



School Plan for Student Achievement (SPSA)

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

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Aragon High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Aragon High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

During the 2017-2018 school year the faculty, staff, students, parents/guardians, and community leaders were involved in the WASC accreditation process.

In April, 2018, and again in September 2020, faculty reviewed the plan to determine progress on goals.

During the 2020-21 school year the School Site Council, representing teachers, students, parents, and administration continually review school data and update plans. As part of professional development, teachers and staff review school data and review school plans and goals. The same goals were used for the 2021-22 SPSA, and was reviewed by the SSC, PTSO, and Latino Parent Group in November 2021.

In August 2022, the site administration and TOSAs reviewed our plans for the school year as outlined in our WASC Action Plan from Spring 2021. The WASC Action Plan was reviewed and revised, along with the addition of progress notes, in preparation for SPSA review by the School Site Council. SSC reviewed the SPSA and the WASC Action Plan Update for 2022-23 on January 23, 2023.

It is important to note that, while this SPSA document is a snapshot of the goals and intentions for the year, the WASC Action Plan has additional goal information for the year, is reference often, and updated frequently. Please refer to that document at this link: <https://bit.ly/3XKpbZ6>. This document will be updated again prior to the end of the 2022-23 school year, and will inform next steps as we enter the next full cycle Self-Study for accreditation through WASC in Spring 2024.

Resource Inequities

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

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Aragon High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup				
Student Group	21-22	22-23	23-24	24-25
American Indian	0 %	0 0%	%	%
Native American	6 0.34%	6 0.34%	9 0.53%	10 0.60%
Asian	443 25.21%	459 26.38%	482 28.59%	489 29.49%
Filipino	88 5.01%	80 4.6%	88 5.22%	65 3.92%
Hispanic/Latino	469 26.69%	472 27.13%	450 26.69%	450 27.14%
Pacific Islander	45 2.56%	44 2.53%	35 2.08%	33 1.99%
White	482 27.43%	473 27.18%	436 25.86%	434 26.18%
Multiple/No Response	224 12.75%	206 11.84%	186 11.03%	177 10.68%
Total Enrollment	1,757	1740	1686	1658

Enrollment By Grade Level

Student Enrollment by Grade Level				
Grade	Number of Students			
	21-22	22-23	23-24	24-25
Grade 9	436	407	387	398
Grade 10	449	446	426	398
Grade 11	444	443	438	424
Grade 12	428	444	435	438
Total Enrollment	1,757	1,740	1,686	1,658

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment			
Student Group	22-23	23-24	24-25
English Learners	98 5.1%	77 4.6%	64 3.9%
Fluent English Proficient (FEP)	567 32.2%	570 33.8%	572 34.5%
Reclassified Fluent English Proficient (RFEP)	390 22.4%	391 23.2	433 26.1

State RFEP Rate

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	435	435	425	395	422	399	395	422	399	90.8	97	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2676.3	2664.9	2676.9	54.18	51.18	51.63	28.86	27.01	30.08	8.86	11.61	11.28	8.10	10.19	7.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	52.93	47.87	47.62	40.71	43.60	45.11	6.36	8.53	7.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	52.67	50.47	53.88	37.91	38.39	37.84	9.41	11.14	8.27

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	30.28	28.20	29.82	64.12	64.22	63.66	5.60	7.58	6.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	44.27	37.91	45.36	50.64	54.03	47.12	5.09	8.06	7.52

Conclusions based on this data:

1. Student performance increased overall on the ELA test.
2. Reading, writing, and listening are areas of focus.
3. Overall achievement rate of students meeting or exceeding standards in 2017 is 79%. We have begun to show a decline in achievement for our most struggling students. We were not able to complete the CAASPP in Spring 2020 as a result of Shelter In Place orders due to COVID-19 pandemic or Spring 2021 as a result of continuing COVID protocols.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	435	435	425	414	422	399	414	422	399	95.2	97	93.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2665.3	2659.4	2661.4	40.10	37.20	37.84	21.01	19.67	21.55	17.87	19.19	16.79	21.01	23.93	23.81

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	43.00	40.76	40.35	32.37	35.55	34.84	24.64	23.70	24.81

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	40.10	37.44	38.10	49.76	49.53	47.37	10.14	13.03	14.54

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	37.92	35.55	37.09	51.21	49.29	51.63	10.87	15.17	11.28

Conclusions based on this data:

1. Math scores are lower than ELA scores.
2. Math scores improved overall.
3. Area of strength is Concepts & Procedures

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](#) web page or the [ELPAC.org](#) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1582.4	1579.0	1565.6	1591.8	1591.5	1567.6	1572.7	1565.9	1563.0	21	23	19
10	1580.1	1570.5	1575.9	1570.5	1561.8	1593.1	1589.3	1578.5	1558.4	20	12	18
11	1557.5	1617.7	1585.4	1560.3	1625.5	1588.3	1554.4	1609.5	1582.1	17	15	12
12	*	*	*	*	*	*	*	*	*	9	10	8
All Grades										67	60	57

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	35.00	17.39	10.53	30.00	52.17	52.63	35.00	17.39	26.32	0.00	13.04	10.53	20	23	19
10	25.00	25.00	33.33	65.00	41.67	38.89	5.00	33.33	16.67	5.00	0.00	11.11	20	12	18
11	11.76	46.67	25.00	47.06	53.33	58.33	23.53	0.00	8.33	17.65	0.00	8.33	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.21	28.33	28.07	50.00	48.33	45.61	22.73	18.33	17.54	6.06	5.00	8.77	66	60	57

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	45.00	34.78	31.58	55.00	56.52	47.37	0.00	8.70	21.05	0.00	0.00	0.00	20	23	19
10	35.00	25.00	44.44	60.00	66.67	44.44	5.00	8.33	0.00	0.00	0.00	11.11	20	12	18
11	23.53	60.00	58.33	58.82	40.00	25.00	17.65	0.00	8.33	0.00	0.00	8.33	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	43.33	47.37	59.09	51.67	36.84	7.58	5.00	10.53	0.00	0.00	5.26	66	60	57

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	15.00	13.04	10.53	25.00	26.09	10.53	50.00	43.48	42.11	10.00	17.39	36.84	20	23	19
10	15.00	8.33	5.56	50.00	50.00	38.89	25.00	41.67	33.33	10.00	0.00	22.22	20	12	18
11	5.88	6.67	16.67	11.76	60.00	33.33	47.06	33.33	33.33	35.29	0.00	16.67	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.61	11.67	10.53	28.79	35.00	28.07	45.45	45.00	38.60	15.15	8.33	22.81	66	60	57

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	15.00	17.39	15.79	85.00	82.61	68.42	0.00	0.00	15.79	20	23	19
10	10.00	0.00	11.11	85.00	100.00	72.22	5.00	0.00	16.67	20	12	18
11	11.76	13.33	16.67	70.59	86.67	75.00	17.65	0.00	8.33	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.61	13.33	17.54	83.33	83.33	68.42	6.06	3.33	14.04	66	60	57

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	100.00	56.52	78.95	0.00	43.48	21.05	0.00	0.00	0.00	20	23	19
10	95.00	91.67	88.89	5.00	8.33	0.00	0.00	0.00	11.11	20	12	18
11	82.35	93.33	91.67	17.65	6.67	0.00	0.00	0.00	8.33	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	92.42	80.00	87.72	7.58	20.00	7.02	0.00	0.00	5.26	66	60	57

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	30.00	17.39	10.53	40.00	56.52	52.63	30.00	26.09	36.84	20	23	19
10	25.00	25.00	22.22	60.00	58.33	55.56	15.00	16.67	22.22	20	12	18
11	0.00	20.00	8.33	47.06	80.00	66.67	52.94	0.00	25.00	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.67	18.33	15.79	51.52	66.67	59.65	31.82	15.00	24.56	66	60	57

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	0.00	5.26	95.00	82.61	89.47	5.00	17.39	5.26	20	23	19
10	5.00	0.00	0.00	85.00	100.00	83.33	10.00	0.00	16.67	20	12	18
11	5.88	6.67	8.33	88.24	93.33	91.67	5.88	0.00	0.00	17	15	12
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.03	6.67	3.51	90.91	86.67	89.47	6.06	6.67	7.02	66	60	57

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. | We have a significant number of students in the beginning levels of the reading and writing domain. This is a continuous area of growth from previous years. |

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1658	18.8%	3.9%	0.1%
Total Number of Students enrolled in Aragon High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	3.9%
Foster Youth	1	0.1%
Homeless	7	0.4%
Socioeconomically Disadvantaged	311	18.8%
Students with Disabilities	112	6.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	0.6%
American Indian	0	0.0%
Asian	489	29.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Filipino	65	3.9%
Hispanic	450	27.1%
Two or More Races	177	10.7%
Pacific Islander	33	2%
White	434	26.2%

Conclusions based on this data:

1. Our largest student population is White, followed very closely by Hispanic and Asian subgroups.
2. Our overall student group numbers of total population are small except for socioeconomically disadvantaged

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2025 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

English Learner Progress



Green

College/Career



Green

Academic Engagement

Graduation Rate



Blue

Conditions & Climate

Suspension Rate



Orange

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
<div> Blue</div> <div>94.1 points above standard</div> <div>Increased 11 points</div> <div>395 Students</div>	<div> Red</div> <div>66.9 points below standard</div> <div>Declined 25.9 points</div> <div>30 Students</div>	<div> No Performance Color</div> <div>Fewer than 11 students - No Data for Privacy</div> <div>10 Students</div>

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 14.1 points above standard Increased 11.9 points 92 Students
Students with Disabilities  No Performance Color 71.7 points below standard Maintained -0.2 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Blue 143.5 points above standard Increased 7.3 points 113 Students	Filipino  No Performance Color 56.5 points above standard Declined 10.9 points 11 Students	Hispanic  Green 24.3 points above standard Increased 25.1 points 112 Students
Two or More Races  Blue 90.3 points above standard Increased 3.8 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 106.2 points above standard Declined 13.4 points 122 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

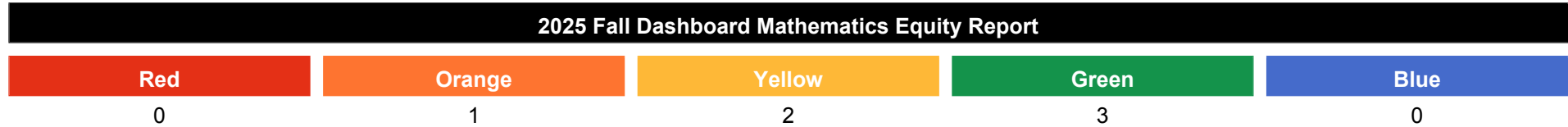
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 Orange	 No Performance Color
33.6 points above standard	116.9 points below standard	Fewer than 11 students - No Data for Privacy
Maintained 1 points	Increased 20.3 points	
396 Students	31 Students	10 Students

Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 60.2 points below standard Increased 22.5 points 92 Students
Students with Disabilities  No Performance Color 170 points below standard Declined 11.2 points 27 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  Green 122 points above standard Declined 3.9 points 108 Students	Filipino  No Performance Color 42.9 points above standard Increased 31 points 11 Students	Hispanic  Yellow 69.3 points below standard Increased 17.6 points 112 Students
Two or More Races  Green 41.9 points above standard Declined 9.2 points 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	White  Green 48.9 points above standard Declined 6.2 points 123 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

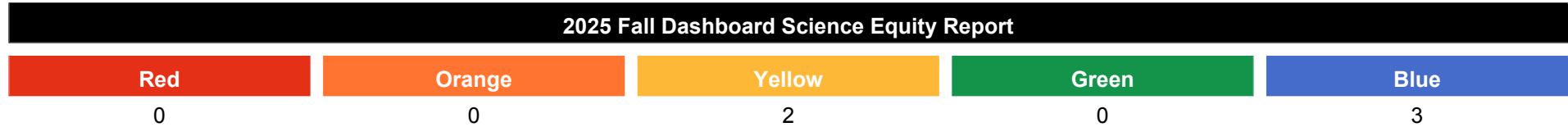
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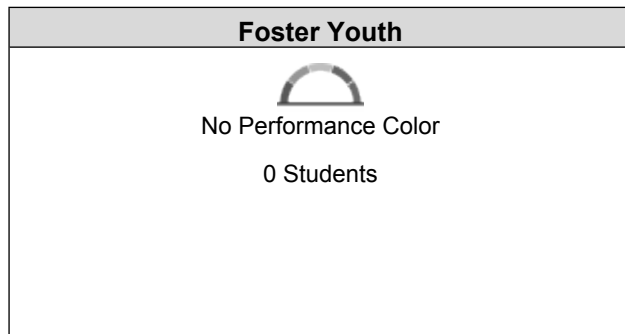
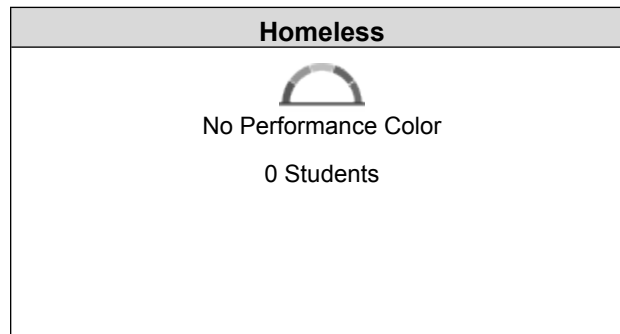
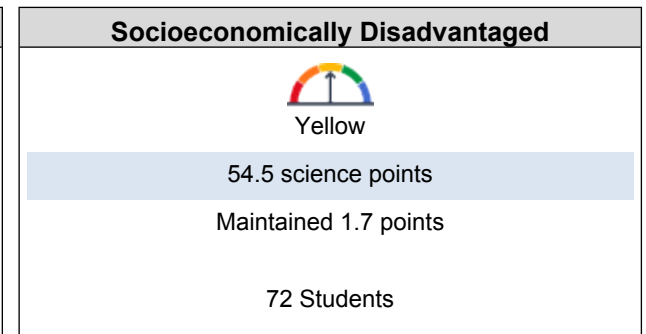
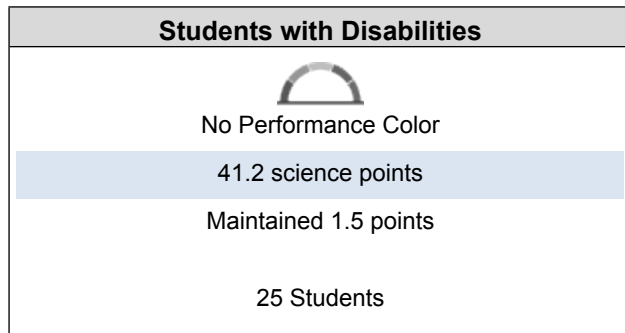
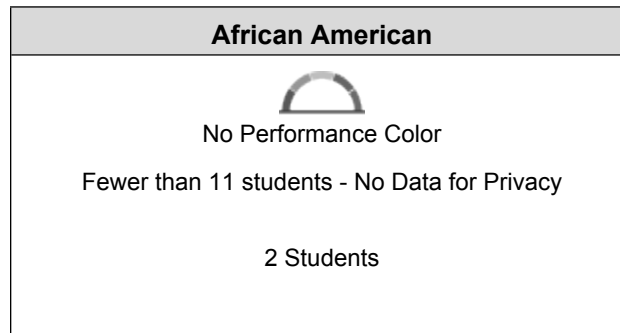
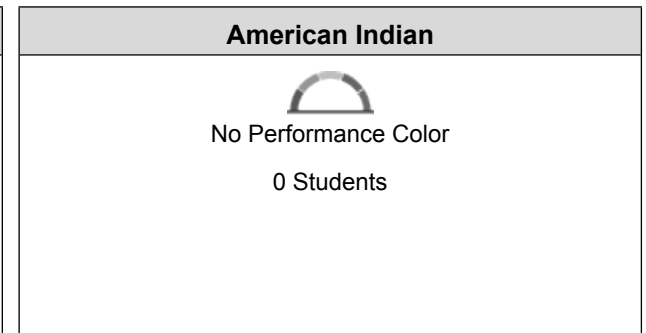
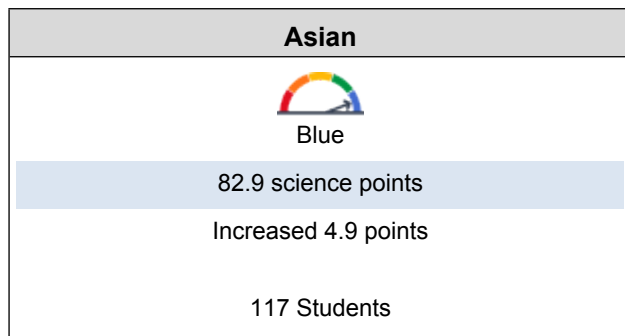
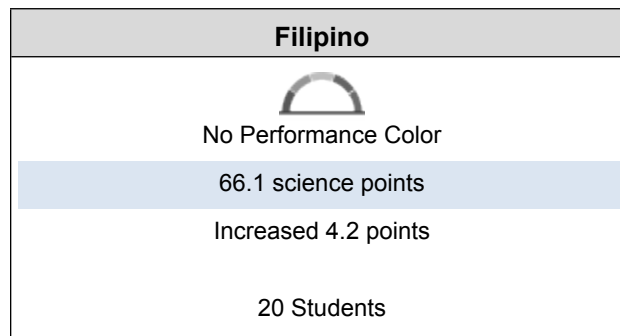
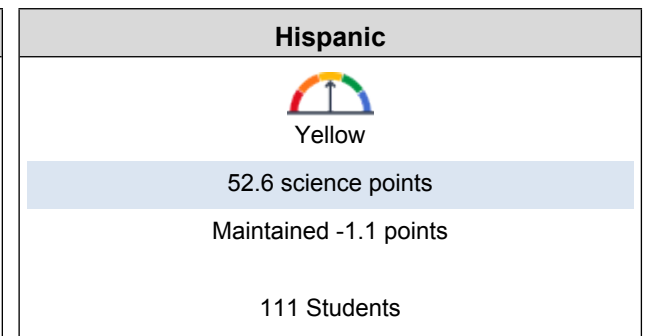
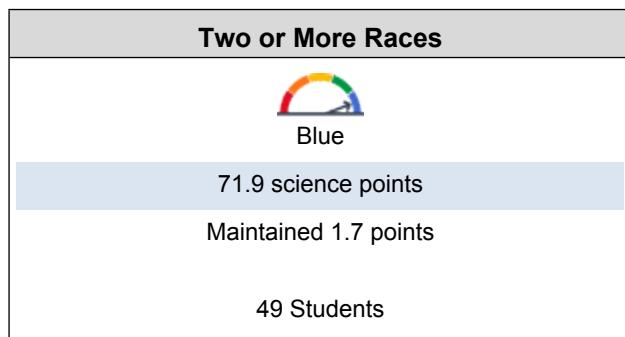
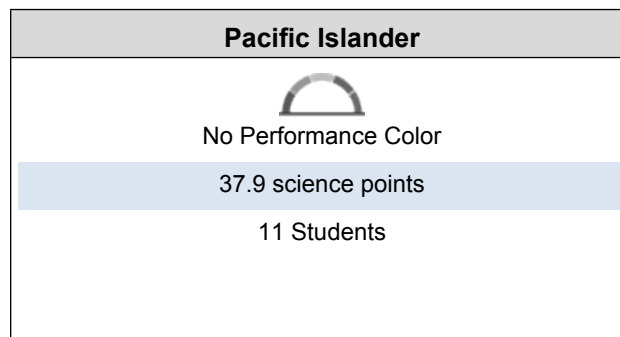
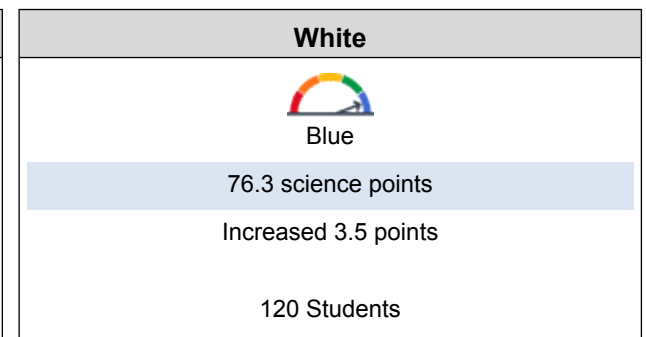


This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
70 science points	41.8 science points	31.9 science points
Increased 2.5 points	Increased 6.7 points	Maintained -1.7 points
430 Students	34 Students	11 Students



Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 Green
55.8 making progress.	55 making progress.
Number Students: 52 Students	Number Students: 40 Students

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

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.5%	30.8%	1.9%	53.8%

Conclusions based on this data:

- 65.9% of English Learners are well or moderately developed
- English Learners are a small number of the total population; approximately 4%.

3. 34% of our EL students either maintained their previous levels or dropped by a level in this most recent data pull.

School and Student Performance Data

Academic Performance College/Career Report

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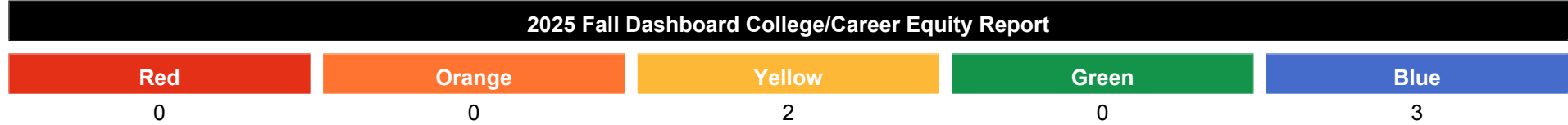
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

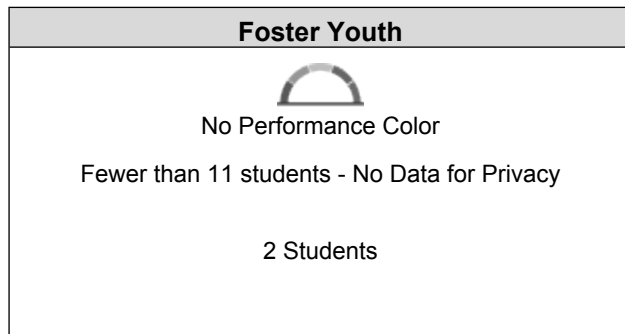
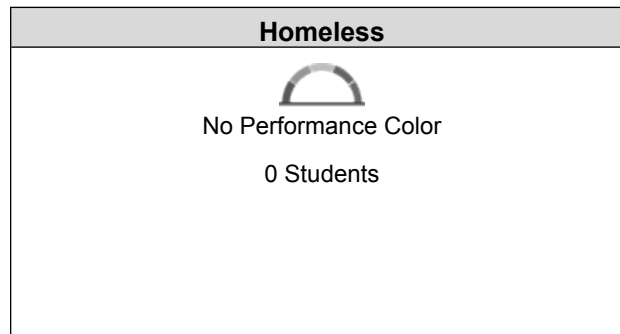
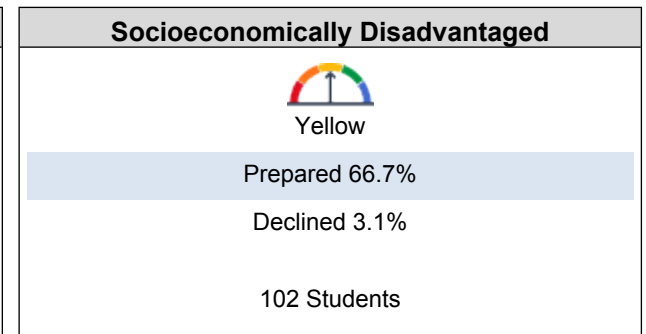
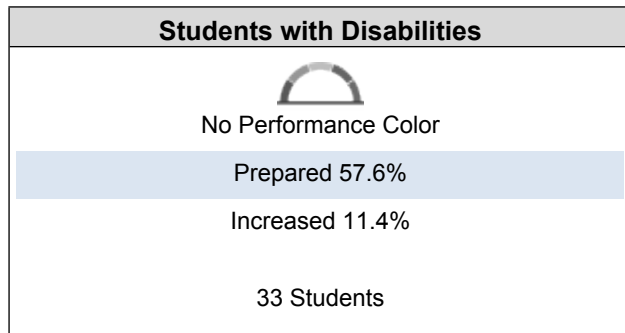
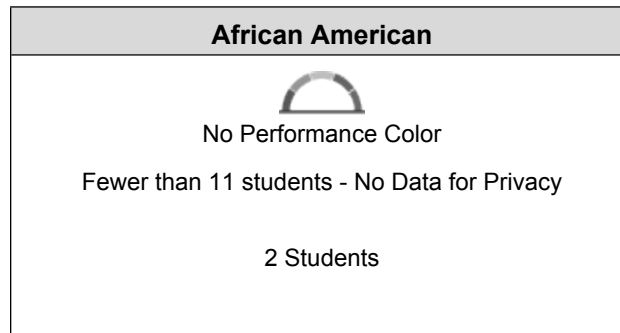
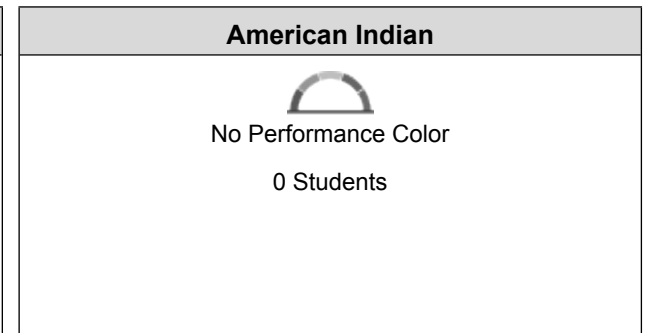
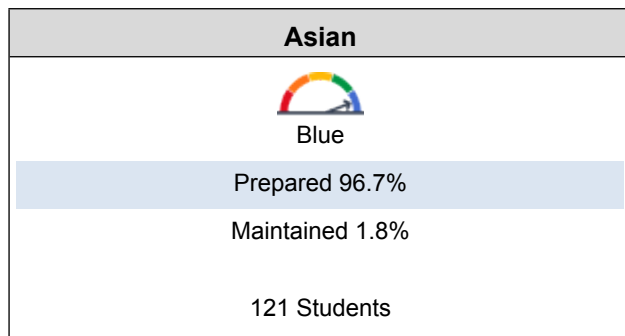
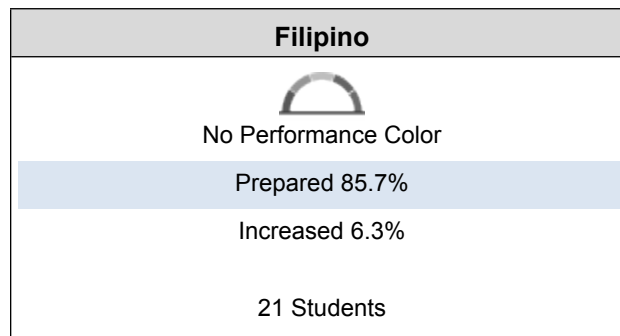
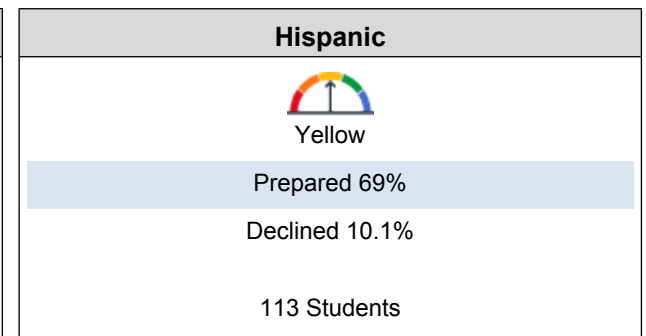
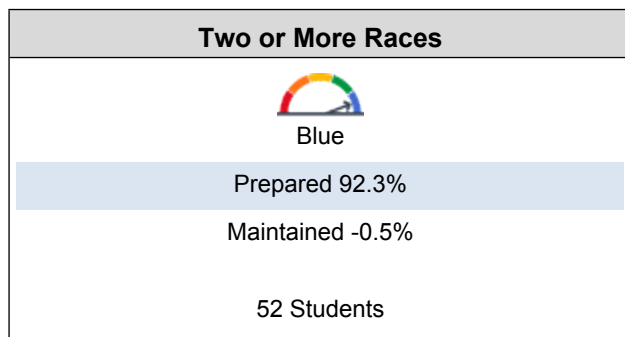
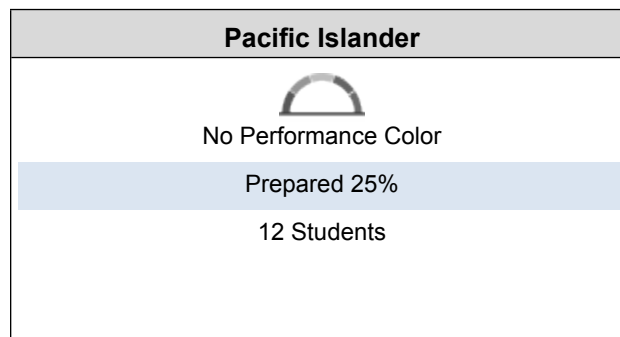
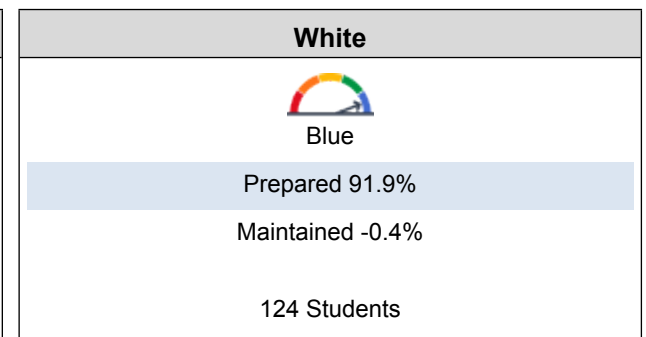


This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green	 No Performance Color	 No Performance Color
Prepared 85.4%	Prepared 57.1%	Prepared 51.9%
Declined 2.3%	Increased 23.8%	Increased 20.3%
445 Students	35 Students	27 Students



Conclusions based on this data:

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

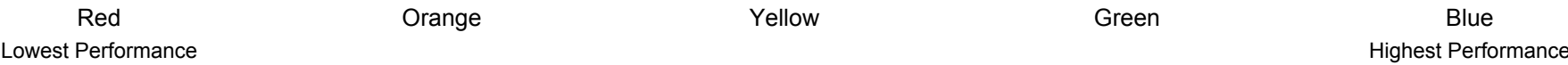
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No Data

School and Student Performance Data

Academic Engagement Graduation Rate

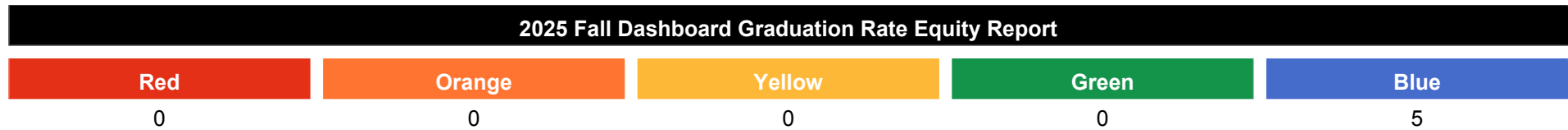
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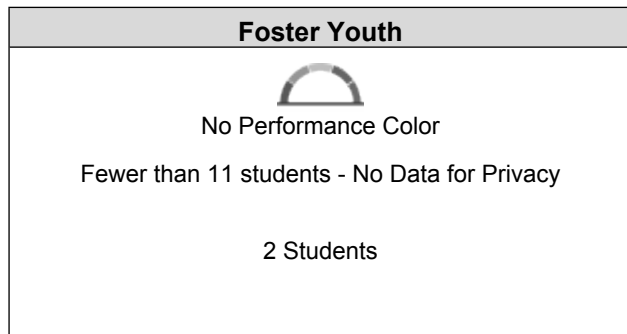
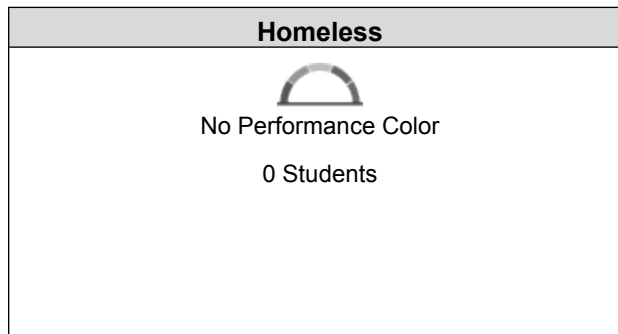
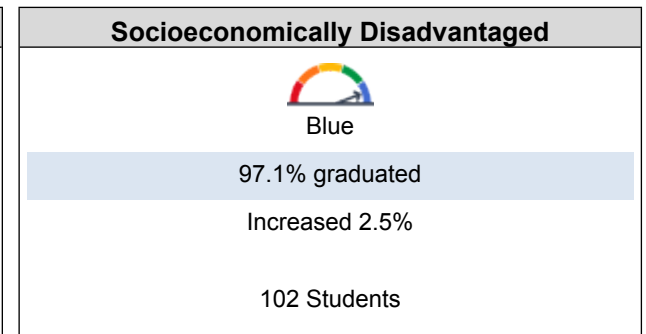
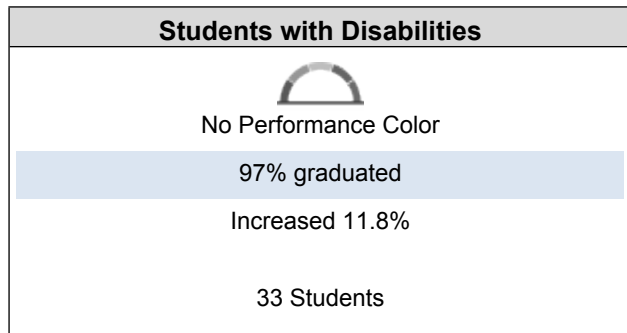
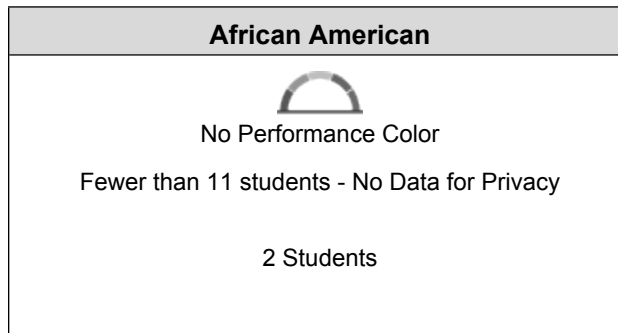
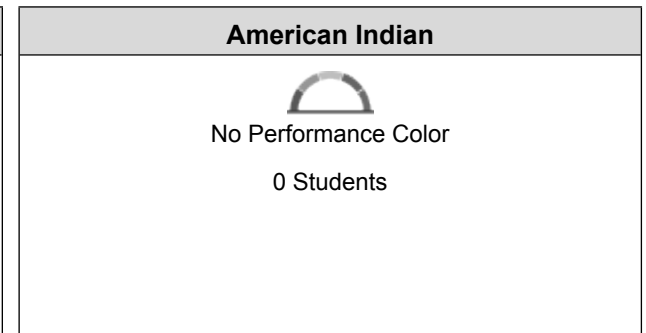
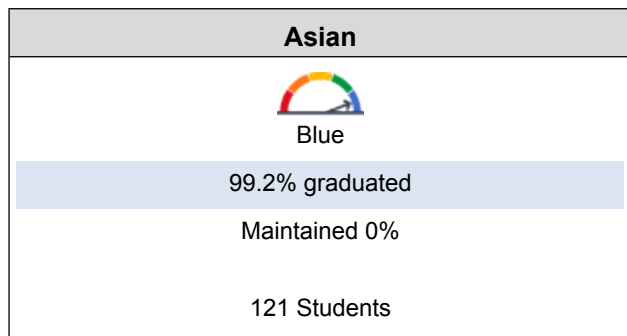
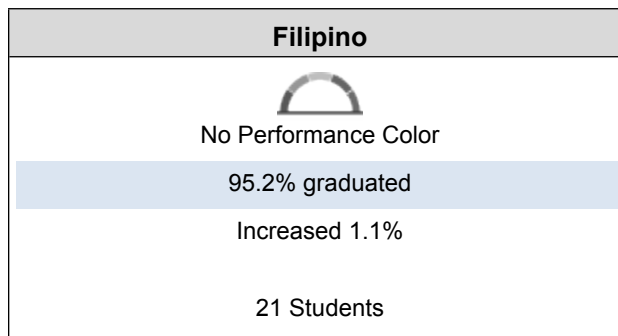
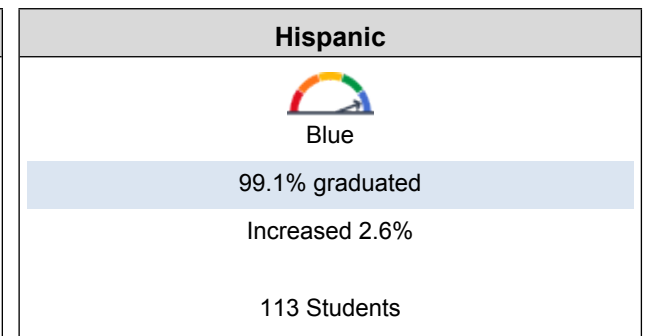
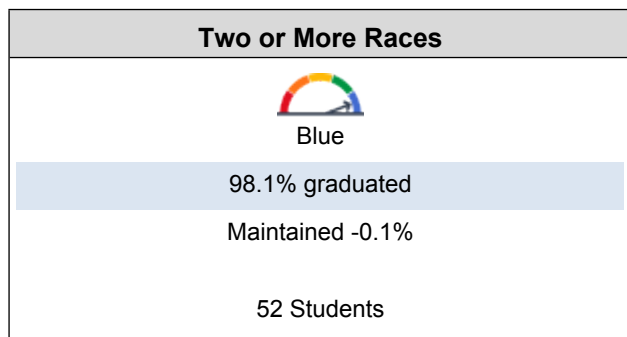
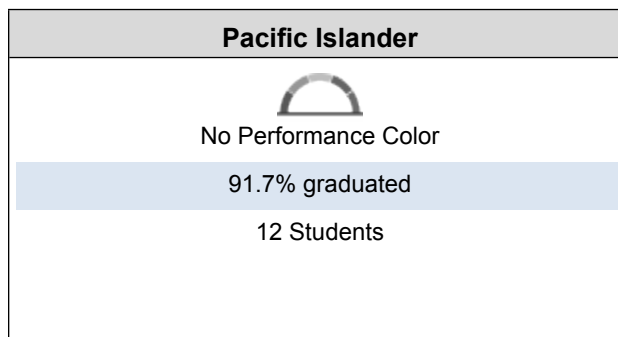
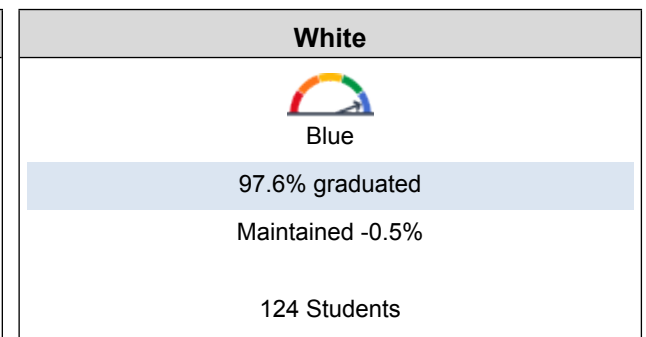


This section provides number of student groups in each level.



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

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
98.2% graduated	100% graduated	100% graduated
Maintained 0.5%	Increased 12.5%	Increased 5.3%
445 Students	35 Students	27 Students



Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

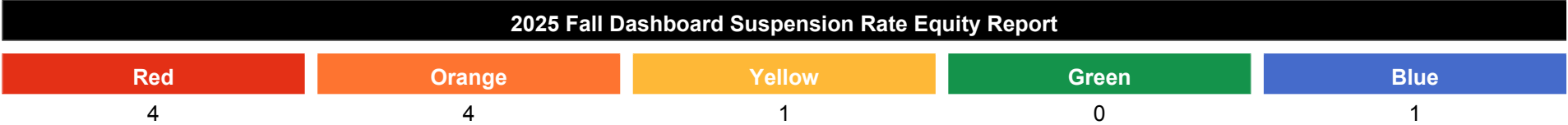
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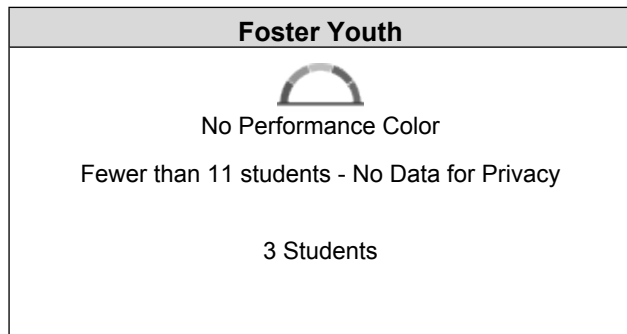
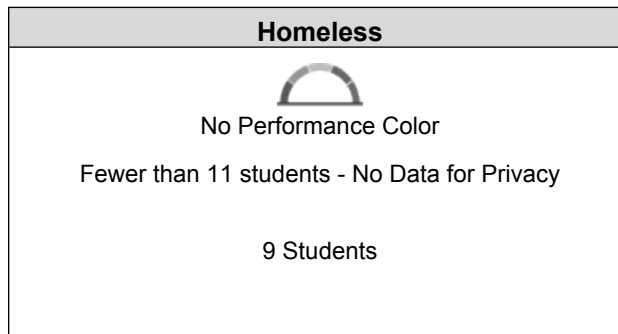
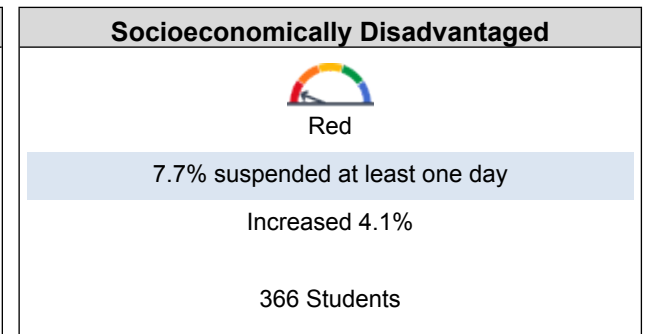
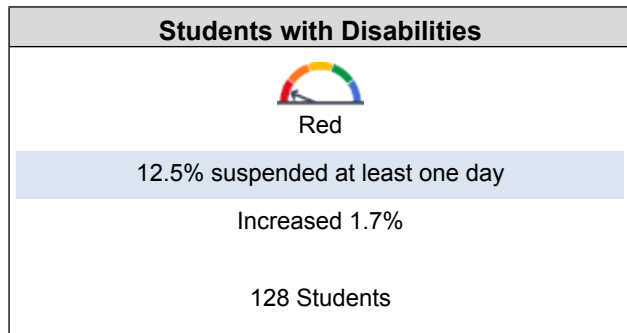
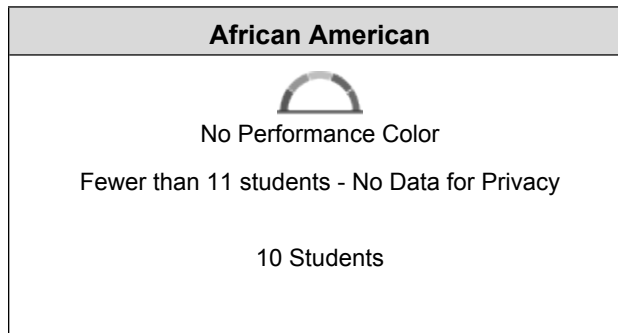
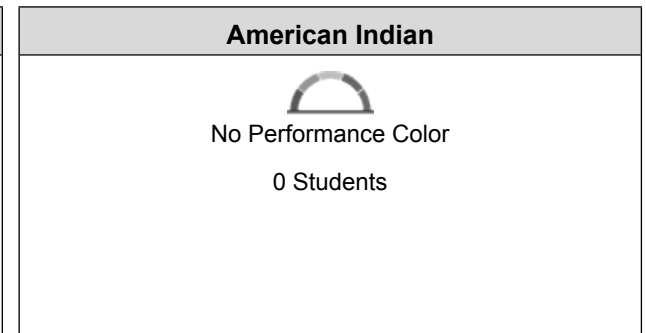
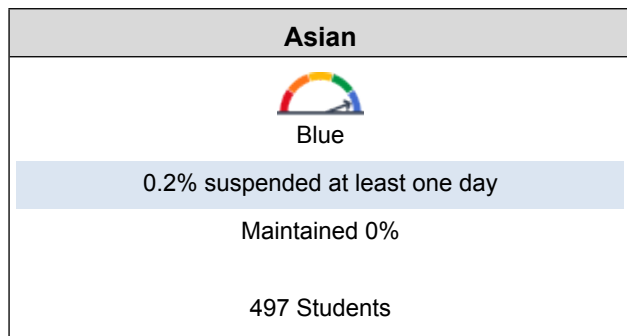
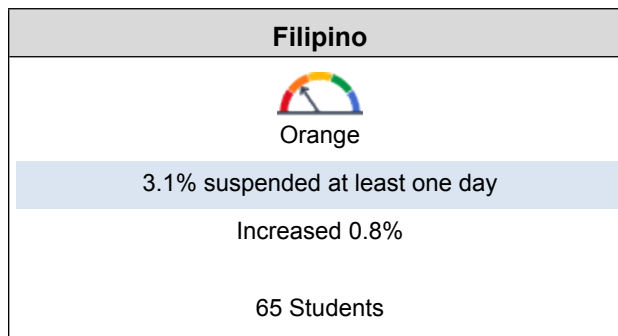
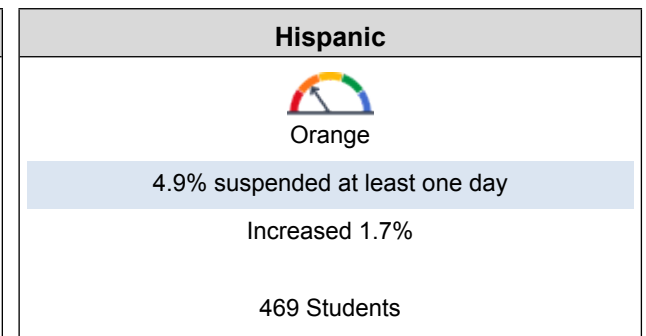
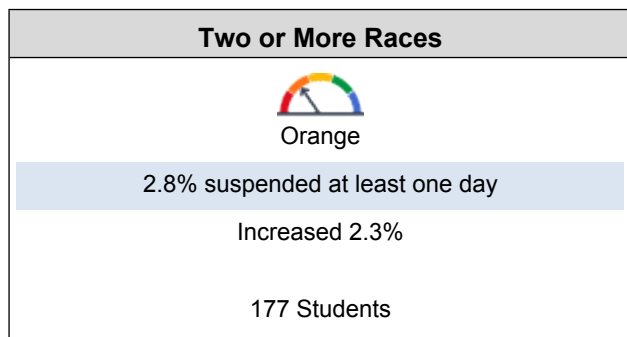
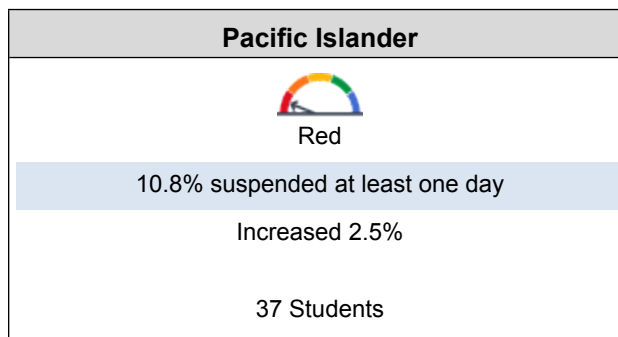
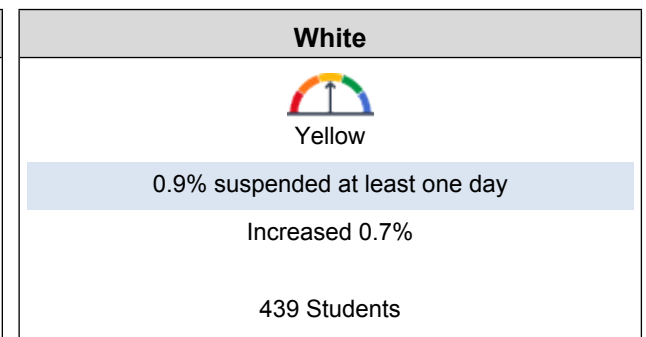


This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 Red
2.3% suspended at least one day	10% suspended at least one day	14.8% suspended at least one day
Increased 0.9%	Increased 3.8%	Increased 6.8%
1694 Students	80 Students	54 Students



Conclusions based on this data:

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

School and Student Performance Data

Longitudinal Metrics: State and Local

Student Enrollment

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Enrollment Trend								
Academic Year	2023-24	2023-24	2022-23	2022-23	2021-22	2021-22	2020-21	2020-21
Aragon High	1,686	1,686	1,740	1,740	1,757	1,757	1,734	1,734
African American	9	0.50%	6	0.30%	6	0.30%	7	0.40%
American Indian or Alaska Native	0	0.00%	0	0.00%	0	0.00%	2	0.10%
Asian	482	28.60%	459	26.40%	443	25.20%	436	25.10%
Filipino	88	5.20%	80	4.60%	88	5.00%	86	5.00%
Hispanic or Latino	450	26.70%	472	27.10%	469	26.70%	462	26.60%
Pacific Islander	35	2.10%	44	2.50%	45	2.60%	45	2.60%
White	436	25.90%	473	27.20%	482	27.40%	476	27.50%
Two or More Races	186	11.00%	206	11.80%	224	12.70%	220	12.70%
Multilingual Learners	77	4.60%	98	5.60%	90	5.10%	81	4.70%
Foster Youth	2	0.10%	4	0.20%	0	0.00%	0	0.00%
Homeless	1	0.10%	2	0.10%	1	0.10%	0	0.00%
Socioeconomically Disadvantaged	271	16.10%	312	17.90%	338	19.20%	337	19.40%
Students with IEPs	121	7.20%	114	6.60%	112	6.40%	95	5.50%

Dashboard Combined 4&5 Year Graduation Rate

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	117 99.10%	117 99.10%	102 99%
Filipino	34 94.10%	19 100%	22 100%
Latino	116 96.60%	114 94.70%	105 98.10%
Pacific Islander	* *	13 100%	12 83.30%
White	105 98.10%	120 98.30%	128 98.40%
Two or More Races	56 98.20%	60 98.30%	56 96.40%
Multilingual Learner	24 87.50%	30 100%	19 94.70%
Multilingual Learner Long Term	19 94.70%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	110 94.50%	100 95%	108 96.30%
Students with IEPs	27 85.20%	35 94.30%	32 96.90%
All Students	439 97.70%	443 97.70%	427 97.90%

College/Career Indicator (CCI)

Student Group	2023-24	2022-23	2021-22
African American	*	* *	not reported not reported
Native American	* *	* *	* *
Asian	(110 / 117) 94.00%	(110 / 117) 94.00%	not reported not reported
Filipino	(27 / 34) 79.40%	(16 / 19) 84.20%	not reported not reported
Latino	(90 / 115) 78.30%	(78 / 114) 68.40%	not reported not reported
Pacific Islander	*	(6 / 13) 46.20%	not reported not reported
White	(95 / 105) 90.50%	(108 / 120) 90.00%	not reported not reported
Two or More Races	(51 / 56) 91.10%	(51 / 60) 85.00%	not reported not reported
Multilingual Learner	(8 / 24) 33.30%	(14 / 30) 46.70%	not reported not reported
Foster Youth	*	* *	not reported not reported
Homeless	*	* *	not reported not reported
Socioeconomically Disadvantaged	(73 / 109) 67.00%	(60 / 100) 60.00%	not reported not reported
Students with IEPs	(12 / 26) 46.20%	(12 / 35) 34.30%	not reported not reported
All Students	(379 / 438) 86.50%	(369 / 443) 83.30%	not reported not reported

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 9.1% or more)</i>	DECLINED <i>from Prior Year (by 2.0% to less than 9.0%)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 1.9%)</i>	INCREASED <i>from Prior Year (by 2.0% to 8.9%)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 9.0% or more)</i>
VERY HIGH <i>70.0% or greater in Current Year</i>	Yellow (None)	Green (None)	Blue <ul style="list-style-type: none"> Asian White 	Blue <ul style="list-style-type: none"> All Students (School Placement) Hispanic Two or More Races 	Blue (None)
HIGH <i>55.0% to 69.9% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> Socioeconomically Disadvantaged 	Blue (None)
MEDIUM <i>35.0% to less than 54.9% in Current Year</i>	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
LOW <i>10.0% to 34.9% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
VERY LOW <i>9.9% or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

Student Group Report for 2025

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science	College/Career
All Students	Green	N/A	Orange	Blue	Blue	Blue	Blue	Green
English Learners	Green	N/A	Orange	--	Red	Orange	--	--
Long-Term English Learners	Green	N/A	Red	--	--	--	--	--
Foster Youth	N/A	N/A	--	--	N/A	N/A	N/A	--
Homeless	N/A	N/A	--	N/A	--	--	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	Red	Blue	Green	Yellow	Yellow	Yellow
Students with Disabilities	N/A	N/A	Red	--	--	--	--	--
Black or African American	N/A	N/A	--	--	--	--	--	--
Asian	N/A	N/A	Blue	Blue	Blue	Green	Blue	Blue
Filipino	N/A	N/A	Orange	--	--	--	--	--
Hispanic or Latino	N/A	N/A	Orange	Blue	Green	Yellow	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	N/A	Red	--	--	--	--	--
White	N/A	N/A	Yellow	Blue	Green	Green	Blue	Blue
Two or More Races	N/A	N/A	Orange	Blue	Blue	Green	Blue	Blue

UC/CSU Eligibility

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(95 / 105) 90.50%	(91 / 103) 88.80%	(95 / 100) 95.00%
Filipino	(21 / 26) 81.30%	(15 / 17) 89.50%	(16 / 22) 72.70%
Latino	(48 / 73) 65.80%	(28 / 55) 50.90%	(64 / 103) 62.10%
Pacific Islander	* *	(0 / 2) 15.40%	(1 / 10) 10.00%
White	(86 / 94) 91.30%	(85 / 100) 84.70%	(108 / 125) 86.40%
Two or More Races	(44 / 49) 89.10%	(44 / 51) 86.40%	(46 / 54) 85.20%
Multilingual Learner	(2 / 7) 33.30%	(5 / 12) 40.00%	(3 / 18) 16.70%
Foster Youth	* *	(5 / 12) 40.00%	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(36 / 61) 59.20%	(22 / 46) 48.40%	(60 / 103) 58.30%
Students with IEPs	(6 / 11) 50.00%	(4 / 12) 36.40%	(8 / 30) 26.70%
All Students	(288 / 351) 82.00%	(249 / 328) 75.80%	(330 / 416) 79.30%

Advanced Placement(AP)/International Baccalaureate(IB)/Dual Enrollment(DE) Course Participation Rate

Student Group	2023-24	2022-23	2021-22
African American	3 66.67%	* *	2 0.00%
Native American	* *	* *	* *
Asian	116 91.38%	116 87.93%	101 87.13%
Filipino	32 62.50%	19 63.16%	22 54.55%
Latino	111 47.75%	109 33.03%	103 32.04%
Pacific Islander	8 12.50%	13 7.69%	11 9.09%
White	103 79.61%	119 73.95%	126 66.67%
Two or More Races	55 70.91%	59 59.32%	54 62.96%
Multilingual Learner	13 15.38%	11 9.09%	14 0.00%
Multilingual Learner Long Term	5 0.0%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	65 72.31%	68 27.94%	79 29.11%
Students with IEPs	12 16.67%	27 7.41%	28 3.57%
All Students	428 70.79%	435 62.99%	419 60.14%

10th Graders On-Track for Graduation

Student Group	2023-24	2022-23	2021-22
African American	(1/1) 100.00%	(2/2) 100.00%	(1/2) 50.00%
Native American	* *	* *	* *
Asian	(116/118) 98.31%	(115/120) 95.83%	(116/122) 95.08%
Filipino	(11/14) 78.57%	(20/21) 95.24%	(29/29) 100.00%
Latino	(113/119) 94.96%	(101/114) 88.60%	(108/130) 83.08%
Pacific Islander	(9/12) 75.00%	(8/11) 72.73%	(5/9) 55.56%
White	(124/126) 98.41%	(118/122) 96.72%	(103/107) 96.26%
Two or More Races	(36/37) 97.30%	(50/51) 98.04%	(52/54) 96.30%
Multilingual Learner	(18/21) 85.71%	(23/29) 79.31%	(17/27) 62.96%
Multilingual Learner Long Term	(8/9) 88.89%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(93/103) 90.29%	(63/71) 88.73%	(73/92) 79.35%
Students with IEPs	(32/37) 86.49%	(19/25) 76.00%	(17/27) 62.96%
All Students	(410/427) 96.02%	(414/441) 93.88%	(414/453) 91.39%

Post-Secondary Enrollment Immediately after HS Graduation

Student Group	2023-24	2022-23	2021-22
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Post-Secondary Enrollment Two Years after HS Graduation (Persistence)

Student Group	2023-24	2022-23	2021-22
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CAASPP English Language Arts - Participation

Student Group	2023-24	2022-23	2021-22
African American	(2/2) 100%	(3/3) 100%	* *
Native American	* *	* *	* *
Asian	(117/119) 98%	(118/104) 88%	(116/118) 98%
Filipino	(20/20) 100%	(31/29) 94%	(17/18) 94%
Latino	(108/112) 96%	(115/109) 95%	(108/115) 94%
Pacific Islander	(7/9) 78%	(9/7) 78%	(9/12) 75%
White	(118/121) 98%	(106/95) 90%	(115/119) 97%
Two or More Races	(50/51) 98%	(54/50) 93%	(57/59) 97%
Multilingual Learner	(35/37) 95%		(37/37) 100%
Multilingual Learner Long Term	(13/14) 93%		
Foster Youth	* *	* *	* *
Homeless	* *	* *	(1/1) 100%
Socioeconomically Disadvantaged	(53/56) 95%		(74/78) 95%
Students with IEPs	(22/26) 85%		(25/28) 89%
All Students	(422/434) 97%	(436/397) 91%	(422/441) 96%

CAASPP English Language Arts - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(1 / 2) 50.00%	(2 / 3) 66.00%	(0 / 0) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(110 / 117) 94.00%	(98 / 104) 94.00%	(107 / 115) 93.00%
Filipino	(16 / 20) 80.00%	(22 / 28) 78.00%	(15 / 18) 82.00%
Latino	(54 / 108) 50.00%	(70 / 109) 64.00%	(77 / 107) 72.00%
Pacific Islander	(1 / 7) 14.00%	(3 / 7) 42.00%	(4 / 9) 44.00%
White	(104 / 118) 88.00%	(85 / 95) 89.00%	(103 / 114) 90.00%
Two or More Races	(41 / 50) 82.00%	(46 / 50) 91.00%	(51 / 57) 90.00%
Multilingual Learner	(3 / 15) 20.00%	(2 / 16) 12.00%	(1 / 14) 7.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(329 / 422) 78.00%	(325 / 396) 82.00%	(357 / 420) 85.00%

CAASPP Mathematics - Participation

Student Group	2023-24	2022-23	2021-22
African American	(2/2) 100%	(3/3) 100%	* *
Native American	* *	* *	* *
Asian	(117/119) 98%	(111/118) 94%	(116/118) 98%
Filipino	(20/20) 100%	(30/31) 97%	(17/18) 94%
Latino	(108/112) 96%	(109/115) 95%	(111/115) 97%
Pacific Islander	(6/9) 67%	(6/9) 67%	(8/12) 67%
White	(119/121) 98%	(104/106) 98%	(116/119) 97%
Two or More Races	(50/51) 98%	(53/54) 98%	(56/59) 95%
Multilingual Learner	(36/37) 97%	(26/28) 93%	(37/37) 100%
Multilingual Learner Long Term	(14/14) 100%		
Foster Youth	* *	* *	* *
Homeless	* *	(1/1) 100%	(1/1) 100%
Socioeconomically Disadvantaged	(52/56) 93%	(73/81) 90%	(75/78) 96%
Students with IEPs	(22/26) 85%	(23/26) 88%	(26/28) 93%
All Students	(422/434) 97%	(416/436) 95%	(424/441) 96%

CAASPP Mathematics - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 2) 0.00%	(2 / 3) 66.00%	(0 / 0) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(98 / 117) 84.00%	(90 / 111) 81.00%	(100 / 116) 86.00%
Filipino	(9 / 20) 45.00%	(17 / 29) 58.00%	(11 / 18) 60.00%
Latino	(19 / 108) 18.00%	(27 / 109) 25.00%	(32 / 110) 29.00%
Pacific Islander	(0 / 6) 0.00%	(0 / 6) 0.00%	(2 / 7) 28.00%
White	(79 / 119) 66.00%	(73 / 104) 70.00%	(78 / 115) 68.00%
Two or More Races	(32 / 50) 64.00%	(42 / 53) 79.00%	(39 / 56) 69.00%
Multilingual Learner	(2 / 16) 12.00%	(0 / 16) 0.00%	(2 / 15) 13.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(236 / 422) 56.00%	(249 / 415) 60.00%	(257 / 422) 61.00%

CAASPP Science (CAST) - Pass Rate

Student Group	2023-24	2022-23	2021-22
African American	(0 / 3) 0.00%	(0 / 0) 0.00%	(0 / 2) 0.00%
Native American	(0 / 0) 0.00%	(0 / 0) 0.00%	(0 / 0) 0.00%
Asian	(91 / 115) 79.00%	(91 / 115) 79.00%	(84 / 100) 84.00%
Filipino	(16 / 33) 48.00%	(11 / 19) 57.00%	(11 / 22) 49.00%
Latino	(28 / 105) 27.00%	(34 / 109) 31.00%	(31 / 101) 31.00%
Pacific Islander	(0 / 8) 0.00%	(2 / 13) 14.00%	(1 / 11) 9.00%
White	(76 / 103) 74.00%	(77 / 118) 65.00%	(84 / 125) 67.00%
Two or More Races	(39 / 54) 73.00%	(50 / 60) 84.00%	(43 / 52) 82.00%
Multilingual Learner	(0 / 10) 0.00%	(0 / 9) 0.00%	(0 / 4) 0.00%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
Students with IEPs	forthcoming forthcoming	forthcoming forthcoming	forthcoming forthcoming
All Students	(253 / 421) 60.00%	(265 / 434) 61.00%	(252 / 413) 61.00%

Local Assessment - MAP/NWEA - Pass Rate

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

English Learner Progress Indicator (ELPI)

Student Group	2023-24	2022-23
Multilingual Learner	(28/54) 51.90%	(30/70) 42.90%
Long Term ML	(19/40) 47.50%	* *

Reclassification (RFEP) Rate

Student Group	2023-24	2022-23	2021-22
All Students	(19/76) 25.0%	(31/97) 32.0%	(18/94) 19.1%

Local RFEP Rate (Total RFEP'd Same Year / Total ML Cohort)

Chronic Absenteeism

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(19 / 484) 3.90%	(26 / 461) 5.60%	(17 / 446) 3.80%
Filipino	(9 / 88) 10.20%	(6 / 80) 7.50%	(7 / 88) 8.00%
Latino	(62 / 461) 13.40%	(58 / 474) 12.20%	(65 / 468) 13.90%
Pacific Islander	(7 / 36) 19.40%	(17 / 45) 37.80%	(19 / 46) 41.30%
White	(33 / 439) 7.50%	(33 / 472) 7.00%	(47 / 480) 9.80%
Two or More Races	(14 / 186) 7.50%	(18 / 206) 8.70%	(20 / 220) 9.10%
Multilingual Learner	(15 / 79) 19.00%	(15 / 97) 15.50%	(14 / 90) 15.60%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(40 / 304) 13.20%	(58 / 332) 17.50%	(58 / 347) 16.70%
Students with IEPs	(38 / 130) 29.20%	(38 / 118) 32.20%	(30 / 110) 27.30%
All Students	(145 / 1703) 8.50%	(160 / 1745) 9.20%	(175 / 1754) 10.00%

Suspension

Student Group	2023-24	2022-23	2021-22
African American	* *	* *	* *
Native American	* *	* *	* *
Asian	(1 / 486) 0.21%	(3 / 462) 0.65%	(2 / 452) 0.44%
Filipino	(2 / 88) 2.27%	(1 / 82) 1.22%	(1 / 88) 1.14%
Latino	(15 / 464) 3.23%	(19 / 480) 3.96%	(23 / 479) 4.80%
Pacific Islander	(3 / 36) 8.33%	(2 / 46) 4.35%	(6 / 46) 13.04%
White	(1 / 440) 0.23%	(9 / 476) 1.89%	(8 / 486) 1.65%
Two or More Races	(1 / 188) 0.53%	(4 / 206) 1.94%	(4 / 222) 1.80%
Multilingual Learner	(5 / 80) 6.25%	(10 / 101) 9.90%	(14 / 95) 14.74%
Foster Youth	* *	* *	* *
Homeless	* *	* *	* *
Socioeconomically Disadvantaged	(11 / 307) 3.58%	(19 / 337) 5.64%	(21 / 358) 5.87%
Students with IEPs	(14 / 130) 10.77%	(11 / 126) 8.73%	(14 / 124) 11.29%
All Students	(24 / 1711) 1.40%	(38 / 1759) 2.16%	(44 / 1779) 2.47%

Expulsion

Student Group	2023-24	2022-23	2021-22
African American			
Pacific Islander	(1 / 36)		
White	(0 / 440)		
Two or More Races	(0 / 188)		
Socioeconomically Disadvantaged	(1 / 307)		
Students with IEPs	(1 / 130)		
All Students	(1 / 1711)		

Certificated Staff Demographics

Student Group	2024-25	2023-24	2022-23	2021-22
ML Long Term				

Panorama Survey - Feeling Safe (Hate Speech Response) Question

Percentage of students who respond positively to the following Panorama Survey question: "When there are instances of hate speech at my school, I see adults respond in a way that makes me feel safe."

Student Group	2023-24	2022-23	2021-22
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Panorama Survey - Family Engagement Question

Percentage of parents/guardians who respond "favorably" to the following Panorama Survey Question: "The District/Our student's school provides my family multiple opportunities for involvement and/or school governance."

Student Group	2023-24	2022-23	2021-22
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Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Connect all students to academic and skill-based success.

Develop skills within and outside of the classroom that prepare students to be successful in the various paths they may take post-high school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: Safe and Connected Community

LCAP Goal 2: Humanizing Education

Major Student Need

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

School-wide use/implementation of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.

Connection to FG Identified Schoolwide Growth Areas:

Area B: Provide a comprehensive career-exploration and readiness program where students engage in career development activities every year.

Area C: Foster our students to have a healthy sense of identity as learners, whether that's pursuing trades/career out of high school as well as college ready students. This could mean more student choice in electives and content within classes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	98% graduated overall - class of 2025 97% Students with Disabilities 99.1% Latino Students 100% ML Learners 92% Pacific Islander Students	98% graduate overall 96% Students with Disabilities 96% Latino Students 100% ML Learners 100% Pacific Islander Students
College Career Indicator	85.4% were “prepared” overall - class of 2025 57.6% Students with Disabilities 25% Pacific Islander Students 51.9% ML Learners 66.7% Socioeconomically Disadvantaged 69% Latino Students	85% overall - class of 2024 38% Students with Disabilities 51% Pacific Islander Students 52% ML Learners 65% Socioeconomically Disadvantaged 73% Latino Students
Panorama Survey - Relevance of In-class learning	23% of students indicated that what they learn in class often/almost always helps them outside of school - Fall 2023 Panorama Survey Data	40% of students indicate that what they learn in class often/almost always helps them outside of school

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
1.1	1.1 Offer students reflective resources to help them explore and identify interests, and connect them to real-world opportunities Counselor presentations Career Days Career Fair with a variety of foci: civil service/military, trades and vocations - including schools that focus on trade options.	Students with Disabilities Latino Students ML Learners Pacific Islander Students	Spring 2025: Planning SY 2025-26: Implementation	School Counselors Case Managers CTE Coordinator AP - Counseling	0 School Counselors Case Managers CTE Coordinator AP - Counseling	
1.2	1.2 Use student course feedback as a basis to build and create additional vocational courses of interest. [Fund vocational classes at Aragon]	Students with Disabilities Latino Students ML Learners	Spring 2024: Student survey SY 2024-25: Planning	School Counselors CTE Coordinator CTE Dept. Head Activities Director AP - Counseling	0 School Counselors CTE Coordinator	

	Survey students to identify student career interests - potentially as part of a CARES lesson/CARES time. Identify realistic staffing options with currently tenured teachers on campus and facilities capabilities prior to floating new CTE courses.	Pacific Islander Students	SY 2025-26: Implementation		CTE Dept. Head Activities Director AP - Counseling	
1.3	1.3 Build career-focused lessons strategically into the full school curriculum PD time for collaboration within department Use of Naviance (or replacement software) to support vocational lessons and exploration Explore creative uses of FlexTime - common lessons delivered by grade level or interest level as needed.	Students with Disabilities Latino Students ML Learners Pacific Islander Students	Spring 2024: Discussion SY 2024-25: Fall: Planning Spring: Implementation	Department Heads PD TOSA AP - Counseling	0 Department Heads PD TOSA AP - Counseling	
1.4	Counselors to meet with students in each grade level 3 times per year in classroom setting for curriculum delivery, one to be course selection in the spring		Spring 2024: Planning SY 2024-25: Implementation Ongoing	School Counselors Department Heads AP - Counseling		
1.5	Career Exploration within School Counselor lessons		Spring 2024: Planning SY 2024-25: Planning & Implementation Ongoing	School Counselors		
1.6	Explore the use of the four-year plan in Aeries (or another data collection application) for future course planning projections.		Spring 2024: Planning	School Counselors Site Administration Directed Studies teachers		

			SY 2025-26: Planning & implementation			
1.7	Increase hands-on learning that explicitly show a connection to life outside of school (projects, performance tasks, etc)			Administration		
1.8	PD to support teacher creation of authentic assessments instead of traditional assessments. Project-Based Learning Problem-Based Learning Project Menus Continue with UDL PD - encourages different models for assessing student skills and knowledge		Spring 2024: Discussion SY 2024-25: Planning SY 2025-26 Implementation	PD TOSA Department Heads	0	
1.9	Explore off-campus learning opportunities for elective credit Work Experience / Internships Volunteer Experience** Service learning Staff/community mentors and presentations to panels as a summative event. TIP (Trade Introduction Program) and BCSI ** Discuss continuation or alteration of Silver Sword Points Program		Spring 2024: Discussion SY 2024-25: Planning & Implementation SY 2025-26: Continued implementation & Progress Check	School Counselors Department Heads AP - Counseling CTE Teachers CTE Coordinator		
1.10	Explore options to support student learning in additional life skills areas: Financial Literacy Living Skills Executive Functioning Skills		SY 2024-25: Planning SY 2025-26: Implementation	AP - School Counselors CTE Teachers CTE Coordinator		

1.11	Explore the inclusion of curriculum (like Civic Online Reasoning) to help students separate fact from fiction online and make better sense of news and current events		SY 2024-25: Planning Spring 2024-25: Planning & Implementation	Librarian/LMT Tech TOSA Department Heads Social Science teachers		
1.12	Strategy #4: Reestablish and maintain strong curricular partnerships laterally with district schools and vertically with elementary and community college districts					
1.13	Continue to partner with our local community colleges with concurrent enrollment, dual enrollment, and college outreach		Ongoing Spring 2024-2025: Progress Check	School Counselors Department Heads AP - Counseling DO C&I Support		
1.14	Continue to partner with local feeder schools to support student transition to high school via counselor visits, Parent Expo, Open House		Ongoing Spring 2024-2025: Progress Check	Department Heads AP - Counseling DO C&I Support		
1.15	Strategy #5: Explore creative ways to make use of FlexTime to complete some of the cross-curricular activities listed above					
1.16	Review current uses of FlexTime Student Feedback Teacher Feedback Counseling Calendar Tier 2 Calendar Wellness Counselor Calendar		Spring 2024: Discussion SY 2024-25: Planning & Implementation	MTSS TOSA Tier 1 Team Tier 2 Team AP - MTSS Tier 1 AP - Counseling Wellness Lead		

1.17	Identify schoolwide activities that are pushed into classes and determined if these lessons would be better delivered schoolwide during FlexTime Panorama Surveys Counseling Activities Life Skills Lessons Executive Functioning Lessons CARES Lessons		Spring 2024: Discussion & Planning SY 2024-25: Planning & Implementation End of Spring 2025: Progress Check	Department Heads Activities Director Site Administration		
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Many of the current strategies are still in progress but we are seeing slight improvement with data.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Goal #2: Connect all stakeholders to school culture and community.

Support and build relationships with all students, staff, and families with the intention of creating a safe community for all, particularly BIPOC, LGBTQ+ individuals, and those who struggle socially and/or emotionally.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Connection to Major Student Learner Needs:

Aragon staff identified a need to eliminate the use of hate speech and dehumanizing language and insults used by students to help foster a more empathetic, compassionate and emotionally safe community. This must include better education, clear and consistent consequences, and expectations from ALL staff. Students would benefit from refreshing kindness skills, to increase compassion and reduce othering.

Connection to FG Identified Schoolwide Growth Areas:

Area A: Stop dehumanizing language that make the student body and staff feel unsafe.

Area B: Ongoing examination of curricula across all departments to craft curricula with better representation of all identities.

Area E: staff and students desire clear and consistent consequences for students who are not following school policies.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data - Cultural Awareness	<p>52% Students report that teachers encourage them to learn about people from different races, ethnicities, or cultures</p> <p>77% Students report caring about other people's feelings.</p> <p>79% Students report getting along with students who are different from them.</p> <p>53% Students report that their school does well in helping students speak out against racism.</p> <p>78% Students report that it is common for students to have close friends from different racial, ethnic, or cultural backgrounds</p> <p>100% Staff agree that they feel confident to effectively support BIPOC and LGBTQ+ students in their classes.</p>	
Panorama Survey Data - Hate-Motivated Speech/Safety	<p>53% Students report that adults respond to hate speech in a way that makes them feel safe.</p> <p>85% Students report that they have been the target of hate-motivated speech or behavior.</p> <p>90% Students reported in 2022 that they think their friends of different sexual orientation, race, or religion feel safe at AHS. [this question was removed from the 2023 survey]</p> <p>98% Staff (Fall 2022) agree feeling confident that they can respond appropriately to instances of hate speech; 89% report seeing other adults respond appropriately.</p>	
Panorama Survey Data - Connection/Relationships	<p>24% Students report feeling connected to the adult at AHS.</p> <p>38% Students agree that they matter to others at AHS.</p> <p>92% Students report that teachers are respectful to them.</p> <p>49% Students agree that, when teachers ask them how they are doing, they are really interested in their answer.</p> <p>83% Staff agree that staff and students care about each other.</p> <p>79% Staff agree that staff and administrators care about each other.</p>	

	90% Staff agree that when they bring a concern about school climate or culture, there is follow through by leadership. 68% Staff feel their voice/perspective is heard at school.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
2.1	Strategy #1: Establish expectations for humanizing behaviors on campus with a focus on dramatically decreasing the use of dehumanizing language on campus.					
2.2	Form an anti-dehumanizing language committee Empower them to guide vision and initial actions to address dehumanizing behaviors and language on campus Include SEC, Leadership Students, Staff		Spring 2024: Planning & Implementation SY 2024-25: Continued Implementation & Progress Check	Ad Hoc Committee MTSS/SEC TOSA MTSS Tier 1 Team Site Administration		
2.3	Create and communicate protocols for responding to hate speech, bullying, and other harassment Adjust Tier I Expectations and agreements for classroom/staff response to behaviors Adjust Tier II & Tier III administrative response to referred behaviors Explore restorative practices to support students they return to campus post-learning or post-consequence Work with student groups to develop on campus campaigns		Spring 2024: Follow up after above is done SY 2024-25: Implementation Ongoing	Spring 2024: Follow up after above is done SY 2024-25: Implementation		

	and activities to eliminate dehumanizing language and behavior					
2.4	Communicate information to community and families Include in family handbook Update website Include in family/counseling newsletters		Spring 2024 - Planning SY 2024-25 - Implementation Ongoing Work	Ad Hoc Committee MTSS/SEC TOSA PD TOSA Site Administration		
2.5	Professional Development for Staff that focuses on inclusive and humanizing practices across campus. Discussion of practices that help to build a culture of inclusion and empathy within classrooms - PD Discussion of practices that help build a culture of inclusion in common work spaces - Staff Meeting		Spring 2024: Planning & Implementation SY 2024-25: Continued Implementation & Progress Check	Ad Hoc Committee MTSS/SEC TOSA MTSS Tier 1 Team Site Administration		
2.6	Strategy #2: Define the role of staff in supporting implementation of CARES.					
2.7	Offer PD on community-building activities that support connections amongst students in the classroom “Getting to Know You”/Name Games Classroom Norms based on CARES Supporting student-led lessons in the classroom (like CARES lessons, Live Announcements, Video Announcements)		Spring 2024: Implementation of some bullets & Planning SY 2024-25: Fall-Implementation End of Fall semester-Progress Check	PD TOSA PT Team Activities Director		

2.8	Align CARES messaging with staff 'look-fors' Create a calendar that includes when CARES values are highlighted and discussed by Leadership Students Include behaviors staff should be rewarding at any particular time Communicate this information with reminders to staff via staff meetings and weekly At-A-Glance emails		Spring 2024 Planning SY 2024-25: Implementation	Activities Director Leadership Stus. Site Administration		
2.9	Explore ways to recognize staff for participating in the CARES acknowledgement process.		SY 2024-25: Planning & Implementation	Activities Director Department Heads Site Administration		
2.10						

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Ongoing work and continuous progress checks with staff and school/community.

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Goal #3: Establish Common Tier I Instructional Agreements

Renewed commitment to implement Tier I practices to help all students develop academic identity, skills, and literacy, particularly MLs (Multilingual Learners) and historically underrepresented students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Connection to Major Student Learner Needs:

Aragon staff identified a need for refocused, school-wide use of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.

Connection to FG Identified Schoolwide Growth Areas:

Area A: Admin and staff engage in analysis of different forms of data to determine effectiveness of programs and to what extent we are meeting students' needs.

Area B: Increase support classes and structures for literacy, communication, and math skills; Ongoing examination of curricula across all departments to craft curricula with better representation of all identities.

Area C: PD that emphasizes the sharing of best practices and strategies that help support student learning and executive functioning for students (specifically MLL + LTEL students); School-wide discussion on school grading policies; more consistent grading policy.

Area D: Interpersonal communication between teachers and admin regarding students who are struggling with executive functioning/communication skills and academics, and how we are using our resources to make the classroom experience better; School leadership team engage in data analysis-pick some plan skill development areas to work on strategically during PD; Continue to give space for our conversations on grading and assessment. Encourage PLC's to align on grading/assessment practices.

Area E: Our school needs to stay committed to supporting the student groups who continue to struggle linguistically, academically, socially, and/or emotionally.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - English/Language Arts 82.69% of all students met/exceeded standard 2023 [52.6% Exceeded in Reading; 52.6% in Writing; 30.2% Listening; 44.2% Speaking]	82.69% of all students met/exceeded standard 2023 [52.6% Exceeded in Reading; 52.6% in Writing; 30.2% Listening; 44.2% Speaking] 71.3% English Learners [38.6% Exceeded in Reading; 42.5% Writing; 19.8% Listening; 38.7% Speaking] 65.7% Latino Students [33.6% Exceeded in Reading; 29.9% Writing; 16.8% Listening; 27.1% Speaking] 42.8% Students with Disabilities [-- in all skills areas] 58.9% SED Students [29.7% Exceeded in Reading; 25.0% Writing; 12.5% Listening; 26.4% Speaking]	
CAASPP - Mathematics 61.1% of all students met/exceeded standard 2023 [43.0% Exceeded in Concepts & Procedures; 37.9% in Problem Solving; 30.2% Communicating Reasoning]	61.1% of all students met/exceeded standard 2023 [43.0% Exceeded in Concepts & Procedures; 37.9% in Problem Solving; 30.2% Communicating Reasoning] 37.8% English Learners [28.3% Exceeded in Concepts & Procedures; 40.1% in Problem Solving; 24.5% Communicating Reasoning] 26.0% Latino Students [10.1% Exceeded in Concepts & Procedures; 11.1% in Problem Solving; 10.2% Communicating Reasoning] 19.5% Students with Disabilities [-- in all skills areas] 19.6% SED Students [8.4% Exceeded in Concepts & Procedures; 14.1% in Problem Solving; 9.9% Communicating Reasoning]	
Graduation Rates	98.2% of students graduated from Aragon HS in 2025.	
A-G Completion Rates: 74.0% of students met A-G requirements in 2023.	15.4% Pacific Islander Students 34.3% Students with Disabilities 40.0% English Learners 48.2% Latino Students	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
3.1	Strategy #1: Share best practices and strategies that help support student literacy, communication and executive functioning for students, specifically MLL + LTEL students. (e.g. Constructing Meaning, structured student talk, annotations, note-taking, project-based learning, strategies for 90 min block periods, etc.)					
3.2	Provide the time during staff meetings in order to communicate and discuss focus students or class groups (ex. All grade 9 teachers) Create a staff meeting calendar with specific grade level foci		Spring 2024: Planning SY 2024-25: Implementation	PD TOSA Site Administration		
3.3	Provide Constructing Meaning training during PD or staff meetings instead of new teachers having to take a "day off" Create a staff meeting calendar Model use of CM strategies during PD & Staff Meetings Identify trainers to support this work during PD or Staff Meeting Time		Spring 2024: Planning SY 2024-25: Planning & Implementation	PD TOSA		
3.4	Consider having a PLC that includes all support-type teachers (DS, SES, AVID, etc) to discuss common strategies that are successful		Spring 2024: Discussion	Site Administration		
3.5	Discuss common/best practices for design/use of Canvas, especially for 9th and 10th grade classes		Spring 2024: Discussion with staff	IT TOSA		

			SY 2024-25: Implement starting fall semester Ongoing			
3.6	Strategy #2: School-wide discussion on equitable school grading policies.					
3.7	Exploration of best practices for grading across the curriculum. Examine research for and against grading policies to determine their effectiveness. Best Practices shared by faculty who have implemented Grading for Equity strategies PLC's align on grading/assessment practices Determine a common grading scale for teachers who use a 4 point grading scale Create common terminology for grading categories		SY 2024-25: Discussion & Planning SY 2025-26: School-wide implementation	MTSS TOSA PD TOSA Tier 1 Team Grading for Equity Team Department Heads Site Administration		
3.8	Identify common agreements for grading as a school, including the following topics: Homework value Test/Assessment remediation strategies Extra Credit value (if equitable and included at all)		August 2024: Discussion SY 2024-25: Discussion & Planning SY 2025-26: School-wide implementation	MTSS TOSA Tier 1 Team Department Heads Site Administration		
3.9	Strategy #3: Address disparities in A-G completion rates by race/ethnicity and socioeconomic status. (e.g. Asian students have		Spring 2024: Discussion and Planning			

	the highest A-G completion rate (95%), while Multilingual Learners (16.7%), Native Hawaiian or Pacific Islander students (10%), and Students with Disabilities (26.7%) had the lowest completion rates of 2023.)		SY 2024-25: Planning & Implementation			
3.10	Identify trends across A-G non-completers: Are there specific curricular areas that are serving as boulders in achieving A-G completion for students in these subgroups? Explore options of offering Biology for incoming 9th grade to build foundational skills Add foundational math for upper grade students (i.e. Finite Math)		Spring 2024: Discussion and Planning SY 2024-25: Planning & Implementation	School Counselors SDA Department Heads AP - Counseling		
3.11	Strategy #4: Improve communication between teachers, administration and counselors regarding students who are struggling.					
3.12	Explore shifting one School Counseling position to primarily focus on supporting students in designated programming like Special Education, our Multilingual learners, or At-Promise students		Spring 2024: Discussion and Planning SY 2024-25: Implementation	School Counselors AP - Counseling		
3.13	Create a PLC that includes all support teachers (DS, SES, ML programs, etc.) to discuss common instructional and engagement strategies that are successful		Spring 2024: Discussion SY 2024-25: Planning & Implementation	Department Heads Support teachers		

	Create a PLC meeting schedule to include a monthly meeting for check-in Consider using a PTSO section as an Intervention TOSA to support these programs.					
3.14	Consider assigning a common meeting time for teachers that have the same struggling students in common to share best practices.		Spring 2024: Discussion SY 2024-25: Planning Spring 25: Implementation	Spring 2024: Discussion SY 2024-25: Planning Spring 25: Implementation		
3.15	Strategy #5: Engage in ongoing curricular review in all departments to support inclusion and representation of all identities.					
3.16	Use of PD Time to discuss best practices for inclusion and representation within lesson and unit plans.		Spring 2024: Planning SY 2024-25: Planning & Implementation	PD TOSA Department Heads Site Administration		
3.17	Course-alike time to: Review current curriculum Identify potential curricular needs Create new curriculum and/or identity supplemental material purchasing needs		Spring 2024: Planning SY 2024-25: Planning & Implementation Ongoing	PD TOSA Department Heads Departments		

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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Streamline Site Leadership Teams to Support Collaborative & Effective Strategic Planning

Full Goal Statement: Strengthen relationships among staff and the community to facilitate strategic planning and more effective decision-making processes in support of student learning

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Connection to Major Student Learner Needs:

Aragon staff identified a need for refocused, school-wide use of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.

Connection to FG Identified Schoolwide Growth Areas:

Area A: [1] Create a process for establishing the vision/mission and evaluating progress that reflects the importance of connection and relational capacity; [2]

Develop practices to strengthen teacher-admin partnership to increase Aragon's ability to have agency around decisions affecting our campus.

Area D: [1] Interpersonal communication between teachers and admin regarding students who are struggling with executive functioning/communication skills and academics, and how we are using our resources to make the classroom experience better. [2] School leadership team engage in data analysis-pick some plan skill development areas to work on strategically during PD.

Area E: There needs to be more connection within the entire school community. Building relational capacity needs to be a priority as students and staff deal with the challenges of a post-pandemic education.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data - Connection/Relationships	83% Staff agree that staff and students care about each other. 79% Staff agree that staff and administrators care about each other. 90% Staff agree that when they bring a concern about school climate or culture, there is follow through by leadership. 68% Staff feel their voice/perspective is heard at school.	

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
4.1	Strategy #1: Reexamine/revise our vision and mission and define what we truly want for our community post pandemic. What do we fundamentally want for our students? concepts, ideas, and outcomes					
4.2	Set aside time in August PD Day OR Staff Meeting time annually to review the Mission & Vision Statement Complete a campus-wide survey in May prior to the end of the school year regarding the Vision & Mission What's working? What needs review Review outcomes of the survey in August to review the mission/vision and identify appropriate changes for the current school year. Recommit to campus-wide vision and mission annually.		Spring 2024: Survey August 2024: Discussion SY 2024-25: Implementation	PD TOSA Site Administration		

4.3	Explore the potential or need for creating a Graduate Profile for Aragon High School. Use as a reference as we review curricular offerings, behavior interventions, restorative practices, and community norms.			Site Administration		
4.4	Strategy #2: Establish a school leadership team that incorporates multiple stakeholders and collaborates between the various teams on campus.					
4.5	Review all current teams on campus: Identify meeting types & levels of oversight Identify need for an additional leadership team OR restructure a team that currently meets to serve this purpose.		Spring 2024: Planning SY 2024-25: Implementation	Site Administration Department Heads TOSAs Activities Director Athletics Director		
4.6	Strategy #3: Streamline Behavior matrix implementation and communication.					
4.7	Develop clear and consistent communication and implementation of the established behavior matrix for all stakeholders.		Spring 2024: Implementation SY 2024-25: Progress Check	Site Administration		

	Improve follow-through of discipline issues Include teachers in communication of follow up actions of students with attendance and behavior issues. Review of behavior response matrix Review consequence matrix with staff					
4.8	Create a system of communication and transparency that's aligned with common priorities. Identify common priorities: what should be communicated, how, and to whom.		Fall 2024: Implementation Spring 2024-25: Progress Check	Site Administration TOSAs Department Heads		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Major Student Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Timeline	Person(s) Responsible	Proposed Expenditures	Means to Monitor and Report Progress
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Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

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

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.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

2 Other School Staff

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
Valerie Arbizu	Principal
Nicole Elenz-Martin	Other School Staff
Cindy Henderson	Classroom Teacher
John Chen	Classroom Teacher
Tiffany Chiaro	Classroom Teacher
Sonia Cole	Parent or Community Member
Jill Ma	Other School Staff
Shayla Duong	Secondary Student
Bethany Yueng	Secondary Student
Ben Wen	Secondary Student
Robert Porras	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a).

At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 January 23, 2023.

Attested:

Principal, Dr. Mike Jones on 1/23/2023

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 (LCAP) process.

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**

- Realistic, and
- Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Major Student 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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the “Strategy/Activity #” for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either “All Students” or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures.
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 EC 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA’s LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.
- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for 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 ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA’s LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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 Major Student Need).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
 - D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 - 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 - 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.
 - E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
 - F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 1. Ensure that those students' difficulties are identified on a timely basis; and
 2. Provide sufficient information on which to base effective assistance to those students.
 - G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
 - H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
 - I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).
- Authority Cited: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI 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 educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Major Student Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Major Student 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 (*Sections: Goal, Major Student 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): <https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars**: <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts**: <https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: Goal, Major Student 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): <https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar: <https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts: <https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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