School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Aragon High School	41-30217		

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.

Aragon High School has aligned the School Plan for Students Achievement with the WASC goals established in preparation for the mid-cycle review in the Spring of 2021 and updated in Fall 2021. This plan includes Equity and Achievement for all students; Behavior and Wellness Program Implementation and Communication; and a more Inclusive and Inspiring program.

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).

WASC surveys for students, parents and staff were conducted in spring and fall of 2017 to prepare for a WASC report and visitation in 2018. The Self Study report reviewed survey results. The WASC team reviewed these results in contrast to new Panorama Survey Data in Spring 2020 and Fall 2020.
Instructional effectiveness of Flex Time conducted in spring 2018.
California Healthy Kids Survey 2017 and 2018, Panorama Survey in 2020 and 2021.

Classroom Observations

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

In 2011, Aragon teachers began peer coaching to enhance teaching and learning for all students. Peer observation weeks organized by the PD coordinator occurred in fall and spring of 2017/18. The district has added a new teacher evaluation system in 2016 in which teachers go through five cycles of inquiry that include classroom observations. In the fall of 2015, a number of certificated teachers from all district schools were trained as Instructional Coaches to work along side teachers as they go through the evaluation process. The IC's assist teachers in developing lesson plans, working on new instructional strategies, and best practices. The IC's program continue in 2017-2018 and 2018-2019. All administrators are evaluators and are required to observe teachers in the classroom for the evaluation process. In the Spring and Fall 2020 semesters, the observation process shifted to ensure that quality standards-based instruction continued in the Distance Learning Environment (as a response to ensuring the safety of staff and students during COVID-19 pandemic). We are happy to report that as of Fall 2021, we have resumed the Instructional Coaching and Evaluation System once again.

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)

Our analysis of 2018, CAASPP scores in English and Mathematics and ELPAC scores in reading comprehension point out those underrepresented, under-performing students were not achieving academic standards in reading and mathematics as quickly as other groups. Hispanic/Latino and Pacific Islander students have made significant gains over the past years, but they are still performing below white and Asian populations at the school. EL's are struggling in reading and writing.
In 2021, the SMUHSD provided schools with funding to support a full time classified position to support Tier 2 programs as the "Student Success Coordinator". This position also organizes and oversees the After School Tutoring Center, which runs after school daily until 5pm and is staffed by paid and volunteer student and staff tutors. Flex Time continues to run twice a week during the school day, providing all students with 35 minutes twice a week to receive academic support. Targeted Tier 2 and Tier 3 students (identified through the Student Intervention Team based on grades, attendance, and testing data) receive additional supports during Flex Time through the Intensive Flex program, also run with the support of the Student Success Coordinator.

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

Aragon has implemented a number of tutorial interventions and support classes designed to help English Learners and identified under-performing groups, such as economically disadvantaged, special education, Hispanic Latino and Polynesian students succeed. Administration and faculty meet annually to review CAASPP results that include dis-aggregated data for ELL, special education, socio-economically disadvantaged, Hispanic/Latino, and Polynesian students. Results of common assessment data are reviewed in PLCs content specific teachers.

Aragon has programs for students in all grade levels to improve in reading and mathematics performance and academic progress towards graduation.

For students reading below the 6th grade level or weak in mathematics, an Intensive English Class was created. These courses were in addition to the Strategic English and Algebra Support courses for students at the 6th to 8th grade reading levels. !n 2018-2019 the Math Department instituted a new model for Algebra I using roving Math teachers during Algebra I classes that used a pull out model to work with struggling Math students. In the Fall of 2021, the math department expanded the Roaming Program to include Algebra I and Geometry in response to anticipated learning gaps after the pandemic year of Distance Learning.

A Guided Studies course was created for 9th,10th and 11th grade students who need improved study skills, academic and personal support in their core academic classes. A second tier of Guided Studies, provides social/emotional support for 9-11th graders. A 12th grade class was created in 2018-2019 to address the needs of students in danger of not passing English and Social Studies; this course was shifted in the Fall of 2021 in response to the growing SEL needs of our older students after the year of Distance Learning.

An On-Site Credit Recovery (OSCR) course was created that offers students credit recovery opportunities through a mixture of direct instruction and on-line curriculum using the Compass Learning system. In 2019, we shifted from Compass to Edgenuity - a program that allows for IS and SPED use as well. The program continues to support students as needed in the Fall of 2021.

In the spring of 2012, the district implemented The Counselor Watch program for middle and high school counselors to share information about "at-risk" students. This program continues to support students as we transition them from the middle schools to the high school, and includes more than SEL needs.

In the fall of 2015, a Flex time was built into the schedule for tutoring and extra assistance from teachers. This is now offered for 35 minutes twice a week for all students. In Fall 2021, the Student Intervention Team began to support the Intensive Flex program to include the use of data in identifying students for the program, and weekly program monitoring to determine when students are ready to exit that intervention OR to layer on additional interventions as needed.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The school has worked diligently to assure that all of our teachers are highly qualified. After a review of staff, all teachers are highly qualified.

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

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

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

The district's director of instruction, working with content area curriculum council representatives and site Principals, meet monthly to address professional needs, student performance, and alignment of content standards. The district added a professional development coordinator teacher at each site.

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

For the 2021-22 school year, Aragon has .8 FTE Instructional coaches to support teachers. The site has .2 FTE for a professional development coordinator. .2 FTE MTSS Coordinator, and .4 FTE for and Instructional technology coordinator. These positions provide ongoing instructional assistance and teacher support.

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

All teachers participate on a Professional Learning Community (PLC) that meet weekly. Each month, teachers participate in Teacher Study Groups (TSG) that are cross curriculum groups that follow the cycle of inquiry to develop curriculum and assess student work. The focus this year is on equity in the classroom and anti-racist teaching practices.

Teaching and Learning

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

English and mathematics departments have aligned their curriculum to the state common core standards and continually review curiculum after reviewing results of CAASPP tests in English and mathematics. Department curriculum councils continue the work of embedding the common core standards into the content courses.

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

All students in 9th and 10th grade receive at least the equivalent of 5 minutes for 1 days in mathematics and language arts instruction. They receive 90 minutes of instruction for 2 days a week during block period instruction.

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

PLCs develop pacing schedules for curriculum implementation and instruction.

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

As part of the Williams Act, all classes have standards-based instructional materials and textbooks.

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

Standards aligned materials are used in all content areas and support classes and are board of trustees adopted.

Opportunity and Equal Educational Access

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

Present course offerings to help under-performing students meet standards include Strategic English Support for 9th-11th grade students. Algebra I and Geometry Roaming Programs (flexible pull-out programs) are provided for 9th and 10th grade students who have low math skills. In addition, Aragon offers general academic support classes called Guided Studies. Tutorials are available for students after school tutorial in the library. All students participate in Flex Time two days each week for academic support; targeted students receive Intensive Flex supports as needed in 6-7 week periods.

Evidence-based educational practices to raise student achievement

Aragon uses Title II funds for Staff Development opportunities including Constructed Meaning. Title III funds are used by the EL program for books and supplemental materials to support EL student achievement.

A) Professional development activities are offered for teachers in math, English, social science, science, math, world language and arts to develop curriculum that is aligned to the common core. (Title II)
B) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (Title III)

Parental Engagement

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

The Parent Teacher Student Organization of Aragon holds an annual fund raiser called "Aragon Excellence" which brings in financial support dollars that help pay for after school tutorials. LCAP funds support our Student Success Coordinator. All students check out technology to support their learning needs: we adopted a 1:1 Chromebook policy in Fall 2020 that continues today; students are also able to check out calculators from the library as needed for upper division math and science courses.

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)

As necessary, the School Site Council and other stakeholder groups are involved with the planning, implementation and evaluation of ConApp programs.

Funding

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

Aragon uses Title II funds for Staff Development opportunities. Title III funds are used by EL programs and departments for books and supplemental materials to support EL student achievement.

A) Professional development activities are offered for teachers in math, English, social science, science, world language and arts to develop teaching strategies that address the implementation of the common core. (Title II)
B) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements.
C) The EL Outreach coordinator and Family Engagement Coordinator support EL achievement and parent involvement.

Fiscal support (EPC)

For 2021-22, Aragon receives general district funds, Title II, Title III, and LCAP funds. In addition to these funds and general funds, Aragon also secures financial support from the PTSO for a variety of needs.

Stakeholder 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

During the 2017-2018 school year the faculty, staff, students, parents/guardians, and community leaders were involved in the WASC accreditation process. In April, 2018, and again in September 2020, faculty reviewed the plan to determine progress on goals. During the 2020-21 school year the School Site Council, representing teachers, students, parents, and administration continually review school data and update plans. As part of professional development, teachers and staff review school data and review school plans and goals.
In August 2021, the site reviewed our plans for the school year as outlined in our WASC Action Plan from Spring 2021. The work outlined at that time will continue to inform our work, and was reviewed and approved by School Site Council on November 1, 2021.

Resource Inequities

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

Resources continue to be needed to support long term and new EL students, special education students in co-teaching classes and under represented populations in honors and AP classes.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.3%	0.23%	0.1%	5	4	2
African American	0.84%	0.52%	0.4%	14	9	7
Asian	23.04%	24.71%	25.1%	386	424	436
Filipino	5.07%	4.84%	5.0%	85	83	86
Hispanic/Latino	27.34%	27.04%	26.6%	458	464	462
Pacific Islander	3.7%	3.15%	2.6%	62	54	45
White	5.37%	27.7%	27.5%	90	475	476
Multiple/No Response	7.94%	7.05%	12.7%	133	121	220
			Total Enrollment	1,675	1,716	1,734

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 9	445	464	450
Grade 10	425	442	449
Grade 11	420	406	434
Grade 12	385	404	401
Total Enrollment	1,675	1,716	1,734

Conclusions based on this data:

1. Enrollment is increasing, especially for Asian, Hispanic and white.
2. Hispanic/Latino remains as the largest individual group, though a number of these students also identify one or more additional groups.
3. Our African-American enrollment numbers are decreasing and our Pacific Islander population is increasing.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	59	74	81	3.5%	4.3%	4.7%
Fluent English Proficient (FEP)	573	580	575	34.2%	33.8%	33.2%
Reclassified Fluent English Proficient (RFEP)	6	11	14	9.5%	18.6%	18.9%

Conclusions based on this data:

1. English Learners continue to be a high priority group.
2. English Learner numbers are increasing.
3. Our reclassified population is beginning to plateau.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	391	415	428	373	402	0	373	402	0	95.4	96.9	0.0
All Grades	391	415	428	373	402	0	373	402	0	95.4	96.9	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2667.	2661.		50.13	48.26		28.95	28.86		13.67	13.43		7.24	9.45	
All Grades	N/A	N/A	N/A	50.13	48.26		28.95	28.86		13.67	13.43		7.24	9.45	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	50.94	50.87		39.41	35.16		9.65	13.97	
All Grades	50.94	50.87		39.41	35.16		9.65	13.97	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	60.32	60.75		30.83	31.00		8.85	8.25	
All Grades	60.32	60.75		30.83	31.00		8.85	8.25	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	39.68	37.56		53.08	54.48		7.24	7.96	
All Grades	39.68	37.56		53.08	54.48		7.24	7.96	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	59.52	51.50		31.90	39.50		8.58	9.00	
All Grades	59.52	51.50		31.90	39.50		8.58	9.00	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Students identified as below standard increased in every ELA area.
2. Reading continues to be a focus area.
3. Overall achievement rate of students meeting or exceeding standards in 2017 is 79%. We have begun to show a decline in achievement for our most struggling students. We were not able to complete the CAASPP in Spring 2020 as a result of Shelter In Place orders due to COVID-19 pandemic or Spring 2021 as a result of continuing COVID protocols.

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			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	391	415	428	369	399	0	368	399	0	94.4	96.1	0.0
All Grades	391	415	428	369	399	0	368	399	0	94.4	96.1	0.0

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	2647.	2637.		33.70	30.33		20.38	20.55		21.20	24.31		24.73	24.81	
All Grades	N/A	N/A	N/A	33.70	30.33		20.38	20.55		21.20	24.31		24.73	24.81	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	45.11	41.85		26.36	26.07		28.53	32.08	
All Grades	45.11	41.85		26.36	26.07		28.53	32.08	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	36.68	33.17		41.03	42.71		22.28	24.12	
All Grades	36.68	33.17		41.03	42.71		22.28	24.12	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 11	37.23	33.83		44.29	47.87		18.48	18.30	
All Grades	37.23	33.83		44.29	47.87		18.48	18.30	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Math scores are low compared to ELA scores.
2. Math scores are decreasing over three years. We were not able to complete the CAASPP in Spring 2020 as a result of Shelter In Place orders due to COVID-19 pandemic or Spring 2021 as a result of continuing COVID protocols.
3. Area of strength is Communicative Reasoning.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	1583.2	1508.4	1562.3	1590.4	1513.5	1571.6	1575.6	1502.8	1552.5	22	16	25
10	1576.0	1597.6	1589.7	1576.7	1615.9	1583.9	1574.6	1579.0	1595.1	13	17	17
11	*	*	*	*	*	*	*	*	*	*	8	4
12	*	*	*	*	*	*	*	*	*	*	5	*
All Grades										47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	18.75	12.00	*	37.50	52.00	*	18.75	36.00	*	25.00	0.00	22	16	25
10	*	29.41	29.41	*	47.06	47.06		23.53	23.53		0.00	0.00	13	17	17
11	*	*	*	*	*	*		*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*		*	*	*	*	*
All Grades	38.30	26.09	18.37	46.81	39.13	48.98	*	26.09	30.61	*	8.70	2.04	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	59.09	37.50	44.00	*	31.25	36.00	*	6.25	20.00		25.00	0.00	22	16	25
10	84.62	35.29	47.06	*	58.82	35.29		5.88	17.65		0.00	0.00	13	17	17
11	*	*	*	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	65.96	41.30	42.86	25.53	45.65	38.78	*	4.35	16.33		8.70	2.04	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	4.00	*	18.75	24.00	*	56.25	48.00	*	25.00	24.00	22	16	25
10	*	17.65	23.53	*	17.65	41.18	*	52.94	35.29	*	11.76	0.00	13	17	17
11		*	*	*	*	*	*	*	*	*	*	*	*	*	*
12		*	*	*	*	*		*	*	*	*	*	*	*	*
All Grades	*	8.70	14.29	51.06	19.57	26.53	25.53	56.52	42.86	*	15.22	16.33	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	54.55	12.50	4.00	*	62.50	80.00	*	25.00	16.00	22	16	25
10	*	17.65	5.88	*	82.35	82.35		0.00	11.76	13	17	17
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	51.06	13.04	4.08	46.81	69.57	77.55	*	17.39	18.37	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	86.36	75.00	88.00	*	6.25	12.00		18.75	0.00	22	16	25
10	84.62	94.12	76.47	*	5.88	17.65		0.00	5.88	13	17	17
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	80.85	86.96	81.63	*	6.52	14.29		6.52	4.08	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	6.25	4.00	*	56.25	60.00	*	37.50	36.00	22	16	25
10	*	17.65	41.18	*	52.94	58.82	*	29.41	0.00	13	17	17
11		*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	10.87	20.41	48.94	60.87	57.14	31.91	28.26	22.45	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
9	*	0.00	0.00	72.73	81.25	96.00		18.75	4.00	22	16	25
10	*	23.53	0.00	*	76.47	94.12		0.00	5.88	13	17	17
11	*	*	*	*	*	*		*	*	*	*	*
12	*	*	*	*	*	*		*	*	*	*	*
All Grades	27.66	13.04	6.12	72.34	80.43	87.76		6.52	6.12	47	46	49

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Speaking domain is at a well developed level.
2. Written language and reading continue to be a problem areas
3. Reading domain is the only area with beginning level students. Students are not reading at a high school level. We would also like to have additional data from the previous two school years, though we understand that the data may be skewed as a result of COVID protocols in Spring 2020 and Spring 2021.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1734	**19.4**	**4.7**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	81	4.7
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	337	19.4
Students with Disabilities	95	5.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.4
American Indian or Alaska Native	2	0.1
Asian	436	25.1
Filipino	86	5.0
Hispanic	462	26.6
Two or More Races	220	12.7
Native Hawaiian or Pacific Islander	45	2.6
White	476	27.5

Conclusions based on this data:

1. Our largest student population is White, followed very closely by Hispanic and Asian subgroups.

2. Our overall student group numbers of total population are small except for socioeconomically disadvantaged

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Green		
College/Career Blue		

Conclusions based on this data:

1. Graduation and College/Career continue to be strengths
2. Our suspension rates remain fairly high
3. Our students are doing well with English Language Arts and Math, though there is some room for improvement.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
78.6 points above standard	80.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.1 points	Declined Significantly -70.1 points	1
401	24	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.1 points above standard	77.3 points below standard
1	Declined -12.1 points	Declined -9.6 points
	112	26

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	151 points above standard	60.4 points above standard
4	2	Increased ++5.6 points	Declined Significantly -35 points
		99	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Blue
8.6 points above standard	109.4 points above standard	20.1 points below standard	114.2 points above standard
Declined Significantly -19.8 points	Increased ++5.7 points	Increased Significantly ++19.3 points	Increased ++8.7 points
127	26	13	33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	56.3 points below standard	85.4 points above standard
8	Declined Significantly -67.3 points	Declined -7.8 points
	16	241

Conclusions based on this data:

1. Students with Disabilities, Socioeconomically Disadvantaged, and English Learners are struggling. We would like to review new data soon!
2. Hispanic students are the lowest performing group, yellow, and did not show growth.
3. Students that are white, Asian and two or more races are performing at the highest levels overall, green.

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red Orange Yellow Green Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	0	2

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
9.1 points above standard	133.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9.2 points	Declined Significantly -27.2 points	1
398	23	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	73.4 points below standard	177.9 points below standard
1	Declined Significantly -17.9 points	Declined -14.1 points
	111	26

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	127.9 points above standard	3.8 points below standard
4	1	Increased Significantly ++17.8 points	Declined -14.7 points
		99	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Blue
87 points below standard	43 points above standard	126.4 points below standard	51.8 points above standard
Declined Significantly -25.3 points	Increased ++12.6 points	Declined -13.9 points	Increased ++8.4 points
126	26	13	33

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	125.8 points below standard	12.3 points above standard
7	Declined Significantly -49.4 points	Declined Significantly -18.6 points
	16	239

Conclusions based on this data:

1. Math scores are lower than ELA. We would like to review new data soon!
2. The Socioeconomically Disadvantaged, English Learners, and Students with Disabilities improved slightly or maintained their level
3. Students with two or more races have the strongest scores and the greatest increase. Asian, White and Filipino student scores declined.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
65.9 making progress towards English language proficiency
Number of EL Students: 41
Performance Level: Low

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.

2019 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
17.0	17.0	4.8	60.9

Conclusions based on this data:

1. 65.9% of English Learners are well or moderately developed
2. English Learners are a small number of the total population; approximately 4%.
3. 34% of our EL students either maintained their previous levels or dropped by a level in this most recent data pull.

School and Student Performance Data

Academic Performance
College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

The College/Career Measures Only Report is Expected in February 2021

Conclusions based on this data:

1. Three year data show a stagnation of overall CC prep for all students.
2. This is an area of strength
3. Hispanic and Socioeconomically Disadvantaged students showed significant increases, though remain an area for improvement.

School and Student Performance Data

Academic Engagement
Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	**Number of Students in the Graduation Rate**	**Number of Graduates**	**Number of Fifth Year Graduates**	**Graduation Rate**
All Students	406	391	4	96.3
English Learners	21	19	2	90.5
Foster Youth				
Homeless	2		1	
Socioeconomically Disadvantaged	96	91	4	94.8
Students with Disabilities	31	27	4	87.1
African American	4		0	
American Indian or Alaska Native	2		0	
Asian	106	104	0	98.1
Filipino	21	21	0	100
Hispanic	96	92	1	95.8
Native Hawaiian or Pacific Islander	15	14	0	93.3
White	112	109	3	97.3
Two or More Races	48	46	0	95.8

Conclusions based on this data:

1. Graduation rates remain high
2. Additional programs such as the Key Program have been added to assist Students with Disabilities, our students with the lowest graduation rate
3. All areas showed maintenance or improvement from previous results, which is great!

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Highest Performance

Red | Orange | Yellow | Green | Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	6	1	1	1

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
2.4	7.7	Less than 11 Students - Data Not
Increased +0.5	Increased +7.7	4
1714	65	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not	3.8	4.4
6	Maintained -0.1	Increased +1.1
	421	135

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	Blue
0	Less than 11 Students - Data	0.3	0
Maintained 0	5	Increased +0.3	Declined -3.3
15		391	87
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Orange	Orange	Orange
4	2.4	6	3.4
Increased +0.5	Increased +0.3	Increased +3.1	Increased +2.9
471	590	67	88

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	1.9	2.4

Conclusions based on this data:

1. There is a concern about suspension rates for all students.
2. There were no African America suspensions and suspension rates for English Learners declined substantially. Rates for all race/ethnicity declined or maintained with the exception of Filipino students.
3. Suspension rates increased for Hispanic, White, Pacific Islanders, and students with disabilities. We may need to review our behavior and restorative justice practices.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Authentic Relationships:

- Increase staff diversity such that it reflects the diversity of the communities we serve
- Ensure every student has at least one strong relationship with an adult on campus

Goal 3: Inclusive and Relevant Learning for Every Student:

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.

Goal 1

Equity & Achievement
Improve the academic performance of all students, especially those in high-priority groups* and increase the consistency and equity of Aragon's academic policies and practices.
*EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino students.

Outcomes:
1. Review high yield strategies. Identify one or two with great leverage points to implement school wide as elemental parts of the curriculum.
2. Come to a research-based consensus; commit to some shared grading and homework practices to make feedback and grades more meaningful and to encourage all students' success.
3. Ensure equitable access to and thoughtful use of technology and technology tools.
4. As part of the MTSS work at Aragon, evaluate and revise support programs to ensure that all students in need of academic support are placed appropriately and receive the most robust support in the least restrictive environment.
5. Recruit more people of diverse backgrounds for faculty and administrative positions.

Identified Need

Aragon High School's vision, mission and SLO's all express the school's commitment to the success of every student - and to connect every student to the school in some manner.
The Student Learning Outcomes state that students are expected to "know foundation skills and information in each discipline" and to "think creatively using higher order thinking skills." Aragon stakeholders highly value the feedback from grade and CAASPP data in evaluating the school's success in meeting the standards, the SLO's and the vision and mission.
While CAASPP scores and grade reports indicate that students overall and many subgroups excel academically, the data also clearly indicates that some groups still have not attained proficiency or parity with their peers, jeopardizing their ability to have the widest range of options after high school. For all of these reasons, Aragon has made improving academic performance and equitable access to achievement a Critical Student Learner Need and the goal of Action Plan I.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the number of non-White/Multiple race certificated	Current staffing as of 2020:	Increase of 1 staff member of color per year as possible.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
staff so that the faculty will more closely reflect the diversity of our communities.		
Increase the percentage of students who respond favorably about their connections and engagement per the Panorama Survey	Baseline Fall 2020: 83% Diversity & Inclusion 67% Cultural Awareness & Action 67% Hate Motivated Speech 61% Student-Teacher Relationships 42% Sense of Belonging 27% Engagement	Supporting students in their relationships with teachers will have a positive impact on learning and overall student satisfaction with their education at AHS.
Increase the percent of students making one or more years of growth on ELPAC	2018: (not available) 2019: 60.9% - baseline for this data point.	This will allow a higher number of EL students to fully access the academic program at AHS and better prepare students for post-high school opportunities.
Creation of programmatic entrance and exit criteria that is based on relevant data AND supported with learning opportunities through each program.	This does not currently exist.	Creation of said document will create a baseline for student entrance and exit from programs. This will enable the school to evaluate the efficacy of each program, identify improvements to programs, and potentially identify programs for deletion or implementation dependent upon student needs.
Provide a chromebook or laptop to every student on campus	This is a baseline year.	All students will have guaranteed access at school to curriculum during class time and while on campus.

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)

EL Students

Strategy/Activity

Evaluate the degree to which Constructing Meaning (CM), annotation and note-taking techniques have been integrated into the curricula in a robust and meaningful way. Evaluate the impact that

Aragon's use of these practices has had on student performance, and determine whether to build on the work already completed or shift focus onto more viable strategies.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, PD TOSA. Complete during PD time with teachers.
0	District Funded 2000-2999: Classified Personnel Salaries SDA Data suppoort

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

Explore Marzano's Nine High-yield Instructional Strategies and discuss adopting some of these as the focus of Aragon's work; Provide targeted PD/TSG time to work through the facets of identified high-yield instructional strategies; Support the implementation of high-yield instructional strategies with analogue and digital tools; provide targeted time to present and practice during PD/TSG time.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, PD TOSA, IC TOSA. Complete during PD time with teachers

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

Gather information about current homework and grading philosophy and practice and evaluate their effectiveness in light of educational research, student performance and perception data from a variety of stakeholders (families, students, faculty, staff, etc.).

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, PD TOSA. Complete during PD Time with teachers.
0	District Funded 2000-2999: Classified Personnel Salaries FEC Support, SDA Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Engage as many stakeholders as possible in a book study of Grading for Equity by Joe Feldman. Continue implementation in 2021-22 with PD meeting time for teachers piloting different elements of the text; funding of meeting time for the team.

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)
500	General Fund 0001-0999: Unrestricted: Locally Defined Cost of books for interested teachers
2000	General Fund 0001-0999: Unrestricted: Locally Defined Variables to fund cost of hourly conversations for Grading for Equity team

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Implement 1:1 distribution of chromebooks to all students for use in class and at home. Also, supply classrooms with a set of backup chromebooks for student use.

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)
0	District Funded 6000-6999: Capital Outlay Chromebook purchases for students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Create a ‘menu’ of all existing Tier 1, Tier 2, and Tier 3 supports that includes program descriptions, the skills, learning and engagement that each program supports, entrance and exit criteria for each and data points to measure each one’s success. Gather data for all programs, and review program progress over three year cohorts to determine efficacy.

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)
0	General Fund 1000-1999: Certificated Personnel Salaries Admin, MTSS TOSA, Department Heads - creation of menu/program chart.
0	General Fund 2000-2999: Classified Personnel Salaries SDA support (data gathering for program efficacy)
0	ELO 2000-2999: Classified Personnel Salaries Student Success Coordinator - support with placement of students and program/progress monitoring.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students, with focus on students of color

Strategy/Activity

Recruit more people of diverse backgrounds for faculty and administrative positions. Identify administration and faculty who are interested in leading a recruitment program. Set a target for recruitment of student-teachers each year; establish relationships with credential programs and

promote Aragon as an excellent and supportive placement. Seek out other opportunities to recruit teachers (job fairs, etc.). Identify open positions early in the spring and interview and hire desirable candidates as efficiently as possible.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin duty.
1000	General Fund 1000-1999: Certificated Personnel Salaries Variable coverage for hourly pay of teachers who also attend hiring fairs to promote AHS.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Build on the informal new-teacher support efforts to provide a more formal mentorship program and to inform new teachers/staff about policies related to grading, homework, behavior, wellness, etc.

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)
2000	General Fund 1000-1999: Certificated Personnel Salaries PD Funds to pay news teachers for time in mentoring new-to-AHS teachers.

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

9th Grade Students

Strategy/Activity

Add 1 Math Section to support potential learning loss/gaps from the Distance Learning Year.

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)
25000	ELO 1000-1999: Certificated Personnel Salaries 1 Math Section - Algebra 1 Class Reduction

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

10th Grade Students - Geometry

Strategy/Activity

Add 1 Math section to support potential learning loss/gaps from the Distance Learning Year - for Geometry Roaming Program

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)
25000	ELO 1000-1999: Certificated Personnel Salaries 1 Math Section - Geometry Roaming Period

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal in alignment with District LCAP Goals; created as part of the 2020-21 Mid-Cycle WASC Review.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Safe & Connected Communities

- Create school communities (both virtual and in-person) that are culturally responsive and inclusive that foster a culture of upstanding

Goal 3: Inclusive & Relevant Learning for Every Student

- Continue to build and implement a strong multi-tiered system of support anchored in culturally relevant and responsive pedagogy, curriculum, instruction, and assessment.

Goal 4: Supporting & Empowering Staff:

- Teachers will engage in high-quality, personalized/differentiated professional learning aligned to each sites Tier I Common Assurances and District-wide Universal Supports
- Train all staff on addressing Hate Speech and racist incidents in classrooms and on campus

Goal 2

Behavior & Wellness Program Implementation & Communication
Improve and clarify behavior expectations and protocols; improve student wellness and morale; streamline and strengthen internal communication systems.

Outcomes:
1. Develop Aragon's MTSS to create an integrated and cohesive system of academic, behavioral, and social emotional learning support at all tiers.
2. Promote desired student behaviors for classroom, campus, and online by creating cohesive plans related to consequences and positive reinforcement.
3. Further develop TIer 1 elements of the wellness program and institute a more dynamic set of Tier 2 interventions to provide targeted and timely support to students in need.
4. Create a unified set of processes to communicate concerns about student academic skills, wellness needs and behavior concerns.

Identified Need

Aragon High School is in the midst of a transformation in terms of how we work with students through a true MTSS model. With the past year of Distance Learning, we understand that we need to be more agile in the manner in which we serve students. Prior to the pandemic, we had begun our Tier 1 processes with identifying behavioral expectations of students. As we move forward, we need to identify how we are serving students at each Tier of Support, including the following areas: climate, restorative practices, social and emotional learning and mental health, and academics. We also identified a lack of processes and procedures in place as the administrative team underwent turnover - thus, we are documenting what we have in place, adjusting processes as needed, and creating new processes where there were none before, with a focus on student-achievement and equity.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease in Suspension rates and maintain or decrease Expulsion rates for all student groups	2019 Suspensions: 51 2020 Suspensions: 5 2021 Suspensions: 0 (distance learning)	Keep more students on campus for learning; increase restoration of issues.
Decrease in Chronic Absenteeism	2019 T2: 36 2020 T2: 32 2021 T2: 21 (distance learning)	Keep more student on campus for learning; increases student engagement and positive progress toward graduation.
Reduction in number of RFAs/referrals for hate speech	2019 Referrals: 6 2020 Referrals: 2 2021 Referrals: 0 (distance learning) 53%: Report that adults respond to hate speech in a way that makes students feel safe - Fall 2020 SEL Survey	Establish practices for intervention and restoration - this will support our site in the tracking and discussion of hate speech issues on campus.
Increase in percentage of anti-racist teaching practices as reported through self-assessment survey.	Baseline year.	Increase in positive student reports of campus climate; decrease in use of hate speech.
Creation of Tier 1 behavioral expectations chart for in classroom, on campus, online, and in the community.	Baseline year.	Improved campus climate for students, improved teacher perception of campus-wide behavioral expectations.
Creation of commonly used Tiered Behavior Chart for classroom managed and office managed behaviors.	Baseline year.	Fewer referrals to the office for minor offenses; increase in number of students referred for Tier 2 supports and behavioral interventions.
Creation of Tier 2 progress monitoring protocol.	Baseline year.	Increase in number of targeted Tier 2 supports.

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

Identify and target school-wide areas of focus as determined by trends in Tier 1 wellness, behavior, attendance, and academic data.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries MTSS Coordinator, Admin - pulling data, assisting with analysis.
0	District Funded 2000-2999: Classified Personnel Salaries SDA Support - pulling data, assisting with analysis.

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

Transition KidTalk to Student Intervention Team model including the creation and implementation of a data-analysis process to identify students in need of Tier 2 supports.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, MTSS Coordinator (TOSA)
0	District Funded 2000-2999: Classified Personnel Salaries Wellness Counselors

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

Implement a robust student progress-monitoring system to move students in and out of Tier 2 interventions efficiently and to reduce reliance on Tier 3 interventions.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, MTSS Coordinator - creation and implementation of system
0	District Funded 2000-2999: Classified Personnel Salaries Wellness Counselors, Student Success Coordinator - creation and implementation of system

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Involving a variety of stakeholder input, develop a comprehensive matrix delineating expectations, and consequences related to all aspects of student behavior, including, but not limited to, academic integrity, hate speech, cyberbullying, and attendance.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, MTSS Coordinator - creation of matrix
0	District Funded 2000-2999: Classified Personnel Salaries Attendance Clerk, Student Success Coordinator - creation of matrix
2000	General Fund 1000-1999: Certificated Personnel Salaries Variable for MTSS Team to support this work after school hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Clearly define all practices and procedures and who is responsible for each facet of the student behavior program; develop systems to ensure that all stakeholders know and understand their rights and responsibilities.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, MTSS Coordinator - create process; articulate at staff meeting.

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop more systems to recognize and reward preferred behaviors.

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)
1000	General Fund 0001-0999: Unrestricted: Locally Defined Variables/time for MTSS Team to support
10000	Foundation None Specified Use of climate funds to support reward system of Tier 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish RFA processes, including: follow-up process for new RFAs, use of RFA data as a source for directing intervention teams and responding to school wide trends and needs, and training staff

on the function and appropriate use of the RFA process (Request for Assistance) and encourage consistent use of the form for all students concerns in the areas of academics, attendance, behavior, and wellness.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, MTSS Coordinator - planning time to create RFA process.

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Tier 3 Students

Strategy/Activity

Support Guided Studies program post-distance learning with the use of ELO funding.

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)
50000	ELO 1000-1999: Certificated Personnel Salaries 2 Sections of Guided Studies to support social-emotional needs of students post-distance learning.

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students of color; multi-racial students, non binary students.

Strategy/Activity

Professional development on anti-racist practices as provided by the district office.

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)

0	ELO 5000-5999: Services And Other Operating Expenditures Cost of Shane Safir and Joe Truss - contract and trainings during PD and Early Release days
2500	ELO 1000-1999: Certificated Personnel Salaries Variables to pay teachers for overtime when attending trainings past contractual hours at district and site PD days.
2500	ELO 2000-2999: Classified Personnel Salaries Variables to pay classified staff for overtime when attending trainings past contractual hours at district and site PD days.

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal in alignment with District LCAP Goals; created as part of the 2020-21 Mid-Cycle WASC Review and in response to student requests post-summer of 2020, BLM movement, and Student Equity Team creation.

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: Authentic Relationships:

- Ensure every student has at least one strong relationship with an adult on campus

Goal 2: Safe & Connected Communities:

- Identify & implement a common (evidence-based) framework for effective family-school partnerships so that ALL families are able to engage in a diversity of roles with their respective schools

Goal 3: Inclusive & Relevant Learning for Every Student

- Ensure learning experiences for all students that are aligned with their identities, lived experiences, and interests in all subject areas.
- Improve students' access to coursework aligned to their interests and post-secondary career and academic goals

Goal 3

Creating a More Inclusive & Inspiring Program
Make the academic program more inclusive and inspiring by focusing on students' career goals and interests and the many possible paths they may take to achieve those goals.

Outcomes:
1. Better prepare a greater number of students to succeed in whatever post-secondary option(s) they choose to pursue.
2. Review efficiency and efficacy of counseling department structure; ensure resources are best used to provide the most robust support system for students.
3. Explore the structure and offerings in the elective program in order to reflect student interests and ensure that all students are represented in the AHS curriculum.

Identified Need

Despite the large expenditure we have at AHS on counseling and services for academic and college-prep support, parents and students indicated that they did not feel that the counseling department at AHS was supporting students in the process of transitioning to college. Students also reported frustration with having a different counselor most years. As such, as have adjusted the counseling office to better support student-school relationships and connections, and improve student supports overall by improving the connection they have to their counselor. Additionally, we know that not all AHS students are looking to take multiple AP courses - thereby requiring that we diversity our course offerings and listen to student interests every year as we prepare for the course selection process.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase in percentage of students (and student groups) participating in school activities (clubs, sports or other extracurricular activities)	Baseline year Looking to include questions on panorama survey regarding how students connect to the school - club, athletics,	Over time, we are looking to identify different ways for students to connect to the school. We know that the stronger the connection a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	tutoring, performing arts, CTE, etc.	student has to their school, the more likely they are to challenge themselves and make positive progress toward graduation.
Increase in the percentage of students who meet the College and Career Indicator year over year as prepared.	2018: 73.6% prepared 2019: 73.1% prepared 2020: 71.7% prepared	The better our students are prepared before they leave AHS, the higher their chances for post-high school success.
Increase student performance on State (CAASPP) and Local Academic Assessments	English Language Arts: 2017: 84.2% Meet/Exceed 2018: 79.08% Meet/Exceed 2019: 77.12% Meet/Exceed Math: 2017: 62.75% Meet/Exceed 2018: 54.08% Meet/Exceed 2019: 50.88% Meet/Exceed	The better students do on the Smarter Balanced tests, the better their performance is indicated to be in college.
Increase the percentage of students accessing at least two college-level courses (through Dual Enrollment, Advanced Placement or International Baccalaureate) by end of senior year	Baseline year	Collecting this data will assist us in also determining the number of students taking college courses for enrichment. Additionally, the dual enrollment process provides a positive outcome for HUGS students in that they will have created a college transcript and begun the process of matriculation, thereby improving their chances at college attendance and completion.
Track course requests over time (those filled and those unfilled) for potential shifts in course offerings - both at AHS and through dual or concurrently enrollment opportunities.	Baseline year	Creation of a more student-centered master schedule.

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

Review CCR criteria and our data collection strategies to support increased preparation of students in CCR criteria. Design and implement PD to support teacher understanding of the CCR criteria.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Counselors to review CCR criteria; PD coordinator to support staff training in this information.

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students - primarily HUGS

Strategy/Activity

More fully implement the career exploration and curricular portion of Naviance in the 10th and 11th grades; develop systems to use the data to help students plan more thoughtfully for post-secondary options.

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)
10000	District Funded 4000-4999: Books And Supplies Naviance software access
0	District Funded 1000-1999: Certificated Personnel Salaries Counselor use of Naviance and training of students in how to use the various apps within the overall service.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

HUGS

Strategy/Activity

Increase opportunities for students to easily access career-related information
> Record Career Day presentations and visiting career speakers; create a library for students to explore.
> Follow the model of college speakers in the fall and offer career speakers in the spring.

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)
0	District Funded 2000-2999: Classified Personnel Salaries CTE Coordinator - supporting scheduling of career speakers
0	District Funded 2000-2999: Classified Personnel Salaries College and Career Coordinator - supporting college speakers
0	General Fund 5000-5999: Services And Other Operating Expenditures Zoom and YouTube accounts for recording and hosting of videos for future use.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Explore course offerings in CTE and potential Dual Enrollment pathways to improve alignment with local community colleges. Promote concurrent enrollment options to all students - with focus on HUGS.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin, counselors working with CSM to identify dual enroillment potentials for students

Strategy/Activity 5
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Assign counselors to students by alpha/last name to support stronger student-counselor relationships over time.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Counselors will work with their newly assigned alpha groups as per their job duties outline.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Review staffing and resource allocation to determine the best use of resources in the counseling department, including those related to school counselors, college and career advising and other support systems.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin review of job descriptions for the Counseling Advisor position.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

HUGS - students of color, EL students

Strategy/Activity

Review curricular content to ensure that all students are represented in the materials read and discussed in classes at AHS. Purchase additional materials and texts to support representation of students in classes.

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)
2500	General Fund 1000-1999: Certificated Personnel Salaries Variables for teachers to review curriculum and identify potential new resources to better represent students in their classes.
10000	General Fund 4000-4999: Books And Supplies Budget for new texts and supplemental classroom materials as identified by teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Evaluate the impact of the majority of ninth and tenth graders opting to take 7 periods of classes to see how those choices impact course requests and Aragon's offerings for eleventh and twelfth grade students. Use this data to redeploy resources to areas of need.

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)
0	District Funded 1000-1999: Certificated Personnel Salaries Admin - pulling data to identify number of students taking 7 period day over our allocation; planning with counselors to support dual enrollment options.
	District Funded 2000-2999: Classified Personnel Salaries SDA support of Admin and counselor work above.

Annual Review

SPSA Year Reviewed: 2020-21

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.

This is a new goal in alignment with District LCAP Goals; created as part of the 2020-21 Mid-Cycle WASC Review.

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

N/A

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.

N/A

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$146,000.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)

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 ($)
District Funded	$10,000.00
ELO	$105,000.00
Foundation	$10,000.00
General Fund	$21,000.00

Subtotal of state or local funds included for this school: $146,000.00

Total of federal, state, and/or local funds for this school: $146,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Valerie Arbizu	Principal
Lisa Nagendran	Other School Staff
Cindy Henderson	Classroom Teacher
John Chen	Classroom Teacher
Tiffany Chiaro	Classroom Teacher
Lauri Floresca	Parent or Community Member
Jill Ma	Other School Staff
Shayla Duong	Secondary Student
Ethan Lee	Secondary Student
Student TBD	Secondary Student
Parent TBD	Parent or Community Member

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 November 29, 2021.

Attested:

Principal, Valerie Arbizu on 11/29/2021

SSC Chairperson, Ethan Lee on 11/29/2021

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.

Stakeholder 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.

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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 (Stakeholder Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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