



Targeted Support and Improvement (TSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Plaza Robles Continuation High School	39685853930278	N/A	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Plaza Robles Continuation High School for meeting ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Targeted Support and Improvement (TSI) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Plaza Robles Continuation High 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 initial communication with parents and students begins at the student's home comprehensive high school site through their assigned counselor. Once a referral is submitted, Plaza Robles reviews the request for consideration. If accepted, Plaza schedules a mandatory orientation prior to enrollment, which each student must attend with at least one parent or guardian.

As an alternative education setting, Plaza experiences a high rate of student and parent turnover each year. Entering its first year of Targeted Support and Improvement (TSI), Plaza has engaged students, families, and staff in discussions around expanding programs that promote student engagement, enrichment, and improved academic achievement. Stakeholders have expressed interest in opportunities such as after-school tutoring, credit recovery options, off-site college and career exploration visits, and expanded access to technology.

Additionally, staff have voiced interest in professional development specifically geared toward alternative education, to better support the unique needs of Plaza's students. To guide continuous improvement, Plaza also plans to implement an annual stakeholder survey. This survey will help assess the effectiveness of the school's learning environment and supports and will be used to inform future planning and decision-making. Stakeholder groups will include teachers,

clerical staff, students, parents and community members, the counselor, and the principal.

The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

- Instructional Leadership Team, April 2025
- Student Leadership Counsel, April 2025
- School faculty and staff, Staff meetings, April and May 2025
- SJCOE, April 2025

A comprehensive communication plan developed to inform all stakeholders about the TSI goal development and review process includes:

- Ongoing communication channels (e.g., newsletters, emails, school website)
- Meeting schedules and agendas
- Opportunities for feedback and input, needs assessment, inventories and surveys

Consultation meetings to gather input from various stakeholder groups include:

- Student leadership group
- Faculty and staff meetings
- SJCOE, Solution Tree, Corwin, West Ed.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the 2024 CA Dashboard, we have identified that the College/Career indicator overall performance was in the "Orange" category. 3.6% of Plaza students were identified as meeting the states criteria as prepared according to the 2024 CA Dashboard. This was an increase of 2.4% year over year.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented, as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

According to the 2024 California School Dashboard, Plaza Robles Continuation High School had a graduation rate of 68.9%, placing the All-Student group in the yellow performance band. However, the Hispanic student subgroup graduated at a significantly lower rate of 58.1%, placing them in the red performance band—two levels below the All-Student group.

This performance gap meets the criteria for Targeted Support and Improvement (TSI) designation. In response, Plaza Robles is prioritizing targeted strategies within its School Plan for Student Achievement (SPSA) to improve graduation outcomes for Hispanic students. These include increased academic supports, expanded credit recovery options, and deeper engagement with families to address barriers that impact on-time graduation.

During the 2024-25 school year, Plaza Robles Continuation High School partnered with the San Joaquin County Office of Education to perform a root cause analysis involving district leadership, school leadership, and instructional staff. Through the review of local and state data, stakeholder feedback, and structured team discussions, the school identified critical areas of strength and need, examined underlying factors contributing to performance outcomes, and prioritized focus areas for improvement. This work informed the development of the Targeted Support and Improvement plan for the 2025-26 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeted Support and Improvement (TSI)

Plaza Robles is committed to ensuring that the educational outcomes of our Hispanic students align with those of the overall student population, as measured by improvements in both the Graduation Rate and Suspension Rate.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare students to be college and career ready.

LUSD LCAP Goal #3 LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the 2024 California School Dashboard data for Plaza Robles Continuation High School, there is a critical need to improve outcomes for Hispanic students, particularly in the areas of graduation, college/career readiness, and school climate. The Graduation Rate for the Hispanic student group was 58.1%, significantly lower than the schoolwide rate of 68.9%, placing the group in the Red performance band. This performance level meets the criteria for Targeted Support and Improvement (TSI). Additionally, the College/Career Indicator shows that only 3.6% of all students were classified as "Prepared," signaling a broader need for academic and post-secondary readiness interventions. While the Suspension Rate for Hispanic students was relatively low at 1.2% and in the Green performance band, the low graduation rate and college/career readiness levels underscore a persistent gap in long-term academic success and future opportunities.

To address these disparities, Plaza Robles must prioritize targeted academic interventions, credit recovery options, and expanded access to college and career exploration programs. Strengthening culturally responsive supports and engaging families in academic planning will also be essential in helping Hispanic students successfully transition to post-secondary paths.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard- Graduation Rate	<p>2024 CA Dashboard – Graduation Rate</p> <p>All Students: The graduation rate for the All-Student group was 68.9% (yellow), reflecting a 1.8% increase from the previous year.</p> <p>Hispanic Students: The graduation rate for Hispanic students was 58.1% (red), showing a 1.7% improvement year over year.</p>	<p>2025 CA Dashboard – Graduation Rate Goals</p> <p>All Students: The graduation rate for the All-Student group is projected to increase by at least 1%, rising from 68.9% to 71%, while maintaining the yellow performance level on the 2025 CA Dashboard.</p> <p>Hispanic Students: The graduation rate for Hispanic students is expected to improve by 9.9%, increasing from 58.1% to 68%, resulting in a shift from the Red to the Yellow performance level on the 2025 CA Dashboard.</p>
CA Dashboard- College and Career	<p>2024 CA Dashboard – College/Career Readiness</p> <p>All Students: The percentage of students identified as “Prepared” for college and career in the All Student group was 3.6%, an increase of 2% from the prior year, placing the group in the Orange performance band.</p> <p>Hispanic Students: The percentage of Hispanic students identified as “Prepared” was 3.8%, reflecting a 0.8% year-over-year increase.</p>	<p>2025 CA Dashboard – College/Career Readiness Goals</p> <p>All Students: The percentage of students in the All Student group identified as “Prepared” for college and career is projected to increase by 6.4% or more, resulting in a shift from the Orange to the Yellow performance band.</p> <p>Hispanic Students: The percentage of Hispanic students identified as “Prepared” is expected to increase by 6.4% compared to the previous year.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school’s strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>Examples://</p> <ul style="list-style-type: none"> Visible Learning/Clarity/Self & Peer Assessment Professional Learning Communities Measuring Student Learning Project 	All Students, with an intentional focus on strengthening supports for Hispanic students.	
1.2	In-School Interventions for all Certificated staff will provide targeted academic support and enrichment activities in alignment with the CA Common Core Standards for ELA (primarily literacy). These	All Students, with an intentional focus on strengthening supports for Hispanic students.	

	interventions aim to enhance students' literacy proficiency, higher-level problem-solving skills, and overall, ELA development. Equitable access to resources and strategies will be provided to promote literacy success for all students.		
1.3	Increase access to supplemental library and classroom materials to support literacy, research, college & career goals.	All Students, with an intentional focus on strengthening supports for Hispanic students.	
1.4	All staff will be trained in implementing PBIS strategies in their classroom. We will identify our multi tiered systems of support and ensure all teachers are aware of such. Behavior expectations will be clearly taught to students and shared with parents. All policies and procedures will be in written format to ensure consistency of implementation.	All Students, with an intentional focus on strengthening supports for Hispanic students.	

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Graduation Rate	Plaza Robles Continuation High School will increase the Graduation Rate by 5% increasing performance from the (Red) to the (Orange) performance level as measured by the 2024 CA Dashboard.	2024 CA Dashboard – Graduation Rate All Students: The graduation rate for the All-Student group was 68.9% (yellow), reflecting a 1.8% increase from the previous year.
Suspension Rate	Plaza Robles Continuation High School will reduce the suspension rate for (All Students)" to 3% (Orange) as measured by the 2024 CA Dashboard.	2024 CA Dashboard – Suspension Rate All Students: The suspension rate for the All-Student group was 1.6%, indicating that students were suspended for at least one day. This reflects a 4.4% decrease from the previous year.

Analysis

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

This past year, the goal was to increase graduation rates for all students. While we achieved a 1.8% increase (enough to exit CSI designation); we did not meet the 5% target, and graduation rates declined for our Hispanic student subgroup. Another goal was to reduce the suspension rate for all students by 3%, which was successfully met, continuing a four-year trend of decreasing suspensions. While strategies and activities have shown effectiveness for some student groups, 2024 data highlight the need to strengthen efforts to improve academic engagement across all students, with a focused, intentional approach for supporting our Hispanic students.

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

The goal for Suspension rate was met. The TSI goal is now focused on Graduation rate for our Hispanic subgroup. Given the nature of the alternative setting, the data may become skewed throughout the year, given that some of our Hispanic students may not finish the year at Plaza Robles. When our students leave Plaza and re-enroll at their home site this could then make the percentiles significantly larger.

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.

Beginning in the 2025–26 school year, we will continue to provide professional development to strengthen academic engagement and social-emotional learning (SEL) support for students. All teaching and counseling staff will collaborate closely with two consultation groups—Solution Tree and Corwin—with a focus on Response to Intervention (RTI) and Visible Learning strategies that promote active, positive student learning. Additionally, since a PBIS Implementation Fidelity review has not been conducted since 2023, we will reassess our current progress and make necessary adjustments based on updated data.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

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
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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Expenditures by Goal

Goal Number	Total Expenditures
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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
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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 .

Attested:



Principal, Richard Shipley on 4/24/2025