school through the use of cohorts of teachers working together in pull out sessions. Additionally, district-level technology experts and technology coaches are working with staff to enhance technological use through instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Much of our collaboration by departments is done with the comprehensive high school. Our district has a late start every Wednesday morning to allow time for collaboration/training activities to occur. This collaboration time allows the different departments to review programs, curriculum, and pacing for the many different programs. Additionally, it allows the different departments to review best practices and improve our programs.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The curriculum at Cassina High School has undergone significant improvements over the past 2 years. Three of the four Cassina teachers transferred from the comprehensive high school to Cassina over the past 2 years and brought with them current, standards-based, rigorous curriculum used at Sonora High School. These additions include Teachers' Curriculum Institute for history, Holt Science and the resurrection of Big Ideas for math. In addition, Apex is used for credit recovery, and Renaissance and Freckle are being implemented for intervention purposes for students not at grade level.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

This section is not applicable to high school.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Cassina High School provides intervention within our APEX, online curriculum delivery system, with the use of varying levels of instruction capability. APEX allows student access to Prescriptive, Core, Honors, and even AP instruction for higher level needs. This allows the school flexibility to meet the individual student's needs. Additionally, Cassina is staffed with a full time Title 1 Aide to conduct pull out course support for our students when needed.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Cassina High School continues to be supported by the district to maintain availability of standards based materials to meet student's needs. Furthermore, the faculty has submitted and received approval of many A-G courses provided by the APEX Corporation. This will increase the standards available to all our students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All courses have sufficient adopted materials that are aligned to their respective content standards, including intervention materials where needed. All students have access to and are enrolled in standard-aligned courses consistent with their individual needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Cassina High School has a full-time Grant funded "Student Advocate" position who helps students with many aspects of their day at Cassina. Additionally, as discussed earlier, the APEX curriculum offers various levels of instruction to individually meet the student's needs. This enables students to meet the standards of instruction and increase educational access.

Evidence-based educational practices to raise student achievement

The district, through LCAP is supporting increased training for teachers such as Curriculum Design (RCD), provided coaching for mathematics, and expanded Title 1 Aide support for increased instruction. Cassina High School uses Renaissance Star student assessments to determine students academic levels and growth. The Renaissance Star Assessment is a suite of tests which consist of Renaissance Star Reading, Renaissance Star Math, and Renaissance Star Spanish. The Renaissance Star assessments are used to get a thorough understanding and view of a student's progress, achievement, and growth throughout the year. The Renaissance Star Reading test is designed to measure a student's reading comprehension skills. This test assesses a student's understanding of various reading comprehension strategies, such as identifying main ideas and details, making inferences, understanding sequence, and understanding words and phrases in context. It also measures a student's reading proficiency, fluency, and vocabulary skills. The results from the Star Reading test can help educators to identify students who may need additional support in reading, and to develop personalized learning plans to improve these skills. The Renaissance Star Math test is designed to measure a student's mathematical abilities. This test assesses a student's understanding of various mathematical concepts, including number sense and operations, algebra, geometry, measurement, data analysis, and probability. It also measures a student's problem-solving skills and mathematical reasoning abilities. The results from the Star Math test can help educators to identify students who may need additional support in math, and to develop personalized learning plans to improve these skills.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Cassina High School has a large population of "At Risk" students. We are currently supported by the district with a 1.0 counselor and a 1.0 Student Advocate and have access to the Districts School Site Therapist. Additionally, we access support services from Tuolumne County Behavioral Health, Tuolumne County Office of Education Clinician, Tuolumne County Probation Department, Sonora PD, and Tuolumne County Mental Health.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Cassina High School conducts site council meetings for increased parental involvement, open house activities in the fall, and specialized parent meetings discussing transition services through our counseling department. Additionally, the principal and staff meet regularly in person or through telephone calls to discuss implementation of support for students.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title 1 provides a full-time paraprofessional for our school to support students in regular education courses. Additionally, the district provides 1.0 Student Advocate and 1.0 Student Counselor to assist in both academic and personal counseling to our students. These individuals pull out students for support and transition guidance.

Fiscal support (EPC)

Funds are used from Title 1 and EIA to provide professional development for staff, materials for classes, and support classes for underperforming students. Allocations of fiscal resources are aligned with the Single Plan for Student Achievement.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The annual SPSA update is written by the principal after discussion with the entire staff and approval of the site council. All input is considered and added to the report for clarification of the educational program provided. It is then presented to the board for approval.

Resource Inequities

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

There are always needs within every District, but resource needs are supported by the District when asked for to meet the needs of students and staff members. Processes are in place to request additional resources when needed.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.3%	%	1.56%	1	0	1
African American	%	2.13%	0%		1	0
Asian	%	%	0%		0	0
Filipino	%	%	0%		0	0
Hispanic/Latino	34.9%	34.04%	31.25%	15	16	20
Pacific Islander	%	%	0%		0	0
White	53.5%	57.45%	64.06%	23	27	41
Multiple/No Response	9.3%	6.38%	1.56%	4	3	1
	Total Enrollment			43	47	64

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 10		1	
Grade 11	17	21	26
Grade 12	26	25	38
Total Enrollment	43	47	64

Conclusions based on this data:

1. White students enrollment number have stayed consistent even as the enrollment numbers of total students has fluctuated. Over the 3 year period white students have held steady between 53.5% - 64.06%.
2. Overall student enrollment has fluctuated by by 28% from 2020-2023 school years. The lowest enrollment was 2020-21 at 43 and the highest enrollment was 2022-23 with 64 students enrolled.
3. There was a lower number of 12th grade students enrolled during the 2021-22 school year compared to the 2020-21 and 2022-23 school years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	1	4	3	2.3%	8.5%	4.7%
Fluent English Proficient (FEP)	4	2	1	9.3%	4.3%	1.6%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. English Learner (EL) enrollment increased during the 2021-22 school year
2. Students who are Fluent English Proficient (FEP) have decreased from 9.3% to 1.6% over the past 3 years, with 2020-20 being at the highest rate at 9.3% and 2022-23 being the lowest at 1.6%
3. No students have been reclassified Fluent English Proficient (RFEP).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	27	37	32	20	36	28	20	36	28	74.1	97.3	87.5
All Grades	27	37	32	20	36	28	20	36	28	74.1	97.3	87.5

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2496.	2421.	2406.	0.00	2.78	0.00	20.00	5.56	3.57	40.00	11.11	10.71	40.00	80.56	85.71
All Grades	N/A	N/A	N/A	0.00	2.78	0.00	20.00	5.56	3.57	40.00	11.11	10.71	40.00	80.56	85.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	5.56	*	*	33.33	*	*	61.11	*
All Grades	*	5.56	*	*	33.33	*	*	61.11	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	5.56	*	*	8.33	*	*	86.11	*
All Grades	*	5.56	*	*	8.33	*	*	86.11	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	5.56	*	*	47.22	*	*	47.22	*
All Grades	*	5.56	*	*	47.22	*	*	47.22	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	*	*	66.67	*	*	33.33	*
All Grades	*	0.00	*	*	66.67	*	*	33.33	*

Conclusions based on this data:

1. During the 2022-23 school year 85.71% students did not meet the standards
2. 3.57 student met the standards and 10.71 nearly met the standards in 22-23
3. 3.57% of student met the standards

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	26	37	33	20	36	30	20	36	30	76.9	97.3	90.9
All Grades	26	37	33	20	36	30	20	36	30	76.9	97.3	90.9

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2450.	2415.	2430.	0.00	0.00	0.00	0.00	0.00	0.00	10.00	8.33	13.33	90.00	91.67	86.67
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	10.00	8.33	13.33	90.00	91.67	86.67

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	8.33	13.33	*	91.67	86.67
All Grades	*	0.00	0.00	*	8.33	13.33	*	91.67	86.67

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	36.11	43.33	*	63.89	56.67
All Grades	*	0.00	0.00	*	36.11	43.33	*	63.89	56.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	*	0.00	0.00	*	61.11	46.67	*	38.89	53.33
All Grades	*	0.00	0.00	*	61.11	46.67	*	38.89	53.33

Conclusions based on this data:

- 90.9% of students enrolled participated in the Math assessment.

2. In the past three years no student have met this standard.
3. 13.33% of students tested nearly met this standard. This is up 5% from the 2021-22 school year.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										*	*	*

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
11	*	*	*	*	*	*	*	*	*	*	*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
11	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. English Learners have not been a significant sub-group at Cassina High School and there is no data for this sub-group.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
64	60.9	4.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Dario Cassina 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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	3	4.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	39	60.9
Students with Disabilities	12	18.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	1.6
Hispanic	20	31.3
Two or More Races	1	1.6
White	41	64.1

Conclusions based on this data:

1. 57.4% of our students fall in the Socioeconomically Disadvantaged sub-group
2. 14.9% of our students are in the students with disabilities sub-group
3. 8.5 % of our students are classified as English Learners.

School and Student Performance Data

Overall Performance



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

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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
College/Career Very Low	Chronic Absenteeism  No Performance Color	Suspension Rate  Red

Conclusions based on this data:

1. Suspension rate is in very high category

School and Student Performance Data

Academic Performance English Language Arts

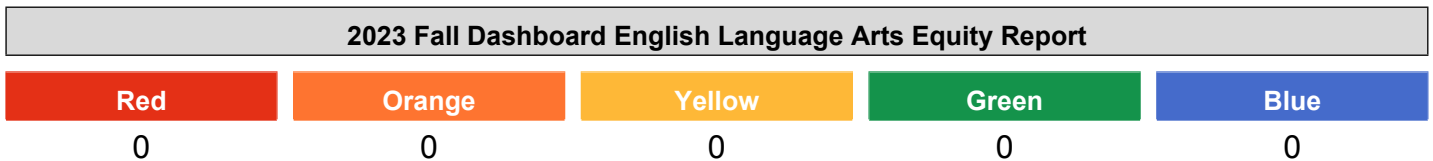
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
186.6 points below standard Decreased -4.7 points 22 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 0 Students	208.3 points below standard 15 Students	Less than 11 Students 3 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
191.4 points below standard 11 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	196 points below standard Decreased Significantly - 29.9 points 11 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 0 Students	181.2 points below standard Maintained -0.6 points 20 Students

Conclusions based on this data:

1. All student group was 181.9 below the standard
2. The largest sub-group was the White student group and they were 166.1 points below the standard
3. The English only sub-group was 180.6 points below the standard

School and Student Performance Data

Academic Performance Mathematics

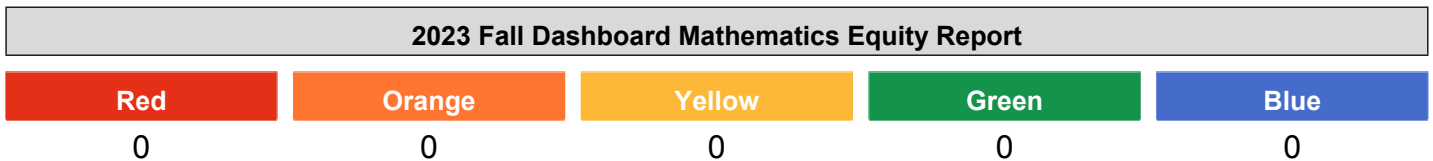
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
206.2 points below standard Maintained +1.1 points 22 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	250.3 points below standard 15 Students	Less than 11 Students 3 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">200.2 points below standard</div> Increased +4.6 points 12 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 1 Student	Less than 11 Students 0 Students	<div style="background-color: #e0e0e0; padding: 2px;">208.6 points below standard</div> Decreased -9.1 points 21 Students

Conclusions based on this data:

1. In the All Students group, students fell 207.3 points below the standard
2. English only students were 199.5 points below the standard

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator				
<table border="1"><thead><tr><th>English Learner Progress</th></tr></thead><tbody><tr><td>making progress towards English language proficiency</td></tr><tr><td>Number of EL Students: 1 Student</td></tr><tr><td>Performance Level: No Performance Level</td></tr></tbody></table>	English Learner Progress	making progress towards English language proficiency	Number of EL Students: 1 Student	Performance Level: No Performance Level
English Learner Progress				
making progress towards English language proficiency				
Number of EL Students: 1 Student				
Performance Level: No Performance Level				

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. The number of student participation is too low to register a rating.

School and Student Performance Data

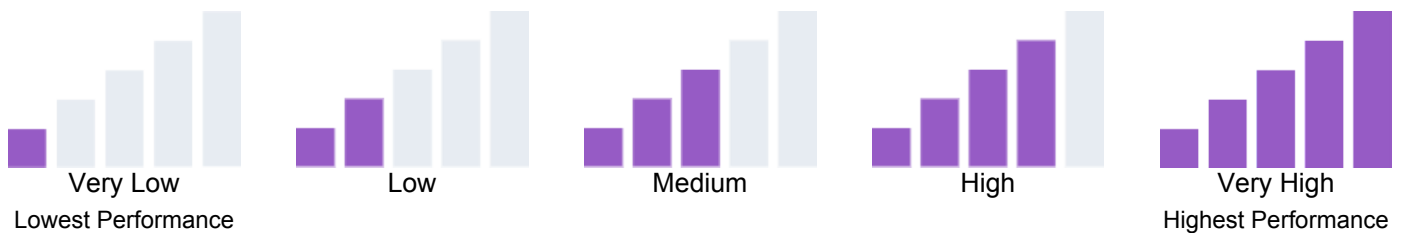
Academic Performance College/Career Report

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

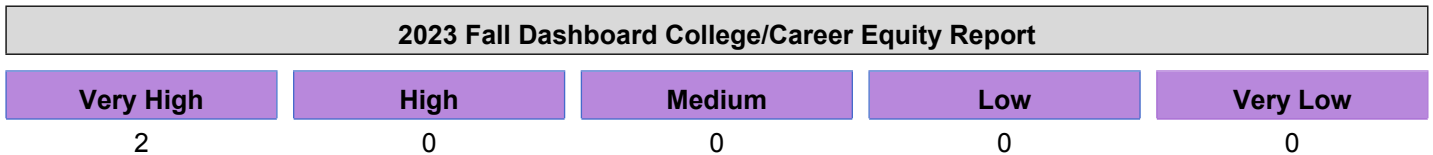
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

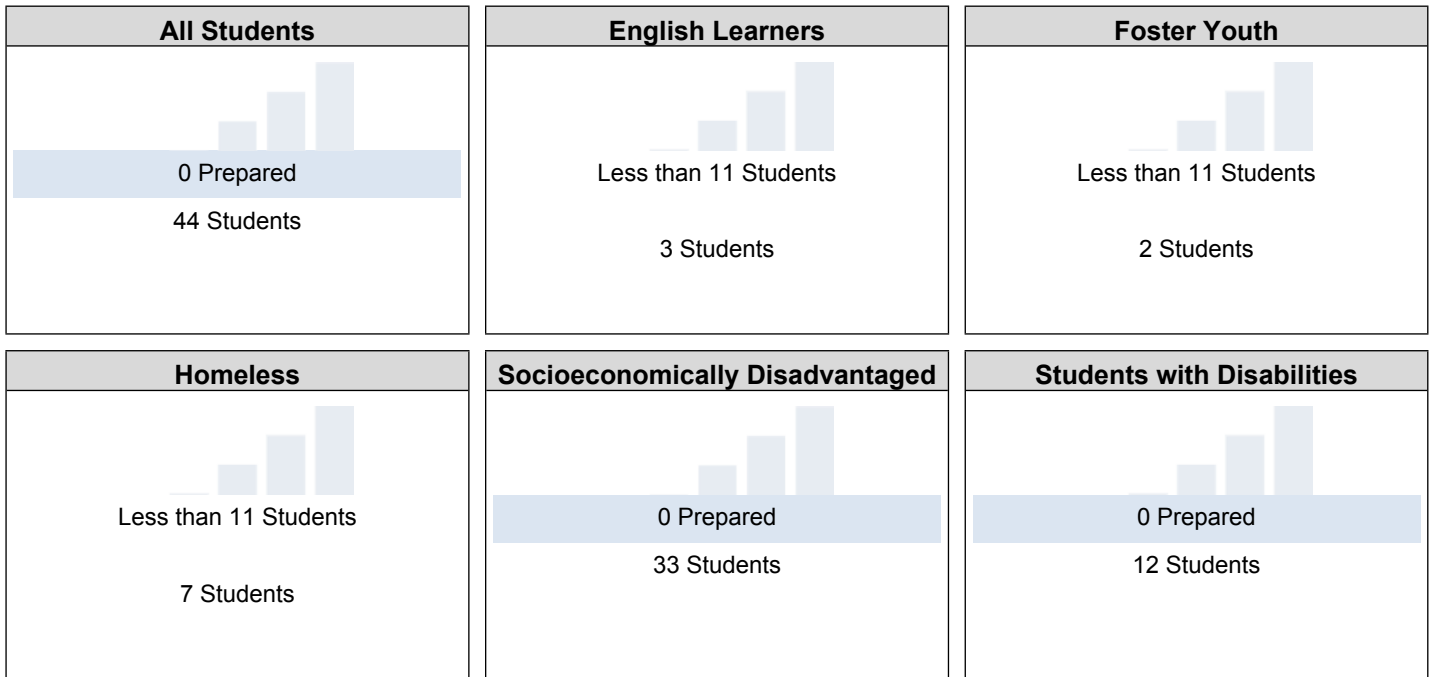


This section provides number of student groups in each level.

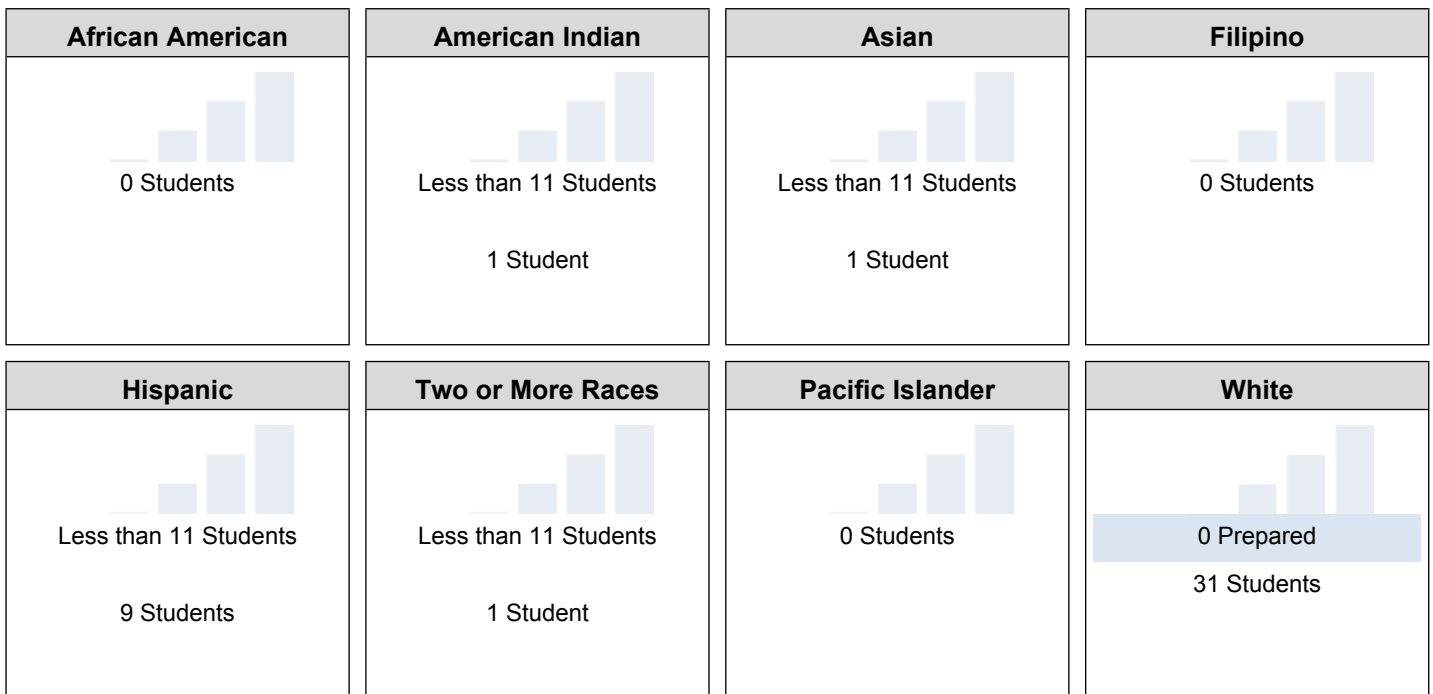


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

- 57.45% of the students are in the student sub-group White.
- Socioeconomically Disadvantaged is the largest sub-group at 57.4%.
- The English Learner sub-group has moved from 2.3% to 8.5%.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

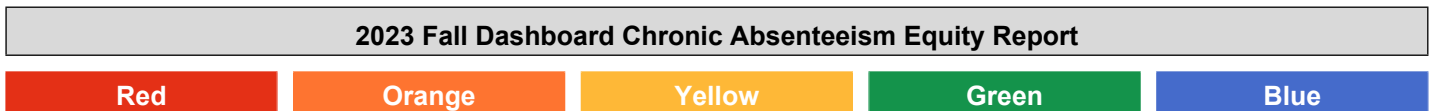
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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











This section provides number of student groups in each level.



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

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

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

1. The number of student participation is too low to register a rating.

School and Student Performance Data

Academic Engagement Graduation Rate

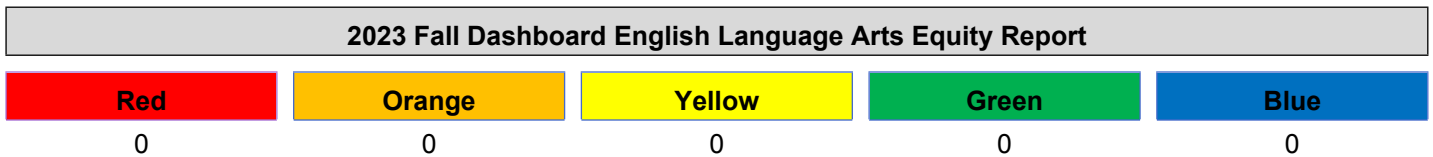
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
77.3% graduated Increased 1.4 44 Students	Less than 11 Students 3 Students	Less than 11 Students 2 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	72.7% graduated Maintained 0.7 33 Students	58.3% graduated 12 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
Less than 11 Students 9 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	<div style="background-color: #e1eef6; padding: 2px;">80.6% graduated</div> Increased Significantly 16.4 31 Students

Conclusions based on this data:

1. There is a 75.9% graduation rate.
2. Socioeconomically Disadvantaged students graduated at a 72% rate.
3. Hispanic students graduated at a 85.7% rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

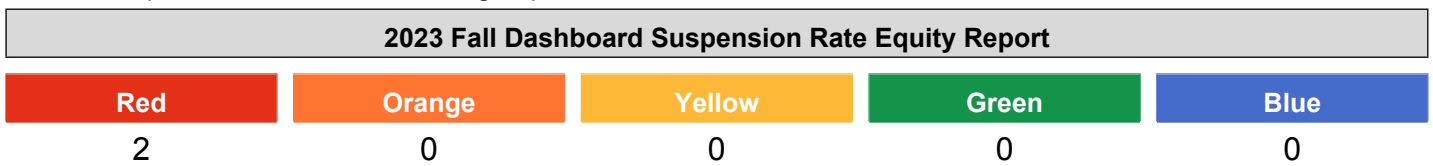
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Red</p> <p>38% suspended at least one day</p> <p>Increased 6.2 92 Students</p>	<p>English Learners</p> <p>Less than 11 Students 4 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>37.9% suspended at least one day</p> <p>Increased 10.2 58 Students</p>	<p>Students with Disabilities</p> <p>47.1% suspended at least one day</p> <p>Increased 13.7 17 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
37.9% suspended at least one day Increased 12.9 29 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 Red 39.3% suspended at least one day Increased 6.6 56 Students

Conclusions based on this data:

1. Suspension rate is in the very high category. The 2022 suspension rate was 33.8%.
2. White student sub-group has the highest suspension rate of 32.7%.
3. Students with disabilities suspension rate is at 33.3%.

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

Improve academic achievement and college/career readiness

LEA/LCAP Goal

Improve academic achievement and college/career readiness for all student groups.

Goal 1

Improve academic achievement and college/career readiness for all student groups.

Identified Need

To address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students in the Sonora Union High School District have access to support to improve academic achievement and college/career readiness.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The College/Career Indicator (CCI)	Socioeconomically Disadvantaged is the largest sub-group with a cumulative enrollment of 61.3% of the student population. There was very little participation to report in this area.	50% of all students and subgroups will be prepared according to the the College/Career Indicator criteria.
Smarter Balanced Achievement level in English Language Arts/Literacy	2021-22 2.78% exceeded standard, 5.56% met standard, 11.11% nearly met standard and 80.56% did not meet the standard.	CAASPP Achievement level in ELA will improve in the "exceeded and met" category from 8.34% to 13%
Smarter Balanced Achievement level in Mathematics	2021-22 0.0% exceeded standard, 0.0% met standard, 8.33% nearly met standard and 91.67% did not meet the standard.	CAASPP Achievement level in Mathematics will improve in the "exceeded and met" category from 0.0% to 5%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Continue to implement and revise created intervention and support classes that provide access to curriculum for special education students, EL students, low income students, or other students identified as struggling with the regular course curriculum.
2. Maintain funding for remediation opportunities for students by continuing to support the summer school utilizing Apex Learning Virtual School.
3. Continue to implement a work experience program designed to help students develop ready-to-work attitude, interview skills, financial literacy, knowledge of workplace safety, knowledge of workplace rights, and to impact career decision making skills.
4. Enroll students into the Cassina HS Columbia College Guidance 101 class.
5. Students and Staff will participate in Social Emotional Learning (SEL) opportunities at Cassina
6. Students and Staff will participate in SEL field trips

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
25,601	Title I 2000-2999: Classified Personnel Salaries Classroom Aide
18,164	Title I 3000-3999: Employee Benefits Classroom Aide
149,793	LCFF 1000-1999: Certificated Personnel Salaries Teachers
51,942	LCFF 3000-3999: Employee Benefits Teachers

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Improve students access to CCAPP opportunities through updated relationships with the local Junior College
2. Enroll students into the Cassina HS Columbia College Guidance 101 class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
70,900	LCFF 1000-1999: Certificated Personnel Salaries Alternative Education Counselor
21,645	LCFF 3000-3999: Employee Benefits Alternative Education Counselor

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

15 students were enrolled in the Cassina HS/Columbia
All student participated in a College and Career assessment

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

SEL grant was used to cover many of the Cassina SEL activities used to improve relationships and trust to promote student achievement for CAASPP ELA and mathematics

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goal will continue as is

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

Ensure equitable access for all students

LEA/LCAP Goal

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve.

Goal 2

Ensure equitable access for all students to current technology, tools, and instructional strategies to improve.

Identified Need

This goal seeks to address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students at Cassina High School will have equitable access to current technology, tools, and instructional strategies to improve educational outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ratio of students to computer/chromebooks	The ratio of Cassina High School students to computer/Chromebooks is 1:1.	The ratio of Cassina High School students to computer/Chromebooks is 1:1.
HERO reinforcement	Suspension rate of 32%	Reduce suspension rate closer to state average
STOPit App	HKS reported that 50% of student perceived Cassina HS as very safe or safe	Further develop a positive and safe culture on campus and increase HKS result as Cassina very safe or safe to 60%
Current Curriculum	The percentage of classes using state board adopted textbooks and curriculum adopted over 10 years ago was 30%.	All classes will be using state board adopted textbooks and curriculum that was adopted within the last 10 years.
Renaissance and Freckle assessment and student enrichment tools	Assessment will be updated 3 times per year and used to obtain a baseline for each student	Student improved academic abilities

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

1. Continue to provide online-curriculum options in order to increase class offerings as well as offer additional options to help students make up credits through Apex Learning.
2. Provide all classes with state board adopted textbooks and curriculum that was adopted within the last 10 years.
3. Maintain the level of technical support for students and staff in the IT department to include instructional and technological support. Support student access to online learning, contemporary learning tools, and collaborative communication skills through 1:1 digital devices for all Cassina High School students.
4. Increase Renaissance and Freckle assessment and student enrichment tools

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
19,149	LCFF 2000-2999: Classified Personnel Salaries IT Support
9,002	LCFF 3000-3999: Employee Benefits IT Support Benefits
13,627	LCFF 4000-4999: Books And Supplies Books and Supplies
25,601	Title I 2000-2999: Classified Personnel Salaries Classroom Aide
18,164	Title I 3000-3999: Employee Benefits Classroom Aide
80,249	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies Student Technology
15,000	Comprehensive Support and Improvement (CSI)

5000-5999: Services And Other Operating Expenditures
Technology and Student Support Services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Further develop opportunities to use HERO as an incentive for students to make good choices

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

9,567

Source(s)

General Fund
4000-4999: Books And Supplies
Classroom Aide

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Further educate students on the function of the STOPit app to promote a positive and safe culture

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)

70,900

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Alternative Education Counselor

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The HERO program has had a positive impact on the school culture, with staff members issuing HERO points for positive behavior, for good attendance, and for performing over the expected academic goals. Students are able to redeem HERO points for food items on a daily basis. STOPit app has allowed students to anonymously report campus incidents and is helping to improve campus safety. Further analysis of the 2021-22 goals will occur during the 2023 report.

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

Analysis of the 2021-22 goals will occur during the 2023 report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-22 goals will occur during the 2023 report.

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

Develop a safe and positive school culture

LEA/LCAP Goal

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Goal 3

Develop a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Identified Need

Address the needs demonstrated in review of CDE Dashboard data, stakeholder input, and local data. This goal was developed to ensure that all students at Cassina High School will have a safe, positive culture where all stakeholders receive social emotional support; are engaged; and feel safe, heard, and respected.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
More students working towards/achieving graduation standards.	2021-22 graduation rate was at 75.9% for all students	Improve graduation rate for all student by 5%
Suspension rate	2021-22 all student suspension rate was 31.8%	Lower sus pension rate to closer to the state average of 3.17%

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

1. Counselor to provide academic counseling services for student support.
2. Provide specialized academic counseling services for students identified as "at risk" through a campus staff.
3. Continue to fund one campus supervisor.
4. Support the teaching, modeling, and affirmation of expected student behaviors through continued implementation of Positive Behavioral Intervention and Support practices supported by HERO.

5. Continue to fund a school communication tool to provide phone, email, text, and other mass forms of information to students and parents regarding student and school events.
6. Continue to fund the KIDDS program (Drug Dogs), in order to help maintain a safe and drug free campus.
7. Implement the Social Emotional Learnin grant along with SEL stratigies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

Amount(s)	Source(s)
21,988	General Fund 2000-2999: Classified Personnel Salaries Staff
750	General Fund 5700-5799: Transfers Of Direct Costs Kontraband Dog
7,158	General Fund 5000-5999: Services And Other Operating Expenditures Phones, Internet, Aeries
70,900	Title I 1000-1999: Certificated Personnel Salaries Counselor
24,985	General Fund 2000-2999: Classified Personnel Salaries Campus Supervisor
11,822	LCFF 3000-3999: Employee Benefits Staff
16,410	General Fund 3000-3999: Employee Benefits Campus Supervisor
10,000	Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries Staff
36,675	Comprehensive Support and Improvement (CSI) 2000-2999: Classified Personnel Salaries Temporary Staff
21,427	Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits Temporary Staff

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Analysis of the 2021-22 goals will occur during the 2023 report

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

Analysis of the 2021-22 goals will occur during the 2023 report.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2021-22 goals will occur during the 2023 report.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. 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.

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	\$80,238.00
Total Federal Funds Provided to the School from the LEA for CSI	\$178,351.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$821,419.00

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 (\$)
Comprehensive Support and Improvement (CSI)	\$163,351.00
Title I	\$229,330.00

Subtotal of additional federal funds included for this school: \$392,681.00

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 (\$)
General Fund	\$80,858.00
LCFF	\$347,880.00

Subtotal of state or local funds included for this school: \$428,738.00

Total of federal, state, and/or local funds for this school: \$821,419.00

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
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	163,351.00
General Fund	80,858.00
LCFF	347,880.00
Title I	229,330.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	372,493.00
2000-2999: Classified Personnel Salaries	153,999.00
3000-3999: Employee Benefits	168,576.00
4000-4999: Books And Supplies	103,443.00
5000-5999: Services And Other Operating Expenditures	22,158.00
5700-5799: Transfers Of Direct Costs	750.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	10,000.00
2000-2999: Classified Personnel Salaries	Comprehensive Support and Improvement (CSI)	36,675.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	21,427.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	80,249.00

5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	15,000.00
2000-2999: Classified Personnel Salaries	General Fund	46,973.00
3000-3999: Employee Benefits	General Fund	16,410.00
4000-4999: Books And Supplies	General Fund	9,567.00
5000-5999: Services And Other Operating Expenditures	General Fund	7,158.00
5700-5799: Transfers Of Direct Costs	General Fund	750.00
1000-1999: Certificated Personnel Salaries	LCFF	220,693.00
2000-2999: Classified Personnel Salaries	LCFF	19,149.00
3000-3999: Employee Benefits	LCFF	94,411.00
4000-4999: Books And Supplies	LCFF	13,627.00
1000-1999: Certificated Personnel Salaries	Title I	141,800.00
2000-2999: Classified Personnel Salaries	Title I	51,202.00
3000-3999: Employee Benefits	Title I	36,328.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	338,045.00
Goal 2	261,259.00
Goal 3	222,115.00

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
- 1 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Robert Mayben	Principal
Eric Knapp	Other School Staff
John Hanson	Classroom Teacher
Tamara Cavanagh	Parent or Community Member
Fred Kelm	Parent or Community Member
Ron Imhoff	Parent or Community Member
Bonnie Schwing	

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

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 6/7/23.

Attested:

Principal, Robert Mayben on 6/7/23

SSC Chairperson, Dolly Thomas on 6/7/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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