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	4/22/19	October 24, 2019

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 Single Plan for Students Achievement with the WASC goals established during the spring, 2018 study and visit. This plan includes Equity and Achievement foe all students; Wellness, Discipline, and Academic Integrity; 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.
Instructional effectiveness of Flex Time conducted in spring 2018.
California Healthy Kids Survey 2017 and 2018

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.

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 2018, the school is presently funding both certificated, classified and peer tutors to staff after school tutorials in the library on Tuesdays and Wednesdays. Flex Time, during the school day, provides all students with 35 minutes twice a week to receive academic support.

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 9th and 10th grade students 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. The early results show a positive response in both grades and comprehension.

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.

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 2018-2019 the OSCR program expanded to include more courses other than Math and English.

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.

In the fall of 2015, a Flex time was built into the schedule for tutoring and extra assistance from teachers.

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)

Aragon has 1.0 FTE Instructional coaches to support teachers. The site has .2 FTE for a professional development 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.

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 51 minutes for 3 days in mathematics and language arts instruction. They receive 85 minutes of instruction during their two block days.

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-10th grade students. Algebra pull out and Intensive English is provided for 9th grade students who have low math and/or English 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.

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 support a Homework Center coordinator. The library is open before and after school for all students to be able to access technology in case there is none at home. Computers are available for students to check out of the library and take home.

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 Con App 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 Parent Coordinator support EL achievement and parent involvement.

Fiscal support (EPC)

For 2018-19, 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, Faculty reviewed the plan to determine progress on goals. During the 2018-2019 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.

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 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 Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.31%	0.3%	7	5	5
African American	1.3%	1.04%	0.84%	20	17	14
Asian	23.9%	24.41%	23.04%	372	400	386
Filipino	5.7%	5.31%	5.07%	89	87	85
Hispanic/Latino	28.2%	27.21%	27.34%	439	446	458
Pacific Islander	3.3%	4.09%	3.7%	51	67	62
White	26.8%	26.36%	5.37%	416	432	90
Multiple/No Response	%	0.06%	26.39%		1	442
			Total Enrollment	1,555	1639	1,675

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	16-17	17-18	18-19
Grade 9	433	436	445
Grade 10	396	431	425
Grade 11	379	396	420
Grade 12	347	376	385
Total Enrollment	1,555	1,639	1,675

Conclusions based on this data:

1. Enrollment is increasing , especially for Asian, Hispanic and white.

2. Hispanic/Latino remains as the largest individual group.

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**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
English Learners	71	63	59	4.6%	3.8%	3.5%
Fluent English Proficient (FEP)	522	574	573	33.6%	35.0%	34.2%
Reclassified Fluent English Proficient (RFEP)	21	19	6	28.0%	26.8%	9.5%

Conclusions based on this data:

1. English Learners continue to be a high priority group.

2. English Learner numbers are decreasing.

3. Reclassified student numbers have increased each year.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	378	391		367	373		367	373		97.1	95.4	
All Grades	378	391		367	373		367	373		97.1	95.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2685.	2667.		59.95	50.13		24.25	28.95		10.63	13.67		5.18	7.24	
All Grades	N/A	N/A	N/A	59.95	50.13		24.25	28.95		10.63	13.67		5.18	7.24	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	60.49	50.94		30.79	39.41		8.72	9.65	
All Grades	60.49	50.94		30.79	39.41		8.72	9.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	69.48	60.32		24.80	30.83		5.72	8.85	
All Grades	69.48	60.32		24.80	30.83		5.72	8.85	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.68	39.68		47.14	53.08		5.18	7.24	
All Grades	47.68	39.68		47.14	53.08		5.18	7.24	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	65.67	59.52		30.25	31.90		4.09	8.58	
All Grades	65.67	59.52		30.25	31.90		4.09	8.58	

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 shown no growth over three years.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	378	391		365	369		365	368		96.6	94.4	
All Grades	378	391		365	369		365	368		96.6	94.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2665.	2647.		35.89	33.70		26.85	20.38		19.45	21.20		17.81	24.73	
All Grades	N/A	N/A	N/A	35.89	33.70		26.85	20.38		19.45	21.20		17.81	24.73	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	53.70	45.11		23.29	26.36		23.01	28.53	
All Grades	53.70	45.11		23.29	26.36		23.01	28.53	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.36	36.68		42.47	41.03		19.18	22.28	
All Grades	38.36	36.68		42.47	41.03		19.18	22.28	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	41.92	37.23		46.30	44.29		11.78	18.48	
All Grades	41.92	37.23		46.30	44.29		11.78	18.48	

Conclusions based on this data:

1. Math scores are low compared to ELA scores.

2. Math scores are decreasing over three years.

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	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	1583.2		1590.4		1575.6		22	
Grade 10	1576.0		1576.7		1574.6		13	
Grade 11	*		*		*		*	
Grade 12	*		*		*		*	
All Grades							47	

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	38.30		46.81		*		*		47	

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	59.09		*		*				22	
10	84.62		*						13	
All Grades	65.96		25.53		*				47	

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	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		51.06		25.53		*		47	

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	17-18	18-19	17-18	18-19	17-18	18-19
9	54.55		*		*		22	
All Grades	51.06		46.81		*		47	

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	17-18	18-19	17-18	18-19	17-18	18-19
9	86.36		*				22	
10	84.62		*				13	
All Grades	80.85		*				47	

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	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*		48.94		31.91		47	

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	17-18	18-19	17-18	18-19	17-18	18-19
9	*		72.73				22	
All Grades	27.66		72.34				47	

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.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1,639	**23.0%**	**3.8%**	**0.2%**
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	63	3.8%
Foster Youth	4	0.2%
Homeless	1	0.1%
Socioeconomically Disadvantaged	377	23.0%
Students with Disabilities	111	6.8%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	1.0%
American Indian	5	0.3%
Asian	400	24.4%
Filipino	87	5.3%
Hispanic	446	27.2%
Two or More Races	184	11.2%
Pacific Islander	67	4.1%
White	432	26.4%

Conclusions based on this data:

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

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

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Graduation and College/Career continue to be strengths

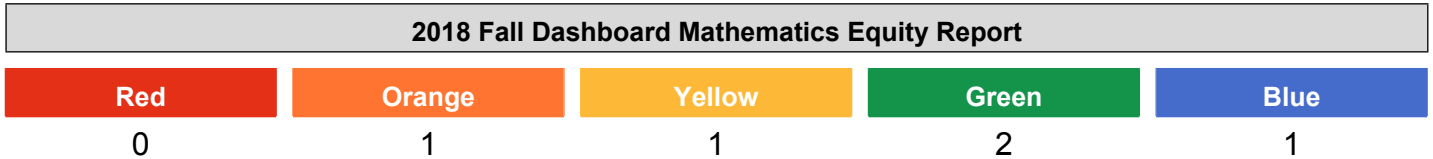**2.** Our suspension rates remain fairly high

School and Student Performance Data

Academic Performance
English Language Arts

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.

2018 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	3	0

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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	No Performance Color
84.7 points above standard	8.5 points below standard	0 Students
Declined -18.9 points	Increased 37.6 points	
371 students	35 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	29.1 points above standard	67.7 points below standard
1 students	Maintained -0.7 points	Declined -7.4 points
	85 students	29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	145.4 points above standard	95.4 points above standard
5 students	1 students	Declined -4.9 points	Declined -17.3 points
		84 students	19 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	No Performance Color	Green
28.4 points above standard	103.7 points above standard	39.4 points below standard	105.5 points above standard
Maintained -2.4 points	Declined -12.7 points	19 students	Declined -21.6 points
95 students	50 students		97 students

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.

2018 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	12.2 points above standard	93.2 points above standard
9 students	Increased 35.9 points	Declined -22.4 points
	26 students	234 students

Conclusions based on this data:

1. Students with Disabilities, Socioeconomically Disadvantaged, and English Learners are struggling

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

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
18.3 points above standard	101.8 points below standard	0 Students
Declined -20.3 points	Increased	
367 students	16.7 points 35 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	55.6 points below standard	163.9 points below standard
1 students	Maintained 2.7 points	Maintained 2.9 points
	86 students	28 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	110.1 points above standard	10.8 points above standard
		Declined -8 points	Declined -32.2 points
5 students	1 students	83 students	19 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Blue	No Performance Color	Green
61.6 points below standard	30.4 points above standard	112.5 points below standard	43.4 points above standard
Maintained -0.5 points	Increased 4.7 points	19 students	Declined -24.4 points
94 students	50 students		95 students

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.

2018 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	73.1 points below standard	30.9 points above standard
	Increased 13.7 points	Declined -17.8 points
9 students	26 students	232 students

Conclusions based on this data:

1. Math scores are lower than ELA

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

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
47	38.3%	46.8%	10.6%	4.3%

Conclusions based on this data:

1. 85% or English Learners are well or moderately developed

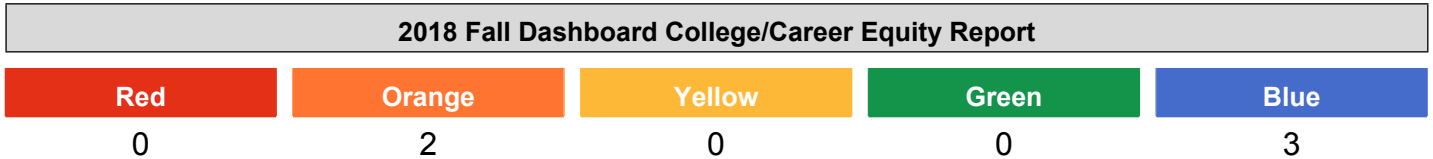**2.** English Learners are a small number of the total population; approximately 4%.

School and Student Performance Data

Academic Performance
College/Career

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.

2018 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	0	0	3

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

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
73.6% prepared	18.2% prepared	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0.5%	Increased 5.7%	2 students
375 students	33 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	42.2% prepared	12.9% prepared
2 students	Declined -8.3%	Increased 5.8%
	102 students	31 students

2018 Fall Dashboard College/Career 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	92% prepared	80% prepared
5 students	1 students	Maintained -0.3%	Increased 16.8%
		100 students	25 students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Blue	No Performance Color	Blue
48.4% prepared	76.7% prepared	23.1% prepared	84.4% prepared
Declined -7.2%	Maintained -0.5%	13 students	Increased 3.4%
91 students	30 students		64 students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance

Class of 2016	Class of 2017	Class of 2018
71.1% **Prepared**	73.1 **Prepared**	73.6 **Prepared**
12.2% **Approaching Prepared**	12 **Approaching Prepared**	10.7 **Approaching Prepared**
16.7% **Not Prepared**	14.9 **Not Prepared**	15.7 **Not Prepared**

Conclusions based on this data:

1. Three year data show a slight increase in College/Career preparation

2. This is an area of strength

3. Hispanic and Socioeconomically Disadvantaged students are areas of concern

School and Student Performance Data

Academic Engagement
Graduation Rate

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

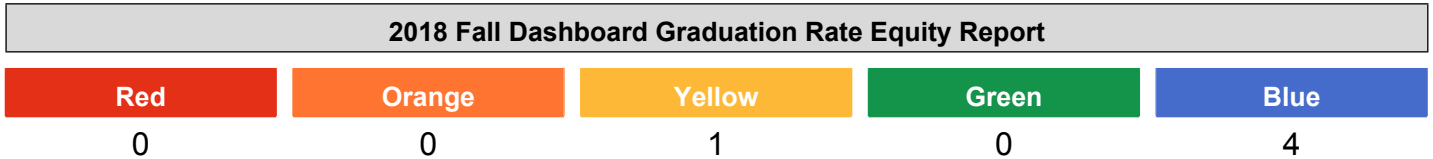| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	0	4

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
96.3% graduated	90.9% graduated	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0%	Declined -2.8%	
		2 students
375 students	33 students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	93.1% graduated	83.9% graduated
	Declined -2%	Declined -1.8%
2 students		
	102 students	31 students

2018 Fall Dashboard Graduation Rate 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	96% graduated	100% graduated
5 students	1 students	Maintained -0.2%	Maintained 0%
		100 students	25 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
96.7% graduated	96.7% graduated	92.3% graduated	96.9% graduated
Maintained -0.3%	Increased +5.2%	13 students	Declined -1.1%
91 students	30 students		64 students

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	**2018**
96.3% graduated	96.3% graduated

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. Socioeconomically disadvantaged and English Learners are areas of concern

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	5	3
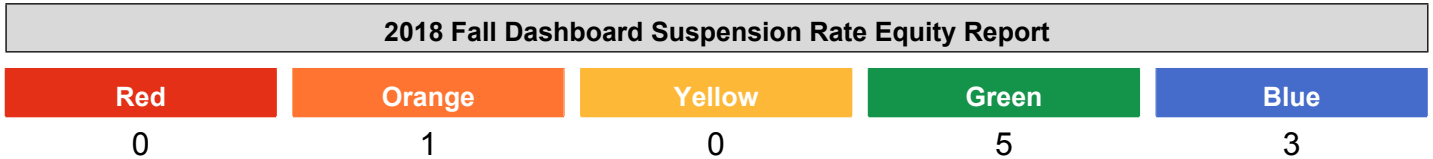
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Blue	No Performance Color
1.9% suspended at least once	0% suspended at least once	Less than 11 Students - Data Not Displayed for Privacy
		4 students
Maintained 0.2%	Declined -6.8%	
1668 students	61 students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	3.9% suspended at least once	3.3% suspended at least once
3 students		
	Declined -0.3%	Declined -0.7%
	413 students	120 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	Orange
0% suspended at least once	Less than 11 Students - Data 6 students	0% suspended at least once	3.3% suspended at least once
Maintained 0%		Declined -0.3%	Increased 3.3%
17 students		404 students	90 students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Green	Green	Blue
3.5% suspended at least once	2.1% suspended at least once	2.9% suspended at least once	0.5% suspended at least once
Declined -0.3%	Declined -0.3%	Declined -0.7%	Maintained 0%
454 students	429 students	70 students	198 students

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

2018 Fall Dashboard Suspension Rate by Year		
2016	**2017**	**2018**
0.6% suspended at least once	1.6% suspended at least once	1.9% suspended at least once

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. Hispanic, Filipino and socioeconomically disadvantaged suspension rates are almost double the rate for all students.

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

LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: Provide a High Quality Learning Environment
LCAP/SMUHSD Goal#2: Ensure Educational Excellence and Equity for Every Student: Student Achievement

LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian in English Language Arts

Goal 1

WASC--Action Plan Goal I: 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, Latin

Identified Need

Aragon High School's vision, mission and SLO's all express the school's commitment to the success of every student, and the SLO's 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 a Critical Student Learner Need and the goal of Action Plan I.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase the percentage of students meeting or exceeding standard on the CAASPP	84% of all students met this standard for ELA in 2017.	Target is to improve by 2% for all students and by 5% for high-priority groups annually, then maintain at 95

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, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino

Strategy/Activity

1. Leverage high-impact instructional techniques schoolwide: Constructed Meaning.*

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)
10,000	District Funded 5000-5999: Services And Other Operating Expenditures teacher focused activity

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

*EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino

Strategy/Activity

2. Leverage high-impact instructional techniques schoolwide: annotations and strategic note taking.

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)
5000	District Funded 5000-5999: Services And Other Operating Expenditures teacher focused activity

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

3. Come to a research-based consensus about some shared homework practices in collaboration with SMUHSD task-force.*

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 Professional Development Activity

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

4. Come to a research-based consensus about some shared grading practices that make grades more meaningful and that encourage all students.

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 Professional Development Activity

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

5. Ensure equitable access to and thoughtful use of technology and technology tools.*

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	District Funded

	5000-5999: Services And Other Operating Expenditures Canvas training for all staff

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL's

Strategy/Activity

.6. Choose one high-priority group of struggling students for two years of focused, schoolwide intervention, likely EL's.

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)
4500	LCAP Supplemental 1000-1999: Certificated Personnel Salaries Follow LTEL students for year
4500	Title III 1000-1999: Certificated Personnel Salaries

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

7. Recruit more people of color and of diverse language backgrounds for faculty and administrative positions.

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 Encourage the school to have people of color in applicant pools for job openngs

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

Provide after school Homework Center

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)
5294	LCAP Supplemental 2000-2999: Classified Personnel Salaries Provide tutorial services
5294	Title III 2000-2999: Classified Personnel Salaries provide tutorial services

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The LCAP goal is the same but the Aragon Goals are different for this year. They are based on our WASC goals.

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

LCAP/SMUHSD Goal #1: Ensure Educational Excellence an Equity for Every Student: Provide a High Quality Learning Environment
LCAP/SMUHSD Goal#2:   Ensure Educational Excellence and Equity for Every Student: Student Achievement

LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian students in mathematics courses.

Goal 2

Improve student wellness and morale; improve and clarify discipline practices; streamline and strengthen communication systems for wellness, guidance and discipline.

Identified Need

As part of the focus group work, Aragon stakeholders noted room for improvement in some aspects of school culture and in addressing student stress levels. Perception data from students, faculty and staff and the California Healthy Kids Survey all made clear that students could use more help in attaining the SLO's of "developing effective methods of self-management" and that Aragon could provide even more of a "safe…and caring environment." As a result, the school identified CSLN's related to building the wellness program and improving the discipline and communication systems. Because Aragon truly wants all students to succeed, stakeholders recognize that we must make some cultural and philosophical shifts; this plan outlines the work we plan to undertake to make these shifts occur.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reduce Chronic Absenteeism Reduce the percentage of students reporting "chronic sadness or hopelessness" on the CHKS Raise the percentage of students reporting a "high degree of school connectedness" on the CHKS	4% of all students were chronically absent in 2017 20% of 9th graders and 27% of 11th graders reported "chronic sadness or hopelessness" in 2016 72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016.	Target is to reduce this number by 1% annually and then maintain it at 2% or less. Target is to reduce these numbers by 3% annually and maintain at 10% or fewer Target is to raise these numbers by 3% annually and maintain at 85%+.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

1. Select a wellness theme (e.g. Educating the
Whole Child) for a two-year, schoolwide
effort that guides work with all stakeholders. Use this work to create support structures that can be leveraged in future wellness efforts.*

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)
	District Funded 1000-1999: Certificated Personnel Salaries Leadership class, Counselors and wellness team select a theme based on data to student health
	District Funded 2000-2999: Classified Personnel Salaries Wellness team supports students

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

2. Expand wellness services and access to them; further integrate the wellness program into the school 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)
	District Funded 2000-2999: Classified Personnel Salaries Wellness team

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

3. In tandem with homework discussion (plan I),
develop a consistent set of practices related to
academic integrity

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)
	District Funded 1000-1999: Certificated Personnel Salaries teachers and counselors

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

4. Ensure observance of and build confidence in
the discipline system's recently revised policies
and practices; address discipline issues more
proactively.*

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)
	District Funded 1000-1999: Certificated Personnel Salaries Administration

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

5. Develop a streamlined and reliable system for
communicating about students' wellness and
counseling needs while still maintaining

confidentiality.

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)
	District Funded 1000-1999: Certificated Personnel Salaries Administration, counselors and teachers
	District Funded 2000-2999: Classified Personnel Salaries Wellness team

Annual Review

SPSA Year Reviewed: 2018-19

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

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

The LCAP goal is the same. The Aragon goal is new this year and is based on our WASC goal.

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

LCAP/SMUHSD Goal: To Promote Student Well Being and Education of the Whole Child in a Safe and Caring Environment - Parent & student partnerships/engagement.

Goal 3

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.

Identified Need

As focus groups examined student performance data as well as perception data, they felt that the Aragon student body experienced a bit of a cultural divide. While many place a high premium on leaving high school for a four-year college, some of the more disaffected students seem more interested in what career they will enter in the "real world." Aragon's SLO's also promise students that the school will help them "develop personal goals for career, family and community life" and "maximize personal strengths while exploring a variety of academic and co-curricular areas." While the school does offer many types of enriching experiences, focus groups felt that a shift to emphasize career and all types of educational opportunities after high school might inspire some of Aragon's struggling students. They also felt that providing more choice in electives and offering more electives that speak to more diverse student experiences may help struggling students engage more academically. These are the main motivators behind the goals and action steps in Action Plan III

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
After the first administration of the CHKS parent module, establish a baseline for how well parents feel the school "helps [their] child plan for college or vocational school." Increase the percentage of students attaining C's or better in all courses Increase the percentage of students meeting the "prepared" level on CA's College & Career Readiness Indicator (CCRI).	72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016. 92% of all students earned C's or better in all courses in the spring of 2017 71% of all students (a rating of "very high") met this standard in 2017.	Target is to raise these numbers by 3% annually and maintain at 85%+. Target is to increase by 1% annually for all students and by 3% for high-priority groups, then maintain 95%+. Target is to raise the percentage of high-priority students by 5% annually until they attain parity

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

1. Provide more access to career-related experiences and learning.*

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)
	District Funded 1000-1999: Certificated Personnel Salaries Administration, counselors, teachers
	District Funded 2000-2999: Classified Personnel Salaries CTE coordinator

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

2. Engage more students through increased access to a wider-variety of CTE courses and electives.*

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)
	District Funded 1000-1999: Certificated Personnel Salaries Administration, counselors, teachers
	District Funded 2000-2999: Classified Personnel Salaries CTE coordinator

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

3. Explore offering more choice through core
curricular 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)
	District Funded 1000-1999: Certificated Personnel Salaries Administration, counselors, teachers

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding
source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as
applicable), Other State, and/or Local.

Amount(s)	Source(s)
	E

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The LCAP goal is the same. The Aragon goal is new this year and is based on our WASC goal.

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

LCAP/SMUHSD Goal: Promote Greater Communication with Parents and the Community to Reduce Achievement for Gap for Under-Performing Students - Parent & student partnerships/engagement

Goal 4

WASC Action Goal: Enrich Aragon's program to better empower and engage students.

Strengthen family and community involvement
Reestablish parent groups that reflect the diversity of the Aragon community - ex. Polynesian Parent Group,
Continue to support the growth of PTSO, Asian Parents Group, Latino Parents Group and ELAC

Identified Need

Continue to support existing parent groups and encourage the growth and development of a Pacific Islander parent group

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 by strengthening parent groups. *EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latino	ELPAC data	Target is to improve by 2% passing the ELPAC and reclassifying EL students

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's, Latino

Strategy/Activity

Support ELAC and Latino Parent group

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)
32118	LCAP Supplemental 2000-2999: Classified Personnel Salaries Edwin Martinez, Parent Coordinator and administration will work to develop a strong leadership group among the Latino Parent Group and ELAC.
21262	LCAP Supplemental 3000-3999: Employee Benefits parent coordinator

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL's, Latino, Pacific Islander

Strategy/Activity

2. Work with ELAC, Latino Parents and Polynesian parents to develop agendas for parent meetings that provide support for student achievement.

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)
32118	Title III 2000-2999: Classified Personnel Salaries Conduct surveys at the first meeting to determine topics parents wish to address for future meetings.
21262	Title III 3000-3999: Employee Benefits con duct surveys

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Pacific Islander

Strategy/Activity

Coordinate with CSM to offer a Polynesian Culture class

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Administration and Poly Club advisers

Annual Review

SPSA Year Reviewed: 2018-19

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

ANALYSIS

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

The LCAP goal is the same. The Aragon goal is new this year and is based on our WASC goal.

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 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

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	$146,348.00

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 ($)
Title III	$63,174.00

Subtotal of additional federal funds included for this school: $63,174.00

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

State or Local Programs	Allocation ($)
District Funded	$20,000.00
General Fund	$0.00
LCAP Supplemental	$63,174.00

Subtotal of state or local funds included for this school: $83,174.00

Total of federal, state, and/or local funds for this school: $146,348.00

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
Patricia Kurtz	Principal
Ron Berggren	Other School Staff
Mackensie Shay	Other School Staff
John Chen	Classroom Teacher
Josephine Ho	Classroom Teacher Other School Staff
Jayson Estassi	Classroom Teacher
Todd Wade	Parent or Community Member
Claudia Alvarado	Parent or Community Member
Lotomato Faleofa	Secondary Student
Danny Navarette Estassi	Secondary Student
Harbani Jaggi	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 4/22/19.

Attested:

Patricia Kurtz (signature)	Principal, Dr. Patricia K. Kurtz on 4/22/19
	SSC Chairperson, Mr. Ron Berggren on 4/22/19

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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/

Developed by the California Department of Education, January 2019

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Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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.
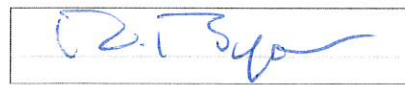
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/16/18

Attested:

Clear

Principal, Dr. Patricia K. Kurtz   on 4/22/19

Clear

SSC Chairperson, Mr. Ron Berggren   on 4/22/19

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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

Pat Kurtz
- ☑ Principal
- ☐ Classroom Teacher
- ☐ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

Ron Berggren
- ☐ Principal
- ☐ Classroom Teacher
- ☑ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

Mackensie Shay
- ☐ Principal
- ☐ Classroom Teacher
- ☑ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

John Chen
- ☐ Principal
- ☑ Classroom Teacher
- ☐ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

Josephine Ho
- ☐ Principal
- ☑ Classroom Teacher
- ☑ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

Jayson Estassi
- ☐ Principal
- ☑ Classroom Teacher
- ☐ Other School Staff
- ☐ Parent or Community Member
- ☐ Secondary Student

Todd Wade	
	☐ Principal
	☐ Classroom Teacher
	☐ Other School Staff
	☑ Parent or Community Member
	☐ Secondary Student

Claudia Alvarado	
	☐ Principal
	☐ Classroom Teacher
	☐ Other School Staff
	☑ Parent or Community Member
	☐ Secondary Student

Lotomato Faleofa	
AB	☐ Principal
	☐ Classroom Teacher
	☐ Other School Staff
	☐ Parent or Community Member
	☑ Secondary Student

Danny Navarette Estassi	
	☐ Principal
	☐ Classroom Teacher
	☐ Other School Staff
	☐ Parent or Community Member
	☑ Secondary Student

Harbani Jaggi	
	☐ Principal
	☐ Classroom Teacher
	☐ Other School Staff
	☐ Parent or Community Member
	☑ Secondary Student

Add Row   9 rows remaining.

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.

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