

# **The Single Plan for Student Achievement**

## **Aragon High School**

School Name

**41-30217**

CDS Code

Date of this revision: May 2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students.. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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## **San Mateo Union High School District**

School District

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The District Governing Board approved this revision of the School Plan on 5/23/2018.

## II. School Vision and Mission

### Vision Statement

To provide the highest quality academic and co-curricular programs that foster intellectual, emotional and physical well-being

Aragon is a comprehensive high school with a reputation for quality academic, career, and co-curricular programs. These programs serve as models of creative and innovative solutions that meet the changing emotional, physical and educational needs of its student population and professional staff. The culturally diverse staff is dedicated to professional growth, innovation, and collaboration leading to improved instruction. The community is enhanced through a variety of educational, social, recreational, and cultural activities. By making use of its district and community resources, Aragon is a dynamic organization constantly searching for better ways to provide a broad range of services.

### Mission Statement

Aragon supports all members of our community to realize their individual potential as productive participants in a diverse society and to pursue dynamic educational and career goals

The mission of Aragon High School is to guide students to become productive and contributing members of society. In a safe and caring environment, Aragon provides a strong academic and co-curricular program. The staff coordinates the resources of the school and community in such ways that students respect themselves and others, appreciate the value of diversity and individual creativity, recognize the problems and opportunities of change, seek a set of moral standards that allows them to thrive in the world they inherit, and experience the joy of learning as a lifelong process. The value system that underlies efforts to accomplish this mission includes these beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All members of the school community should work collaboratively. This process includes good communications, shared decision-making and accountability.
- Learning is a process in which all can participate and succeed. Inherent in the process is innovation, risk-taking, and the challenge of one's personal limits.
- Education must be responsive to the changing needs of our students, staff, and community.
- The school community should foster the intellectual, emotional, and physical well-being of each student.
- Diversity should be welcomed for the strength it brings to the education of all members of the school community.
- Education should be celebrated as a lifelong process that fosters personal and positive growth.

### Aragon's Schoolwide Learner Outcomes (SLOs)

Aragon's ESLRs were created during the school's 2000 WASC process and revised in 2010. Aragon's faculty and staff kept intact the four broad categories of the original ESLRs and made only minor changes to their sub-categories. The staff voted overwhelmingly to accept the revisions. In 2010, we felt that the ESLRs still reflected the goals of faculty and staff, but that the wording and length of the list made them inaccessible to students, so they were revised and simplified into their current form. The ESLRs name was changed in 2017 to Schoolwide Learner Outcomes (SLOs) to reflect the WASC revisions.

In addition to valuing rigorous academics, Aragon still embraces the “whole child.” As ever, the revised SLOs express our goal that students emerge from Aragon High School as capable, thoughtful, active, and open-minded human beings.

ARAGON HIGH SCHOOL'S  
SCHOOLWIDE LEARNER OUTCOMES:

KNOW, THINK, DEVELOP, CONTRIBUTE

All Aragon graduates:

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

- a. Identify and understand key facts and concepts
- b. Speak and write effectively
- c. Read and listen actively
- d. Gather, process and communicate information using appropriate technology
- e. Transfer skills to emerging technologies

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

- a. Gather, analyze and evaluate data
- b. Define problems, propose and implement solutions
- c. Generate their own ideas and organize material using a variety of techniques
- d. Think metaphorically and categorically
- e. See relationships within and between disciplines

DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can

- a. Maximize personal strengths while exploring a variety of academic and co-curricular areas
- b. Demonstrate reliability, time management, organization and self-discipline
- c. Set appropriate goals for physical fitness, hygiene, nutrition, and emotional health
- d. Develop personal goals for career, family and community life
- e. Identify areas of personal challenge and self-advocate to manage them constructively

CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can

- a. Work effectively with others to accomplish goals
- b. Welcome diversity and other points of view and can handle conflict constructively
- c. Contribute to maintaining a safe, clean and caring environment
- d. Follow the school and community standards of ethical behavior
- e. Have integrity and take responsibility for choices
- f. Participate in local, national and global discourse and decision-making

### III. School Profile

Aragon High School in 2017 - 2018

General Description of Aragon High School:

Aragon, one of six comprehensive high schools in the San Mateo High School District, opened in 1961 to serve the community's burgeoning postwar families. Once a fairly homogeneous middle class suburb, San Mateo is, today, a busy and diverse county that include residences, retail and light industry. Many corporate offices such as Oracle, Franklin-Templeton, Sprint, and United Airlines inhabit San Mateo County. Geographically, The San Mateo Union High school district's boundaries extend from Belmont to San Bruno.

Aragon High School primarily serves students from San Mateo, Foster City, and Hillsborough. Aragon has seen a significant increase in the diversity of its students and community over the last ten years. Retirements and new funding have made it possible to hire a large group of young teachers. Successful bond measures (Measures D and M) over the last eight years have led to a revitalization of classrooms and athletic facilities. The school has a new science building with eight new laboratories that allows the school to offer college preparatory and advanced placement courses in biology, chemistry and physics as well as biotechnology and environmental science. The school added a new theater complex, and new career technical education building for robotics and digital photography as well as new athletic facilities, locker rooms and a gymnasium.

Demographics and Student Achievement Data:

Aragon is a traditional comprehensive high school offering a broad range of academic and elective subjects. In fall 2017, the school enrolled 1647 students, of whom 24% are Asian, 28% are Hispanic/Latino, 4% are Filipino, 4% are Pacific Islander, 1% are African-American, 26% are Caucasian, and 13% are Multi-ethnic. The number of students eligible for free and reduced lunch in 2017-2018 is 23%. Five percent of Aragon students are LTELs (Long Term English Learners).

Programs for Diverse Learning Needs and Styles:

To meet its goals for student learning, Aragon offers a variety of programs designed to accommodate special learning needs. In 2017, 111 students are currently enrolled in special education. The AVID (Advancement Via Individual Determination) has grown to six sections and is serving the needs of the middle performing students who want to develop college level skills to qualify for the four year CSU and UC programs. In addition, the district has Intensive English and Algebra and Strategic English Support classes for grades 9 and 10 to assist students with low reading, writing and math abilities. At present, Aragon has two sections of Intensive English and two sections of Intensive Algebra and two sections each of Strategic English Support (SES) 9 and SES10 for 2017. Eight sections of Guided Studies support for 9-12 graders were also added to help those who had no other academic nor social emotional support.

A major program change has been in Advanced Placement, whose student enrollment has increased to 772 in 2017. In addition, the total number of AP exams taken each year has increased to 1071 exams in 2017. While our staff expected a reduction in scores due to an open enrollment policy, the school is delighted to announce that Aragon's overall AP pass rate is 83% in 2017.

Finally, the school has eliminated "remedial" tracking in all core academic subjects. The staff remains convinced by anecdotal data and published research that tracking especially fails to benefit students at the low end of the achievement scale and is unfair to students. In 2014 - 2015, the social studies department began a heterogeneous grouping of 9th graders in Modern World History 1 to increase the academic rigor of all students.

The majority of Aragon students go on to attend two or four year colleges. After graduation, approximately 97% of students expect to attend a two or four year college. In 2017, 71% of students completed A-G requirements, allowing them to be eligible for the California University and state college systems. Aragon has also continued to encourage students to take the SAT and 62% of seniors taking the SAT in 2017. All sophomores and juniors take the PSAT to prepare for the SAT and National Merit Scholarship status. Aragon continued to post a high graduation rate of 98.4%.

Attendance:

Further evidence of student commitment is that Aragon's daily attendance rate in 2017 was 97%.

## Student Achievement Scores:

Like most schools across the state, Aragon has complied with testing requirements, and data from these programs is used regularly as the school evaluates its effectiveness. Information about CAASPP, AP and SAT exams are communicated annually to all staff and community members. Scores are shared with the School Site Council, the body established to create the Single Plan for Student Achievement (SPSA). In addition, the staff carefully monitors the percentage of students with grades of D and F. The first progress report is administered the third week of school for all 9th grade students. Reports are mailed home to inform parents of any issues with attendance, behavior or academic problems. Teachers are expected to post grades at least every two weeks on School loop to inform parents and students of their academic progress. Attendance is also available to parents on Schoolloop.

Test scores have prompted the faculty to look at core academic expectations, improve the consistency of requirements across the curriculum, and seek creative ways to support students in key programs such as 9th grade Algebra and English Language Arts (also discussed above). Examples of such responses are the district sponsored Intensive English and Algebra classes and Strategic English Support Classes for 9th and 10th grades were added to address students performance.

In the spring of 2014, the state introduced the CAASPP (California Assessment of Student Performance and Assessment) testing program. The program tests 11th grade students in the areas of English and Mathematics. Scores completed in the spring of 2017 had Aragon students performing better than the District averages in both categories. 84% of students met or exceeded ELA standards and 63% of students met or exceeded math standards. Aragon's Hispanic, and LTELs (Long Term English Learners) students performed below the rest of the Aragon 11th grade students.

The first important measure of academic progress occurs with the three week progress report for all 9th graders. Students with GPA's below 2.0 are not eligible for extracurricular sports or performing arts. Teachers, coaches, and counselors all pay close attention to these lists and work to target appropriate interventions. In departments, teachers meet in learning teams to analyze grade data and to develop targeted intervention strategies such as those discussed above in mathematics and English.

## Faculty and Support :

The 90-member certificated staff, of which 57% hold master's degrees and two hold doctorates, is unusually cohesive. Aragon's program is respected in the community. Aragon continues to produce a long student wait list each year. Recent faculty initiatives have concentrated on expanding the support network to assure success for all students. These initiatives include increased support classes for our underrepresented students in CP level courses, implementation of a seven period day to help students with support and taking electives, agreement to move the athletic period for 9th and 10th graders outside the teaching schedule, implementation of the AVID program to increase underrepresented students in advanced standing/honors and AP courses, and the addition of a twice per week flex period to enable students to access teacher assistance, homework completion, or tutoring services.

Aragon High School has been working arduously to meet the demands of the Common Core. In the process, curriculum has become increasingly rigorous, requiring that students master complex academic skills as well as the content of their classes. This inevitable increase in rigor is likely to result in a higher number of students struggling to meet the expectations of our new standards. One critical way we can support students is to offer them more time to access their teachers. This access can be achieved through the creation of flex time, or "flexible" time. The "Flex Time" was added to the schedule in the fall of 2015. Flex time is a period of thirty-five minutes offered on both block days (Wednesday and Thursday) that gives students the time to support their own academic achievement. Flex time allows students to do the following; make-up or re-take tests/quizzes/assignments, get help with assignments or projects, have time for homework completion, have time to work on group projects, and have access to college/career information from the Guidance staff. A targeted tutorial time was also instituted in the fall of 2015 for students receiving two or F grades.

## **IV. Comprehensive Needs Assessment Components**

### **A. Data Analysis (See Appendix A)**

CASPP scores were reviewed from 2015-2017. Each year every effort is made to ensure that all students participate fully in every segment of CASPP testing. In 2017, 97.1% of enrolled students tested. All sophomores and juniors take the PSAT at school. AP and SAT results were also analyzed. D/F grades, UC/CSU completers, suspension and expulsion rates were reviewed as well.

### **B. Surveys**

WASC surveys for students, parents and staff were conducted in spring and fall of 2017 to prepare for a WASC report and visitation in 2018. The Self Study report reviewed survey results.

Instructional effectiveness of Flex Time conducted in spring 2018.

California Healthy Kids Survey 2017

### **C. Classroom Observations**

In 2011, Aragon teachers began peer coaching to enhance teaching and learning for all students. Peer observation weeks organized by the PD coordinator occurred in fall and spring of 2017/18. The district has added a new teacher evaluation system in 2016 through Canvas. In the fall of 2015, a number of certificated teachers from all district schools were trained as Instructional Coaches to work along side teachers as they go through the evaluation process. The IC's assist teachers in developing lesson plans, working on new instructional strategies, and best practices. The IC's program continue in 2017-2018. All administrators are evaluators and are required to observe teachers in the classroom for the evaluation process.

### **D. Student Work and School Documents**

All Aragon teachers participate in a professional learning community (PLC) with fellow teachers. In their PLC, they complete the cycle of Inquiry - developing curriculum, creating assessments, reviewing student work and re-teaching. School wide, the PLC's have all addressed common core standards of writing and Backward design curriculum planning. Last year, they began sharing their student work across disciplines with other PLCs. These study groups, TSGs, are continuing this year and the focus of Literacy.

### **E. Analysis of Current Instructional Program (See Appendix B)**

The following statements characterize educational practice at this school:

#### **1. Alignment of curriculum to the Common Core Standards:**

The following departments have aligned curriculum standards: English, Mathematics, Social Studies, World Language, Career Technical Education, Home Economics, Fine and Performing Arts, and Physical Education. Science is developing new curriculum based on NGSS.

#### **2. Availability of standards-based instructional materials appropriate to all student groups:**

All departments and teachers have participated in professional development to align courses with the Common Core. Teachers have met in professional learning teams to examine assessment data and explore best practices that allow all students to learn. Teachers used the backwards-mapping design and cycles of inquiry to create informal assessments, activities, and evaluations using rubrics to support depth of knowledge for Common Core. All teachers have participated in constructed meaning professional development.

#### **3. Alignment of staff development to standards, assessed student performance and professional needs:**

In 2011, the District established Professional Development and Technology Coordinator positions with release periods for a site PD and IT teacher at each site to enhance the importance of continuous staff development. Aragon has added a mathematics and Science professional development coordinator for one release period each. This work continues in 2017-2018.

#### **4. Services provided by regular program to enable under-performing students to meet standards:**

Present course offerings to help under-performing students meet standards include Intensive English and Strategic English Support for 9th-11th grade students. In addition, Aragon offers Guided Study courses to help the general education student who needs extra support. Tutorials are also available to students after school tutorial is in the library from 3:30 to 4:30 p.m., Monday-Friday. In the fall of 2015, Flex Period (35 minutes) was added into the Wednesday/Thursday block schedule days for all students to secure academic support. Smaller class sizes are supported in 9th grade courses of English, Algebra, Modern World history and Biology.

5. Services provided by categorical funds to enable under performing students to meet standards:

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

A) Professional development activities are offered for teachers in math, English, social science, mathematics, science, CTE and Arts to develop teaching strategies that address state and local standards. Faculty participates in CM strategies professional development(Title II)

B) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (LCAP and Title III)

C) A Parent/Community liaison supports parent involvement at Aragon. (LCAP)

6. Use of state and local assessments to modify instruction and improve student achievement:

Aragon uses CASSPP and CELDT results to assess instruction and modify and improve student achievement. SRI is given to all freshman students at the beginning and end of the year to determine growth or change of placement. The SMI is used for math placement. Many PLCs give common assessments. The math and English departments are developing CASSPP like assessments to prepare students for the spring CASSPP tests.

7. Percentage of HQT teachers in academic areas experiencing low performance:

Teachers of CP English I, 100% ; English II, 100% ;English III, 100% ; and English IV, 100%

Teachers of Algebra I, 100%

Teachers of CP MWHst, 100%; US History, 100%; Economics, 100%

Teachers of Biology, Chemistry 100%

8. Family, school, district and community resources available to assist these students:

- PTSO resources
- Wellness Counselors work to assess and dispel conflicts
- Flex time with Peer Tutoring to support academic success
- Free and Reduced Lunch Programs
- Student tutorials – before, during, and after school
- Support groups for anger management, abuse, and grief counseling
- District nurse and health clerks at each school site
- Intensive and Guided Study classes

9. School, district and community barriers to improvements in student achievement:

- High cost of local housing impacts parents and students.
- Need for expanded community mental health services to support students.
- Parent educational level and motivation to drive students to higher levels of education.

## **V. Description of Barriers and Related School Goals**

The following limitations exist:

- Limited number of underrepresented minority students in honors classes and Advanced Placement courses
- Continued implementation of Common Core Standards and the development of assessments and rubrics to assess depth of knowledge

\* Need to support LTELs in core academic courses

\* New CASSPP Science test

\* Support the needs of struggling students from high priority groups - Special education, Socio-economically disadvantaged, Latino, Foster and Pacific Islander youth

With additional district funding, the school and district has seen student academic growth with the introduction of Strategic English Support I and II courses and Intensive English and Algebra courses. Specific support classes called Guided Studies addressed academic and social/emotional needs of 9th through 11th graders.

Related School Goals:

To increase the academic performance in English and Mathematics for English Language Learners, (especially Long Term English Learners) the district has embarked on a relationship with EL Achieve to enhance EL instructional skills. Aragon is also focused on the academic performance of economically disadvantaged, special education, Hispanic/Latino and Polynesian students. These five groups are under-performing in comparison to white and Asian students when the data from CAASPP results are examined. Identify CTE programs that provide options for all students and improve the connection to the world of work.



## VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Action Plan I Equity and Achievement</b>
<b>LEA GOAL:</b>
LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: Provide a High Quality Learning Environment LCAP/SMUHSD Goal#2: Ensure Educational Excellence and Equity for Every Student: Student Achievement  LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian in English Language Arts
<b>SCHOOL GOAL #1:</b>
WASC--Action Plan Goal I: Improve the academic performance of all students, especially those in high-priority groups,* and 5increase the consistency and equity of Aragon's academic policies and practices.  *EL, Socio-economically disadvantaged, special education, homeless/foster youth, African-American, Polynesian, Latin
<b>Data Used to Form this Goal:</b>
Aragon High School's vision, mission and SLO's all express the school's commitment to the success of every student, and the SLO's state that students are expected to "know foundation skills and information in each discipline" and to "think creatively using higher order thinking skills." So, Aragon stakeholders highly value the feedback from grade and CAASPP data in evaluating the school's success in meeting the standards, the SLO's and the vision and mission. While CAASPP scores and grade reports indicate that students overall and many subgroups excel academically, the data also clearly indicates that some groups still have not attained proficiency or parity with their peers, jeopardizing their ability to have the widest range of options after high school. For all of these reasons, Aragon has made improving academic performance a Critical Student Learner Need and the goal of Action Plan I.
<b>Findings from the Analysis of this Data:</b>
Defined subgroups are not scoring at met or exceeded levels on ELA CAASPP and long term English learners struggle to be re-classified on CELDT because of reading and writing scores.
<b>How the School will Evaluate the Progress of this Goal:</b>
1. Increase the percentage of students meeting or exceeding standard on the CAASPP  * 84% of all students met this standard for ELA in 2017. * Target is to improve by 2% for all students and by 5% for high-priority groups annually, then maintain at 95%+. * 63% of all students met this standard for math in 2017. * Target is to improve by 5% for all students and by 7% for high-priority groups annually, then maintain at 95%+.  2. Increase the percentage of 9th grade students achieving "C"s" or better in all courses

- \* 92% of all students earned C's or better in all courses in the spring of 2017.
- \* Target is to increase by 1% annually for all students and by 3% for high-priority groups, then maintain at 95%+.

3. Increase the number of 10th graders "on-track" for graduation with 110 credits and a 2.0 GPA or higher

- \* 90% of all 10th graders met this standard in 2017.
- \* Target is to improve by 3% per year and then maintain at a rate of 95%+.
- \* High-priority groups improve by 5% per year until they reach parity.

4. Improve A-G completion

- \* 71% of all students in the class of 2017 met this standard.
- \* Target is to improve this number to 75% for the class of 2020.

5. Increase the degree to which the diversity of the faculty and administration reflects that of the students.

- \* 24% of certificated staff are people of color in 2017-2018, compared to 74% of the student body.
- \* It would not be ethical to hire candidates based simply upon race, so no hiring target can be set. Instead, Aragon's objective is to ensure that the school makes every effort to have people of color in the applicant pool.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Leverage high-impact instructional techniques schoolwide: CM.*	all year	All staff	teacher focused activity	5000-5999: Services And Other Operating Expenditures	District Funded	10,000
2. Leverage high-impact instructional techniques schoolwide: annotations and Cornell notes.	all year	All staff	teacher focused activity	5000-5999: Services And Other Operating Expenditures	District Funded	5000
3. Come to a research-based consensus about some shared homework practices in collaboration with SMUHSD task-force.*	all year	Certificated staff	Professional Development Activity	1000-1999: Certificated Personnel Salaries	District Funded	
4. Come to a research-based consensus about some shared grading practices that make grades more meaningful and that encourage all students.	all year	Certificated Staff	Professional Development Activity	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Ensure equitable access to and thoughtful use of technology and technology tools.*	all year	all staff	Canvas training for all staff	5000-5999: Services And Other Operating Expenditures	District Funded	5000
. 6. Choose one high-priority group of struggling students for two years of focused, schoolwide intervention, likely EL's.	all year	PD and EL coordinators	Follow LTEL students for year	1000-1999: Certificated Personnel Salaries	LCAP Supplemental	4500
				1000-1999: Certificated Personnel Salaries	Title III	4500
7. Recruit more people of color and of diverse language backgrounds for faculty and administrative positions.	all year	Administration	Encourage the school to have people of color in applicant pools for job openngs	1000-1999: Certificated Personnel Salaries	General Fund	
Provide after school Homework Center	all year	Home Work Center coordinator	Provide tutorial services	2000-2999: Classified Personnel Salaries	LCAP Supplemental	5294
			provide tutorial services	2000-2999: Classified Personnel Salaries	Title III	5294

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Action Plan II Wellness, Discipline and Academic Integrity</b>
<b>LEA GOAL:</b>
LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: Provide a High Quality Learning Environment LCAP/SMUHSD Goal#2: Ensure Educational Excellence and Equity for Every Student: Student Achievement  LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian students in mathematics courses.
<b>SCHOOL GOAL #2:</b>
Improve student wellness and morale; improve and clarify discipline practices; streamline and strengthen communication systems for wellness, guidance and discipline.
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
Rationale and Connection to the CSLN's and the SLO's  As part of the focus group work, Aragon stakeholders noted room for improvement in some aspects of school culture and in addressing student stress levels. Perception data from students, faculty and staff and the California Healthy Kids Survey all made clear that students could use more help in attaining the SLO's of "developing effective methods of self-management" and that Aragon could provide even more of a "safe...and caring environment." As a result, the school identified CSLN's related to building the wellness program and improving the discipline and communication systems. Because Aragon truly wants all students to succeed, stakeholders recognize that we must make some cultural and philosophical shifts; this plan outlines the work we plan to undertake to make these shifts occur.
<b>How the School will Evaluate the Progress of this Goal:</b>
Measures of Success Aligned with SMUHSD LCAP Goals  1. Reduce Chronic Absenteeism  * 4% of all students were chronically absent in 2017. * Target is to reduce this number by 1% annually and then maintain it at 2% or less.  2. Reduce the percentage of students reporting "chronic sadness or hopelessness" on the CHKS.  * 20% of 9th graders and 27% of 11th graders reported "chronic sadness or hopelessness" in 2016.

\* Target is to reduce these numbers by 3% annually and maintain at 10% or fewer.

3. Raise the percentage of students reporting a “high degree of school connectedness” on the CHKS.

\* 72% of 9th graders and 65% of 11th graders reported a “high degree of connectedness” in 2016.

\* Target is to raise these numbers by 3% annually and maintain at 85%+.

4. After the first administration of the CHKS parent module, establish a baseline for how well parents feel the school "provides quality counseling or other ways to help students with social or emotional needs."

5. Increase the percentage of faculty, staff, parents and students agreeing/strongly agreeing that discipline policies are enforced effectively according to the WASC surveys.

\* 59% of parents, 55% of students, 26% of staff/administration and 32% of faculty agreed/strongly agreed in 2017.

\* Target is to improve these numbers by 10% annually and then maintain at 80%+

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Select a wellness theme (e.g. Educating the Whole Child) for a two-year, schoolwide effort that guides work with all stakeholders. Use this work to create support structures that can be leveraged in future wellness efforts.*	Annually	Leadership class, Counselors and wellness team	Leadership class, Counselors and wellness team select a theme based on data to student health Wellness team supports students	1000-1999: Certificated Personnel Salaries 2000-2999: Classified Personnel Salaries	District Funded District Funded	
2. Expand wellness services and access to them; further integrate the wellness program into the school program.*	all year	Wellness team	Wellness team	2000-2999: Classified Personnel Salaries	District Funded	
3. In tandem with homework discussion (plan I), develop a consistent set of practices related to academic integrity	all year	All staff	teachers and counselors	1000-1999: Certificated Personnel Salaries	District Funded	
4. Ensure observance of and build confidence in the discipline system's recently revised policies and practices; address discipline issues more proactively.*	all year	administration	Administration	1000-1999: Certificated Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5. Develop a streamlined and reliable system for communicating about students' wellness and counseling needs while still maintaining confidentiality.	all year	Admin./Counselors/teachers/wellness team	Administration, counselors and teachers  Wellness team	1000-1999: Certificated Personnel Salaries  2000-2999: Classified Personnel Salaries	District Funded  District Funded	

## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Action Plan III Creating a More Inclusive and Inspiring Program</b>
<b>LEA GOAL:</b>
LCAP/SMUHSD Goal: To Promote Student Well Being and Education of the Whole Child in a Safe and Caring Environment - Parent & student partnerships/engagement.
<b>SCHOOL GOAL #3:</b>
Make the academic program more inclusive and inspiring by focusing on students' career goals and interests and the many possible paths they may take to achieve those goals.
<b>Data Used to Form this Goal:</b>
California Healthy Kids Survey 2017 Report, informal classroom surveys, and input from student leadership
<b>Findings from the Analysis of this Data:</b>
<p>Rationale and Connection to the CSLN's and the SLO's</p> <p>As focus groups examined student performance data as well as perception data, they felt that the Aragon student body experienced a bit of a cultural divide. While many place a high premium on leaving high school for a four-year college, some of the more disaffected students seem more interested in what career they will enter in the "real world." Aragon's SLO's also promise students that the school will help them "develop personal goals for career, family and community life" and "maximize personal strengths while exploring a variety of academic and co-curricular areas." While the school does offer many types of enriching experiences, focus groups felt that a shift to emphasize career and all types of educational opportunities after high school might inspire some of Aragon's struggling students. They also felt that providing more choice in electives and offering more electives that speak to more diverse student experiences may help struggling students engage more academically. These are the main motivators behind the goals and action steps in Action Plan III.</p>
<b>How the School will Evaluate the Progress of this Goal:</b>
<p>Measures of Success Aligned with SMUHSD LCAP Goals</p> <ol style="list-style-type: none"> <li>1. After the first administration of the CHKS parent module, establish a baseline for how well parents feel the school "helps [their] child plan for college or vocational school."</li> <li>2. Raise the percentage of students reporting a "high degree of school connectedness" on the CHKS. <ul style="list-style-type: none"> <li>* 72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016.</li> <li>* Target is to raise these numbers by 3% annually and maintain at 85%+.</li> </ul> </li> <li>3. Increase the percentage of students attaining C's or better in all courses.</li> </ol>

- \* 92% of all students earned C's or better in all courses in the spring of 2017.
- \* Target is to increase by 1% annually for all students and by 3% for high-priority groups, then maintain 95%+.

4. Increase the percentage of students meeting the "prepared" level on CA's College & Career Readiness Indicator (CCRI).

- \* 71% of all students (a rating of "very high") met this standard in 2017.
- \* Target is to raise the percentage of high-priority students by 5% annually until they attain parity.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide more access to career-related experiences and learning.*	all year	Administration, counselors, teachers, CTE coordinator	Administration, counselors, teachers	1000-1999: Certificated Personnel Salaries	District Funded	
			CTE coordinator	2000-2999: Classified Personnel Salaries	District Funded	
2. Engage more students through increased access to a wider-variety of CTE courses and electives.*	all year	Administration, counselors, teachers	Administration, counselors, teachers	1000-1999: Certificated Personnel Salaries	District Funded	
			CTE coordinator	2000-2999: Classified Personnel Salaries	District Funded	
3. Explore offering more choice through core curricular classes.	all year	Administration, counselors, teachers	Administration, counselors, teachers	1000-1999: Certificated Personnel Salaries	District Funded	



## VI. Planned Improvements in Student Performance (continued)

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Partnership</b>
<b>LEA GOAL:</b>
LCAP/SMUHSD Goal: Promote Greater Communication with Parents and the Community to Reduce Achievement for Gap for Under-Performing Students - Parent & student partnerships/engagement
<b>SCHOOL GOAL #4:</b>
WASC Action Goal: Enrich Aragon's program to better empower and engage students.
Strengthen family and community involvement Reestablish parent groups that reflect the diversity of the Aragon community - ex. Polynesian Parent Group, Continue to support the growth of PTSO, Asian Parents Group, Latino Parents Group and ELAC
<b>Data Used to Form this Goal:</b>
A variety of test data (CELDT, CAASPP, PSAT, Parent surveys, Healthy Kids Survey)
<b>Findings from the Analysis of this Data:</b>
An achievement gap exists between the academic performance of Asian and White students and Hispanic/Latino and Pacific Islander Students
<b>How the School will Evaluate the Progress of this Goal:</b>
The school will keep sign up sheets to determine the participation of parents in the PTSO, Asian Parent Group, Latino Parent Group, The English Language Advisory Committee (ELAC). Improvement in Latino and Pacific Islander achievement.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support ELAC and Latino Parent group	all year	Administration/Edwin Martinez, Parent Coordinator	Edwin Martinez, Parent Coordinator and administration will work to develop a strong leadership group among the Latino Parent Group and ELAC.	2000-2999: Classified Personnel Salaries	LCAP Supplemental	32118
			parent coordinator	3000-3999: Employee Benefits	LCAP Supplemental	21262

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Work with ELAC, Latino Parents and Polynesian parents to develop agendas for parent meetings that provide support for student achievement.	all year	Administration/Edwin Martinez, Parent Coordinator	Conduct surveys at the first meeting to determine topics parents wish to address for future meetings.	2000-2999: Classified Personnel Salaries	Title III	32118
			conduct surveys	3000-3999: Employee Benefits	Title III	21262
Coordinate with CSM to offer a Polynesian Culture class	Fall 2018	Administration and Poly Club advisers	Administration and Poly Club advisers	1000-1999: Certificated Personnel Salaries	District Funded	

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #5:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #6:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #7:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #8:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #9:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**VI. Planned Improvements in Student Performance (continued)**

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT:</b>
<b>LEA GOAL:</b>
<b>SCHOOL GOAL #10:</b>
<b>Data Used to Form this Goal:</b>
<b>Findings from the Analysis of this Data:</b>
<b>How the School will Evaluate the Progress of this Goal:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount



## VI. Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other	District Funded	20,000.00
1000-1999: Certificated Personnel	LCAP Supplemental	4,500.00
2000-2999: Classified Personnel	LCAP Supplemental	37,412.00
3000-3999: Employee Benefits	LCAP Supplemental	21,262.00
1000-1999: Certificated Personnel	Title III	4,500.00
2000-2999: Classified Personnel	Title III	37,412.00
3000-3999: Employee Benefits	Title III	21,262.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Funding Source

Funding Source	Total Expenditures
District Funded	20,000.00
LCAP Supplemental	63,174.00
Title III	63,174.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	74,824.00
3000-3999: Employee Benefits	42,524.00
5000-5999: Services And Other Operating Expenditures	20,000.00

## VI. Summary of Expenditures in this Plan (continued)

### Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,588.00
Goal 4	106,760.00

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	348	378		343	367		338	367		98.6	97.1	
All Grades	348	378		343	367		338	367		98.6	97.1	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2680.	2685.		55	59.95		32	24.25		10	10.63		4	5.18	
All Grades	N/A	N/A	N/A	55	59.95		32	24.25		10	10.63		4	5.18	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	51	60.49		43	30.79		6	8.72	
All Grades	51	60.49		43	30.79		6	8.72	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	70	69.48		25	24.80		5	5.72	
All Grades	70	69.48		25	24.80		5	5.72	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	32	47.68		64	47.14		4	5.18	
All Grades	32	47.68		64	47.14		4	5.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	62	65.67		35	30.25		3	4.09	
All Grades	62	65.67		35	30.25		3	4.09	

**Conclusions based on this data:**

1. Students struggle with listening speaking skills.
2. Reading continues to be a focus area.
3. Overall achievement rate of students meeting or exceeding standards is 84%. We have shown no growth over three years.

## Appendix A - School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	348	378		339	365		329	365		97.4	96.6	
All Grades	348	378		339	365		329	365		97.4	96.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	2659	2665		36	35.89		25	26.85		21	19.45		18	17.81	
All Grades	N/A	N/A	N/A	36	35.89		25	26.85		21	19.45		18	17.81	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	53.70		29	23.29		24	23.01	
All Grades	47	53.70		29	23.29		24	23.01	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	38	38.36		47	42.47		15	19.18	
All Grades	38	38.36		47	42.47		15	19.18	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 11	47	41.92		42	46.30		11	11.78	
All Grades	47	41.92		42	46.30		11	11.78	

#### Conclusions based on this data:

1. Math scores are low compared to ELA scores.

2. Math scores are flat over three years - there is no increase in met or exceeded standards.
3. Area of strength is Communicative Reasoning.



## Appendix A - School and Student Performance Data (continued)

### California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
9	17	4		33	48		39	43		11	4				
10	10			42	58		39	33		10	8				
11	22	6		44	47		33	35			12				
12				56	***		44	***							
Total	12	4		42	50		39	39		7	7				

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

Our analysis of 2017, CAASPP scores in English and Mathematics and CELDT scores in reading comprehension point out those underrepresented, under-performing students were not achieving academic standards in reading and mathematics as quickly as other groups.. Hispanic/Latino and Pacific Islander students have made significant gains over the past years, but they are still performing below white and Asian populations at the school. EL's are struggling in reading and writing. In 2017, the school is presently funding both certificated, classified and peer tutors to staff after school tutorials in the library on Tuesdays and Wednesdays. Flex Time, during the school day, provides all students with 35 minutes twice a week to receive academic support.

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

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

Aragon has programs for 9th and 10th grade students to improve in reading and mathematics performance and academic progress towards graduation.

For students reading below the 6th grade level or weak in mathematics, an Intensive English Class and an Intensive Mathematics course was created. These courses were in addition to the Strategic English and Algebra Support courses for students at the 6th to 8th grade reading levels.

A Guided Studies course was created for 9th,10th and 11th grade students who need improved study skills, academic and personal support in their core academic classes. A second tier of Guided Studies, provides social/emotional support for 9-11th graders.

An On-Site Credit Recovery (OSCR) course was created that offers students credit recovery opportunities through a mixture of direct instruction and on-line curriculum using the Compass Learning system.

In the spring of 2012, the district implemented The Counselor Watch program for middle and high school counselors to share information about "at-risk" students. T

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

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

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

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

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

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

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

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

Aragon has 2.0 FTE Instructional coaches to support teachers. The site has .4 FTE for a professional development coordinator and .4 FTE for and Instructional technology coordinator. These positions provide ongoing instructional assistance and teacher support.

8. Teacher collaboration by grade level (EPC)

All teachers participate on a Professional Learning Community (PLC) that meet weekly. Each month, teachers participate in Teacher Study Groups (TSG) that are cross curriculum groups that follow the cycle of inquiry to develop curriculum and assess student work.

### Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

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

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students in 9th and 10th grade receive at least the equivalent of 51 minutes for 3 days in mathematics and language arts instruction. They receive 85 minutes of instruction during their two block days.

11. Lesson pacing schedule (EPC)

PLCs develop pacing schedules for curriculum implementation and instruction.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

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

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

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

## Opportunity and Equal Educational Access

### 14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Present course offerings to help under-performing students meet standards include Strategic English Support for 9th-10th grade students. Intensive Algebra and Intensive English is provided for 9th grade students who have low math and/or English skills. In addition, Aragon offers general academic support classes called Guided Studies. Tutorials are available for students after school tutorial in the library. All students participate in Flex Time two days each week for academic support.

### 15. Research-based educational practices to raise student achievement at this school (NCLB)

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

A) Professional development activities are offered for teachers in math, English, social science, science, math, world language and arts to develop curriculum that is aligned to the common core. (Title II)

B) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (Title III)

### 16. Opportunities for increased learning time (Title I SWP and PI requirement)

Teachers meet with students at lunch and after school. Tutorials are available from 3:30 to 4:30 in the library on Tuesdays and Wednesdays

### 17. Transition from preschool to kindergarten (Title I SWP)

Not Applicable

## Involvement

### 18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The Parent Teacher Student Organization of Aragon holds an annual fund raiser called "Aragon Excellence" which brings in financial support dollars that help pay for after school tutorials. LACAP support a Homework Center coordinator. The library is open before and after school for all students to be able to access technology in case there is none at home. Computers are available for students to check out of the library and take home.

### 19. Strategies to increase parental involvement (Title I SWP)

Aragon supports Hispanic/Latino, Polynesian, African American and Asian Parent Groups. These groups are successful in bringing together parents who before had not participated in the PTSO. The administration met with each of these organizations to review the vision and mission of the school, present student test data, and develop tutorials and college scholarships for students going on to post secondary opportunities. These groups continue to meet to support their students to be successful. The Phone Dialer, School Loop, and blanket emails are used to remind all parents of upcoming meetings and agenda items.

### 20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

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

## Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

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

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

22. Fiscal support (EPC)

For 2017-18, Aragon receives general district funds, Title II, Title III, and LACAP funds. In addition to these funds and general funds, Aragon also secures financial support from the PTSO for a variety of needs.

## Appendix C - 2017-18 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
<b>Allocation</b>			63,174.00	63,174.00	20,000.00
<b>Carryover</b>					
<b>Amount to Central Services</b>					
<b>Total</b>			63,174.00	63,174.00	20,000.00

2017-18 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated			4,500.00	4,500.00	
2901	ELD Specialist/Instructional Aides			32,118.00	32,118.00	
2902	Other Classified Support			5,294.00	5,294.00	
3000	Benefits			21,262	21,262	
4000	Instructional Supplies					
5000	Professional Development Support					20,000.00
5000	Other Services					
	<b>TOTALS</b>			<b>63,174.00</b>	<b>63,174.00</b>	<b>20,000.00</b>

## Appendix D – Annual Evaluation

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

### Questions for SPSA Annual Evaluation

#### Plan Priorities

Identify the top priorities of the most recent board approved SPSA. (No more than 2–3.)

Closing the achievement gap among the targeted populations: English Language Learners, Special Education, economically disadvantaged, Hispanic/ Latino, and Pacific Islander groups

Identify the major expenditures supporting these priorities.

See Annual budget distribution of funds

#### Plan Implementation

Identify strategies in the most recent board approved SPSA that were fully implemented as described in the plan.

The district has fully implemented a host of support strategies including Intensive English and Algebra classes, English support classes, Guided Studies classes for grades 9, 10, and 11, as well as On Site Credit Recovery classes for English and Math. Aragon High School has implemented professional development on Culturally Relevant Teaching (CRT) practices to meet the learning needs of a diverse student body.

Identify strategies in the most recent board approved SPSA that were not fully implemented as described in the plan or were not implemented within the specified timelines.

None

What specific actions related to those strategies were eliminated or modified during the year?

None

Identify barriers to full or timely implementation of the strategies identified above.

None

What actions were undertaken to mitigate those barriers or adjust the plan to overcome them?

Does not apply

What impact did the lack of full or timely implementation of these strategies have on student outcomes? What data did you use to come to this conclusion?

Does not apply

### **Strategies and Activities**

Identify those strategies or activities that were particularly effective in improving student achievement. What evidence do you have of the direct or indirect impact of the strategies or activities on student achievement?

More students in grades 9, 10 and 11 are passing courses and fewer students are being sent to the district's alternative high school to graduate.

Identify those strategies or activities that were ineffective or minimally effective in improving student achievement.

Does not apply

Based on an analysis of the impact of the strategies/activities, what appears to be the reason they were ineffective in improving student achievement?

Lack of timely implementation

Limited or ineffective professional development to support implementation

Lack of effective follow-up or coaching to support implementation

Not implemented with fidelity

Not appropriately matched to student needs/student population

Other:

Based on the analysis of this practice, would you recommend:

Eliminating it from next year's plan

Continuing it with the following modifications:



## **Involvement/Governance**

How was the SSC involved in development of the plan?

During the months of September and October the School Site Council reviews the most recent test data for CAHSEE, CELDT, SAT, EAP, AP tests, and CAASPP results. These test scores are broken down by significant populations the school is looking to increase in proficiency and advanced proficiency. These test scores are compared to the past two years to do a trend analysis of positive or negative growth. Each council member receives a copy of the previous year's SPSA to update. Ratification of the new year's SPSA occurs at the April meeting.

How were advisory committees involved in providing advice to the SSC?

Each state and federally funded program (special education, Gate, English Language Learners, the library, and professional development) presents their summary at the April meeting of the School Site Committee of how funds were spent to meet the goals established in September.

How was the plan monitored during the school year?

As the need arises, the SSC reviews the SPSA to update it, especially as key test dates occur.

What changes are needed to ensure involvement of all stakeholders and adequate monitoring of planned activities and outcomes?

At present, the SPSA plan is adequately monitored and adjusted as needed.

## **Outcomes**

Identify any goals in the most recent board approved SPSA that were met.

Test data shows that identified populations for academic growth are continuing to show improvement.

Identify any goals in the most recent board approved SPSA that were not met, or were only partially met.

Identified groups are improving at a steady rate, but huge increases are not the norm.

List any strategies related to this goal that were identified above as “not fully implemented” or “ineffective” or “minimally” effective.

The district strategies that have been implemented are proving to be effective at narrowing the achievement gap.

Based on this information, what might be some recommendations for future steps to meet this goal?

Continued financial support of district and site strategies already in place.

## Appendix E - Recommendations and Assurances (Aragon High School)

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

Special Education Advisory Committee

\_\_\_\_\_  
Signature

Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

District/School Liaison Team for schools in Program Improvement

\_\_\_\_\_  
Signature

Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 4/16/18

Attested:

Dr. Patricia K. Kurtz

\_\_\_\_\_  
Typed Name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

Mr. Ron Berggren

\_\_\_\_\_  
Typed Name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_\_\_\_  
Date

**X Original signature on file (date: 11/17/2014)**

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

That we will represent the student voice on the committee and make decisions based upon how the decision will affect students.

### **Parents Pledge:**

That we will represent the parent voice on the committee and make decisions based upon how the decision will affect the students and parents of Aragon.

### **Staff Pledge:**

That we will represent the faculty voice on the committee and make decisions based upon how the decision will affect students, parents and faculty at Aragon.

## Appendix G - School Site Council Membership: Aragon High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pat Kurtz	X				
Ron Berggren			X		
Lisa Stanton			X		
Troy Davis		X			
Andrea Winter		X			
Cristina Trujillo		X			
Wendy Cherkis				X	
Claudia Alvarado				X	
Marlene Barrios					X
Danny Navarette Estassi					X
Alaa Khalil					X
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>3</b>

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.