The Single Plan for Student Achievement

Aragon High School
School Name

41-30217
CDS Code

Date of this revision: 2016

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. 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.

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The District Governing Board approved this revision of the School Plan on 12/10/2015.

II. School Vision and Mission

Vision Statement

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

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 Expected Schoolwide Learning Results (ESLRs)

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.

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

ARAGON HIGH SCHOOL'S
EXPECTED SCHOOLWIDE LEARNING RESULTS:

KNOW, THINK, DEVELOP, CONTRIBUTE

All Aragon graduates:

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCLIPLINE 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 2015 - 16

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 hasa 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 2016, the school enrolled 1574 students (down from 1650 in 2009), of whom 21% are Asian, 28% are Hispanic/Latino , 6% are Filipino, 3% are Pacific Islander, 2.5% are African-American, 26% are Caucasian, 0.5% American Indian, and 13% are Multi-ehtnic. The number of students eligible for free and reduced lunch in 2008 (5%) has increased to (236) or 15% in 2016. Four 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 2016, 110 students are currently enrolled in special education (down from the 200 served in 2008). This has led to a reduction in the special education staff due to shrinking enrollment. GATE enrollment has increased from 211 in 2008 to a total of 332 students, a significant increase. More GATE students will be enrolled as students are identified. ELL enrollment has fallen, which continues to reflect the district's decision to concentrate the ELD program at three other high schools. The AVID (Advancement Via Individual Determination) has grown to six sections and is serving the needs of 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, 10, and 11 to assist students with low reading, writing and math abilities. At present, Aragon has two sections of Intensive English and one section of Intensive Algebra taught by two Math teachers, and two sections each of Strategic English Support(SES) 9 and SES10 for 2016 We have added one section of SES 11 this year (2016) Seven sections of Guided Studies support for 9-11 graders were also added to help those who had no other academic nor social emotional support.

Since 1999, the school's greatest program change has been in Advanced Placement, whose student enrollment has increased from 316 in 2007 to 472 in 2016. Last May, 456 students participated in AP testing. In addition, the total number of AP exams taken each year has increased from 745 in 2007 to 928 exams in 2012. 1129 exams were taken in May 2016. 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 has grown from 76% in 2007 to 83% in 2016.

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. Our rate of students going directly to four-year colleges, however, is the highest rate in the last five years. In 2016, 615% 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 the number has climbed to 67% of seniors taking the SAT in 2014, with scores staying roughly the same. For the seventh year in a row in 2016, the school is requiring all sophomores to take the PSAT to qualify for National Merit Scholarship status. In the 2015 year, all juniors were required to take the PSAT to prepare for the revised SAT test in 2016. Aragon continued to post the highest graduation rate among San Mateo Country school with a graduation rate of 98.7%.

Attendance:

Further evidence of student commitment is Aragon's attendance record, already excellent, it has continued to edge upward. After posting an average daily attendance rate of 94.9 in 2007, attendance aides, counselors and administrators have continued their aggressive efforts to reach and include all students. Aragon's daily attendance rate in 2016 was 96%.

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.

In spring 2001, Aragon also began to administer the CAHSEE, starting with all members of the Class of 2004. In that first round, 67% of Aragon students passed the math section, and 84% passed the English Language Arts section, tallies higher than state averages but not satisfactory to our staff. In spring 2002, Aragon faculty inaugurated a targeted program in which special education resource teachers were given materials to use in day-to-day classes, and then all students retaking the test were invited to a Saturday morning class held from nine to noon the six consecutive weeks before the exam. Under the guidance of Aragon teachers and some peer tutors, students used actual test models and reviewed core competencies in math and English. Pass rates were higher for those students who had attended all Saturday sessions—83% of the students who attended the extra classes improved their scores on the CAHSEE. CAHSEE Prep classes continued helping students pass both math and English sections in 2014 with 10th graders scoring above 90% for both English and mathematics. The entire faculty focused attention on teaching writing strategies across the curriculum, the first time pass rate of sophomores rose to 95% and 92% in mathematics. In 2014, both CAHSEE ELA and Math pass rates were 90% and 91% respectively. However, special education (2014 ELA 44%; math 36%) and ELL (2014 ELA 38%; 46% math) students continue to struggle passing the tests in the first opportunity of their sophomore year. And Hispanic/Latino students with scores of 79% in ELA and 77% in Math are a concern. As of October, 2015, the the administration of the CAHSEE has been suspended for three years.

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, 10th, and 11th 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. Initial scores completed in the spring of 2014, and 2015, had Aragon students performing better that the District averages in both categories. Aragon's LTELS (Long Term English Learners) performed better that the district averages, but 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 86-member certificated staff, of which 48 (59%) 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.

Since 2012, 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 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)
In our analysis of 2013, STAR CST scores in English and Mathematics, CAHSEE results 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. The a review of the initial, benchmark, CAASPP, 2014, showed similar results. Hispanic/Latino and Pacific Islander students have made significant gains over the past three years, but they are still performing below white and Asian populations at the school. EL's are struggling in reading and writing.

Since 2009/2010, Aragon implemented a number of tutorial interventions and support classes designed to help these groups succeed. These programs continue to grow each year - expanding Guided studies to all grades, increased AVID sections, and support classes for higher level grades.

The new CASSPP assessment will continue to be analyzed. Because it is based on CCSS standards, the results cannot be compared to former CST scores. The effect of the Intensive English and Algebra classes, plus English and Math support classes for 9th and10th graders have helped students succeed. That is why the program is being extended to 11th grade students this year.These programs, in addition to the Guided Studies classes for grades 9, 10, 11 and 12 (added in fall 2014), are credited with more students passing their core classes and remaining eligible for graduation. This was evidenced by Aragon having the highest graduation rate for 2014 in San Mateo County.

B. Surveys
WASC surveys were conducted in Spring and fall of 2011 to prepare for a WASC report and visitation in 2012. A mid year report for a mid year visit, 2015, reviewed survey results.
Instructional effectiveness of new block schedule conducted in fall 2012.
Equal Opportunity Surveys to augment AP courses conducted in fall 2013
California Healthy Kids Survey 2015

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 are occurring in fall and spring of 2016/17. 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 come along side teachers as they go through the evaluation process. The I.C.'s assist teachers in developing lesson plans, working on new instructional strategies, and best practices. The I.C.'s continue in 2016-2017

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. 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 Backward Design.

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 are in the process of aligning curriculum standards: English, Mathematics, Social Studies, Science, Foreign Language, Career Technical Education, Home Economics, Fine and Performing Arts, Physical Education, and Special Education.

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 two 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 2016-2017.

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., Tuesday and Wednesday. 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.

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 and departments for books and supplemental 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. (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.

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, 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
- * New CASSPP test and performance assessments

With additional district funding, the school and district has seen student academic growth with the introduction of Strategic English Support I and II courses, Algebra Support classes, and Intensive English and mathematics courses. Specific support classes called Guided Studies addressed academic and social/emotional needs of 9th through 11th graders. The Equal Opportunity School program encouraged the school to address the participation of under represented student population in honors and AP courses.

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 former CAHSEE, CST scores, and the new CAASPP results are examined. The school goals in English and mathematics for 9th through 11th graders attempt to address these needs.

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts Performance
LEA GOAL:
LCAP/SMUHSD Goal #1: Ensure Educational Excellence and Equity for Every Student: Provide a High Quality Learning Environment LCAP/SMUHSD Goal#2: Ensure Educational Excellence and Equity for Every Student: Student Achievement LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian in English Language Arts
SCHOOL GOAL #1:
WASC--Action Plan Goal I: Support all Aragon Students to Achieve academic proficiency by raising the percentage of students achieving C or better in all courses and raising the percentage of the 11th graders achieving "met" or "exceeded" on the ELA CAASPP. ELA Goal: 10th and 11th grade students will increase their ELA scores on CAASPP and PSAT scores in 2014/15 to 2016-2017
Data Used to Form this Goal:
Past performance on ELA CAASPP, Academic Core Data, CELDT and PSAT/SAT Data
Findings from the Analysis of this Data:
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.
How the School will Evaluate the Progress of this Goal:
1. SRI: Pre and Post testing fall and spring semesters 2. CELDT test results for EL's and reclassification rates, 2016-2017 3. ELA CASSPP results, spring 2016 4. 10th and 11th grade PSAT performance in reading and writing (2016) 5. Academic core data, 2016-2017 6. UC/CSU graduate completion rate, 2016-2017 7. Enrollment of students in underrepresented subgroups in AP courses, 2016-2017 8. Highly Qualified Teacher (HQT) rate, 2016-2017

9. Graduation rate, 2016-17

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Counselors place students appropriately in English I and II CP and AS courses based upon SRI reading scores and middle school recommendations. Counselors monitor fall and spring progress report grades and set appropriate meetings with students/parents if students receive a D or F in their English class, especially at 3 and 6 week of the semester. Counselors place identified students into Intensive English or Strategic English Support classes (SES I & II) Counselors work with core teachers to identify under-represented students who have the potential go into honors and AP classes.	1. May of each year 2. Beginning of fall and spring semesters	Counselors and Counseling aides	Counselor focused activity	1000-1999: Certificated Personnel Salaries	District Funded	
2. Participation by of students in Flex time. Students with two or more F's are placed in an Intensive tutorial flextime.	Fall 2016 & continuing	All staff	Administration identifies students with 2 or more F's for Intensive Tutorial. Students select Flex Times sites to get academic support.	1000-1999: Certificated Personnel Salaries	District Funded	
3. Established after school tutorials on Tuesdays and Wednesdays for students needing extra support in core classes	Throughout the school year	Certificated, classified and student tutors	Core teachers, classified staff, and students tutor students needing extra support after school in the library	5000-5999: Services And Other Operating Expenditures	District Funded	
4. PD Instruction to all faculty on how to help all students prepare for writing on the CAASPP. PD to support all faculty in the use of	On-going	PD Staff	Professional Development Activity	5800: Professional/Consulting Services And Operating Expenditures	General Fund	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
constructed meaning strategies - EL Achieve program.						
5. All 11th grade students perform ELA CAASPP-like simulations prior to the April test.	January -March	11th grade English Instructors	Embedded CAASPP prep activities in English 11th grade curriculum. PD activities with English teachers and all certificated staff.	1000-1999: Certificated Personnel Salaries	District Funded	
6. The English Department monitors under-performing students' progress grades and test scores for schedule changes at the semester.	Every six weeks	English Instructors	English Instructors	1000-1999: Certificated Personnel Salaries	District Funded	
7. The English department is aligning curriculum to the State standards and CCSS.	Annually since 2014	English instructors	The English teachers work with the district PD coordinator for implementation. Professional Development funds used for work days and workshops to implement the common core.	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000.00
8. The Student Program Identification rosters go out to all teachers by the third week of school to identify EL, special ed, and GATE students	Annually	Admin/Data Clerk	Student class lists distributed to all teachers defining GATE, EL or special education students in their classes	2000-2999: Classified Personnel Salaries	District Funded	
9. The EL Specialist works with parents to bring greater support at home to increase academic behaviors for success. ELAC is formed and sends representatives to the District DELAC. Results of the CELDT tests are examined by the EL Specialist to determine those to be reclassified as fluent. The EL Specialist and Admin. work to establish a strong and representative	Annually	Assistant Principal and EL Specialist	Monthly parent meetings are held to gather input and to present school procedural information about attendance, electronic grade review, gpa, and college/financial aide information	5900: Communications	Title III District Funded	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
ELAC/Latino Parent Group and to work with Peninsula Conflict Resolution Center to focus workshops on better communication between parent and student and between school and parent. Parent groups (Asian, Hispanic/Latino, Polynesian and English Language Advisory Council) are actively participating in meetings.						
10. All tenth and 11th graders take the PSAT test in October The district supports programs for students to improve in reading and mathematics performance and academic progress towards graduation. For students reading below grade level Intensive English Class and Strategic English classes are available to improve student reading, writing and language skills. Guided Studies courses support students, in grades 9-12, who need improved study skills, academic support or personal support in their core academic classes. On-Site Credit Recovery courses in mathematics and English are available that offer students credit recovery opportunities through a mixture of direct instruction and computer based curriculum.	On-going	10th Grade English, Social Studies, and PE Teachers Guided Studies and OSCR Teachers	All 10th and 11th graders take the PSAT in October. 9th-12th grade students are supported by the Guided Studies and On - Site Credit Recovery teachers Intensive English instruction is taught by 9th grade teachers; strategic English classes are available for 9-11th grade students.	5000-5999: Services And Other Operating Expenditures	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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics Performance
LEA GOAL:
LCAP/SMUHSD Goal #1: Ensure Educational Excellence an Equity for Every Student: Provide a High Quality Learning Environment LCAP/SMUHSD Goal#2:   Ensure Educational Excellence and Equity for Every Student: Student Achievement LCAP Goal: Close the achievement gap among defined subgroups who are not achieving at the same rate as White and Asian students in mathematics courses.
SCHOOL GOAL #2:
WASC--Action Plan Goal I: Support all Aragon Students to Achieve academic proficiency by raising the percentage of students achieving C or better in all courses and raising the percentage achieving "met" or "exceeded" on the Mathematics CAASPP Mathematics: All 11th grade students will increase their mathematics proficiency based upon the results of the Math CAASPP and PSAT tests in Mathematics for 2016/17.
Data Used to Form this Goal:
Past performance on Mathematics CASSPP. Academic Core data, PSAT data, 2016.
Findings from the Analysis of this Data:
Greater numbers of students from defined sub groups need to score at met or exceeded on the Mathematics CASSPP.
How the School will Evaluate the Progress of this Goal:
1. Review Mathematics CASSPP data, 2016, (especially for Hispanic/Latino, Polynesian, special education, English Language Learners, and socioeconomic disadvantaged students) 2. Students meeting UC/CSU graduation requirements for mathematics 3. The Math Department will monitor progress grades in Algebra, Intensive Algebra, Geometry, and Algebra II 4. Various tests results will be used to place students appropriately for success 5. All 10th and 11th graders will take the PSAT in October and their performance in math will be analyzed. 6. Rate of Highly Qualified teachers in math will be reviewed.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Counselors and math teachers review CASSPP data, middle school teacher recommendations and grade performance for correct placement Counselors and mathematics instructors monitor and adjust instruction for students who fail to reach proficiency based upon grades and test scores Teachers monitor and adjust instruction for students with D and F grades	Annually	Counselors and mathematics instructors	Counselors and mathematics instructors place students and monitor and adjust as needed	1000-1999: Certificated Personnel Salaries	District Funded	
2. Participation by all students in Flex Time. Students with 2 or more F's are placed in Intensive Tutorial.	Fall 2016 and continuing	All staff	Administration identifies students with two or more F's for Intensive tutorial. Students select Flex Time classes for academic support.	1000-1999: Certificated Personnel Salaries	District Funded	
3. All 10th and 11th graders take the PSAT test in October	Annually	All staff	All 10th and 11th grade students to takes the PSAT test in October	1000-1999: Certificated Personnel Salaries	District Funded	
4. Counselors and aides monitor students' progress grades in core mathematics courses via School Loop	Annually	Counselors, aides	Progress reports are generated every three weeks to determine students who need assistance	1000-1999: Certificated Personnel Salaries	District Funded	
5. CAASPP scores disaggregated for targeted subgroups and counselors provide interventions for low performing students and curriculum re-alignment.	Review of April 2016 scores	Admin./Counselors/teachers	Assistant Principal works with the Data clerk to disaggregate CAASPP data; PD for math teachers as needed; All 11th grade students perform mathematics CAASPP-like simulations prior to the April test	1000-1999: Certificated Personnel Salaries	District Funded	
6. The Mathematics Department uses the MARS and SIM test results to place students in the appropriate	March- April	Mathematics teachers	MARS test is administered spring semester	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
mathematics course						
7. Intensive Algebra classes are provided for students with low math skills.	Continuing	math teachers	Courses added to meet 9th and 10th grade students math needs	1000-1999: Certificated Personnel Salaries	District Funded	
8. The ELD Specialist will keep track of "at risk" EL's and work with parents and counselors to bring greater support at home to increase academic success.	Annually	EL Specialist	EL Specialist does outreach at school and also helps to organize monthly parent meetings with ELAC parents	2000-2999: Classified Personnel Salaries	District Funded	
9. The district supports programs for students to improve mathematics performance and academic progress towards graduation. For students with low math skills, Intensive Algebra Class and reduced class size Algebra classes are available to improve student math skills. Guided Studies courses support students, in grades 9-12, who need improved study skills, academic support or personal support in their core academic classes. On-Site Credit Recovery courses in mathematics and English are available that offer students credit recovery opportunities through a mixture of direct instruction and computer based curriculum.	Annually	District Office	District added support classes in mathematics to close the achievement gap among targeted subgroups	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
10. The Math Department is aligning the all math courses to the Common Core and State Standards and developing assessments that mimic Smarter Balanced formats. . Embedded CAASPP prep activities in math 11th grade curriculum. PD activities with mathematics teachers and all certificated staff.	On-going activity	All mathematics teachers	Teachers meet in PLC's to align common core standards in all mathematics courses. Funding pays for workdays and workshops to implement the common core into math classes and create assessments that are simulations of Smarter Balanced assessments	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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Non Academic
LEA GOAL:
LCAP/SMUHSD Goal: To Promote Student Well Being and Education of the Whole Child in a Safe and Caring Environment - Parent & student partnerships/engagement.
SCHOOL GOAL #3:
WASC Action Plan II: Enrich Aragon's academic and extra curricular program to better empower and engage students. To increase student involvement and connection to Aragon's extra curricular activities
Data Used to Form this Goal:
California Healthy Kids Survey 2015 Report, informal classroom surveys, and input from student leadership
Findings from the Analysis of this Data:
Students desire more activities on campus to create greater unity and motivation (spirit) A support system is needed for new students Support all students and staff to be mentally, physically, and emotionally healthy Students need time during the school day to get academic support-
How the School will Evaluate the Progress of this Goal:
Increase in student participation in clubs and school related activities, Leadership surveys of student desires and evaluation of the extra curricular activities on campus, Future California Healthy Kids Surveys showing a reduction in stress and an increased identification of health

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Buddies program for 9th graders	August 2016; throughout the year	Leadership and administration	9th grade students meet with 11th and 12th grade buddies for support		Donations	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
2. Create an effective 8th grade to ninth grade transition program(Jump Start) that includes an all day orientation and Welcome Week activities	August 2016	Administration/Leadership teacher/Leadership Students	Full day freshman orientation program prior to the start of school; new first day orientation for freshman and new students only; leadership and PTSO welcome week activities	5000-5999: Services And Other Operating Expenditures	District Funded	
3. Develop new class to recognize and develop leadership skills - Renaissance. The focus is on recognition and support of all students.	August 2016	Administration//Leadership teacher	New class - Renaissance Leadership taught by the leadership teacher.	1000-1999: Certificated Personnel Salaries	District Funded	
4. Increase the level of communication between the Leadership students and the student body. Present video and live student announcements twice a week.	September 2016	Leadership Students and Art of Video students	Leadership and Renaissance students visit classrooms once a week for live announcements - students have ability to ask questions. Video announcements are once a week - coordinated by leadership class, art of video class, Leadership teacher and Art of Video teacher.	1000-1999: Certificated Personnel Salaries	District Funded	
5. Continue to develop more equitable process for selecting Homecoming/Prom royalty that includes consideration of the responsibilities that come with being selected	November 2016	Leadership teacher and Leadership Students	Leadership will create a selection panel made up of teachers and administration to review the top five nominated candidates for king and queen. All grade classes with be represented in prom courts this year.	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
6. Continue to articulate the processes and expectations for creating and maintaining effective Clubs on campus.	On-going	Leadership teacher and Leadership Students	Create a page document that articulates the process and expectations of creating and maintaining an effective club; hold GSC meetings during the day rather than at lunch.	1000-1999: Certificated Personnel Salaries	District Funded	
7. Promote a culture of inclusiveness for all students.	On-going	All staff; administration; leadership	Students/staff continue to support a culture that welcomes all students - through leadership activities; new prom courts; and a mutual respect policy at school (posters in all classrooms).	1000-1999: Certificated Personnel Salaries	District Funded	
8. Continue to support a discipline policy that encourages restorative justice practices.	On going	Administration, dean, staff	Saturday School; Alternative to Suspension program; restorative justice training	1000-1999: Certificated Personnel Salaries	District Funded	
9. Continue to support programs that support the emotional, physical and mental health of Aragon students and staff.students.		Wellness coordinator, School Safety Advocate; School Resource Officer; administration, counselors, school staff	Wellness Fair, clubs, co-curricular activities, Kid Talk program, Flex Time, anger management groups, outside services for mental health counseling, renaissance and leadership stress relief activities	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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Establish a core of interested parents of the two focus groups (Latino and Polynesian) to form a leadership committee to elect officers and set agendas	September 2016	Administration/Edwin Martinez, Parent Coordinator	Edwin Martinez, EL Parent Outreach Coordinator and administration will work to develop a strong leadership group among the Latino Parent Group(LPG).	2000-2999: Classified Personnel Salaries	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			LPG Leadership will extend to the English Language Advisory Committee (ELAC) to represent their needs to the DELAC.	2000-2999: Classified Personnel Salaries	District Funded	
			Alejandra Cheever will work to reestablish a strong Polynesian Parent Group	1000-1999: Certificated Personnel Salaries	District Funded	
2. Conduct Surveys of ELAC and Latino Parents to determine their needs and look for ways to close the achievement gap	September 2016	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	District Funded	
3. Develop a relationship with Peninsula Conflict Resolution Center to conduct training that parents deem necessary to close the achievement gap and establish better communication between school and their children.	September 2016	Administration	In response to parents desire to have training in communication skills, Aragon has enlisted the help of Peninsula Conflict Resolution Center to offer six hours of training that will help parents diffuse conflicts at home with their students and bring more academic engagement. PCRC will focus on effective, parent to student communication skills.		LCAP Supplemental	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
4. To work with Alejandra Cheever, administrator in training, and other key faculty and staff to continue to reestablish a strong Polynesian Parent Group	On-going	Alejandra Cheever/Admin	Alejandra Cheever will work with teacher Aaron Apperson, Polynesian Club adviser, and with Rachel Leota, counseling aide, and Kristi Halaufia, special education aide,to continue to reestablish a strong Polynesian Parent Group to define the needs of their students and to propose strategies and activities to meet these needs.	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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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 academic performance index (API) and adequate yearly progress growth (AYP) 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:

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

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
	Donations	5,000.00
5800: Professional/Consulting Services	General Fund	300.00
	LCAP Supplemental	2,500.00
5800: Professional/Consulting Services	Title II Part A: Improving Teacher	5,000.00
5900: Communications	Title III	500.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations	5,000.00
General Fund	300.00
LCAP Supplemental	2,500.00
Title II Part A: Improving Teacher Quality	5,000.00
Title III	500.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Object Type

Object Type	Total Expenditures
5800: Professional/Consulting Services And Operating	5,300.00
5900: Communications	500.00

VI. Summary of Expenditures in this Plan (continued)

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	5,800.00
Goal 3	5,000.00
Goal 4	2,500.00

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 Tested
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	359	348	349	343	346	338	97.2	98.6
All Grades	359	348	349	343	346	338	97.2	98.6

* 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 Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	2680.7	2680.0	56	55	29	32	8	10	6	4
All Grades	N/A	N/A	56	55	29	32	8	10	6	4

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	60	51	32	43	7	6
All Grades	60	51	32	43	7	6

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	72	70	21	25	6	5
All Grades	72	70	21	25	6	5

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 11	37	32	54	64	8	4
All Grades	37	32	54	64	8	4

	Research/Inquiry Investigating, analyzing, and presenting information					
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	61	62	34	35	3	3
All Grades	61	62	34	35	3	3

Conclusions based on this data:

1.

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 Tested**
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	359	348	350	339	348	329	97.5	97.4
All Grades	359	348	350	339	348	329	97.5	97.4

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

Overall Achievement for All Students										
Grade Level	**Mean Scale Score**		**% Standard Exceeded**		**% Standard Met**		**% Standard Nearly Met**		**% Standard Not Met**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	2666.0	2659.9	37	36	24	25	22	21	17	18
All Grades	N/A	N/A	37	36	24	25	22	21	17	18

Concepts & Procedures Applying mathematical concepts and procedures						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	47	47	32	29	21	24
All Grades	47	47	32	29	21	24

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**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	43	38	46	47	11	15
All Grades	43	38	46	47	11	15

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	**% Above Standard**		**% At or Near Standard**		**% Below Standard**	
	2014-15	**2015-16**	**2014-15**	**2015-16**	**2014-15**	**2015-16**
Grade 11	42	47	47	42	11	11
All Grades	42	47	47	42	11	11

Conclusions based on this data:

1.

Appendix A - School and Student Performance Data (continued)

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	807	817	729
Percent with Prior Year Data	99.9	99.5	100
Number in Cohort	806	813	729
Number Met	561	518	465
Percent Met	69.6	63.7	63.8
NCLB Target	59.0	60.5	62.0%
Met Target	**Yes**	**Yes**	**N/A**

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	319	547	296	579	312	497
Number Met	107	332	96	338	85	276
Percent Met	33.5	60.7	32.4	58.4	27.2	55.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**N/A**	**N/A**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	94	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	91	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	**No**		**N/A**

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
9	10	8	17	50	53	33	30	33	39	10	6	11			
10	16	8	10	16	62	42	58	31	39	11		10			
11	22	7	22	57	53	44	22	40	33						
12	25	38		42	38	56	17	23	44	8			8		
Total	18	13	12	42	52	42	32	32	39	7	3	7	1		

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)

   In our analysis of 2013, CST scores in English and Mathematics, CAHSEE results 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. The a review of the initial, benchmark, CAASPP, 2014, showed similar results. Hispanic/Latino and Pacific Islander students have made significant gains over the past three years, but they are still performing below white and Asian populations at the school. EL's are struggling in reading and writing. In 2014, the school is presently funding both certificated and peer tutors to staff after school tutorials after school in the library on Tuesdays and Wednesdays. Flex Time 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)

Since 2009/2010, 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 monthly to review CAHSEE and CST results that include dis-aggregated data for ELL, special education, socio-economically disadvantaged, Hispanic/Latino, and Polynesian students. Results of common assessment data are reviewed every nine weeks by content specific teachers.

Since the fall of 2011, the district implemented three new programs for 9th and 10th grade students to improve in reading and mathematics performance and academic progress towards graduation.

Initiative 1: 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 created in 2010 for students at the 6th to 8th grade reading levels.

Initiative 2: A Guided Studies course was created for 9th and 10th grade students who need improved study skills, academic and personal support in their core academic classes.

Initiative 3: 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. The district also added a second tier of Guided Studies, academic and social/emotional support for 10th graders.

In the fall of 2013, Guided Studies for 11th graders was introduced for regular education juniors who needed extra support to be academically successful.

In the fall of 2013, a Strategic English Support class was introduced to support 11th grade students, primarily long term EL's, who continue to struggle with reading and writing.

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

In the fall of 2016, a one period Intensive Algebra taught by two Math teachers was implemented.

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

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

    The district and the school site supports Strategic English Support 9, 10, and 11 as well as Algebra Support teachers with instructional assistance through the use English and mathematics content experts.   They work to create and coordinate cirriculum, assessments and appropriate teaching strategies for EL and other identified under-performing groups and to align the curriculum to the Common Core.

8. Teacher collaboration by grade level (EPC)

    The development of Strategic English Support classes for 9th, 10th and 11th grade students and Intensive English and Algebra classes have led to increased collaboration to create common curriculum and benchmark common assessments. Guided Studies teachers for grades 9, 10, and 11 have formed their own professional learning community and meet monthly to do professional development and create curriculum to support the Common Core Standards.

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 curiculum after reviewing results of CAASPP tests in English and mathematics. Department curriculum councils continue the work of embedding the common core standards into the content courses.

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)

     Common curriculum is in place for English I - II as well as Algebra, Geometry and Pre-Calculus to support the work of the teachers who instruct Strategic English Support classes in grade 9-11 and for Algebra support classes across the district.

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 specifically in the English Support 9-11classrooms and Algebra Support classes where strategic interventions take place. Councils are transitioning to common core materials.

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-11th grade students, Algebra Support for all students in need of support to pass Algebra 1-2. 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 to students after school tutorial is in the library from 3:30 to 4:30 p.m., Tuesday and Wednesday. 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. The library is open before and after school for all students to be able to access technology in case there is none at home. (Paid for by PTSO funds)

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. In 2014-15 an administrative aide began to revitalize the the Polynesian Parent Group to assist their students to be successful.

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 2016-17, Aragon receives general district funds and Title II funds. In addition to these funds and general funds, Aragon also secures financial support from the PTSO for a variety of needs (e.g., personnel, special programs such as technology, supplemental material, instructional supplies, and tutorial program).

Appendix C - 2016-17 Categorical District Services Budget

	Title I	Title II	Title III	LCAP Supplemental	Other
Allocation		1,500.00		63,174.00	20,000.00
Carryover					
Amount to Central Services					
Total		1,500.00		63,174.00	20,000.00

2016-17 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION						
Object Code	Description of Services	Title I	Title II	Title III	LCAP Supplemental	Other
1000	Certificated		1,245.00		4,500.00	
2901	ELD Specialist/Instructional Aides				32,118.00	
2902	Other Classified Support				5,294.00	
3000	Benefits		255.00		21,262	
4000	Instructional Supplies					
5000	Professional Development Support					20,000.00
5000	Other Services					
	TOTALS		**1,500.00**		**63,174.00**	**20,000.00**

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, and11, 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 November 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 May 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: 11/16/2015

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		
Becky Foster			X		
Troy Davis		X			
Josephine Ho		X			
Cristina Trujillo		X			
				X	
Maria Perez				X	
Marlene Barrios					X
Tiana Pereira					X
Alaa Khalil					X
Numbers of members of each category	**1**	**3**	**2**	**2**	**3**

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.

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	
[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: 11/16/2015

Attested:

Dr. Patricia K. Kurtz		11/21/2016
Typed Name of School Principal	Signature of School Principal	Date

Mr. Ron Berggren		11/21/16
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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

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Becky Foster	[ ]	[ ]	[X]	[ ]	[ ]
Troy Davis	[ ]	[X]	[ ]	[ ]	[ ]
Josephine Ho	[ ]	[X]	[ ]	[ ]	[ ]
Cristina Trujillo	[ ]	[X]	[ ]	[ ]	[ ]
	[ ]	[ ]	[ ]	[X]	[ ]
Maria Perez	[ ]	[ ]	[ ]	[X]	[ ]
Marlene Barrios	[ ]	[ ]	[ ]	[ ]	[X]
Tiana Pereira	[ ]	[ ]	[ ]	[ ]	[X]
Alaa Khalil	[ ]	[ ]	[ ]	[ ]	[X]
	[ ]	[ ]	[ ]	[ ]	[ ]
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Numbers of members of each category	**1**	**3**	**2**	**2**	**3**

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