

# Comprehensive Support and Improvement (CSI) 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		June 18, 2024

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 Comprehensive Support and Improvement (CSI) 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 Comprehensive Support and Improvement (CSI) 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 will 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 school site with their counselor. A referral is then sent to Plaza for review and consideration for the incoming request. Plaza then will schedule and orientation previous to enrollment, attendance is mandatory for each student which is to be accompanied by at least one parent/guardian. Being that Plaza is a continuation school there is a high turnover of parents and students each year. Plaza is entering into its 2nd year of Comprehensive Support & Improvement (CSI). Staff members, parents and students have discussed various ways that Plaza could build programs to provide more engagement and enrichment opportunities for students to help focus, support and improve schoolwide achievement. Students, parents and staff have had the following discussions in support of giving Plaza students opportunities such as: afterschool access to tutoring and credit recovering options, offsite visits to view college and career alternatives, increase use and access of technology. Staff is in support of looking into receiving professional development opportunities, primarily in the areas of alternative education in order to better meet the needs of our student population. Plaza would like to incorporate an annual survey to be able to measure the effectiveness of the learning environments and supports that have been

implemented. This survey would be available for all stakeholders to complete and give input in future decision making. Plaza stakeholders would include the following: teachers, clerical staff, students, parents/community members, counselor, principal.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Plaza Robles High School has an enrollment of approximately 150 students at any one given time and is primarily funded according to CBED data. Funding sources for Plaza are limited based on its student enrollment. Major purchases focused on increasing enrichment and engagement opportunities for students in the classroom have been extremely costly and tend to use a substantial portion of the site budget. Plaza students have been primarily identified as high-risk, in which case come from various backgrounds involving trauma, substance abuse, homelessness, etc. Funding for staff development, collaboration, conferences, college and career outings and additional interventions have been limited. In addition, funding sources for after-school tutoring and credit recovery opportunities by qualified staff have been limited dramatically. Given that Plaza has one school counselor with the overwhelming task of meeting the needs of the high number of at-risk students, an increase in mental health services that is currently offered would be beneficial.

## 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.

Based on the needs assessment, we have identified the Graduation Rate needs significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard we have identified that "All Students" placed in the "Red" performance level as reported by the 2023 CA Dashboard.

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.

Plaza Robles Continuation High School did not have any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

# 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.

#### Comprehensive Support & Improvement (CSI) - Graduation Rate

The Comprehensive Support & Improvement CSI Goal is to enhance academic achievement and well-being outcomes for all students by implementing targeted interventions, fostering a positive school climate, and engaging stakeholders collaboratively. Through these efforts, we aim to ensure that every student reaches their full potential academically, socially, and emotionally. This goal and plan will be used to meet federal CSI planning requirements.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1 - All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### 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.

CDE CA Dashboard Data for the 2023-24 school year indicates that Plaza Robles Continuation High performed in the (Red) performance level with a graduation rate of 67%. There were no student groups that demonstrated a performance gap two performance levels below the "All Student" group performance level.

### 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
Graduation Rate	The Graduation Rate at Plaza Robles Continuation High School is 67% (Red) as reported on the 2023 CA Dashboard.	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.
Suspension Rate	6% (Orange) of "All Students" were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Plaza Robles Continuation High School will reduce the suspension rate for (All Students)" to 3% (Orange) as measured by the 2024 CA Dashboard.

## 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>Parent and Community Involvement: Plaza Robles will increase parent/guardian and local community engagement in supporting the academic success of all students. Activities to support this strategy may include:</p> <ul style="list-style-type: none"> <li>* Family events</li> <li>* Volunteer opportunities</li> <li>* Partnerships w/local businesses and organizations</li> </ul>	All	<p>1070.00 Comprehensive Support and Improvement 2420 Clerical Temp Coverage of overtime of clerical staff to make contact with students/families regarding student achievement/attendance and/or concerns affecting student progress 427.00 Comprehensive Support and Improvement 3000 Benefits Clerical Temp Benefits 503.00 Comprehensive Support and Improvement 4300 Materials Materials for increased communication to students and parents related to students' achievement and /or progress 300.00 Comprehensive Support and Improvement 4325 Food For Meetings Food provided for student/families during after school hour meetings.</p>
1.2	<p>Monitoring and Early Intervention: Plaza Robles will implement systems for monitoring student progress and will intervene promptly with targeted support including both academic and behavioral issues. Activities to support this strategy may include:</p> <ul style="list-style-type: none"> <li>* Additional tutoring/academic instructional support</li> <li>* Credit Recovery - 7th period</li> </ul>	All	<p>22,400.00 Comprehensive Support and Improvement 1103 Prep Period Teacher 120% Teachers participating in supervising/instructing tutoring/credit recovery/college and career preparedness opportunities for students will be placed on a 120 contract for time spent that goes above and beyond their regularly scheduled workday. 5600.00 Comprehensive Support and Improvement 3000 Benefits Prep Period Teacher Benefits</p>
1.3	<p>Celebrating Achievements: Plaza Robles will recognize and celebrate students' achievements</p>	All	500.00

	<p>and milestones to boost student confidence and motivation. Activities to support this strategy may include:</p> <ul style="list-style-type: none"> <li>* awards ceremonies</li> <li>* Written recognition to student and family</li> <li>* Other forms of positive reinforcement</li> </ul>		<p>Comprehensive Support and Improvement 5715 Print Shop Provide students with various forms of positive reinforcement</p>
1.4	<p>Career and College Readiness: Plaza Roles will provide college and career readiness opportunities including career exploration, college preparation workshops, mentorship opportunities, off site college and career tours &amp; informational visits.</p>	All	<p>8,000.00 Comprehensive Support and Improvement 5872 Field Trips Field trips to college campuses, job training facilities, workplace environments and/or settings providing academic enrichments to encourage college/career goal setting and increase academic achievement.</p>
1.5	<p>Plaza Robles will provide professional development opportunities that address the unique needs of alternative high schools. Professional development will support teachers in developing and enhancing knowledge, skills, and strategies necessary to effectively meet the needs of their diverse students. Professional development activities to support this strategy may include:</p> <ul style="list-style-type: none"> <li>* Culturally Responsive Teaching</li> <li>* Differentiated Instruction</li> <li>* Social-Emotional Learning</li> <li>* Restorative Practices</li> <li>* Technology integration to increase usage of 21st century technology resources and tools to enhance teaching and learning.</li> <li>* Trauma informed teaching practices</li> <li>* Professional Learning Communities</li> <li>* Data- Driven Instruction</li> </ul>	All	<p>8,000.00 Comprehensive Support and Improvement 5220 Conference Professional development conference for staff with focus on meeting needs of alternative education students and increasing graduation rates. 500.00 Comprehensive Support and Improvement 5210 Mileage Milage expenses for the purpose of professional development 800.00 Comprehensive Support and Improvement 1150 Teacher Sub Coverage for classrooms when teachers are attending professional development conf. during school time. 200.00 Comprehensive Support and Improvement 3000 Benefits Benefits for Teacher Subs</p>
1.6	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all</p>	All	<p>700.00 Comprehensive Support and Improvement 4200 Books Purchase books to enhance and support academic achievement and promote college/career development.</p>

	learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.		
1.7	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>All technology must be specific in detail and must be noted here for the purpose</p>	All	<p>500.00 Comprehensive Support and Improvement 4375 Technology (under \$500) Materials for increased communication to students and parents related to students' achievement and /or progress. 500.00 Comprehensive Support and Improvement 5800 Prof and Operating/Consultants Author/speaker/presenter/consultant to provide professional services to all students and staff on site.</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be 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	Graduation Rate at or above 68%	The Plaza Robles Continuation High School Graduation Rate was 67% as reported by the 2023 CA Dashboard.

### Analysis

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

The overall implementation and effectiveness of the strategies/activities to achieve the articulated goal were limited due to the below stated reasoning after each activity, resulting in the goal not being achieved.

Activity 1: Provide opportunities for students to experience settings that would encourage college/career exposure, goal setting, and/or additional academic enrichment.

This activity would be considered somewhat ineffective, we were able to only complete on visit to a local community college. Students were enriched by CTE oriented programs/activities that the community college had to offer our students. We were in contact with other various institutions both locally and in surrounding areas but got little to no feedback for visitations to occur. In order to achieve this goal, I would like to have not just CTE pathways to enrich our students but academic pathways as well from a variety of post-secondary institutions.

Activity 2: Professional development for staff with focus on meeting the needs of alternative education students and increasing graduation rates.

This activity would be considered effective, we were able to send a team of four staff members to the California Continuation Education Association Plus conference. During their time at the conference, they were able to attend



various workshops along with keynote speakers to collaborate with like colleagues. The team was also introduced to a number of model school team member recipients to gain further information about successful alternative practices. Upon the teams return to the site they were able to share out with the rest of the staff. Afterwards the staff then started the conversation about implementation of some of these various practices and strategies moving forward.

Activity 3: Increase use and access to technology and/or equipment for students and/or staff to enhances support and achievement.

This activity would be considered effective, during the beginning of the year we were able to look at site technological needs and then create a pathway to help meet the needs of our students. Teachers were then able to access the appropriate technology to enhance and support student needs.

Activity 4: Books/Materials to enhance and support academic achievement and promote college/career development.

This activity would be considered ineffective, we had staff complete an order for supplemental resources to help meet this goal. After the order had been placed the publishing company then replied back to inform the school site that they no longer carried said materials and could not fulfil the order.

Activity 5: Motivational Speaker(s)/Workshops for students and/or training/professional development for staff with a focus on college/career readiness and social emotional learning.

This activity would be considered somewhat effective, we were able to bring in some motivational speakers but very little workshops. We did contract with some local agencies that help achieve some facets of the goal but moving forward would like to have more access for our students.

Activity 6: Tutoring/credit recovery/college and career preparedness opportunities for students provided by certificated staff for the purpose of increasing student achievement.

This activity would be considered effective, we were able to begin the year by incorporating Apex learning as a credit recovery option for our students. Students were able to take an optional 7th period class four days a week in order to help recover missing credits. These classes were run by two instructors that were able to monitor progress and assist students while using Apex. The instructors were then able to issue grades and credits to students and then give the opportunity to others or the same students to continue taking other courses that they could not fit into their daily schedule.

Activity 7: Increased communication and out-reach for student achievement purposes

This activity would be considered somewhat ineffective, at the beginning of the year the staff came together to collaborate and brainstorm ideas to get more school community involvement. We then tried to implement various ideas to help get more families and students to attend programs outside of the school day. We found very little success in our efforts as the turnout to these events was minimal.

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

The above reasoning clarifies the implementation challenges, leading to expenditures falling short of the budgeted amount.

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.

In response to this analysis, we will maintain the graduation rate as a metric in our goal tracking, but we will also incorporate the suspension rate, considering the concerning orange status on the California dashboard. These changes are reflected in the updated goals outlined in the activities section corresponding to the CSI goal. In addition, Plaza will collaborate closely with the San Joaquin County Office of Education to conduct ongoing needs assessments, root cause analyses, and implement activities aimed at fostering a higher graduation rate and reducing suspension rates.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$50,000.00
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 (\$)
Comprehensive Support and Improvement	\$50,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$50,000.00

Total of federal, state, and/or local funds for this school: \$50,000.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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### Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement	50,000.00

### Expenditures by Budget Reference

Budget Reference	Amount
1103 Prep Period Teacher 120%	22,400.00
1150 Teacher Sub	800.00
2420 Clerical Temp	1,070.00
3000 Benefits	6,227.00
4200 Books	700.00
4300 Materials	503.00
4325 Food For Meetings	300.00
4375 Technology (under \$500)	500.00
5210 Mileage	500.00
5220 Conference	8,000.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	500.00
5872 Field Trips	8,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1103 Prep Period Teacher 120%	Comprehensive Support and Improvement	22,400.00

1150 Teacher Sub	Comprehensive Support and Improvement	800.00
2420 Clerical Temp	Comprehensive Support and Improvement	1,070.00
3000 Benefits	Comprehensive Support and Improvement	6,227.00
4200 Books	Comprehensive Support and Improvement	700.00
4300 Materials	Comprehensive Support and Improvement	503.00
4325 Food For Meetings	Comprehensive Support and Improvement	300.00
4375 Technology (under \$500)	Comprehensive Support and Improvement	500.00
5210 Mileage	Comprehensive Support and Improvement	500.00
5220 Conference	Comprehensive Support and Improvement	8,000.00
5715 Print Shop	Comprehensive Support and Improvement	500.00
5800 Prof and Operating/Consultants	Comprehensive Support and Improvement	500.00
5872 Field Trips	Comprehensive Support and Improvement	8,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	50,000.00

# 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 5/13/24.

Attested:



Principal, Richard Shipley on 5/13/24

SSC Chairperson, Jennifer Latino on 5/13/24