

Aragon High School
900 Alameda de las Pulgas – San Mateo, CA 94402
p650.558.2999 – f650.558.2952
San Mateo Union High School District



A Mid-Cycle Progress Report
Western Association of Schools and Colleges
2021
Aragon High School
San Mateo Union High School District

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TABLE OF CONTENTS

CHAPTER	CONTENT	PAGES
ONE	STUDENT/COMMUNITY PROFILE: SUPPORTING DATA AND FINDINGS	
	● General Background and History	Page 1
	● School Program Information	Page 4
	● Demographic Data	Page 5
	● LCFF Priorities	Page 7
TWO	SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS	
	● Changes in Administration and Dean Positions	Page 31
	● New Learning Management System	Page 32
	● Changes Related to Multi-tiered Systems of Support	Page 33
	● Adaptations Made for Distance Learning due to COVID	Page 40
THREE	ENGAGEMENT OF STAKEHOLDERS IN ONGOING SCHOOL IMPROVEMENT	
	● Stakeholder Involvement in Developing the 2018 Action Plans	Page 43
	● Stakeholder Involvement in Implementing and Monitoring the Action Plans	Page 43
	● Stakeholder Involvement in Preparing the Mid-term Progress Report and in Revising the Action Plans	Page 44
FOUR	PROGRESS ON THE IMPLEMENTATION OF THE SCHOOLWIDE ACTION PLAN/SPSA	
	● Background	Page 45
	● 2018 Critical Student Learner Needs Aligned with Critical Areas for Follow Up	Page 45
	● Progress on Action Plans	Page 46
	● Measures of Success Data	Page 67
FIVE	SCHOOLWIDE ACTION PLAN/SPSA REFINEMENTS	
	● A Note About Format and Content	Page 77
	● Revised Action Plan I	Page 78
	● Revised Action Plan II	Page 81
	● Revised Action Plan III	Page 83

CHAPTER ONE
STUDENT/COMMUNITY PROFILE
SUPPORTING DATA AND FINDINGS

General Background and History

Aragon’s Community

Brief Description

Aragon High School opened in 1961. Located approximately 20 miles south of San Francisco in a residential area of the City of San Mateo, Aragon is a four-year, comprehensive high school, one of six in the San Mateo Union High School District (SMUHSD) whose boundaries extend from Belmont to San Bruno. Though district policy permits families to request admittance to any of the six district schools, space permitting, Aragon primarily serves students from feeder schools in Hillsborough, Foster City and San Mateo. In the last few years, the SMUHSD has raised the capacity limit at Aragon, and enrollment has grown from 1639 when the visiting committee last came to Aragon in 2017-18 to 1733 in 2020-21. Space at Aragon is in demand, so the school is consistently enrolled at whatever capacity is set by the district and it maintains a substantial waiting list every year.

Staff Description

Number of Certificated Staff and Administration by Type

	2017-18	2018-19	2019-20	2020-21
Teachers	83	83	86	83
Counselors	4	5	4	4
Librarian	1	1	1	1
Dean	1	0	also a teacher	1
Administration	3	4	4	4
Total	92	93	95	93

Percentage of Certificated Staff and Administration by Ethnicity

	2017-18	2018-19	2019-20	2020-21
African-American	2%	3%	4%	2%
American Indian / Alaskan Native	0%	0%	0%	0%
Asian	12%	11%	13%	13%
Filipino	1%	1%	1%	2%
Hispanic/Latino	8%	10%	10%	11%
Pacific Islander	0%	0%	0%	0%
White not Hispanic	77%	75%	73%	72%
Two or More Races	0%	0%	0%	0%

Percentage of Classified Staff by Ethnicity

	2017-18	2018-19	2019-20	2020-21
African-American	2%	8%	6%	6%
American Indian / Alaskan Native	0%	0%	0%	0%
Asian	8%	12%	14%	14%
Filipino	6%	2%	2%	2%
Hispanic/Latino	21%	36%	34%	33%
Pacific Islander	6%	8%	8%	8%
White	57%	32%	34%	31%
Other Non-white	0%	2%	2%	2%
Total Number of Staff	48	50	50	49

Full-time Equivalent (FTE) of Classified Staff by Type

	2017-18	2018-19	2019-20	2020-21
Paraprofessionals	6.3	13.1	13.5	13.8
Office/Clerical Staff	13.75	14.6	16	10.8
Other Classified Staff	21.85	16.3	16.5	17.3
Total	41.9	44	46	41.9

Aragon's Vision, Mission, Schoolwide Learner Outcomes and Accreditation History

Aragon High School Vision Statement

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

Aragon High School 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.

Aragon's Schoolwide Learner Outcomes (SLO's)

All Aragon graduates are expected to...

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE AND CAN

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

THINK CREATIVELY USING HIGHER ORDER THINKING SKILLS AND CAN

- Gather, analyze and evaluate data
- Define problems, propose and implement solutions
- Generate their own ideas and organize material using a variety of techniques
- Think metaphorically and categorically
- 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

WASC Accreditation Term History

In 2018 and 2012, the Visiting Committees awarded Aragon a six-year accreditation with a mid-term revisit. In 2006, Aragon received a six-year-clear term, and in 2000 and 1994, Aragon earned a six-year accreditation with a three-year revisit. In 1988, the school earned a six-year clear accreditation.

SMUHSD Local Control Accountability Plan (LCAP) Updated Summary of Goals

The current LCAP continues to have the same three overarching goals that were developed in the 2016-17 school year. The core work of the district to provide high quality teaching and learning environments, highly skilled staff, and an effective set of academic and social-emotional supports and interventions for students (and engagement opportunities for their families) also continues. The key investments for next year are:

Goal #1 - Continued staff professional learning on:

- Strategies to support Long Term English Learners and all students in reaching college/career language & literacy readiness
- The transition to the District's new Learning Management System (Canvas) and reinvigorated use of the Student Information System (Aeries) for communication with all stakeholders
- Social Emotional Learning and Cultural Responsiveness

Goal #2 - Continued high-quality instructional programs and support structures including:

- Continued refinement and implementation of Multi-tiered System of Support (MTSS) for all students so that academic support/intervention is effectively administered to all students when/if they need it
- New instructional resources for students - implementation of new courses of study and aligned instructional materials that will lead to new common assessments across the core academic subjects
- Effective integration of 21st Century learning tools (technology) and competencies with a new investment in Chromebooks for all Ninth Grade core courses

- Continued refinement of intervention classes/structures (both academic and social emotional) & norming of School Counseling practice in line with ongoing implementation of Multi-Tiered System of Support Initiative

Goal #3 - Continued implementation and refinement of the SMUHSD Mental Health Initiative & strategies to effectively engage parents/guardians:

- Continued refinement and implementation of Multi-tiered System of Support (MTSS) for all students so that social-emotional support/intervention is effectively administered to all students when/if they need it
- Continued refinement of a common/baseline of social-emotional learning and support for ALL students at all school sites
- Provision of high quality mental health resources at each school site
- Continued implementation of high-quality family engagement staff and resources at all school sites - targeting the needs of the families of historically under-served students

School Program Information

Regular Course of Study

Aragon's regular course of study requires students to complete a minimum of 220 hours of coursework with a D or higher; additionally, coursework must include the following:

- 40 credits in English
- 30 credits in mathematics, including 10 in Algebra 1 and 10 in Geometry.
- 35 credits in social science, including Introduction to Modern World History, Contemporary World Studies*, United States History, American Government and Economics.
- 20 credits in science, including 10 credits of a biological science and 10 credits of a physical science; at least one course must meet the D requirement on the U.C. A-G list by the end of the sophomore year
- 20 credits physical education, of these, 10 credits must be completed in grade 9 and at least 10 more completed in grades 10-11
- 10 credits in world languages, completed by the end of grade 10
- 10 credits in visual and performing arts
- 10 credits in career technical education (CTE)
- 5 credits in Health, completed by the end of grade 10
- 40 credits of elective courses

In addition to the courses above, Aragon has a Special Education Department which offers instruction in English, mathematics, social studies and science for students with special needs. Aragon students may also select courses from district-wide course offerings and from The College of San Mateo.

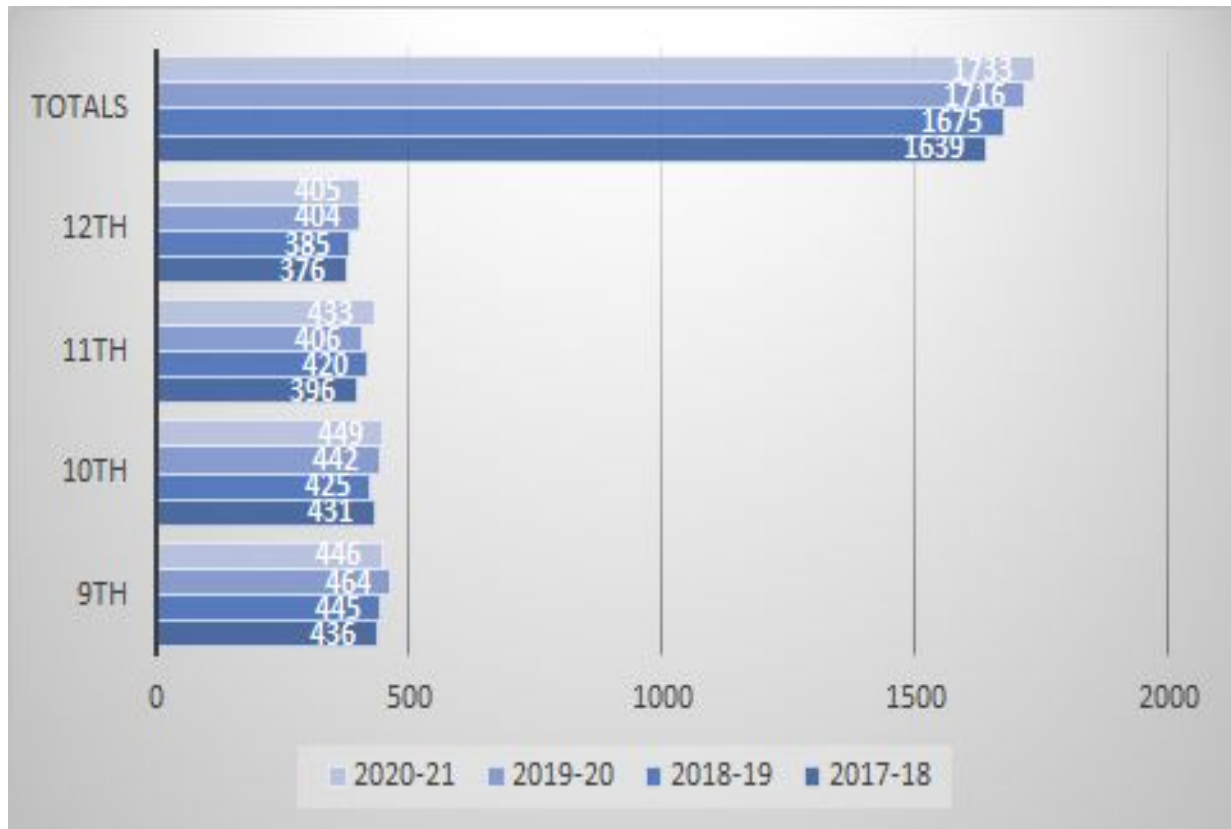
* Pending SMUHSD Board approval, Contemporary World Studies will be replaced by Ethnic Studies

Demographic Data

Student Enrollment

Aragon's enrollment is consistently at capacity with a waiting list. Recently, the district has raised the enrollment cap at Aragon, leading to a gradual increase in numbers. Always in demand, admission to Aragon for students outside its attendance area is granted by lottery on a space-available basis.

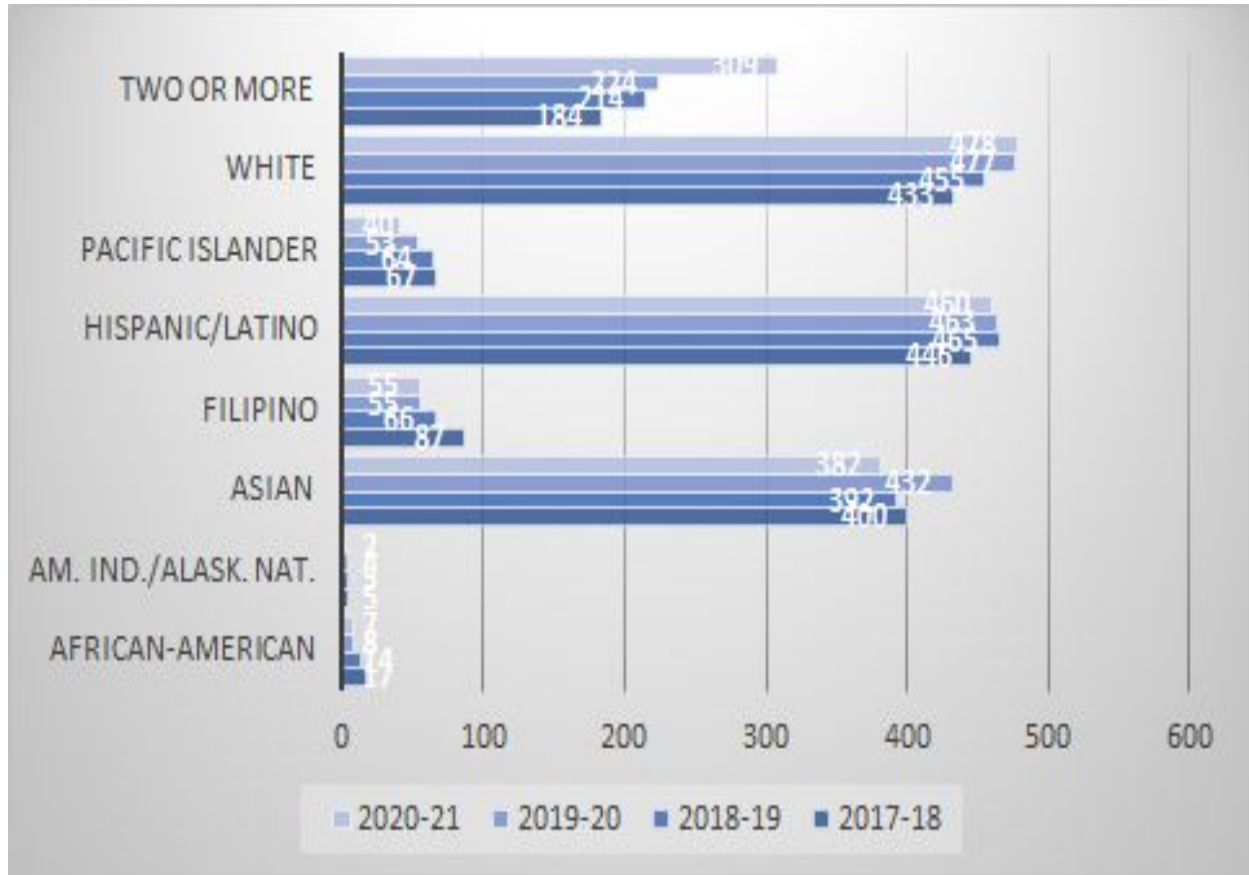
Enrollment by Grade 2017-18 through 2020-21



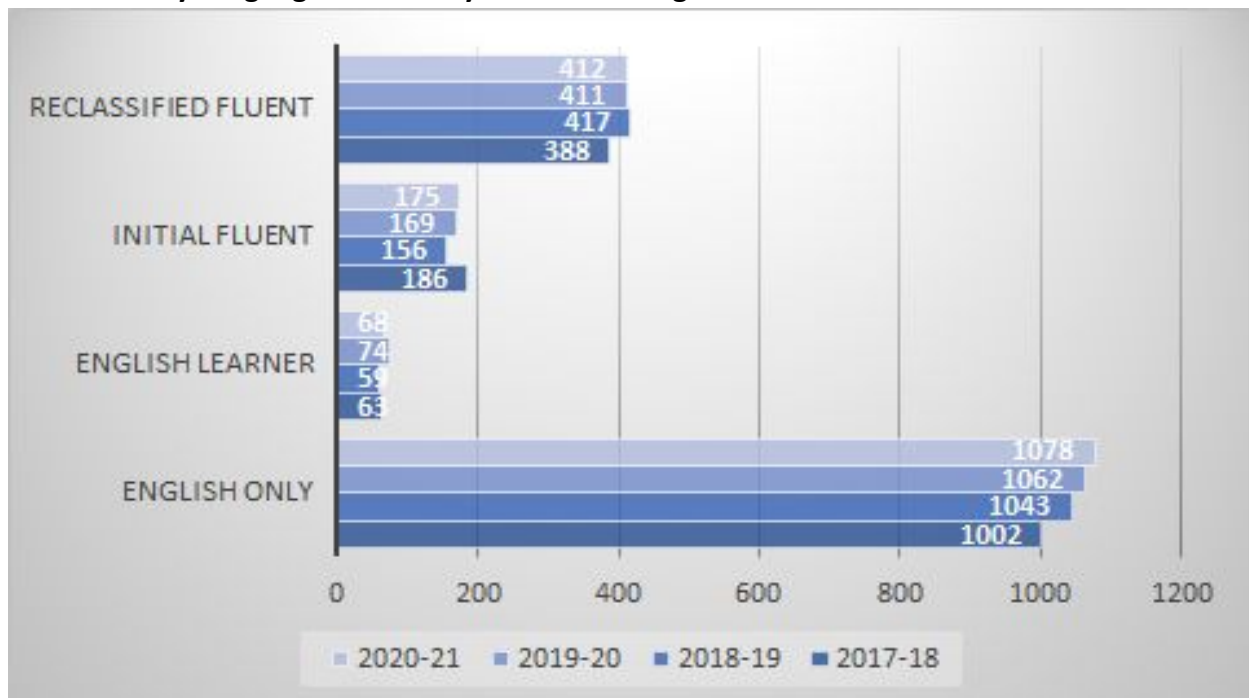
Enrollment by Gender 2017-18 through 2020-21

Aragon has been making strides in moving away from a binary approach to gender on campus, but, as of yet, systems are not in place that allow students to identify themselves as anything but male or female. In an effort to avoid misrepresenting our student body, we are not providing exact numbers of students by gender, but, for background purposes, we note that the number of male and female students in the students have been about equal for many years.

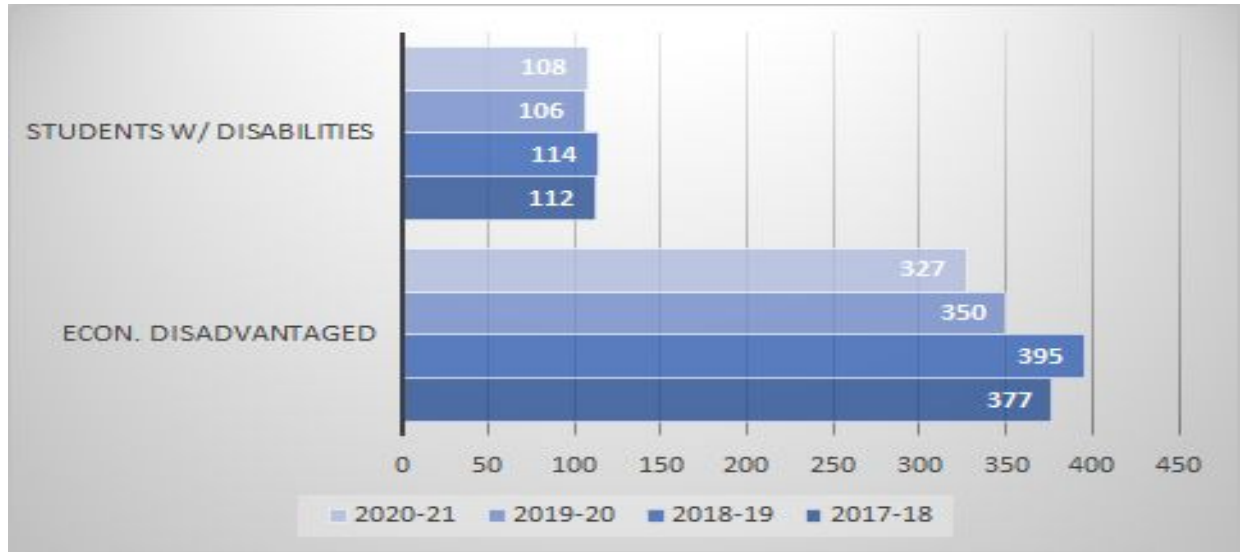
Enrollment by Ethnicity 2017-18 through 2020-21



Enrollment by Language Proficiency 2017-18 through 2020-21



Enrollment by Subgroup 2017-18 through 2020-21



Enrollment in Special Programs

Enrollment in Special Education and Students with 504 Plans

Special Programs	2017-18	2018-19	2019-20	2020-21
Students with 504 Plans	106	115	127	110
Special Education	103	117	110	99

LCFF Priority 1 – Basics (Teachers, Instructional Materials, Facilities)

100% of Aragon’s teachers are appropriately assigned pursuant to the Education Code, and all but one are fully credentialed in the subject areas and for the pupils they are teaching. There is one intern teaching three sections of dance and one section of health in the 2020-2021 school year while she completes her credential work. She works closely with her PLC in planning lessons, and the principal has arranged for an instructional coach to provide extra support.

Education Level of Certificated Staff

	2017-18	2018-19	2019-2020	2020-21
Baccalaureate Degree	5	4	5	6
Baccalaureate + 30	34	41	37	37
Master’s Degree	12	16	9	10
Master’s + 30	43	42	33	33
Doctorate	0	0	0	0

Certificated Staff Service and Experience

	2017-18	2018-19	2019-2020	2020-21
Average Years of Service	16	15	15	16
Average Years in District	12	12	12	13

Access to standards-aligned instructional materials

As stated in the SMUHSD LCAP, the Board of Trustees oversees a regular review of course syllabi to ensure that students receive standards-aligned curricula. In addition, the district maintains high-quality instructional materials for all students in all subjects at all school sites. In line with this, the SMUHSD complies with the Williams Act timelines related to ensuring that each student has sufficient instructional materials. Reports of the sufficiency of instructional materials are given to the school board within the first two months of the school year that demonstrate the efficacy of these materials.

LCFF Priority 2 – Implementation of Academic Standards

The SMUHSD and Aragon leadership took a more proactive approach to Professional Development beginning in 2010-11. In addition to individual, PLC and department work, teachers have participated in hundreds of hours of PD over the last 8-10 years to make the curricular and instructional changes required to fully implement the CCSS and to support a variety of other curricular initiatives such as training teachers in Constructing Meaning (CM) techniques. Since 2015, Aragon’s Teacher Study Group (TSG) has led monthly trainings focused on guiding teachers through several Cycles of Inquiry based upon elements chosen because of trends in schoolwide data. Monthly department meetings, pull-out days and weekly PLC collaboration time have also been dedicated to ensuring that Aragon is implementing the Academic Standards through research-based instructional practices. To best support this work, Aragon has consistently relied on teacher leaders to serve in Teacher On Special Assignment (TOSA) Roles which currently include a .2 Professional Development Coordinator, a .4 Instructional Technology Coordinator and a stipended MTSS Coordinator position that is shared by an English and a math teacher.

LCFF Priority 3 – Parent Engagement

Parents and guardians have a pivotal role at Aragon through a variety of organizations formally meeting on a regular basis. The drama, music and athletic booster programs continue to be a vital and robust asset to the school, along with the Aragon Parent Teacher Student Organization (PTSO) that advises school leadership and raises money to support a wide variety of Aragon programs. In addition, although the regular meeting of these groups has been in flux due to the COVID-19 outbreak, Aragon enjoys the support of parent organizations catering to the Polynesian, Latino, Asian and African-American (district-wide) communities, and meetings have

still taken place, just with somewhat less regularity. Finally, the English Learner Advisory Committee (ELAC) and Site Council have important and regular input in guiding the school’s efforts, and parents had a key role in completing all aspects of this self-study as well.

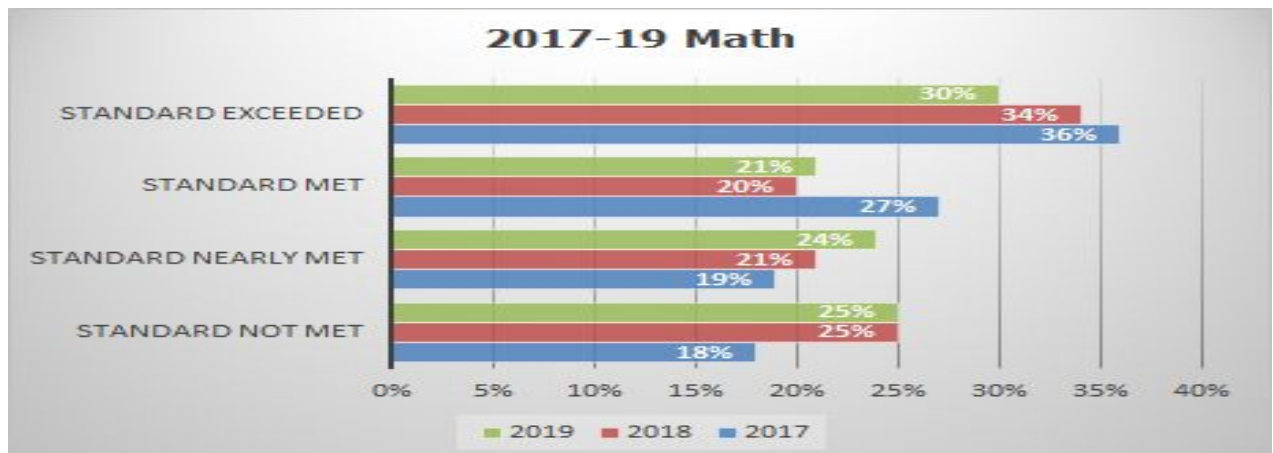
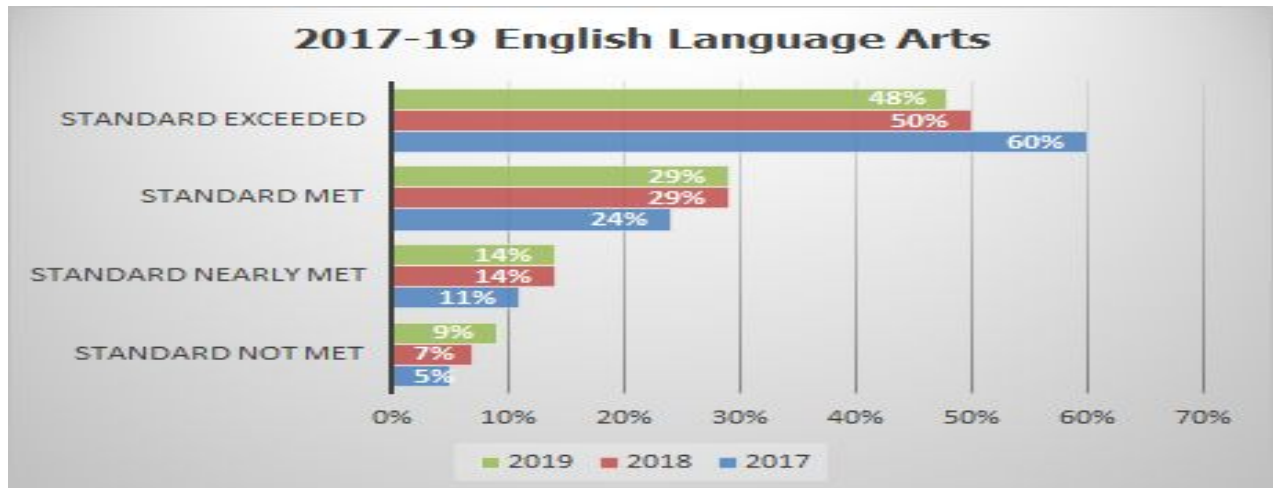
LCFF Priority 4 – Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP)

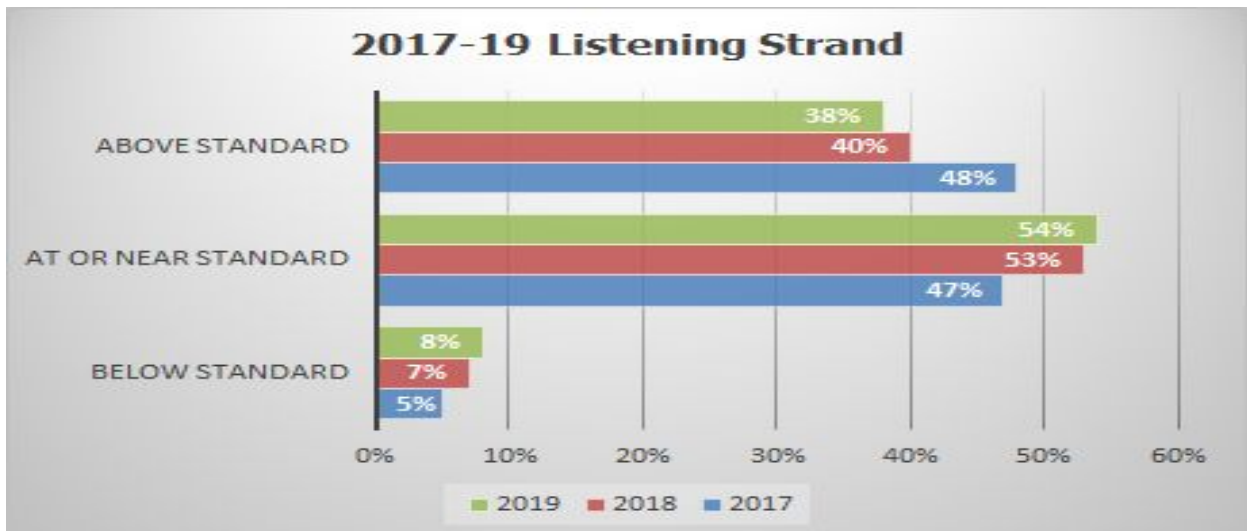
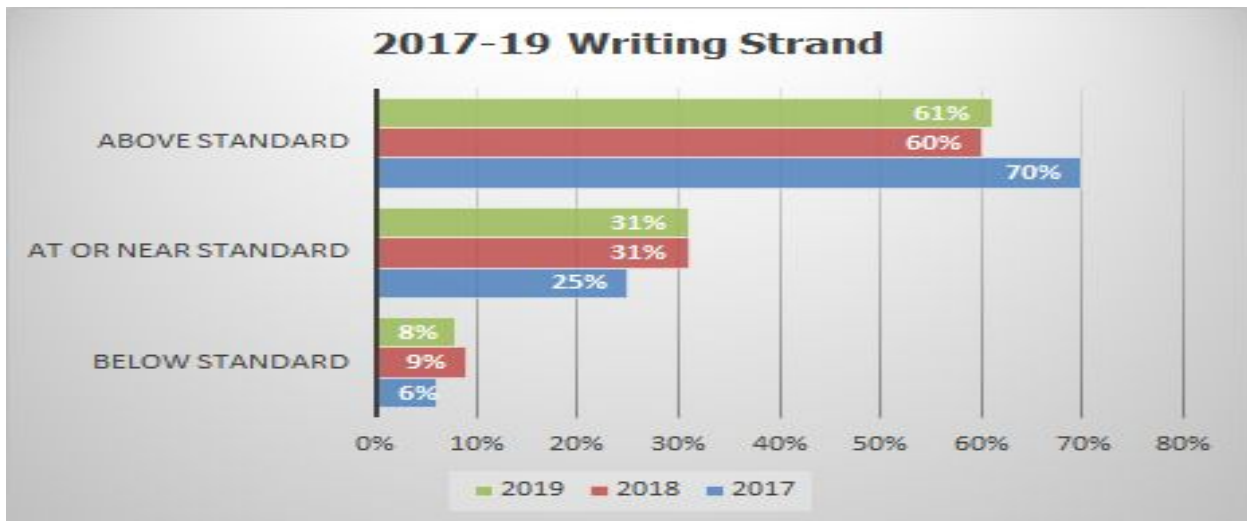
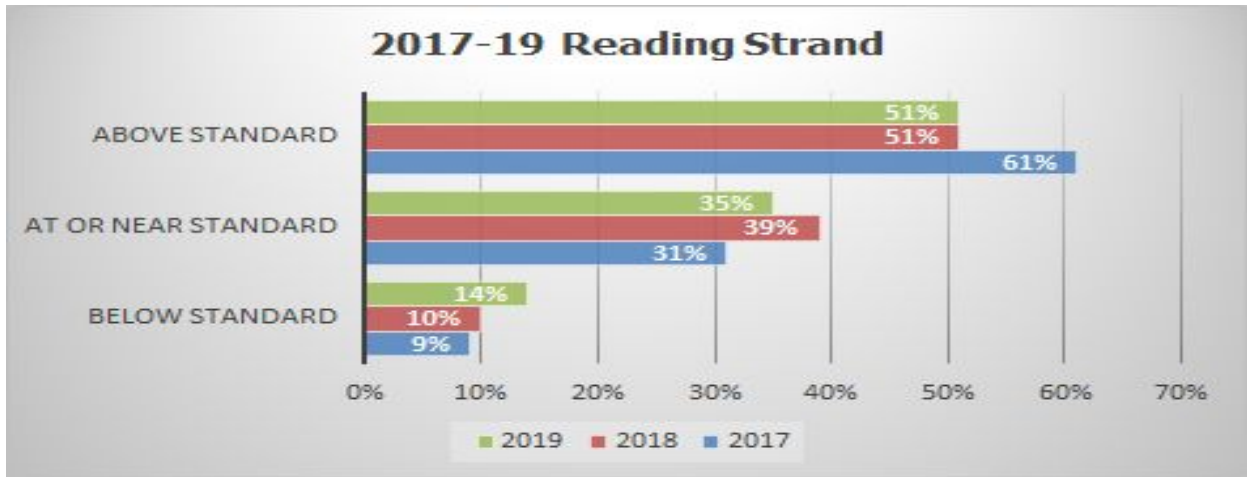
Overall Achievement of All Students

Each year, every effort is made to ensure that all students participate fully in every segment of CAASPP testing.

Year	Number of Students Tested	Percentage Tested
2017	367	97.1%
2018	373	95.4%
2019	402	96.8%
2020	Testing cancelled	

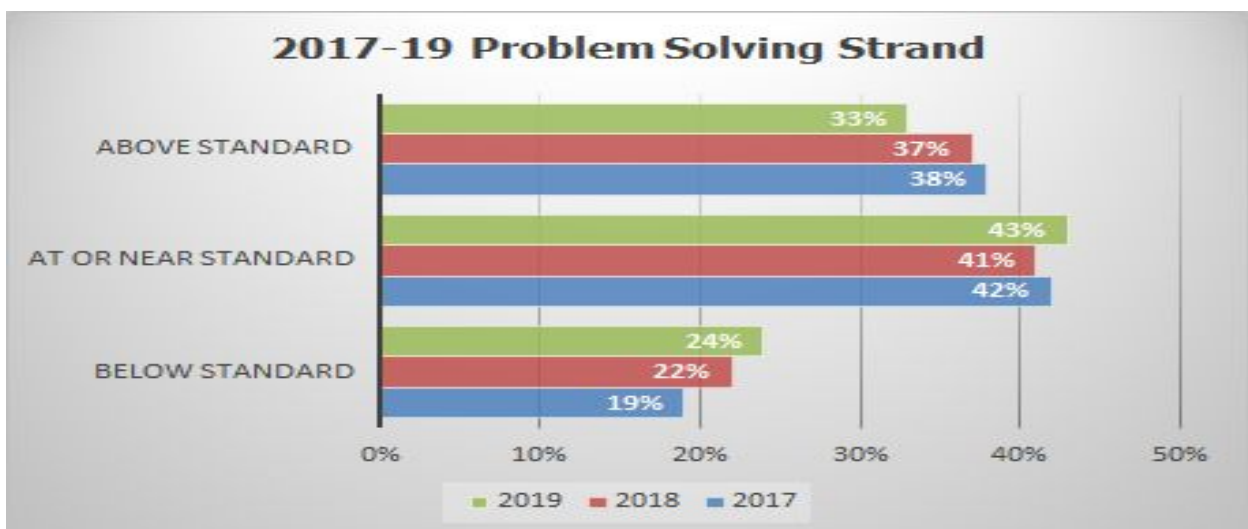
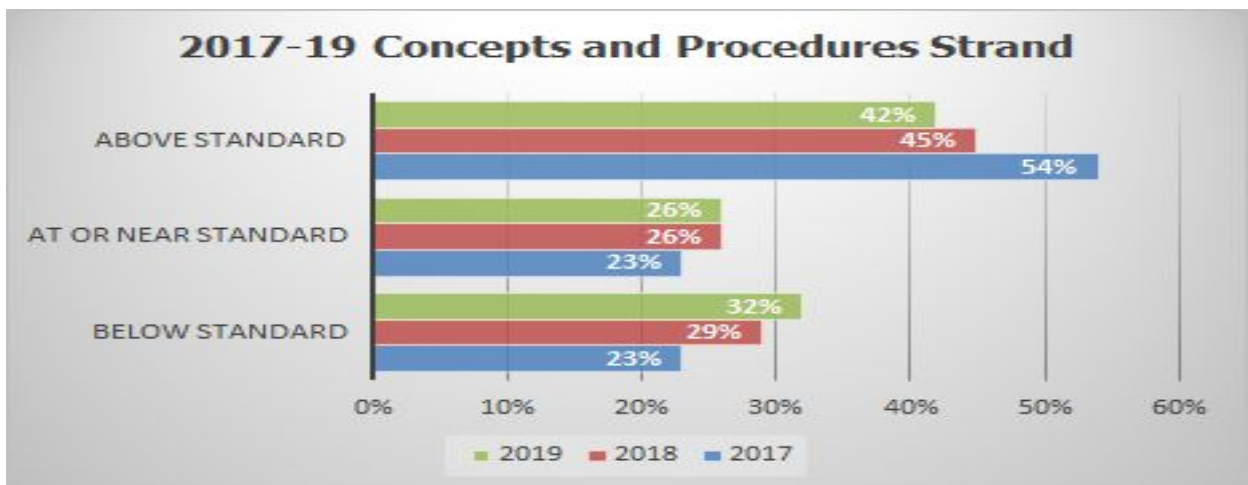


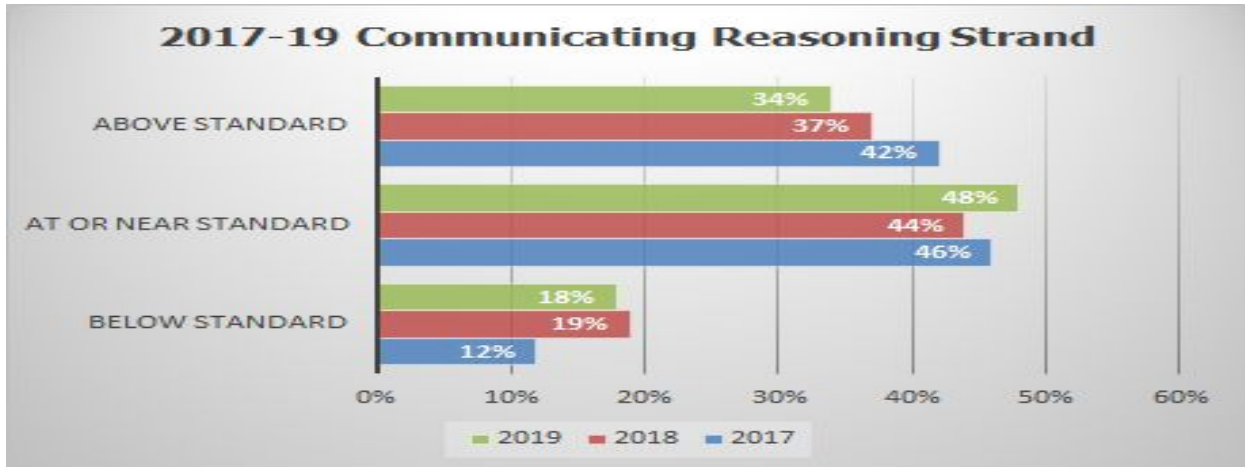
Achievement of All Students by English Language Arts Strand





Achievement of All Students by Math Strand

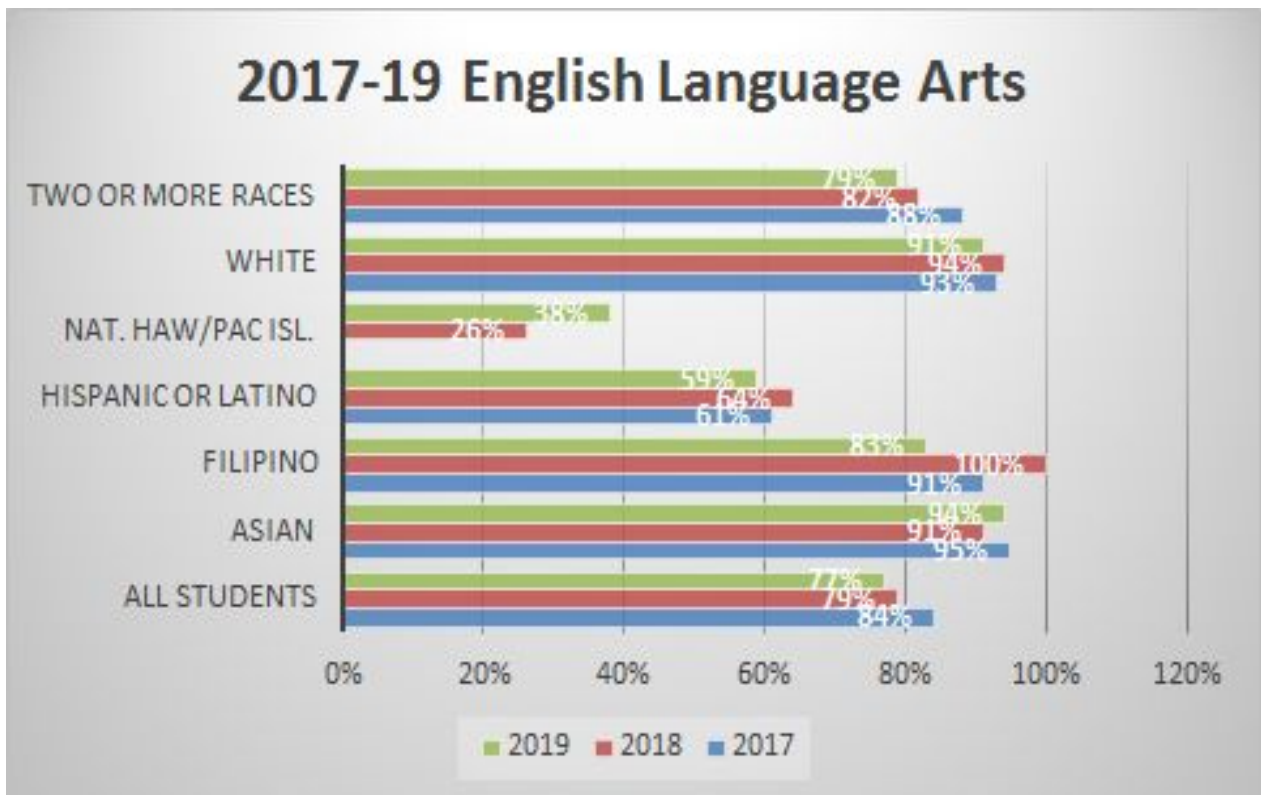


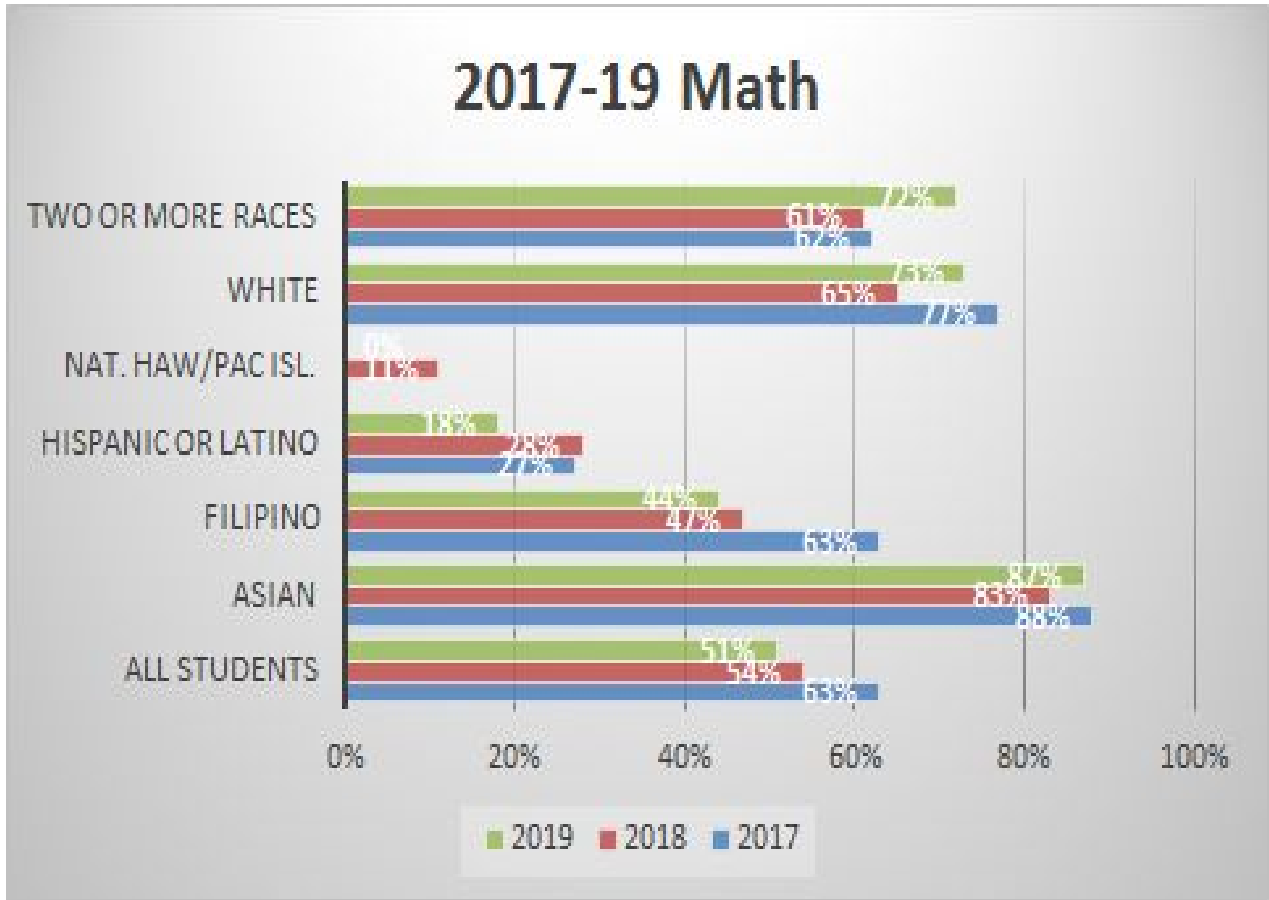


Disaggregated CAASPP Results - Ethnicity
Percent of Students Meeting or Exceeding Standard

Please refer to this table for the number of students from each group tested each year. Also note that for some groups, such as African-Americans, American Indian or Alaskan Native, the student sample was so small each year that results were withheld to protect confidentiality.

Group	Number of Students Tested Each Year		
	2017	2018	2019
All Students	367	373	402

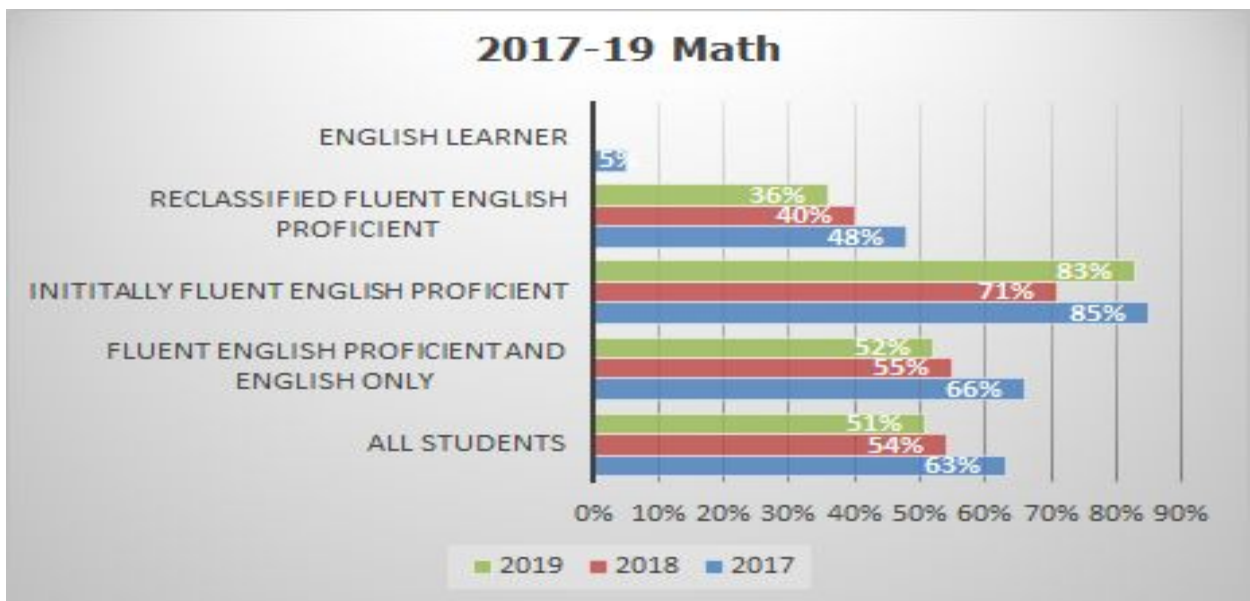
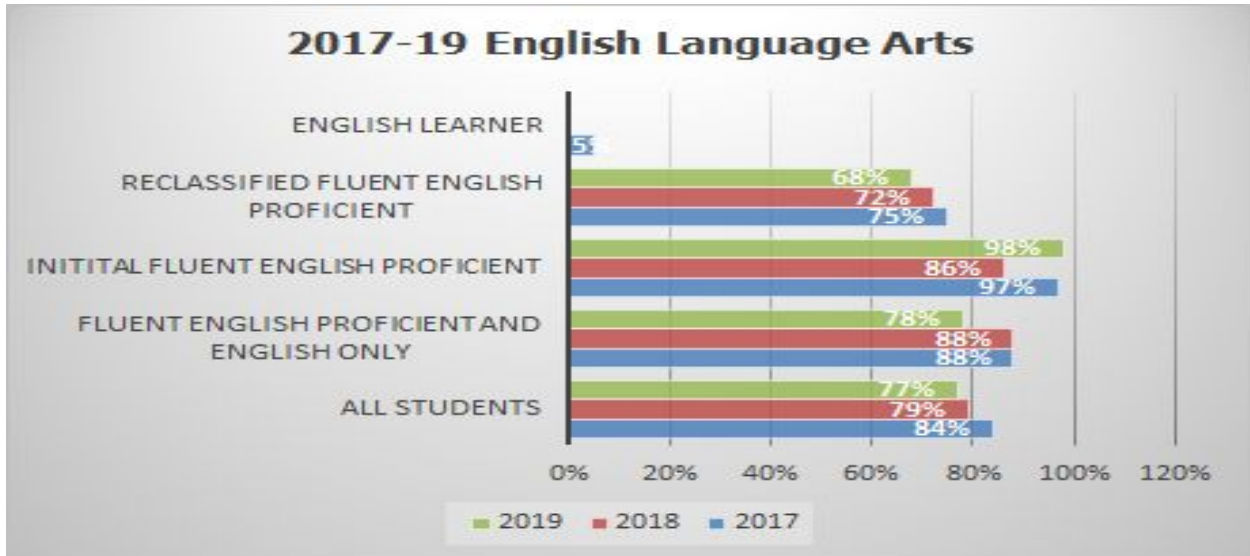




**Disaggregated CAASPP Results – Language Proficiency
Percent of Students Meeting or Exceeding Standard**

Please refer to this table for the number of students from each group tested each year. Also note that there was no data available for English Learners in 2018 or 2019 because the student sample was too small and results were withheld to protect confidentiality.

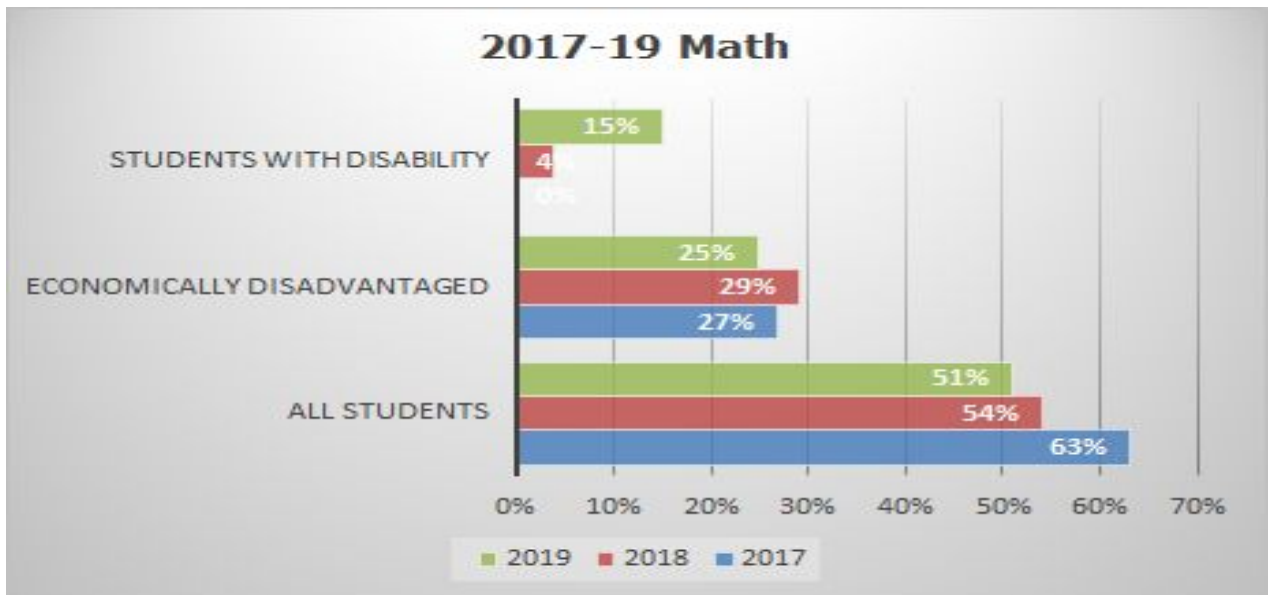
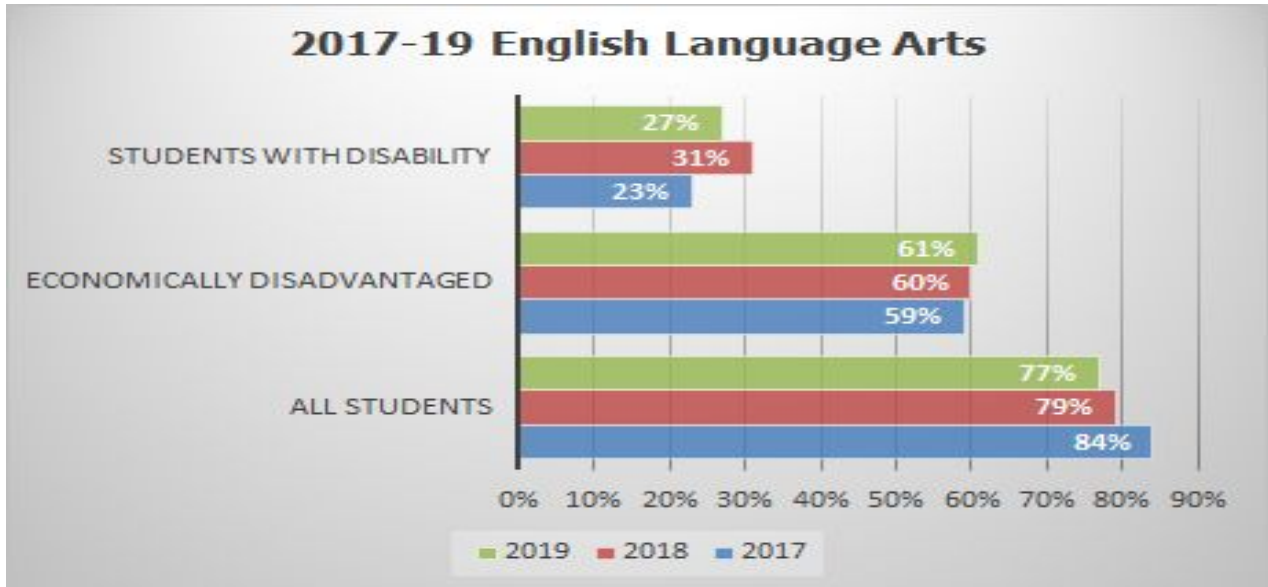
Group	Number of Students Tested Each Year		
	2017	2018	2019
English Learner	19	N/A	N/A
Reclassified Fluent English Proficient	65	93	111
Initial Fluent English Proficient	58	37	42
Fluent English Proficient and English Only	348	365	392
All Students	367	373	402



Disaggregated CAASPP Results - Economically Disadvantaged Students and Students with Disability - Percent Meeting or Exceeding Standard

Please refer to this table for the number of students in each group tested each year.

Group	Number of Students Tested Each Year		
	2017	2018	2019
Students with Disability	22	28	26
Economically Disadvantaged	64	85	112
All Students	367	373	402



College Test Results

PSAT/NMSQT Testing

To encourage every student to consider a college education, Aragon’s PTSO pays for all 10th and 11th grade students to take the PSAT at school, during the school day. Aragon has created a special schedule and staff share supervision responsibilities; as a result, Aragon has near 100% participation and students seem much more open to taking the SAT. For obvious reasons, testing did not take place this school year but will resume in 2021-2022.

Scholastic Aptitude Test Participation and Average Scores for all Students 2017-18 to 2019-20

All Students	2017-18	2018-19	2019-20*
Number of Test Takers	788	569	322
Average ERW Score	616	617	623
Average Math Score	631	632	635
Average Combined Score	1247	1249	1258

*COVID-19 lockdown begins March 13, 2020

Scholastic Aptitude Test Participation and Average Scores by Ethnicity

2017-18	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
White Students	228	621	619	1241
Asian Students	310	643	675	1318
Hispanic/Latino Students	132	536	536	1072
African-American Students	9	500	488	988
Other Students	109	617	629	1246
All Students	788	616	631	1247

2018-19	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
White Students	162	621	617	1238
Asian Students	224	645	678	1324
Hispanic/Latino Students	100	534	535	1069
African-American Students	6	500	489	989
Other Students	77	617	633	1250
All Students	569	617	632	1249

2019-20*	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
White Students	78	628	619	1247
Asian Students	146	653	682	1335
Hispanic/Latino Students	56	526	525	1051
African-American Students	3	488	456	944
Other Students	39	624	630	1253
All Students	322	623	635	1258

*COVID-19 lockdown begins March 13, 2020

Scholastic Aptitude Test Participation and Average Scores by Language Fluency

2017-18	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
English Only	507	618	628	1246
English Learner	2	482	500	982
Reclassified	154	580	602	1183
Initial Fluent English Proficient	125	652	674	1326
All Students	788	616	631	1247

2018-19	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
English Only	362	620	628	1248
English Learner	2	482	500	982
Reclassified	123	584	611	1195
Initial Fluent English Proficient	82	654	678	1332
All Students	569	617	632	1249

2019-20*	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
English Only	193	623	630	1253
English Learner	1	430	390	820
Reclassified	75	587	605	1192
Initial Fluent English Proficient	53	669	698	1367
All Students	322	623	635	1258

*COVID-19 lockdown begins March 13, 2020

Scholastic Aptitude Test Participation and Average Scores by Special Programs

2017-18	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
Special Education Students	12	535	519	1054
SE Disadvantaged Students	13	580	599	1179
All Students	788	616	631	1247

2018-19	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
Special Education Students	7	572	554	1126
SE Disadvantaged Students	7	603	625	1228
All Students	569	617	632	1249

2019-20*	Number of Test Takers	ERW Average Score	Math Average Score	Combined Average Score
Special Education Students	2	670	677	1347
SE Disadvantaged Students	5	660	673	1333
All Students	322	623	635	1258

*COVID-19 lockdown begins March 13, 2020

Advanced Placement

Advanced Placement Test Participation and Percent Scoring Above 3 by Ethnicity

	2017-2018			2018-2019			2019-2020*		
	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+
White Students	237	1262	85%	224	829	83%	151	502	82%
Asian Students	398	2653	87%	339	1852	88%	261	1235	89%
Hispanic/Latino Students	148	428	70%	120	318	69%	83	193	68%
African-American Students	8	12	25%	6	10	20%	3	3	33%
Other Students	110	537	82%	95	408	82%	69	252	82%
All Students	937	4,892	84%	784	3417	84%	567	2185	85%

*COVID-19 lockdown begins March 13, 2020

Advanced Placement Test Participation and Percent Scoring Above 3 by Language Fluency

	2017-2018			2018-2019			2019-2020*		
	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+
English Only	582	2895	84%	478	1987	83%	328	1183	83%
English Learner	2	4	50%	2	4	50%	1	1	0%
Reclassified	193	877	80%	178	699	80%	137	475	83%
Initial Fluent Eng. Prof.	160	1116	90%	126	727	90%	101	526	90%
All Students	937	4,892	84%	784	3417	84%	567	2185	85%

*COVID-19 lockdown begins March 13, 2020

Advanced Placement Test Participation and Percent Scoring Above 3 by Special Program

	2017-2018			2018-2019			2019-2020*		
	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+	No. of students	No. of tests	Percent scoring 3+
Special Education	7	16	50%	5	13	54%	3	10	40%
Soc. Econ. Disadvantaged	32	87	78%	31	68	78%	31	71	80%
All Students	937	4,892	84%	784	3417	84%	567	2185	85%

*COVID-19 lockdown begins March 13, 2020

English Language Proficiency Assessments for California (ELPAC) Results

Summative ELPAC Test - Overall Performance

In 2017-18, Aragon tested 47 students, and 46 tested in 2018-19. CDE has yet to post data for 2019-2020. Please note that when the student sample contains fewer than 10 students, data is withheld to protect confidentiality.

	2017-18	2018-19
Level 4	38%	26%
Level 3	47%	39%
Level 2	15%	26%
Level 1	(Data not available by level)	9%

Summative ELPAC Test - Oral Language Performance

	2017-18	2018-19
Level 4	66%	41%
Level 3	26%	46%
Level 2	8%	4%
Level 1	(Data not available by level)	8%

Overall ELPAC Results

	2018-19	2019-20	2020-21
Level 4	41.1% (23)	27.3% (21)	26.9% (18)
Level 3	32.1% (18)	41.6% (32)	40.3% (27)
Level 2	21.4% (12)	24.7% (19)	25.4% (17)
Level 1	4.5% (3)	6.5% (5)	7.5% (5)

Percent of Grades C or Higher in Core Courses by SMUHSD LCAP Subgroups

English

	2017-18	2018-19	2019-2020
All Students	90.2%	91.7%	Due to COVID-19 lockdown, spring semester grades were credit/no credit making comparative data unavailable.
African-American Students	75%	76.9%	
Hispanic/Latino Students	80.7%	83.5%	
White Students	93.4%	95.2%	
SE Disadvantaged Students	69.2%	77%	
Special Education Students	75.5%	79.3%	
EL Reclassified	86.4%	89.5%	

Math

	2017-18	2018-19	2019-2020
All Students	87.6%	87.4%	Due to COVID-19 lockdown, spring semester grades were credit/no credit making comparative data unavailable.
African-American Students	68.9%	46.1%	
Hispanic/Latino Students	77.4%	76.8%	
White Students	90.6%	90.5%	
SE Disadvantaged Students	64.5%	71.8%	
Special Education Students	67%	82%	
EL Reclassified	85.1%	84.3%	

Science

	2017-18	2018-19	2019-2020
All Students	91.1%	91%	Due to COVID-19 lockdown, spring semester grades were credit/no credit making comparative data unavailable.
African-American Students	73.3%	61.5%	
Hispanic/Latino Students	80.5%	82%	
White Students	94.3%	94.2%	
SE Disadvantaged Students	74.8%	83%	
Special Education Students	76%	80.2%	
EL Reclassified	86.2%	85.3%	

Social Science

	2017-18	2018-19	2019-2020
All Students	92.8%	92.4%	Due to COVID-19 lockdown, spring semester grades were credit/no credit making comparative data unavailable.
African-American Students	93.7%	100%	
Hispanic/Latino Students	83.2%	83.9%	
White Students	95.5%	95.4%	
SE Disadvantaged Students	78.3%	80.6%	
Special Education Students	77.8%	81.3%	
EL Reclassified	90.1%	88.8%	

LCFF Priority 5 - Pupil Engagement Attendance and Completion Rates

Chronic Absenteeism Rates Overall and by Ethnicity and Socioeconomic Level

This data is newly available as of the 2016-17 year. CDE has not yet posted data for 2019-2020. According to CDE, “Students are determined to be chronically absent if they were eligible to be considered chronically absent at the selected level during the academic year **and** they were absent for 10% or more of the days they were expected to attend.” For clarity, “n” refers to the “chronic absenteeism eligible enrollment” rather than the cumulative enrollment.

Chronic Absenteeism Rates Overall and by Ethnicity and Socioeconomic Level, continued

	2016-17	2017-18	2018-19
African-American	5% (n=20)	5.9% (n=17)	7.1% (n=14)
Asian	2.7% (n=375)	3.7% (n=401)	3.6% (n=387)
Filipino	3.3% (n=92)	6.7% (n=90)	3.6% (n=84)
Hispanic or Latino	3.9% (n=440)	11.3% (n=451)	15.6% (n=461)
Pacific Islander	5.4% (n=56)	15.7% (n=70)	23.9% (n=67)
White	5% (n=420)	11.2% (n=197)	8% (n=87)
Two or More Races	4.8% (n=165)	10.3% (n=136)	9% (n=133)
Socioeconomically Disadvantaged	7.1% (n=312)	15.6% (n=409)	18.4% (n=407)
All Students	4% (n=1575)	9.4% (n=1657)	9.8% (n=1682)

Graduation Rates

Please note that when the number of students in a group is less than 10, CDE withholds the data to protect student confidentiality.

	2017	2018	2019	2020
English Learners	94%	91%	100%	91%
Socioeconomically Disadvantaged	95%	93%	99%	96%
Students with Disabilities	86%	84%	96%	81%
African American	N/A	N/A	N/A	N/A
Asian	96%	96%	100%	97%
Filipino	100%	100%	100%	100%
Hispanic or Latino	97%	97%	97%	98%
Pacific Islander	N/A	92%	N/A	100%
White	98%	97%	96%	93%
Two or More Races	91%	97%	97%	97%
All Students	96%	96%	98%	96%

Dropout Rates

The number of students affected is indicated after the percentage in parentheses.

	2017	2018	2019	2020
English Learners	0%	0%	0%	COVID-19 lockdown makes comparative data unavailable.
Socioeconomically Disadvantaged	1.9% (2)	2.9% (3)	0%	
Students with Disabilities	3.6% (1)	6.5% (2)	3.6% (1)	
African American	N/A	N/A	N/A	
Asian	0%	1% (1)	0%	
Filipino	0%	0%	0%	
Hispanic or Latino	1% (1)	0%	0%	
Pacific Islander	N/A	0%	0%	
White	0%	1.6% (1)	4% (2)	
Two or More Races	5.7% (2)	0%	0%	
All Students	1.4% (5)	1.1% (4)	0.8% (3)	

LCFF Priority 6 – School Climate

Suspension and Expulsion Rates

Suspension Rate by Ethnicity

The unduplicated count of students suspended is indicated in parentheses.

	2016-17	2017-18	2018-19	2019-20
African American	0%	0%	0%	COVID-19 lockdown makes comparative data unavailable.
Asian	0.3 (1)	0%	0.3% (1)	
Filipino	0%	3.3% (3)	0%	
Hispanic or Latino	3.8% (17)	3.5% (16)	4.2% (20)	
Pacific Islander	3.5% (2)	2.9% (2)	7.5% (5)	
White	0.5% (2)	0.5% (1)	3.4% (3)	
Two or More Races	N/A	1.4% (2)	1.5% (2)	
All Students	1.6% (26)	1.9% (31)	2.6% (44)	

Expulsion Rate

Aragon has had 0 expulsions for 4 years: 2016-17, 2017-18, 2018-19 and 2019-20.

Number of Suspensions by Type of Offense

	2016-17	2017-18	2018-19	2019-20
Violent Incident (Injury)	3	1	5	COVID-19 lockdown makes comparative data unavailable.
Violent Incident (No Injury)	18	16	26	
Weapons Possession	0	1	3	
Illicit Drug Related	8	12	17	
Defiance Only	2	0	0	
Other Reasons	6	6	3	
Total	37	36	54	

Co-curricular Activities at Aragon

In addition to the dances and many other leadership-organized opportunities for students to get involved in, when not prevented by COVID, Aragon has thriving drama, music and sports programs, and more than 50 clubs catering to the varied interests of the diverse student body.

Unlike many public schools challenged by ever-tightening budgets, Aragon offers a program rich in the visual and performing arts. The drama program serves beginning and advanced students and produces two full-scale productions per year. The visual arts program offers a wide variety of programs, including ceramics, digital photography, painting and drawing. Aragon has the largest music program in the SMUHSD, providing instruction and performance opportunities in choir, jazz, orchestra, band and other music programs, serving students at a variety of ability levels.

The Physical Education Department offers elective courses in the junior and senior years to promote continued physical fitness. The competitive athletic program has achieved postseason Central Coast Section (CCS) success in football, cross-country, water polo, golf, tennis, basketball, wrestling, softball, baseball, soccer, volleyball, badminton, swimming, and track and field. In normal years, hundreds of Aragon students participate in the following varsity and junior varsity sports.

	Girls	Boys
Fall	Water polo, cross-country, golf, tennis, volleyball	Water polo, cross-country, football
Winter	Basketball, wrestling	Basketball, soccer, wrestling
Spring	Badminton, swimming, lacrosse, track and field, softball, soccer	Badminton, swimming, lacrosse, track and field, baseball, golf, tennis

Clubs

CONNECT - LEARN - DISCOVER					
	Monday	Tuesday	Wednesday	Thursday	Friday
SOCIAL		Auto Game Theory Ramen	Baking Choir Council DIY Improv	Chess GSA Self Care Street Activist Art	Star Wars Tea
CULTURAL	Asian Culture Japanese Culture	BSU Philipino Italian Polynesian Middle Eastern		Anime	Chinese Culture Christian Shalom
ACADEMIC	Harvard Model Congress Mock Trial	Caring for America Virology Early Empires Medicine in the World Math Model UN Programming	Finance Investors Quiz Bowl	Aragon Current Events Business	Let's Talk Social Issues Music Production Speech & Debate
SERVICE		American Cancer Society American Red Cross Nanoseed Women of the World	Aragon Music Project Eco Action		Grassroots Law Project KEY PAW Tutor
SCI/TECH	Anatomy	Art, Illustration, & Digital Media Science	Aerospace		Design Tech
Robotics (Monday - Thursday)					

LCFF Priority 7 – Access to a Broad Course of Study

Students Career/College Ready as Reflected in CCI Indicator on LCFF Rubrics

Please note that when the student number is below 10, no percentage data is made available to protect confidentiality (N/A). As of the date of this report, data for 2019-2020 does not yet appear on the California School Dashboard

Class of	2017	2018	2019
English Learners	25%	18.2%	45%
Socioeconomically Disadvantaged	43.8%	42.2%	55.1%
Students with Disabilities	12%	12.9%	14.3%
African American	N/A	N/A	N/A
Asian	91.5%	92%	94.1%
Filipino	83.3%	80%	95.7%
Hispanic or Latino	37%	48.4%	59.4%
Pacific Islander	33.3%	23.1%	22.2%
White	75.8%	84.4%	90%
Two or More Races	81%	76.7%	69.7%
All Students	73.6%	73.6%	73.1%

Students Meeting UC/CSU Requirements

When the number of students in a group is less than 10, CDE withholds the data to protect student confidentiality.

Class of	2017	2018	2019	2020
English Learners	0%	30%	35%	26%
Socioeconomically Disadvantaged	43%	45%	54%	60%
Students with Disabilities	8%	19%	19%	14%
African American	N/A	N/A	N/A	N/A
Asian	92%	95%	95%	89%
Filipino	79%	84%	94%	78%
Hispanic or Latino	47%	49%	56%	56%
Pacific Islander	N/A	33%	N/A	33%
White	76%	87%	87%	74%
Two or More Races	84%	79%	75%	83%
All Students	70%	77%	81%	72%

LCFF Priority 8 – Other Pupil Outcomes

The majority of district funds available to Aragon are allocated to teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction. LCAP and Title III funds provide support services for EL students. Title II supports professional development activities for all staff. Career Technical Education funds support the school's Career Technical Education program. Additionally, the Aragon PTSO provides funds to sponsor student scholarships, professional development, teaching supplies, and additional classified and certificated staff. The PTSO, the Drama, Music, and Athletic Boosters and the Aragon Foundation have numerous fundraisers to support maintaining a quality education for all students. Teachers, staff, and students are the recipients of all the money that is raised. Our ethnic parent groups (Latino, African-American, Asian, and Pacific Islander) have regular successful fundraisers to support students and provide scholarships.

LCFF Priorities 9 and 10 - Perception Data

California Healthy Kids Survey, Staff Survey and Parent Survey

Student Survey Summary of Key Indicators of School Climate and Well-Being

Once all data is compiled, the California Healthy Kids Survey provides a summary of the key-indicators to help a school understand students' perceptions of the school's climate and of their own well-being. The data in the first column presents the 2015-2016 data that stakeholders examined to develop the 2018 action plans. For comparison, the second column presents the most recent data for 2019-2020.

9th GRADERS	2016-17	2019-20
School Engagement and Support		
Students felt a high degree of school connectedness.	72%	76%
Students had a high degree of academic motivation.	43%	82%
Students were truant more than a few times in the last year	2%	2%
Students experienced many caring adult relationships	36%	64%
Students feel the school has high expectations.	51%	78%
School Safety		
The school is perceived as safe or very safe.	85%	77%
Students who experienced harassment/bullying in the last year	31%	23%
Students who felt afraid of being beaten up in the last year	9%	8%
Students who had mean rumors/lies spread about them in the last year	29%	20%

Students who were in a physical fight in the last year	8%	3%
Students who saw a weapon on campus in the last year	6%	6%
Substance Use and Mental and Physical Health		
Students who used alcohol or drugs in the last 30 days	6%	9%
Students who engaged in binge drinking in the last 30 days	2%	2%
Students who were very drunk or high 7 or more times, ever	2%	3%
Students who were ever drunk or high on campus	2%	3%
Students who smoked cigarettes in the last 30 days	1%	0%
Students who vaped in the last 30 days (data not available for 2016)	N/A	6%
Students who experienced chronic hopelessness or sadness in last year	20%	24%
Students who considered suicide in the last year	9%	10%

11TH GRADERS	2016-17	2019-20
School Engagement and Support		
Students felt a high degree of school connectedness.	65%	64%
Students had a high degree of academic motivation.	34%	73%
Students were truant more than a few times in the last year	5%	3%
Students experienced many caring adult relationships	39%	65%
Students feel the school has high expectations.	46%	74%
School Safety		
The school is perceived as safe or very safe.	84%	64%
Students who experienced harassment/bullying in the last year	32%	26%
Students who felt afraid of being beaten up in the last year	3%	9%
Students who had mean rumors/lies spread about them in the last year	24%	26%
Students who were in a physical fight in the last year	5%	5%
Students who saw a weapon on campus in the last year	4%	6%
Substance Use and Mental and Physical Health		
Students who used alcohol or drugs in the last 30 days	18%	24%
Students who engaged in binge drinking in the last 30 days	8%	9%
Students who were very drunk or high 7 or more times, ever	6%	15%
Students who were ever drunk or high on campus	6%	13%
Students who smoked cigarettes in the last 30 days	1%	1%
Students who vaped in the last 30 days (data not available for 2016)	N/A	16%
Students who experienced chronic hopelessness or sadness in the last year	27%	32%
Students who considered suicide in the last year	14%	11%

Staff Survey Summary of Key Indicators of School Climate and Well-Being

The SMUHSD began to administer the Staff Survey module of the CHKS in the 2017-18 school year. Previous to this change, Aragon conducted its own survey of staff perceptions. Going forward the school plans to rely on the more reliable results of the California School Climate Surveys.

In 2017-18, there were 101 respondents and in 2018-19 there were 117 who participated. Items marked with an asterisk show the percentage of staff responding “strongly agree.” No survey was administered to staff in 2019-2020.

	2017-18	2018-19
Student Learning Environment		
Is a supportive and inviting place to learn*	56%	62%
Sets high standards for academic performance for all*	70%	64%
Believes every students can be a success*	46%	46%
Encourages opportunities for students to decide things*	22%	21%
Provides career pathways opportunities*	14%	27%
Welcomes and facilitates parent involvement	43%	47%
Staff Working Environment		
Is a supportive and inviting place for staff to work*	60%	58%
Promotes Trust and Collegiality among staff*	59%	55%
Promotes personnel participation in decision making*	32%	35%
Safety		
Is a safe place for all staff*	52%	52%
Is a safe place for students*	42%	45%
Has sufficient resources to create a safe campus*	35%	22%
Student Discipline and Support		
Handles discipline problems fairly*	10%	25%
Provides adequate counseling and support services*	46%	47%
Emphasizes helping students with social, emotional, behavioral problems*	46%	47%
Positive Relationships		
Really cares about every student*	48%	50%
Fosters an appreciation of student diversity and respect*	54%	59%
Has moderate/severe problems with harassment/bullying	23%	27%
Student Behavior		
Students are motivated to learn*	9%	14%
Cutting/truancy is a moderate to severe problem	26%	37%
Alcohol and drug use is a moderate to severe problem	42%	62%

Parent Survey Summary of Key Indicators of School Climate and Well-being

The SMUHSD began to administer the parent school climate survey in 2018-19. As with the staff survey, Aragon formerly relied on their own survey to gauge parent perceptions, but now, with the larger sample size and more reliable results, the school will use the California data to inform future plans.

In 2018-19, there were 357 respondents and in 2019-20 there were 256 participants. Percentages indicate how many parents responded “strongly agree.” Items marked with an asterisk * show the percentage of parents who responded, “large problem.”

	2018-19	2019-20
Parental Involvement		
School allows input and welcomes parents’ contributions	22%	27%
School encourages parents to be an active partner in education	25%	33%
School actively seeks parent input before making important decisions	13%	15%
Parents feel welcome to participate at school	23%	24%
Academic Orientation and Participation		
School promotes academic success for all students	49%	45%
School is a safe place for my child	37%	39%
School motivates students to learn	33%	36%
Adults at the school really care about students	31%	37%
School provides opportunity for meaningful student participation	31%	30%
Fairness, Rule Clarity and Respect for Diversity		
School enforces rules equally	24%	28%
School clearly communicates consequences of breaking rules	34%	39%
School treats all students with respect	39%	39%
School promotes respect of all cultural beliefs and practices	34%	35%
Student Risk Behavior		
Student alcohol and drug use is a large problem*	12%	12%
Student tobacco use is a large problem* (no data 2018-19)	N/A	13%
Student vaping or e-cigarette use is a large problem* (no data 2018-19)	N/A	33%
Harassment or bullying of students is a large problem*	5%	8%
Facilities		
School has clean and well-maintained facilities and property	33	38%

CHAPTER TWO

SIGNIFICANT SCHOOL CHANGES AND DEVELOPMENTS

Changes in Administration and Dean Positions

A New Principal

After more than a decade as principal, Dr. Patricia Kurtz retired at the end of the 2019-2020 school year. Having announced her retirement prior to COVID -19 lockdowns, the new principal search was well underway before the world transitioned to Zoom. Due to overwhelming interest, the SMUHSD Human Resources Department allowed a large number of stakeholders from all segments of the Aragon community to form two principal search committees, each with specific areas of focus. The candidates submitted video and written responses which the committee members scored; they then conferred in one large virtual meeting to finalize their choices. After this rigorous process, the results were overwhelmingly unanimous in support of choosing new principal, Valerie Arbizu. After eight years as an English teacher, English Department Chair and curricular and technological leader in San Jose and Saratoga, Ms. Arbizu became Assistant Principal at Los Gatos High School in 2010 before taking the same role in the San Mateo Union High School District in 2012 where she has served the last eight years until joining the Aragon staff as principal in June of 2020. Amidst the daunting challenges of 2020, Principals Kurtz and Arbizu have worked together extensively in order to ensure a smooth and successful transition.

Changes in Assistant Principal and Dean Positions

In the spring of 2018, shortly after the last full WASC visit at Aragon, the SMUHSD leadership decided to make some changes in the Dean and AP structure across the district. As a result, the Dean position was eliminated at Aragon at the end of the 2017-18 school year, and the long-time dean of Aragon, Michael Valmonte departed. At the same time, the SMUHSD also created an additional Assistant Principal position with the idea that this person could take over many of the duties of Dean and also perform some duties, such as overseeing IEP's and conducting evaluations, that require an administrative credential. As has often happened at Aragon, Principal Kurtz was able to recruit from within and, after 13 years as Spanish and AVID teacher, World Language Department Chair, Instructional Coach and Instructional Technology Coordinator, Nicole Elenz-Martin became the third assistant principal at Aragon.

During the 2018-19 school year, the team of three AP's worked to support each other to improve the systems related to student behavior. While the initial plan was for the newly created AP position to oversee the program on her own, the team ended up realizing that doing the job well required them all to share responsibilities and to collaborate on the revision of policies and practices. While this sharing of responsibility had its benefits and it continues to some degree, after the 2018-2019 school year, school leadership determined that the school would benefit by reinstating the Dean position to bring a more consistent approach to working

with student behavior and to ensure that newly instated discipline procedures were carried out as effectively as possible. The SMUHSD provided a .4 Dean position that was filled for one year by Darrell Turner who also taught three sections of history. He was replaced by Donna Krause beginning in the fall of the 2020-2021 school year. Also serving in a .4 position, Ms. Krause comes to Aragon with a wealth of experience in the district; having begun substitute teaching in the SMUHSD 30 years ago, Ms. Krause has served as full-time dean or as a substitute dean at nearly every school in the district, including Aragon. With her two degrees in communications, Ms. Krause is uniquely positioned to help bring out the best in Aragon's students.

Finally, at the end of the 2018-2019 school year, Assistant Principal Ron Berggren retired after teaching at Aragon since 2009 and then serving as Aragon's AP since 2016. He was replaced by Assistant Principal Juan Flores who brings a wealth of experience to the position. For ten years, Mr. Flores worked as an Education Specialist in Los Angeles and in the Bay Area. He began at a comprehensive high school in Inglewood, then moved to a therapeutic milieu program, and then made the jump to an alternative high school in Milpitas. He served as a department head and case manager at all sites and worked as a coach and mentor for teachers receiving their preliminary special education credentials at Santa Clara Office of Education. Mr Flores also has experience as a behavior therapist for students with autism spectrum disorder. In 2017, Mr Flores became a middle school AP in the Alum Rock Union School District when he decided that high school was a better fit for him and joined the team at AHS in July of 2019. Although retired, Mr. Berggren still returns to Aragon in times of need, as he did during the current 2020-2021 school year, ensuring that the school stays on an even keel while Assistant Principal Lisa Nagendran has been on maternity leave.

New Learning Management System (LMS)

Canvas Replaces Schoolloop

At the time of the last full visit, Aragon, like all of the SMUHSD schools, was piloting the new LMS that the district intended to fully adopt the following year. About 25% of Aragon teachers volunteered to use Canvas with at least one of their courses to post assignments and grades. This cadre of piloting teachers would then become a resource to support members of their departments and PLC's during the full adoption. In the fall of the 2018-19 school year, Canvas replaced Schoolloop campuswide. The interface presented a steep learning curve, and Aragon's Instructional technology coordinators and the AP overseeing the transition provided multiple in-depth training sessions during the spring semester prior to the shift and throughout the fall and spring of the adoption year. The technology team also created a page of "how to" links for the faculty to reference as needed as well as offering drop-in hours during moments of transition to provide help and support to faculty.

In order to support students through the transition, the technology team created a single page document for new student reference, along with a series of short instructional videos to be

presented over the first few days in order to ease students through the transition. The tech team also encouraged teachers to refer students in need of assistance to the drop in hours, and they provided the students with an email contact to request assistance anytime. Parents also received communications about the shift and how to access the system to monitor student progress. The technology team provided parent support and outreach on Back-to-school Night and at other evening events. Because the parent interface is much less user-friendly in Canvas than in Schoolloop, by the 2019-2020 school year, the team integrated Grade Guardian into the Canvas LMS to facilitate parents' attempts to keep tabs on their students' work.

Expectations for 2018-19 were kept modest to allow teachers time to adapt to the new system; the goal was for all teachers to use Canvas to post assignments, maintain their gradebooks, and to communicate with students. In the second year, the tech team provided additional support and training to encourage teachers to make Canvas usage more robust by creating live agendas within the system, using modules to provide course resources, and integrating the use of other technology tools, such as Turnitin.com, through the Canvas interface. While this switch to Canvas did present some difficulties for teachers initially, it proved to be a Godsend when all learning went remote in March of the second year of the adoption because the system provides a much more rich and robust system of learning supports and learning tools than Schoolloop would have done. As before, the technology team created another layer of training and best practices and drop-in help sessions to support teachers through their asynchronous teaching for the remainder of the spring semester 2019-2020. They then did the same for the entirely remote learning that has been conducted throughout the 2020-2021 school year thus far.

Changes Related to the Multi-Tiered System of Supports (MTSS)

MTSS Team and Tier I Accomplishments


Beginning in the fall of 2019, Aragon shifted from an RTI model to an MTSS model, and assembled an MTSS team intended to include representatives from across the campus. Led by Assistant Principal Elenz-Martin, the group included a representative from each department, Assistant Superintendent, Julia Kempkey, the Professional Development Coordinator, the Instructional Technology Coordinator, a representative from Counseling, one from Wellness, the student-leadership teacher, and a parent, Dominic Bigue, who was also the Instructional Technology lead at the SMUHSD at the time.

Since the process was being guided by the district office, they provided two days of training for all team members in the fall of 2019 during which members learned about the MTSS structure, the three tiers and their objectives, and the timeline for the work they would complete. The SMUHSD also hired consultants from an educational consulting firm called Collaborative Learning Solutions to coach the teams at each site. While some school sites opted to complete the work outside the school day, Aragon's principal funded one release day per month for all members to focus exclusively on this work.

Beginning with a focus on Tier I, the team was asked to define, distill, and articulate Aragon’s values that would thereafter be used as a lens to guide future decisions regarding curriculum, Wellness, and Counseling--essentially all decisions related to any aspect of the running of the school. Of course, in doing this work, the group relied on Aragon’s vision and mission statements, as well as the SLO’s that were created and have been revised over the years as part of the WASC process. The faculty and staff were consulted throughout the drafting and revision process. The resulting document, Aragon CARES, captures the work completed by this team:



The next step, begun in the spring of 2019-2020 was to create a matrix of behaviors to concretely convey how this belief system would show up in the classroom, on the field and anywhere else in the Aragon community. The team had made some progress on this task when COVID lockdowns forced them to table the work in favor of dealing with the crisis situation. Work resumed in the fall of 2020-2021, but it is now under the leadership of the Assistant Superintendent and the SMUHSD Professional Development Coordinator rather than that of the outside consultant. On the site level, two teachers share the stipended MTSS Coordinator position, working with the ongoing support of AP Elenz-Martin. The group began by leveraging the work begun with the behavioral matrix to create a set of expectations for online learning. As with the Aragon CARES work, the team solicited feedback and input from faculty and staff before finalizing the Tier I Distance Learning Behavioral Expectations:



Aragon Dons:	Behaviors:
<p>Connect: <i>How will you build meaningful relationships?</i></p>	<ul style="list-style-type: none"> ● Seek help from trusted adults (teachers/wellness) when you need it. ● Engage respectfully and productively with new people. ● Be inclusive.
<p>Achieve: <i>How will you establish goals and take steps to succeed?</i></p>	<ul style="list-style-type: none"> ● Advocate for yourself by asking questions/clarification and attending office hours. ● Complete and submit assignments on time. ● Respond within 24 hours to communications from staffulty and classmates. ● Uphold the Academic Integrity Policy.
<p>Respect: <i>How will you appreciate our diversity, environment, and resources to ensure a positive classroom culture?</i></p>	<ul style="list-style-type: none"> ● Use respectful language. ● Demonstrate actions that contribute to a positive educational environment. ● Be respectful of others' ideas and opinions, even if you disagree. ● Act when you see the need.
<p>Engage: <i>How will you be present and involved?</i></p>	<ul style="list-style-type: none"> ● Attend class on time, with all class materials, and with video on. ● Actively engage in classroom activities. ● Avoid distractions to you and others.
<p>Show Spirit: <i>How will you be proud, celebrate, and have fun?</i></p>	<ul style="list-style-type: none"> ● Take pride in and celebrate your own and other's contributions.

Link Crew Replaces Big Buddies

Aragon's Big buddy program sought to provide ongoing support for incoming ninth grade Aragon students and for those in upper grades who transferred to Aragon High after the ninth grade year. For several years, volunteer Big buddies would meet on their own time for training and then support new students through orientation week and the first few days of school with a few follow up meetings scheduled throughout the year. Because the older students took part in the program on a purely volunteer basis, and because there was no built-in structure and time to provide support or training, not to mention time to meet with their little buddies, the program often floundered after the initial weeks of school.

By the end of the 2018-2019 school year, Aragon leadership decided to make the transition to an official Link Crew program and offered the course to upperclassmen. The teacher selected to lead the program attended training through the Boomerang Project over the summer of 2019, and, in turn provided training and planning sessions for the students in preparation for orientation week. Beginning in the fall of 2019-2020, approximately 25 Link Crew leaders attended Link Crew class during which they received ongoing training, support and planning time to provide the ongoing support to incoming students that was not possible through the Big Buddies program.

This cadre of leaders also uses class time to plan training and support for a second string of an additional 60 Link Crew leaders who work with the rest of the student body. For example, Link Crew students also plan and oversee a variety of programs to build school spirit, lower anxiety and boost morale for all students over the course of the year. This program has continued in all of its facets throughout the period of distance learning. The Link Crew teacher still oversees her core cadre of students, supporting them in their work with the second tier of student Link Crew members. As during the regular school year, the Link Crew held orientation meetings with small groups of students new to Aragon. They continue to support student acknowledgement programs such as having teachers send in the names of students and then slipping recognition certificates into those students' bags of school materials. The group also still carries out regular schoolwide programs to create and maintain a sense of community at Aragon as well as de-stress activities like showing movies over Zoom, holding hot cocoa study sessions during finals and the like.

Developments in Behavioral Expectations, Consequences and Communication

At-a-Glance Guide for Faculty

For several years prior to Aragon's self-study, Aragon faculty and staff expressed growing concern and a lack of confidence in the leadership of the student behavior program at Aragon. They saw the program as inconsistent, fragmented and disorganized. They often expressed frustration with the difficulty in communicating concerns about behavior, wellness and academic concerns. With the departure of the former dean at the end of 2017-18 school year, the new AP and other members of the administration sought to provide more clarity regarding

the parties responsible for each facet of these programs at Aragon. They also hoped to instill more confidence in our communication systems, so, beginning in 2018-2019, the administration created a one page document for quick reference to facilitate any teacher getting the help or support he or she needs. The document ([Click to see 2019-2020 version here](#)) clearly lists each administrator, academic counselor, wellness counselor, security contact, and technology support person along with each person's contact information and areas of responsibility including which groups of students they oversee, which responsibilities of running the school fall to them, and which parent groups they manage. As part of designing the form, the administration also created individual emails that would allow a teacher to contact all members of the ninth, tenth, eleventh or twelfth grade team by entering a single contact when needing to raise a concern about more than one element of a student's progress.

Tardy Policy and Practices

After the departure of the dean at the end of the 2017-18 school year, the new AP, Ms. Elenz-Martin worked closely with the other AP, Ms. Nagendran, to revamp many of the practices and protocols related to enforcing expectations around student behavior and communicating in a more transparent and streamlined manner. In the fall of 2018-2019, the administration announced that teachers would no longer be responsible for assigning consequences for tardiness. The plan was that after an initial adjustment phase, starting in week 4, the administration would pull tardy data from Aeries and send warning letters to students with three or more tardies in a single class. Following that, administrators would assign detention after three or more additional tardies, regularly pulling tardy data and assigning detentions or referrals per the school's existing tardy policy. The consequences, when given, would be noted in Aeries.

Communication about Behavioral Issues and Student Needs

In 2017-2018 the administration expanded teacher access to the Aeries Interventions tools as a way to facilitate communication about tardiness consequences and all other behavioral issues. Rather than sending emails or having a chat in the hall, they systematized communications, asking teachers to note minor issues in "pre-referrals" for documentation purposes and to note more grave or ongoing issues in the "referral" section. Hitting "save" on a referral entry would send an alert to the appropriate administrator about the need for follow up. In turn, administrators committed to make notes within the same areas of the system so that teachers could know what follow up had occurred, what consequences had been issued, and if and when the student completed any detention or Saturday school assignment. In addition, all IEPs, 504's and other critical student information is now available at any time to teachers via Aeries. Since the implementation of these new systems, Aragon has seen a distinct drop in the number of student behavior referrals from an average of 20 per week in 2018-19 to about 14 per week in 2019-2020, excluding data from the April and May COVID lockdown months. In 2020-2021 during distance learning, we have seen a very low average of about 4 behavior referrals per week thus far.

Request For Assistance Form (RFA)

At the start of 2020-2021, the administration introduced a further measure to make communication about students more efficient and effective; they introduced the Request For Assistance (RFA) form, ([Click here to view](#)) designed to be a one-stop method to express concerns about a student's academic progress, health, behavior or mental wellness. The form is designed with a flow chart structure, such that the person filling it out will be directed to provide different information depending on the type of request for assistance they are making. Also, based upon this structure, the form is automatically delivered to the counselor, administrator, wellness counselor or other staff member best able to address the issue. This form is meant to replace the entering of pre-referrals and referrals by teachers into Aeries, and, ultimately, may be an extremely useful source of information and data to help guide allocation of Tier II and III work and resources.

Saturday School

Saturday school was adapted to focus less on punishment and more on providing a real opportunity for change and improvement. Students were encouraged to bring schoolwork and student tutors, and often teachers, attended to provide academic support. Also, staff worked with students to complete a reflection that encouraged them to understand the impact of their actions on their classmates, their teachers and their community along with an opportunity to plan for how to do better in the future.

Campus Aide Communication

In the fall of 2019-2020, campus aides were issued i-pads to keep them better abreast of needs around campus as they arose. Should a time-sensitive behavior, wellness or health issue arise in the classroom, teachers no longer need to contact the main office by phone to have the administrative assistant make a walkie-talkie call to a campus aid. As of fall 2019, teachers simply send a G-chat to ahs-security providing the room number, the student's name and the briefest of explanations about the issue. This preserves calm and confidentiality in the classroom as the teacher no longer has to explain out loud in front of the class the nature of the issue.

New SMUHSD Homework Policy

Also in the fall of 2018-2019, Aragon implemented the new SMUHSD homework policy. The year prior, a district-wide committee including teachers, parents, students, and administrators from sites and from the district office convened to discuss the philosophical underpinnings of homework and to create a set of policies that would help homework practice better reflect these ideals. Ultimately, the committee decided that the policies should ensure equity and fair access to education; they should take into account student health and wellness; they should promote school/life balance; and they should emphasize quality of instruction over the quantity of assignments. The policy includes a few basic tenets that Aragon teachers have all agreed to observe:

- Homework may not count for more than 15% of a student's grade.
- Certain holidays must remain homework free: Thanksgiving, and winter, spring and summer breaks.

- Teachers agree to provide clear expectations for group assignments.
- Teachers should communicate approximate times that homework should take.
- These policies apply to College Prep, AP, IB and Honors classes.

New Academic Integrity Policy

In the fall of 2018-19, Assistant Principal Lisa Nagendran began to lead faculty in a process to create a unified academic integrity policy. She presented the group with a proposal and led the groups of teachers, parents and students through several rounds of feedback and revisions. In the spring semester, after another round of rigorous revisions, she presented the policy for final feedback and approval; [this final draft of the policy](#) was adopted at that time. Beginning in the 2019-2020 school year, all teachers now include the policy as part of their syllabi; in the fall, teachers work with students to clarify the policy, and each student and a parent or guardian are asked to sign the policy and return it to the office to ensure that all community members have been properly informed.

Up until this year, teachers entered concerns in Aeries via pre-referral or referral entries and administrators responded in the same space. While teachers can still follow up to view consequences or other administrator feedback in Aeries, teachers now use the RFA form to document their concern about a violation of the policy.

New Wellness Center

In the fall of 2019-2020, Aragon created a center for the Wellness Department. Once scattered across campus, all wellness counselors now base their operations out of the cozy and inviting office in the north wing. In addition to providing a new level of legitimacy to the department, the center has been designed to offer students a safe, supportive, and calming space in which they can wait to see someone when they need help. The center also provides enhanced confidentiality for students and a space to conduct ongoing or drop-in support groups as well as school community events. On a practical level, the center has greatly improved the team's ability to work together to serve students and to gather resources and to make them more accessible to students.

Bond Measure Passage

A bond measure was just passed that is slated to provide funding for new instructional technology, health and safety upgrades, updated PA and bell systems, and athletic facility improvements; construction is expected to commence in the spring of 2021.

Adaptations Made for Distance Learning During Covid-19 Lockdowns

Technology

March to August, 2020

Throughout the summer and into the fall, steps were taken to ensure that all students needing access to a computer were lent a Chromebook from the site. Oftentimes, site or district administrators hand-delivered needed technology by driving it to the homes of students during off-hours. Students with difficulty connecting to WiFi were lent hotspots within 2 weeks of going into Shelter-in-Place. Much of this was completed through deliveries made at the direction of the district office with the support of transportation and district and site administrators.

August, 2020

All students were given the option to check out a school Chromebook at textbook and learning materials distribution events; over 200 students were issued hotspots.

Instructional Approach

March through June, 2020

All teachers districtwide were instructed to provide learning opportunities for students in an asynchronous format. For many of our students, this felt less like distance or remote learning and more like self-directed online learning. There were serious concerns about the ability of teachers to ramp up quickly to provide true distance learning; additionally, there were concerns about students and their abilities to connect to learning and complete assignments when working through the beginning weeks of trauma and food insecurity as a result of the pandemic. As a result, the SMUHSD decided that all grades for the semester would be Credit or No Credit. Teachers heavily relied upon the Canvas LMS to support students in learning and assignment completion. Many were thankful to have access to that software, as it was much better suited to distance education than our previous system, SchoolLoop. Teachers also held regular office hours and occasional synchronous activities via Zoom.

Fall, 2020

Teachers participated in district PD over the summer, working with their PLCs to shift instruction to a distance learning model. This was an optional opportunity, though over 60% of AHS teachers participated. The first week of the school year was used to provide teachers with PD in support of distance learning. This PD was required of all teachers as was training in COVID protocols. Teachers also received training in new or underutilized technologies, including Canvas modules, Zoom, Nearpod, PearDeck, Desmos, and more. To ensure a consistent experience for students in Canvas, Aragon's ITC developed a simple set of best practices that all teachers agreed to follow to ensure that home pages, modules, and assignment postings are presented in a similar fashion, drastically reducing student confusion.

Monthly distribution events were held to support student access to materials. Aragon mobilized the Library Media Center as a full distribution center and help desk. Students were able to make appointments to pick up materials for classes as they needed them; this occurred in smaller, individual appointments, and in larger events designed to support 1,200 students over the course of three days. Materials distributed included:

- Textbooks, novels, and library books
- Learning packets (handouts)
- Science lab supplies and 1:1 equipment
- Art kits and supplies
- Engineering kits and supplies
- Calculators and replacement Chromebooks (as needed)
- Internet hotspots (as needed and approved)
- Dance team supplies (like tap shoes and boards to practice on)

Attendance

March to June, 2020

As the outgoing principal wound down her leadership of the school and the new one finished out her responsibilities at Aragon's sister school, Burlingame High, the administration created extensive and detailed crisis-management spreadsheets describing the multifaceted needs of all students, tracking their last Canvas login, their assigned contact, and last contact with a campus-based adult. Using this system, site administrators, counselors, wellness staff, teachers and classified staff worked together to address each need and challenge as it arose.

Fall, 2020

At the opening of school, leadership revised attendance codes to indicate engagement, not just based on logging in to a Zoom call. Teachers had the ability to note tardiness of 10 minutes or more, absence for the majority of the period, non-participation, non-responsiveness and all-out failure to appear. As the semester progressed, the SMUHSD evolved the attendance policy to extend the most compassion to students and to provide teachers with the greatest variety of ways to represent the presence of each student in the "classroom" as they experienced it. Counseling and classified staff also worked collaboratively to conduct weekly check ins with students based on teacher-logged attendance and student access to Canvas. Each contact and attempted contact was logged and referenced for future use and planning.

Implementation of Learning Pods

After the first few weeks of school, invitations were sent to students with the highest number of 'F' grades, with the most infrequent logins to Canvas and with the poorest record of work completed. These students were identified through the use of data and were confirmed by records maintained through the KidTalk group made up of academic counselors, wellness counselors, the attendance clerk, the school psychologist, the head of the Special Education Department and representatives from administration. The first pod was implemented in

September of 2020 after air-quality conditions improved enough to allow any students to return to campus and to spend extended periods working outdoors.

The success of these pods has yet to be determined for a variety of reasons. First of all, it has been difficult to fill a full pod, as the families of our students with highest needs have not always been stable at this time. Also, the process often required the added complication of Covid-testing students and parents before they entered the pod. At the start, 14 students committed to participate, then the number dropped dramatically after students worked in a pod for a few days and discovered that it really was an outdoor study hall environment. The lack of the normal social and education milieu made the learning environment much less appealing, despite the best intentions of all involved. Click here to view the [Outdoor Learning Pod Plan](#). Unfortunately, the surge in COVID cases in recent weeks has forced Aragon to close its learning pods until case numbers decline.

CHAPTER THREE

ENGAGEMENT OF STAKEHOLDERS IN ONGOING SCHOOL IMPROVEMENT

Stakeholder Involvement in Developing the 2018 Action Plans

In the spring of 2017, stakeholders met in different faculty and staff groupings over the course of the semester to review progress since the mid-term report in 2015 and to review the data profile and the district's LCAP goals. While examining the needs of Aragon's student body, stakeholders were also mindful of any opportunity to leverage SMUHSD goals to support students' growth. By the fall of 2017, Aragon conducted most of its self-study process via the traditional WASC focus group structure. All faculty, staff and administrators participated in one of the five focus groups; each also had parent and student participants present at all meetings. Early in the fall of 2017, Aragon's focus groups used the progress report and data profile to draft 3 *preliminary* Critical Student Learner Needs (CSLN'S).

During several more meetings in the fall of 2017, focus groups examined the school's program through the lens of the WASC/CDE Indicators and Prompts from which they created prioritized lists of areas for growth. Relying upon these lists and further review of the data profile, focus groups put the preliminary CSLN's through two additional rounds of revision. The WASC Coordinator then presented the final drafts which earned 95% approval by stakeholders. Focus groups then spent weeks drafting possible goals and action steps, and the coordinator compiled them into action plan threads. The leadership team provided feedback on these threads from which the coordinator created a complete draft of the action plans which went through one final round of feedback from all stakeholders in focus groups. The final draft of the action plans that takes into account this feedback appears in the 2018 self-study report.

Stakeholder Involvement in Implementing and Monitoring the Action Plans

The stakeholders involved in creating these plans required that they be concrete and practical above all else. Each action step builds from the one before in a detailed plan that aims to accomplish a great deal of work concurrently. Then, stakeholder focus groups also defined ways to build upon and extend the goals and action steps through an additional "Plans for Goal Extension" section in each action plan. To help in the monitoring, revision and implementation of the action plans, the WASC Coordinator remained in her role. Since the 2012 Self-study, each April, the Coordinator updates key elements of the community profile and presents the data to faculty and staff who then provide feedback. The Coordinator also asks this group to review all goals and action steps and to provide updates on progress as well as suggestions for midcourse shifts and revisions. At the same time of year, the principal conducts a similar review and feedback session with Aragon's Parent Teacher Student Organization (PTSO) and School Site

Council (SSC) who provide helpful feedback and suggestions. The principal holds regular strategic planning sessions with Aragon's Leadership Team at the end and the beginning of each school year during which the team reviews that action plans to inform shorter term decision-making related to allocating meeting time, determining professional development objectives and the like.

Stakeholder Involvement in Preparing the Mid-term Progress Report and in Revising the Action Plans

All of the meetings and processes described above took place as normal during the 2018-19 school year and during most of 2019-2020. As with most schools in the nation, the stay-at-home orders begun in March of 2020 prevented the regular April review of data and progress. As mentioned in chapter two of this report, Aragon's principal retired at the end of the 2019-2020 school year, so, when the new principal was chosen, The WASC Coordinator met with her to plan efforts to catch up on this process and to complete a more formal revision of the action plans as part of the mid-cycle report and visit process. In August and September, the Coordinator conducted the overdue data and progress review with faculty and staff via Zoom. She then used the feedback from the spring of 2019 and this fall's feedback to draft the progress reports. The Coordinator then contacted key individuals on the staff for additional input and details in order to ensure the accuracy and completeness of the progress report.

In October and November, also through Zoom meetings, faculty and staff reviewed all elements of the action plans and suggested a wide variety of revisions. The Coordinator and administration worked together behind the scenes to draft new goals and action steps which were again presented to faculty and staff for feedback and formal approval. For each set of goals and action steps, the 83 participants were asked if they could "support the goal and action steps in their current form" and were given a Likert scale of (1) "strongly oppose" to (5) "strongly support." Every set of goals and action steps earned an average score of 4.2 or higher on this scale. The principal also presented the revised version of the plans for feedback at the October and November School Site Council (SSC) and Parent-Teacher-Student Organization (PTSO) meetings (which include representatives from all stakeholder groups), and both groups endorsed the new plans enthusiastically.

CHAPTER FOUR
**PROGRESS ON IMPLEMENTATION
 OF THE 2018 SCHOOLWIDE ACTION PLANS/SPSA**

Background

Since the Visiting Committee issued its report in the spring of 2018, Aragon’s faculty and staff met regularly to provide feedback on progress and to suggest modifications or extensions of the 2018 action plans. Aragon’s leadership team also regularly references the plans in goal-setting meetings to guide schoolwide efforts and resource allocation. Using the faculty and staff input, the plans have been revised and updated regularly via the annual SPSA report. The SMUHSD has updated its Local Control Accountability Plan (LCAP) and its goals remain very similar to when these plans were drafted in 2018. For reference, a summary of the updated LCAP appears in chapter one of this report, and is [linked here](#).

2018 Critical Student Learner Needs (CSLN’S) Aligned with Critical Areas for Follow Up (CAF’s)

Critical Student Learner Needs	Related Critical Area(s) for Follow Up	Addressed Primarily in Action Plan
1. Provide students and families a comprehensive social and emotional learning program that helps them to manage stress, achieve a better school/life balance and improve their social/emotional wellness.	5. The California Healthy Kids Survey alerts the school to several health and wellness concerns; an increase in population and/or wellness needs may overwhelm staff.	II
2. Make Aragon’s discipline and academic ethics policies, practices and communication systems more clear and consistently enforced to maximize the school’s productivity, integrity, and physical and emotional security.	4. A significant percentage of students, parents and teachers expressed concern about the clarity, fairness and efficacy of rule enforcement; also, tardiness stands out as a chronic, time-consuming problem.	II

<p>3. Significantly increase the percentage of students in high-priority groups (English Learners, Special Education, Socioeconomically Disadvantaged, Latino and Polynesian students) who earn C's or better and who meet or exceed standard on all portions of the CAASPP exam.</p>	<p>1. High-priority groups such as English Learners, Students with Disabilities, Reclassified English Proficient Students, Socioeconomically Disadvantaged Students and Latino students do not perform at the same level as Aragon's general population on standardized assessments; they are also more likely to earn D's or F's.</p> <p>3. With the growing enrollment of Students with Disabilities and Socioeconomically Disadvantaged students, the school needs to expand its services; paraprofessionals will be an important part of success in this area.</p> <p>7. The diversity of the faculty, administration and staff could better reflect that of the student body.</p>	<p>I</p>
<p>4. Make the academic program more inclusive and inspiring by preparing students for <i>all</i> types of post-secondary education and careers. This includes building more robust career and CTE pathways and better informing students and families about a wider variety of post-graduation options and how to pursue them.</p>	<p>2. Aragon received a <i>very high</i> rating on the College and Career Readiness Indicator, but high priority groups scored <i>medium</i> or <i>low</i>; the same pattern occurs for graduates completing the UC/CSU a-g requirements.</p> <p>6. A significant percentage of parents expressed a desire for more personal attention and academic support for students; students expressed a need for more help planning to achieve their post-high-school goals.</p>	<p>III</p>

Progress on Actions Plans

Format of this Report

This progress report includes the goals and action steps from the 2018 action plans in grey sections, followed by a description of Aragon's progress on or revision of those goals and action steps. The goals marked with an asterisk directly aligned with SMUHSD LCAP goals. In the left column of each section, you will note the Critical Student Learner Needs (CSLN's) and Critical Areas for Follow Up (CAF's) that the goal and action steps were intended to address. Care was taken to ensure that the action plans addressed all of Aragon's CSLN's and CAF's. Each response begins with an explanation of how the goal and steps were intended to address the CSLN's and the CAF's. Responses then detail any progress that has been made followed by shifts in focus or any reasons why the goals and steps may have been altered or abandoned. Each response ends with a discussion of any new directions being explored that relate to the original goal. The second section of this chapter provides the data the school chose as our "Measures of Success," followed by discussion of what the data reveals about Aragon's progress.

Action Plan I Equity and Achievement

Improve the academic performance of all students, especially those in high-priority groups,* and increase the consistency and equity of Aragon’s academic policies and practices.

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

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 1 and Action Steps
<p>CSLN 3 and CAF’s 1, 2 and 3</p>	<p>Leverage high-impact instructional techniques schoolwide: CM.*</p> <ul style="list-style-type: none"> a. Recruit more teachers from each subject area to attend formal CM training. b. Provide training in CM to any who have not attended. c. Make CM techniques a focus for all content areas. d. Provide additional work time to develop CM curriculum.

Critical Student Learner Need (CSLN) 3 and Critical Area for Follow up (CAF) 1 highlighted the need for Aragon to better prepare its high priority groups for academic success until their scores on high-stakes assessments and their grades more closely aligned with Aragon’s overall performance. As part of the self-study, Aragon decided that an intensive effort to leverage proven learning strategies would give these students the best chance for immediate improvement. All Aragon teachers had already engaged in basic Constructing Meaning (CM) training, a program that helps faculty explicitly teach academic language to students. Of course, this includes course-specific vocabulary, but CM focuses more on the connective language found in common academic tasks such as comparing and contrasting, supporting a claim with evidence or describing a sequence of events-- the kind of academic language that helps all students perform better in all subject areas. To ensure that all of the district’s teachers have a foundation in CM principles, the San Mateo Union High School District (SMUHSD) also provides all teachers new to the district with an initial training in CM, so this seemed like an ideal way to advance our work with achievement and equity.

In the summer of 2018, the SMUHSD provided funding to support teachers who already had CM training to attend a week-long course that would enable them to train other teachers. Three Aragon teachers attended to increase the number of CM trainers on campus to five. Throughout the 2018-19 school year during Teacher Study Group (TSG) time and on Professional Development (PD) Days these 3 teachers led 10 professional development sessions of 90 minutes to 3 hours in duration in which they trained all faculty in CM techniques. For the first semester, the work focused on structured student talk and the second on leveraging CM tools to improve student writing. To further advance these efforts at Aragon, several math and science teachers also attended district-sponsored STEM CM trainings in the fall of 2018. The math department then spent TSG time working on

math-focused CM strategies, led by those who had attended the STEM training. To provide feedback and to better support teachers in employing these techniques in the classroom, both the fall and spring peer observation weeks asked teachers to showcase their work with CM to receive input from their colleagues. Also, teams of Aragon and SMUHSD staff conducted walkthroughs of Aragon classrooms to provide feedback on the use of CM techniques on campus.

After a review of the data and of the progress made, stakeholders still feel that this is a viable avenue to explore and build upon, but that there is much work still to be done. Accordingly, the revised plans call for more PD time to implement those strategies we have already worked with as well as time to explore how we might leverage other tools and high-yield strategies to accelerate the progress of our students.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 2 and Action Steps
<p>CSLN 3 and CAF's 1, 2 and 3</p>	<p>Leverage high-impact instructional techniques schoolwide: annotations and Cornell notes.</p> <ul style="list-style-type: none"> a. Determine which department will focus on annotations and which will focus on Cornell notes. b. Determine which grade level or course will adopt each practice; these efforts must ensure that students practice these skills throughout their Aragon career. c. Provide ongoing professional development and dedicated time for teams to integrate these practices into instruction.

As with goal 1, goal 2 was designed to help Aragon address CSLN 3 and CAF 1. Like the CM strategies mentioned in goal 1, annotating and note-taking were already part of Aragon's achievement efforts, so the WASC self-study provided a valuable opportunity to build on that momentum.

While in the process of finalizing the 2018 self-study report, Aragon focused on training faculty to teach research-based, focused annotation practices during the 2017-2018 school year. The TSG coordinators led all teachers through an entire semester of annotation work in at least 5 sessions of 1.5 - 3 hours each. In the spring, math and science teachers were asked to focus on more subject-area specific work while the remaining faculty continued for an additional 5 meetings to focus on helping students become adept at annotating as a learning strategy. As with CM strategies, peer observation days asked teachers to showcase their application of annotation strategies.

Aragon's AVID teachers formally brought Cornell note-taking to Aragon, asking a growing number of students over the years to adopt the practice as part of their AVID training. They also generously shared the practices and provided training to teachers who self-selected to attend periodic workshops. With goal 2, Aragon sought to build on this foundation to

maximize the benefit to students. Aragon’s professional development leaders decided to make note-taking the focus of TSG meetings for 2019-2020. To prepare, Aragon’s PD coordinators and a group of 10 other faculty members attended the AVID summer institute in 2019; however, in their planning sessions with the leadership team, the group revised this goal to focus on structured note-taking. This broader term encompasses all of the qualities that make Cornell notes successful: organization, inquiry, review, synthesis and repetition. But this allows teachers to adjust the form and content of notes to best suit their subject area. As with other topics, TSG leaders led colleagues through 8 meetings focused on developing skills and lessons related to structured note-taking. This was also the focus of peer observation throughout the year. Sadly, the work was cut off unexpectedly with the March 13th move to online learning, but the practices continue in teacher and student work.

At the time the original report was created in 2018, Aragon faculty and staff thought that it would be essential to assign practices to different departments to ensure that students practiced annotations and note-taking skills throughout their four years, but later discussions revealed that teachers had adopted annotations practices to such an extent that assigning a focus to departments would be counterproductive and limiting.

Aragon still feels that note-taking and annotating, along with other CM strategies, should be a focus of ongoing professional development and planning, but this goal and goal 1 were collapsed into one goal in the revised action plans because, as mentioned above, the team plans to explore and adopt additional high-yield strategies in order to increase the breadth and depth of teaching tools that may be more effective in helping students to learn and to retain that learning.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 3 and Action Steps
<p>CSLN’s 1 and 3 and CAF’s 1, 2 and 3</p>	<p>Come to a research-based consensus about some shared homework practices in collaboration with SMUHSD task-force.*</p> <ol style="list-style-type: none"> a. Form a site homework task-force to conduct research and lead homework discussions. b. Gather information about current homework practices by subject area (purpose, practices, effectiveness). c. Discuss & evaluate homework policies in light of research. d. Develop a core set of homework practices that all faculty agree to observe in pilot form. e. Evaluate and revise core homework practices as indicated annually for the first two years. f. Continue participation of Aragon stakeholders on the district homework task-force to ensure alignment with SMUHSD. g. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.

As part of the effort to address CSLN's 1 and 3 and CAF's 1 and 5, Aragon identified homework practices as an area for improvement as homework policies powerfully impact grades and students' mental wellbeing, but preliminary inquiries revealed that homework policies and practices varied widely across campus and even, sometimes, within departments and PLC's. The SMUHSD had already begun a policy discussion related to homework, so this provided a unique opportunity to address this important issue.

Aragon teachers and parents participated in the SMUHSD homework task force and the Aragon Site Council and faculty provided feedback on the draft policy along the way. The revised [homework policy](#) was ultimately adopted by the SMUHSD Board, outlining the purpose, definition and applications of homework along with makeup work policies; some of the most consequential elements of the policy were to limit homework to 15% of the entire grade and to ensure "homework free breaks" over Thanksgiving and Winter, Spring and Summer Breaks. Aragon has adjusted its homework policies and practices in accordance with SMUHSD policy with mixed results. Fewer students earn F's due to lack of homework completion and students report positive effects of having breaks without academic pressure; however, some unintended consequences of the policy are cause for concern: students are more likely to have multiple high-stakes assessments just prior to vacations; occasionally, in order to cover the required curriculum, a teacher may be forced to make a larger assignment due a day or two after a break, essentially expecting that the students will begin work over the break. Finally, students still complete a lot of work outside of class, but this effort is not reflected in the 15% that appears in the gradebook, causing some unintended stress and a lack of motivation to follow through for some students.

Having observed this policy for 4 semesters, Aragon is in a strong position to follow up on the remaining action steps related to this goal to refine and improve the homework policy to ensure that these changes help the school address the identified CSLN's and CAF's. In the revised version of our action plans, we combined this homework discussion with the one regarding grading practices, having realized that the two issues are deeply intertwined. We added additional elements into the plan to increase the chances of arriving at a thoughtful, meaningful and consensus-based set of shared practices by committing to do at least one book study on grading practices and to drafting a vision statement to guide policy decisions. The principal has already begun seeking volunteers and ordering copies of the text.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 4 and Action Steps
CSLN's 1 and 3 and CAF's 1, 2 and 3	<p>Come to a research-based consensus about some shared grading practices that make grades more meaningful and that encourage all students' success.</p> <ol style="list-style-type: none"> a. Continue piloting of Standards-Based Grading (SBG) and gather feedback from piloting teachers. b. Form a site grading task-force to conduct research on grading best practices and to lead related discussions. c. Gather information about current grading practices by subject area (purpose, practices, effectiveness). d. Using research, discuss and evaluate current grading practice. e. Develop a core set of grading practices that all faculty agree to observe in pilot form. f. Provide time and PD to support PLC's in integrating policies and practices into instructional materials. g. Evaluate and revise core grading policies and practices annually for the first two years using an examination of student work, grade and perception data. h. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.

Struggling students thrive in an atmosphere of clarity and consistency; with goal 4 Aragon hoped to make every students' job easier by asking faculty to align a bit more closely in their practices. This should help all Aragon students to some degree, and help the high-priority and most vulnerable groups of students the most, thus addressing CSLN's 1 and 3 and CAF's 1,2 and 3. Also, educational research confirms that some grading practices inspire and motivate students while others discourage and confound their efforts. Aragon relies on grades to provide feedback to students and to the faculty and staff, so it serves us all to shore up and build confidence in the grading system that we rely on.

Since the self-study visit, teacher-leaders have offered training in the 4-point grading scale system and some teachers have attended on a volunteer basis. Some departments have adopted the four-point grading scale and have been refining those practices over the last 3-4 years, especially in CTE, World Language and VAPA. Other PLC's have adopted parts of the 4-point grading system, such as eliminating the zero or adapting their grading scale. Discussions about grading practices occur regularly within departments and in PLC's, but we have yet to embark on the serious and complex task of beginning a schoolwide discussion and adopting shared practices.

As mentioned above in the progress report on goal 3, the revised action plans combine the grading and homework discussions and place more emphasis on coming to a philosophical consensus before making policy decisions; given the importance of this task, it is one of the first goals we plan to address, and we have actually already begun the work.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 5 and Action Steps
<p>CSLN 3 and CAF's 1, 2 and 3</p>	<p>Ensure equitable access to and thoughtful use of technology and technology tools.*</p> <ul style="list-style-type: none"> a. Continue PD on effective use of technology for instruction and assessment, especially regarding tools to provide effective, individualized feedback in a timely fashion. b. Expand Chromebook loan program to meet any increase in demand. c. Work with the SMUHSD office to ensure students equitable access to the internet at home. d. Provide two years of structured support to teachers and students to transition from Schoolloop to Canvas. e. Provide two years of structured support to parents and guardians to transition from Schoolloop to Aeries.

As part of Aragon's effort to ensure that our high-priority groups have every chance of success in high school and beyond (CSLN 3 and CAF's 1, 2 and 3), we feel that access to technology tools is an essential equity issue that must be addressed. In this community, where people assume that everyone has easy access to computers and the internet, we find that this is not the case for many students, so this goal aims to ensure that technology is a tool to support academic success and never a barrier to it. Teachers also must know how to best support students by using the technology tools that we have available in the clearest and most effective way so that all students, but especially the most vulnerable students, can do well.

During the 2017-18 school year, Aragon began its transition from Schoolloop to Canvas LMS by having around 20 teachers voluntarily pilot Canvas with their classes. During the spring and summer of 2018, the Instructional Technology TOSA and Assistant Principal Elenz-Martin created a wealth of resources and led the faculty through a series of trainings to help them effectively use Canvas to post assignments and resources, set up and manage gradebooks, communicate with students and families and other basic functions of the program. The same technology leaders offered follow up training throughout the first full year of adoption, making themselves available in drop-in help centers and recruiting more Canvas-savvy teachers to give break-out workshops in quizzes, discussions, integrating other apps in the system, and using speed grader, among other topics.

Simultaneously, the Aragon technology team worked with the counseling department and student leadership to help families make the transition to Canvas; this included learning how to access grades via Aeries and Grade Guardian, registering their contact information in Canvas and learning how to monitor students' assignments and progress digitally. Technology leaders also made themselves available to meet with PLC's to help with Canvas challenges or to develop Canvas solutions. The ITC also provides Canvas training for new teachers at the start of each year, and the physical education teachers lead students through Canvas registration and training for students at the beginning of every school year.

Some formal Canvas training continued throughout the 2019-2020 school year, but by this time most teachers had gained all of the necessary proficiency to use the required elements of Canvas. In an odd twist, the transition to distance learning in March of 2020 greatly accelerated the depth of knowledge teachers had about how to manage their courses and how to best support instruction through Canvas. During this time of uncertainty, Aragon's technology leaders provided remote training sessions and drop-in help centers to facilitate teachers' adjustment and to help them maximize the efficacy of their canvas courses.

At the time of the self-study visit Aragon had developed a loaner program where students could check out chromebooks from the library for a few weeks at a time. The program began a few years ago with a limited number of chromebooks available but had grown to 60 loaner units by 2018, also offering some refurbished teacher laptops to students in need. Also since the spring of 2018, Aragon nearly doubled the number of chromebook carts in classrooms making them available in most classrooms when needed through sharing among PLC's. The SMUHSD office also developed a program to provide wifi hotspots to students without internet access. The counseling department, the administration, and a number of other classified staff members all help to publicize access to these programs to parents and students.

With the transition to distance learning in the spring of 2020, the SMUHSD provided chromebooks to every student who asked for one as well as internet hotspots. This outreach continued and expanded exponentially in the fall, with the SMUHSD handing out thousands of free chromebooks and hotspots, often hand delivering them to families at home. The COVID crisis exposed the technological divide much more clearly than any had recognized before, increasing the sense of urgency around closing this equity gap. The revised action plans set more ambitious goals to not only help provide devices and hotspots to students but to explore the possibility of providing hardwired internet. In addition, the school is now positioned to transition to a 1:1 computing model when students return to campus next fall. In light of this new opportunity, Aragon has expanded and added depth to the action steps related to professional development for teachers and staff as we strive to maximize the benefit for students.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 6 and Action Steps
<p>CSLN 3 and CAF's 1, 2 and 3</p>	<p>Choose one high-priority group of struggling students for two years of focused, schoolwide intervention, likely EL's.*</p> <ol style="list-style-type: none"> a. Conduct focus groups of students to learn what they need and what has worked to support their success. b. Clearly identify members of this chosen group of students to guidance, faculty and staff for targeted attention. c. Hand review student schedules to ensure proper placement in regular courses and in support as applicable. d. Provide extra scaffolds and support for any students of this group taking advanced courses. e. Have the CRT book group research and present additional strategies and plans to support these students. f. Decide what role that flex-time, after-school tutoring and other interventions may play in these students' success. g. Create a plan to incorporate these students' families in supporting their success.

During the last self- study, Aragon identified seven groups of students that needed extra attention because their assessment scores, grades and post-secondary preparation lagged behind that of the general population: English learners, socioeconomically disadvantaged students, special education students, homeless/foster youth, and African-Americans, Polynesians, and Latinos. In the fall of 2018, Aragon chose to begin with a focus on the EL population because the number was large enough to make a significant impact on the school's overall performance; at 78 students, the EL's made up about 5% of the total population. At the same time, they represented a more manageable number for targeted support. Another benefit of focusing on EL's was that this group also included members of other high-priority groups: 59 of Aragon's 78 EL's were Latinos and 19 were special education students. Thus, success with Aragon's EL students would also mean gains for some other target groups as well.

In the spring of 2018, the SMUHSD offered grants to support special projects at each site, so the PD coordinator and another teacher jointly applied to create a .2 English Learner Academic Advocate position. They secured the funds and worked together on the PD and EL advocate work for the 2018-19 year. As stated in the action steps, these TOSA's conducted meetings with focus groups of EL students and gathered input on their needs. They generated lists of the EL students, had counselors and teachers identify the students in their classes and on their caseloads. While leading teachers through CM PD training, they also asked teachers to select individual EL students in their classes and design plans for how to best support them. They worked with CRT, AVID and Guided studies teachers to compile a list of support strategies and provided training in those strategies for all faculty. They reviewed the class schedules and grades of every EL student and worked with counselors to ensure that any who might need additional support got it. After these and other efforts, they finished the year by compiling a list of recommendations and best practices that they saw

could make a difference in EL performance which they shared with the administration and with counseling. At the end of 2018-19, the SMUHSD did not offer grants again, so funding for the EL Academic Advocate was not renewed.

Throughout 2019-2020 the Professional Development Coordinator did continue to train teachers in strategies to help EL and other struggling students and she, again, had teachers identify EL students in their classes and choose focus students for targeted interventions.

During the action plan revision process, the team decided that it would be helpful to return to some of the recommendations created at the end of the 2018-19 year and to refocus on the success of the EL population as a part of a larger approach focused on improving Tier 3 interventions. Goal 4 and its action steps in the revised plan express Aragon’s intention to make a detailed menu of all interventions at all tiers, to conduct a formal review of the entire support program and to follow up on the school’s funding related to EL students to ensure they get the support that they need and deserve.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 7 and Action Steps
<p>CSLN 3 and CAF’s 1, 2, 3 and 7</p>	<p>Recruit more people of color and of diverse language backgrounds for faculty and administrative positions.*</p> <ul style="list-style-type: none"> a. Discuss and put in place any support systems needed to help with the transition to Aragon and to ensure success. b. Establish relationships with credential programs and publicize Aragon’s goal to recruit people of color. c. Work with the liaisons from credential programs to recruit student-teachers of color to Aragon. d. Identify open positions early in the spring and interview and hire desirable candidates as efficiently as possible.

For all students to feel they are valued and respected at Aragon, we strive to provide adult role-models on campus who reflect the population that we serve. Our student body is truly diverse, with dozens of languages spoken and countless cultural perspectives held. We know that to best serve them all and to give the high-priority students the best chance to succeed, the faculty, staff and administration should reflect that same heterogeneity (addressing CSLN 3 and CAF’s 1, 2, 3 and 7).

Systems have been adjusted to clarify hiring needs so we can post positions earlier in Edjoin, leading to a broader pool of candidates for hiring. Some efforts were made at sending teams to recruiting fairs and being attentive to opportunities when hiring. When new faculty members begin at Aragon, the PD Coordinator and members of administration hold welcome meetings over the summer to provide tours, introductions to key staff members, explanations of procedures, orientation to technology and team-building and ice-breaking

activities. Each new teacher also joins a course-alike PLC that provides them or helps to create a shared curriculum.

While some small gains have been made at increasing the diversity of the faculty and administration, through the review of data and the action plan revision process, Stakeholders agreed that we would need to take a much more thoughtful and deliberate approach to achieve this goal. First of all, the new plans recognize that representing diverse perspectives goes well beyond focusing on ethnicity, though this is an important element. Also, in order to be more strategic, Aragon now plans to distinguish itself as a center for learning about teaching. In addition to developing a recruitment committee and attending recruitment fairs, Aragon intends to aggressively expand its student teacher presence by building relationships with teacher education programs and establishing a reputation for kindness and excellence in training new teachers. We feel that this approach serves larger community goals and will provide the best opportunity to hire the best new teachers when they already have experience at and a connection with our school.

Action Plan II Wellness, Discipline and Academic Integrity

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

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 1 and Action Steps
<p>CSLN 1 and CAF's 3 and 5</p>	<p>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.*</p> <ol style="list-style-type: none"> Analyze parent and student CHKS data and anecdotal/ universal screener data from wellness and guidance. Discuss and arrive at a consensus about a theme. Continue wellness presentations to students in classrooms and through assemblies to address this theme. Continue wellness PD to help faculty build in techniques to address this theme and to support teachers and administration with mental health awareness, crisis prevention and classroom support. Work with leadership and Bring Change 2 Mind Club students to align goals and continue to plan student-support activities related to the theme. Expand access to training for students in leadership, Bring Change 2 Mind and others interested in helping to advance Aragon's wellness goals. Work with the PTSO, site council and the other parent groups to develop and implement parent education and workshops related to this student wellness theme. Enlist parent groups to assist in or lead some student activities. Conduct a marketing and communication campaign for families through the dialer, e-blast newsletter, high-profile school meetings such as Back to School Night, Open House and Aragon Expo.

Wellness has been an increasingly important concern and challenge at Aragon. The growing and changing population has created new needs for our community to address, and many students seem to struggle more with stress, anxiety and other emotional difficulties that can inhibit their success. While the Wellness program at Aragon has made powerful advances, through the self-study, Aragon felt that these efforts deserved more attention and a stronger presence in the classroom. Goal 1 and its action steps express these initial attempts to address CSLN 1 and CAF's 3 and 5.

Since the last self-study, the Wellness Department has achieved nearly all of the action steps related to this goal. They have adopted the practice of analyzing data and trends in the Universal Screener to identify areas of focus for the coming year. Now, with the use of the Request for Assistance (RFA) form, the team can more quickly identify trends in student needs and adjust to address those needs more rapidly. Rather than identifying a single theme as stated above, the team found that it was more useful to identify threads or topics for follow up. The team has successfully leveraged their connection with wellness-based clubs and with Aragon's leadership classes to support students in their efforts to help other students decrease stress and improve their school-life balance and overall mental health. In addition to making presentations to grade-level groups and at staff meetings, based upon these topic threads, Wellness has increased its presence in classrooms, especially and most consistently in support classes. For example, the 2019-2020 Summary of Wellness Services notes that the group conducted 27 presentations to students, including a Wellness program overview for all students. Team members also worked with support classes on all of the following:

Guided Studies

- Introduction to Wellness for Guided Studies (3)
- What is Wellness in High School? (3)
- Stigma and Stereotypes (3)
- Managing Stress (3)
- Surviving Exams and the Holidays (3)
- Relationships and Boundaries (3)

Strategic English Support

- Introduction to Wellness for English Support (2)
- Similarities and Differences (2)
- Flexible and Accurate Thinking (2)

In 2018-19 and in 2019-20, Wellness planned and executed Parent information nights on the following topics:

Family/Parent Education Nights 2018-2019

- S-Word Screening by SMUHSD Wellness, StarVista
- Eating Disorders in Adolescents by Stanford Child and Adolescent Psychiatry
- Vaping: What you need to know by SMUHSD Wellness, Youth Leadership Institute, Stanford

- College Info Night

Family/Parent Education Nights 2019-2020 (please note that some were cancelled due to COVID closure)

- New families and 9th grade Welcome- presentation of Wellness Program
- Mindfulness Practices during Quarantine w/ PTSO

Attendance at such meetings can vary widely based upon the topic. Those run in conjunction with the PTSO or with a Wellness only focus may have 20-30 parents attending. Wellness has discovered that doing a mental health related topic in conjunction with an academic topic often allows them to address a bigger crowd. For example, Wellness may do a presentation on a topic like academic pressure during a college information night and reach a wider audience of 50-100 parents. The Wellness team also took every opportunity to promote their services through email, website postings, messages via live and video announcements and at a variety of events. Please find a listing of these below:

Wellness Promotion 2018-2019

- Back to School Night, Open House
- Bring Change to Mind Club
- Challenge Day participation
- Host for Star Vista’s Health Ambassador Program for Youth (Spring)
- Healthy Relationships in collaboration with student leadership (Feb)
- Wellness Expo Day (Mar)- Mindfulness, Gratitude and Stress Relief
- Mental Health Awareness Month (May)
- Stanford Teen Mobile Health Van

Wellness Promotion 2018-2019

- Back to School Night- Presentation of Wellness Program
- College Info Night with Counseling- The role of mental health in college applications
- Stanford Teen Mobile Health Van
- Positive Messaging Campaigns (During closure):
 - Launch of Counseling/Wellness Instagram Page
 - “May the Fourth be with You” parody video
 - “How Does Staff Cope with Stress?” video
- Collaboration with Student Leadership and clubs
- Wellness represented on MTSS Team meetings

Going forward, during the second half of Aragon’s six-year term, we have shifted focus to make the academic, behavior and social and emotional wellness programs more integrated, eliminating redundancy, clarifying policy and responsibilities, and making sure that all are being run to have the most positive outcomes for students. Please review the substantially revised Action Plan II for a clearly articulated description of what we hope to achieve and how Aragon plans to make these advances.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 2 and Action Steps
CSLN 1 and CAF's 3, 5 and 6	<p>Expand wellness services and access to them; further integrate the wellness program into the school program.*</p> <ul style="list-style-type: none"> a. Construct a physical Wellness Center on campus. b. Pending Board approval, take advantage of grant funding that has been won for Stanford's Mobile Teen Health Van to come to Aragon once a month (access to medical doctor, dietician and social worker by appointment). c. Monitor the use of mobile van services. If indicated, explore creating a Teen Health Center on campus that provides appointments for health care, sensitive service care, family care, etc. d. Explore ways to build on the success that wellness has had in the universal screener (questionnaire adapted from Stanford in Infosnap registration) to identify students who face wellness challenges and address them proactively. e. Explore ways to build on the success of the counselor watch meetings to identify students with wellness and academic needs and address them proactively. f. Develop and implement strategies to overcome the factors (e.g. stigma, lack of time) that make students and families resist wellness services or activities offered. g. Build in more supports for the Big Buddy program to increase its impact throughout the second half of the 9th grade year.

Aragon recognized shifts in population and in community needs that have accelerated in recent years. Along with an increase in the overall population at the school, the number of socioeconomically disadvantaged students and other high-priority groups are rising rapidly; this resulted in the school identifying CSLN 1 and creating goal 2 and action steps to address the growing needs of this population. The 2018 WASC visiting committee validated this view by highlighting some of the wellness issues addressed in Goal 2 when they included CAF's 3, 5 and 6.

Aragon did complete work on a physical Wellness Center before the start of the 2019-2020 school year, providing a better opportunity for Wellness staff to work together and giving the rest of the community a central place to go with their wellness needs or concerns. Also, the SMUHSD did secure grant funding for the Stanford Mobile Teen Health van, but other sites in the district demonstrated more need for the services than Aragon. Currently, the van is centered at San Mateo High School, but Aragon students can still make arrangements for services at that site. Also, Aragon does have a health aide on campus to work with students in need.

The counselor watch program has been expanded and more students are being identified proactively, so that they can be offered support before any issues arise at Aragon. As with behavior issues, teachers now can see in Aeries when a student has been identified with the Universal Screener flag. Also, Teachers can make notes about Wellness concerns in this centralized database and they can view notes regarding follow up when they refer a student for Wellness concerns or when a student avails themselves of the Wellness Center's drop-in hours.

Wellness has also taken on an expanded role in crisis intervention. Administration, counselors and Wellness team members meet weekly to strategize about how to best support the high-needs students. Students are identified in a variety of ways: the Request For Assistance (RFA) form, counselor referral, parent referral or self-referral, among others. Focusing on 10-15 students each meeting, the team discusses each child's individual needs; Wellness has taken on an integral role in addressing the needs of these students in crisis; they may help the child connect with a community organization that provides support, or they may invite the student into one of Aragon's ongoing support groups, for example. Wellness often gets called in during crisis moments to help make self-harm assessments or reports to Child Protective Services or to make support referrals for students who have been harassed or bullied. The last few years have seen Wellness become a core part of Aragon's program that students, staff and families rely on in moments of need.

After five years at Aragon, the community has become far more open to accepting the help that the Wellness team offers. Also, over time, the team has established a strong rapport with students, earning their trust. The numbers speak for themselves. In 2018-19, Wellness counselors provided 542 individual counseling sessions, 1180 drop-in sessions; they also conducted 7 support groups of 6-10 students each on topics such as "Life Skills," "Gender nonconformity" and "Stress and Anxiety." The data from 2019-2020 tells a similar story as the team provided 486 individual counseling sessions, 1046 drop-in sessions and conducted 5 support groups on similar topics as the previous year; additional groups that were planned had to be cancelled due to COVID. Wellness has also been a powerful and trusted resource to help families access community mental-health resources. For example, over the summer, the team recorded 1550 uses of resources at Care Solace, an organization that connects people with counseling services.

As with the action steps related to Goal 1, Wellness has achieved nearly all of the objectives laid out for the team in the 2018 action plans. Please refer to the revised goals and action steps in the 2021 version of Action Plan II for a detailed description of the next steps Aragon has planned for the Wellness Department.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 3 and Action Steps
CSLN 2 and CAF 4	In tandem with homework discussion (plan I), develop a consistent set of practices related to academic integrity. <ol style="list-style-type: none"> a. Review information already gathered about current practices and policies. b. Discuss and evaluate current policies and practices in PLC's, departments and as a faculty. c. Build on the work already completed to develop a core set of practices that all faculty agree to observe.

The 2017 perception data from faculty, parents and students revealed a consensus that practices related to student behavior could be more clear and more fairly enforced. Also, when an administrator gathered input about how teachers defined academic integrity, cheating and the like, she found huge diversity in what teachers considered problematic, how grave they considered particular offenses to be, and the kinds of consequences they felt were appropriate. Also, many voiced concerns about the record-keeping and communication around academic integrity violations, especially when students committed multiple offenses. Goal 3 and its action steps address CSLN 2 and CAF 4 and aim to unify the adults on campus to send a clear message about our expectations and to better support students in learning to rise to those expectations.

In the fall of 2018-19, Assistant Principal Nagendran began to lead faculty in a process to create a unified academic integrity policy that would address all of the issues outlined above. She presented the group with a proposal and led the groups through several rounds of feedback and revisions. Parents and students were also consulted throughout the process. In the spring semester, after another round of rigorous revisions, she presented the policy for final feedback and approval; at that time, [this final draft of the policy](#) was adopted with overwhelming support. As of the 2019-2020 school year, all teachers now include the policy as part of their syllabi; each fall, teachers lead training sessions to help clarify the policy, and each student and a parent or guardian are asked to sign the policy and return it to the office to ensure that all community members have been properly informed of their rights and responsibilities. With regard to communication about breaches of the policy, the administration and dean now keep rigorous records, as noted in the policy, of misbehavior and the consequences given. Teachers are now allowed to access the interventions records in Aeries and they are asked to note issues there as well. All of this has greatly streamlined and improved the quality of communication and record keeping related to student behavior. In the 2020-21 school year, the school is transitioning to use the RFA for reporting issues related to academic integrity.

Building upon this success, the goals and action steps in Action Plan II focus much more on unifying the various systems of support around campus; please refer to the Plan II for more details.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 4 and Action Steps
CSLN 2 and CAF 4	<p>Ensure observance of and build confidence in the discipline system’s recently revised policies and practices; address discipline issues more proactively.*</p> <ul style="list-style-type: none"> a. Remind faculty and staff of revised procedures related to referrals, detention, Saturday school and how the dean will communicate the consequence assigned and when or how it was carried out. b. Create online discipline policy tutorials for students, families and staff so that they can review them at any time. c. Ensure that the dean's office updates discipline records regularly and sends follow-up communications in a timely, accurate and efficient manner. d. Expand work with wellness department, parent groups and students to address cyberbullying proactively <ul style="list-style-type: none"> 1. repeat 2016-17 presentation with each new 9th grade class and with parent groups, 2. help create and participate in cyber-awareness week e. Expand work with the wellness department, parent and community groups and students to educate students about substance abuse (10) and healthy relationships (11/12). a. Continue to encourage faculty and staff to learn about Restorative Justice Programs and to lay a foundation for future planning.

CSLN and 2 and CAF 4 both highlighted the need for better communication and a more proactive approach to behavioral issues at Aragon. This goal and these action steps aimed to improve the system at each stage, striving to prevent students from having behavior issues, to help students manage problems better when they occurred, and to support students to learn from their mistakes so that they are less likely to make poor decisions in the future.

In the spring and summer of 2018, the SMUHSD made some shifts in staffing. The dean position was eliminated for the 2018-19 school year, and a third assistant principal (AP) position was created; the responsibilities for monitoring and responding to student behavior issues would mainly be managed by her. She ushered in a wealth of changes that greatly improved the clarity of record-keeping and streamlined communication with regard to behavior. All teachers now have access to the interventions, pre-referral, and referral functions in Aeries. Teachers can enter information regarding behavioral issues, and they can view the entries made by other teachers and administrators, thus creating the transparency that so many felt was lacking. APs make clear presentations about behavioral expectations, policies and any changes to policies 3-4 times during the school year now, thus offering faculty and staff a much better understanding of the status of the program and more opportunity to ask questions and provide input. The same AP created technology tools to better track and present data and to automate alerts about detention and Saturday school. While the AP did make strides in addressing some of the issues that inspired this goal, during the 2018-19 school year, administrators found themselves sharing duties related to student behavior and having to drop other important responsibilities to react to crisis situations. The dean position supplies a single contact who can oversee behavior issues and provide a consistent presence in working with students, families and teachers. To address these needs,

the SMUHSD has provided a .4 dean position beginning in the 2019-2020 school year. Finally, Wellness has conducted the presentations on cyberbullying, substance abuse and healthy relationships, as outlined in the action steps above.

While many advances have been made, including ongoing exploration of Restorative Justice practices, some issues of concern remain. One is that state law prohibits mandatory attendance at Saturday school, thus making it a weak consequence for repeated behavior issues, so this may require some re-thinking of effective practices going forward. As noted in the progress reports for goals 1-4, Aragon has shifted its focus to creating a much more cohesive and robust set of systems for Tiers 1, 2 and 3. Please refer to the new Action Plan II for more details.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 5 and Action Steps
CSLN 1 and CAF's 3 and 5	Develop a streamlined and reliable system for communicating about students' wellness and counseling needs while still maintaining confidentiality. <ol style="list-style-type: none"> a. Explore how to provide a simple, clear system for faculty to request follow up on wellness or guidance referrals so that staff can confirm a student has been served while still protecting confidentiality. b. Work collaboratively with guidance to develop a way to inform teachers of students who face wellness challenges while still respecting the students' confidentiality. c. Once developed, put these systems in place, monitor their effectiveness and revise as needed.

A great deal of the challenges highlighted in CSLN 1 and in CAF's 3 and 5 relate to reassuring people that the students in need are being identified and are receiving the support that they need to succeed. Departments may be doing wonderful work, but a breakdown in communication can obscure that fact, so Aragon created goal 5 and its action steps to ensure that the good work done by Counseling and Wellness would be more visible and that the community could feel confident that all students were being served well.

As mentioned in other sections of this report, faculty now have been given training in how to review reports and access to Universal Screener flags, interventions, pre-referrals and referrals in the Aeries database. Of course, teachers still communicate with the Wellness and Guidance departments via email, but the transparency and follow up communication has been improved tenfold simply because faculty can now view notes that Wellness and Guidance were already making in students files, thus creating no extra strain on their resources. With regard to confidentiality, as ever, the information and specifics of what is noted is limited and teachers only may access the files of students enrolled in their classes.

At the start of the 2029-2021 school year, Aragon began using the Request For Assistance (RFA) form that provides a one-stop method to express concerns about a student's academic

progress, health, behavior or mental wellness. As mentioned throughout this progress report, the revised version of Action Plan II lays out Aragon’s plan to make all programs more cohesive and integrated, and the RFA form is part of this effort. Designed with a flow chart structure, the person filling it out will be directed to provide different information depending on the type of request for assistance they are making. Also, based upon this structure, the form is automatically delivered to the counselor, administrator, wellness counselor, or other staff member best able to address the issue. This form is meant to replace the entering of pre-referrals and referrals by teachers into Aeries, and, ultimately, may be an extremely useful source of information and data to help guide allocation of Tier II and III work and resources. Administration still logs responses in Aeries, in fields that the teachers are able to view; they also follow up with an email response to ensure the person making the request knows what follow up has occurred.

As with the other goals in this action plan, the revised Action Plan II builds upon these accomplishments; please see the revised Action Plan II for details of how the school plans to move forward.

Action Plan III Creating a More Inclusive and Inspiring Program

Make the academic program more inclusive and inspiring by focusing on students’ career goals and interests and the many possible paths they may take to achieve those goals.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 1 and Action Steps
CSLN 4 and CAF’s 2 and 6	<p>Provide more access to career-related experiences and learning.*</p> <ul style="list-style-type: none"> a. Hire a CTE coordinator for the available .5 position to oversee and coordinate these action steps. b. More fully implement the career exploration and curricular portion of Naviance in the 10th and 11th grades. c. Use data from the Naviance career assessments to help students think about possible career options and to identify interests. d. Facilitate more guest speakers, field trips, job shadowing, mentorship and internship opportunities by leveraging established contacts and creating a database of career exploration contacts. <ul style="list-style-type: none"> i. Canvas all parent groups to gain contacts. ii. Recruit alumni to participate/help with networking. iii. Build on Career Day connections and recruit presenters who would be willing to extend the more opportunities to students. iv. With the help of the SMUHSD office, establish relationships with local companies. e. Streamline or explore ways to facilitate the fingerprinting and security clearance process that adult volunteers must pass. <ul style="list-style-type: none"> a. Follow the model of college speakers in the fall and offer career speakers in the spring. a. Video career day presentations and visiting career speakers; create a library of links for students to explore. a. Design a resume writing and job application workshop to be offered at least once per semester a. Provide PD for faculty and staff about viable paths to employment after high school and job requirements.

Aragon has always been recognized as a strong academic institution, but this area of excellence can sometimes make it difficult to channel resources into more hands-on, practical, career-related experiences for students. This is especially true for the high-priority students whose career-readiness measures do not match the strength of Aragon's overall achievement. Goal 1 and its action steps aimed to make advances in this area for all students, and especially for those mentioned in CSLN 4 and in CAF's 2 and 6.

Aragon did hire a CTE coordinator at the start of 2018-2019. Her primary role has been to actively communicate with students about career-related opportunities and internships. She addressed every senior English class to introduce herself and her role and to explain the types of experiences open to students. She seeks out, creates and promotes opportunities through announcements, postings on the website, and contacts with specific students. To aid in identifying student interests, students do now take the Naviance Career interest test in PE classes during the fall of their 9th and 11th grade years. Use of Naviance has become more strategic and intentional, and the SMUSHD is considering developing a scope and sequence to ensure that students get the most out of Naviance; if that work proceeds, Aragon's counseling staff will take part in the process.

Aragon has made some progress with action steps d-h above, but over the three years since the full study, priorities and goals have shifted some. Steps d, f and g have been revised and show up in the new action plans but in a more focused manner. We have been unable to circumvent delays related to the fingerprinting process, so we are diverting attention to elements more in our control that will still help students be better prepared for post-secondary opportunities. As all students must take a CTE course at Aragon, and all CTE courses require a resume, this action step is also deemed "complete."

When looking at the revised action plans, great pains have been taken to build on these successes and to be a bit more strategic when it comes to setting goals and designing action steps. We have shifted our focus onto helping students attain the "prepared" designation on the California College and Career Readiness Dashboard by better guiding students through the different paths to attain this distinction. Also, the school has tried to broaden its perspective and focus on preparing students for all post-secondary options, beyond just college and career.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 2 and Action Steps
<p>CSLN 4 and CAF's 2 and 6</p>	<p>Engage more students through increased access to a wider-variety of CTE courses and electives.*</p> <ol style="list-style-type: none"> Survey teachers about interest in and qualifications to teach new electives or CTE courses, including those that reflect the diverse backgrounds of the student population. Gather student input to determine what electives they want offered from the list of possibilities. Promote concurrent enrollment in career tech classes at local community colleges, especially CSM. Explore the possibility of adding courses that appeal to diverse student perspectives beyond the Ethnic Studies and Polynesian studies currently under consideration.

Because Aragon had already begun to develop a CTE program by the time of the self-study in 2017-18, expanding and improving these programs seemed like the ideal way to address CSLN 4 and CAF's 2 and 6. These courses blend practical skills and knowledge that relates to specific career paths which benefits all students. But, the fact that these paths can satisfy prerequisites for post-secondary education make them especially beneficial for struggling students who may be more motivated to continue an educational or a career path that is already familiar and appealing to them based on their high school experiences

In attempting to address this goal, we ran into the classic dilemmas in education: the fact that sections can be limited and that, while students may be interested in a particular topic, we may not have a teacher whose skills match the interest, or a teacher may design an elective but the students do not enroll in numbers large enough to run the course. For these reasons and others, we have shifted to emphasize depth over breadth. In the revised action plans, we look to extend the CTE paths that we already have to increase the number of programs providing at least a two-year sequence-- an introductory and a capstone level course. We also look to better leverage resources that we already have. Concurrent enrollment has become more popular with students and provides a practically inexhaustible resource for students to extend their learning. We feel that more of our students could be benefiting from the opportunities that local community colleges provide. Polynesian studies is an example of a course offered at College of San Mateo, and many more students from the SMUHSD have been seizing the opportunity to take it. Additionally, as of the 2020-2021 school year, the SMUHSD has adopted Ethnic Studies as a graduation requirement.

Critical Student Learner Needs and Critical Areas for Follow up Addressed	Goal 3 and Action Steps
<p>CSLN 4 and CAF 6</p>	<p>Explore offering more choice through core curricular classes.</p> <ol style="list-style-type: none"> Explore offering senior English with an elective focus. One semester would consist of "core" content, likely with a research focus; the other semester would address the ELA standards through a particular lens. (e.g. women authors, diverse voices)

b. If indicated by the work in English, consider expanding into other subject areas.

Many Aragon students find that their ambitious academic schedules do not allow them much flexibility to explore electives as much as they may wish. The English program has considered developing some elective elements in the senior year program for some time, so it seemed like a potentially viable place to expand access to more personalized curriculum that students might find more engaging, a need identified in CSLN 4 and in CAF 6.

After some initial discussion with the English department, there was some interest in developing these electives, but the logistical considerations related to scheduling and the effort required to create, market and then teach a singleton course dampened enthusiasm for the project. We shifted direction with regard to this goal, therefore, by developing new action steps related to concurrent enrollment and to adapting current scheduling practices. Rather than abandoning this idea entirely, we revised the action steps to examine core courses in all departments to see if there is room to make elective variants at the senior level. We also added an action step to look for more opportunities within the courses that we already teach to make sure that students see themselves in the materials that they read and the topics that they discuss.

Measures of Success Data

When Aragon designed the original 2018 Action Plans, we decided to identify specific data points that we would use as “Measures of Success” for each action plan. The district’s LCAP included these as well, so it just made sense to look at the same data and set similar targets in order to align with their process. In the tables that follow, we provide all data available that relates to these measures. When possible, the table shows where Aragon was in 2017, just before the last WASC visit; the next column shows the growth target we hoped to hit, followed by available data for the years since the self-study. In the far right column, we have prepared findings that state whether the target was met, not met or exceeded and to what degree. Stakeholders reviewed all of this data and findings in the fall of 2020 as a basis for revising the action plans. In that discussion, many raised questions about whether these data points really were the best method of measuring our progress. For example, some asked if lowering the percentage of students reporting “chronic sadness” on the California Healthy Kids survey was really within our control or where we should be focusing our energy on that objective. As an overall observation, one might note that we met few of the targets that we set for ourselves, which felt discouraging as all involved parties put forth so much effort and pursued so many paths in an effort to help Aragon students succeed in all areas of their lives. Ultimately, the group truly values data, but it became very clear in discussion that we no longer feel data should be used to measure “success” or “failure.” Rather, we plan to go forward, continually trying to improve and using data to inform what we do next. It is in that spirit that we provide the information that follows.

Action Plan I Equity and Achievement

Improve the academic performance of all students, especially those in high-priority groups* and increase the consistency and equity of Aragon’s academic policies and practices. *Students with Disability, EL, Socio-economically disadvantaged, Polynesian, Latino, African-American students

Measure #1 - Increase the percentage of students meeting or exceeding standard on the CAASPP

High-Priority Groups - Percent Meeting or Exceeding Standard in ENGLISH LANGUAGE ARTS on the CAASPP

	2017	Annual Target	2018	2019 (2020 n/a)	Findings
Students with Disability	23% 22 tested	+5% Then maintain at 95% or higher	31% 28 tested	27% 26 tested	Rather than increasing by 10 in 2 years, the percentage increased by 4.
Socioecon. Disadvantaged	59% 64 tested		60% 85 tested	61% 112 tested	Rather than increasing by 10 in 2 years, the percentage increased by 2.
English Learners	5% 19 tested		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
African-American	Data not available due to size of cohort		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
Pacific Islander	Data not available due to size of cohort		26% 19 tested	38% 13 tested	For years data is available, the percentage increased by 12, 7 beyond target.
Hispanic or Latino	61% 90 tested		64% 96 tested	59% 127 tested	Rather than increasing by 10 in 2 years, the percentage decreased by 2.

High-Priority Groups - Percent Meeting or Exceeding Standard in MATH on the CAASPP

After the WASC self-study, the math department felt that the support classes that they had in place were not serving the high-priority students and were not improving their performance substantially enough. Also, data revealed a sharp rise in the number of students in these groups attending Aragon. In order to address these challenges, in the fall of 2018, the math department piloted a new program for all algebra students. Beginning that year, Algebra classes were all offered over a three-period block of time, and one extra teacher was assigned per period to work intensively with students in need of support. Math teachers also began structured work with pathways to equitable math instruction via equitablemath.org, a process that helps teachers adjust curriculum and instruction to ensure that they are engaging in equitable math practices. While department members feel that these changes have greatly benefitted these students, unfortunately, the cohort that would have benefited from this work should have been tested in the spring of 2020 when testing was cancelled, so we have yet to see what impact our efforts will have on student performance on the math portion of the CAASPP.

	2017	Annual Target	2018	2019 (2020 n/a)	Findings
Students with Disability	0% 22 tested	+7% Then maintain at 95% or higher	4% 28 tested	15% 26 tested	Over 2 years, the percentage increased by 15 , 1 beyond target
Socioecon. Disadvantaged	27% 64 tested		29% 85 tested	25% 112 tested	Rather than increasing by 14 in 2 years, the percentage decreased by 2.
English Learners	5% 19 tested		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
African-American	Data not available due to size of cohort		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
Pacific Islander	Data not available due to size of cohort		11% 19 tested	0% 13 tested	For the years data is available, the percentage decreased by 11.

Hispanic or Latino	27% 90 tested		28% 96 tested	18% 127 tested	Rather than increasing by 14 in 2 years, the percentage decreased by 9.
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All Aragon Students - Percent Meeting or Exceeding Standard

	2017	Annual Target	2018	2019 (2020 n/a)	Findings
English Language Arts	84% 367 tested	+2% Then maintain at 95% or higher	79% 373 tested	77% 402 tested	Rather than increasing by 4 in 2 years, the percentage decreased by 7.
Math	63% 367 tested	+5% Then maintain at 95% or higher	54% 373 tested	51% 402 tested	Rather than increasing by 10 in 2 years, the percentage decreased by 12.

Measure #2 - Increase the percentage of 9th grade students earning "C"s" or better in all courses

Fall 2016	Annual Target	Fall 2017	Fall 2018	Fall 2019	Findings
80%	+1% Then maintain at 95% or better	81%	80%	83%	After 3 years, the percentage increased by 3- target met.

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

Spring 2017	Annual Target	Spring 2018	Spring 2019	Spring 2020	Findings
89%	+3% Then maintain at 95% or better	91%	92%	92%	Rather than increasing by 9 in 3 years, the percentage increased by 3.

Measure #4 - Improve A-G completion

Class of 2017	Annual Target	Class of 2018	Class of 2019	Class of 2020	Findings
69%	+1% Then maintain at 75% or better	76%	72%	73.5%	Over 3 years, the percentage increased by 4.5, 1.5 beyond target

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

Percentage of credentialed staff/administration and students who identify as other than "White" only.

	2017-18	Annual Target	2018-19	2019-20	2020-21	Findings
Credentialed Staff and Administration	24%	None can be set.	25%	28%	28%	Over 3 years, the percentage increased by 4. The difference between the two percentages narrowed by 5.
Students	73%	N/A	72%	72%	72%	
Difference	49	N/A	47	44	44	

Action Plan II Wellness, Discipline and Academic Integrity

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

Measure #1 - Reduce Chronic Absenteeism

Students are determined to be “chronically absent” if they were absent for 10% or more of the days they were expected to attend.

2016-17	Annual Target	2017-18	2018-2019	Findings
4% 1575 eligible enrollment	- 1% then maintain at 2% or lower	9.4% 1657 eligible enrollment	9.8% 1682 eligible enrollment	Rather than reducing the percentage by 2 in 2 years, the percentage increased by 5.8.

Measure #2 - Reduce the percentage of students reporting “chronic sadness or hopelessness” on the California Healthy Kids Survey

Grade	2016-17	Annual Target	2017-18	2018-19	2019-2020	Findings
9th	20%	-3% then maintain at 10% or lower	22%	23%	24%	Rather than reducing the percentage by 9 in 3 years, the percentage increased by 4.
11th	27%		37%	35%	32%	Rather than reducing the percentage by 9 in 3 years, the percentage increased by 5.

Measure #3 - Raise the percentage of students reporting a “high degree of school connectedness” on California Healthy Kids Survey.

Grade	2016-17	Annual Target	2017-18	2018-19	2019-2020	Findings
9th	72%	+3%	62%	74%	76%	Rather than increasing the percentage by 9 in 3 years, the percentage increased by 4.

11th	65%	then maintain at 85% or higher	56%	58%	64%	Rather than increasing the percentage by 9 in 3 years, the percentage decreased by 5.
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Measure #4 - After the first administration of the California Healthy Kids Survey 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."

	2018-2019 357 respondents	2019-2020 256 respondents	Findings
Strongly agree	22%	28%	<p>In 2018-19, 65% agreed or strongly agreed. The percentage rose to 70% the following year.</p> <p>In 2018-19, 24% did not feel they knew enough about the program to form an opinion. This percentage fell by 5 the next year.</p>
Agree	43%	42%	
Disagree	9%	4%	
Strongly disagree	2%	7%	
Don't Know/NA	24%	19%	

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

Faculty and Staff - Percentage responding "agree" or "strongly agree"

	2017-18 101 respondents	Annual Target	2018-19	2019-2020	Findings
School clearly communicates the consequences of breaking rules.	67%	+10% then maintain at 80% or higher	86%	Data not yet available	In 1 year, the percentage increased by 19. Target was exceeded by 9.
The school handles discipline problems fairly.	52%		87%		In 1 year, the percentage increased by 35. Target was exceeded by 25.

Parent Community - Percentage responding “agree” or “strongly agree”

	2017-18	Annual Target	2018-19	2019-2020	Findings
School clearly communicates the consequences of breaking rules.	CHKS had not been adopted yet, but WASC survey data showed 59% felt the discipline program was effective.	+10% then maintain at 88% or higher	84%	86%	If measured from the WASC survey percentage to the CHKS results (apples and oranges, really), the percentage increased by 27 , and target would be met.
The school handles discipline problems fairly.			70%	63%	If measured from the WASC survey percentage to the CHKS results (apples and oranges, really), the percentage increased by 4 rather than by 10.

*When this measure of success was established in 2017-18, we had used our own WASC surveys to gather perception data about Aragon’s discipline program. At that time, only 59% of parents, 26% of staff/administration and 32% of faculty agreed/strongly agreed that discipline was handled effectively, so it was identified as an area of concern that we would try to address in the action plans. We originally planned to use these same surveys every few years going forward to gauge our success, but, in the last few years, the SMUHSD expanded its adoption of the California Healthy Kids Survey (CHKS) to include the parent and faculty/staff modules, making the WASC surveys obsolete. For this reason, the data you see here will be CHKS data and the WASC surveys will no longer be administered.

Action Plan III Creating a More Inclusive and Inspiring Program

Make the academic program more inclusive and inspiring by focusing on students' career goals and interests and the many possible paths they may take to achieve those goals.

Measure #1 After the first administration of the California Healthy Kids Survey parent module, establish a baseline for how well parents feel the school "helps [their] child plan for college or vocational school."

	2018-2019 357 respondents	2019-2020 256 respondents	Findings
Very Well	35%	48%	<p>The percentage responding "very well" rose by 13 in one year.</p> <p>In 2018-19, 67% replied "Just Ok" or "very well." In 2019-20, this percentage rose by 8.</p>
Just Ok	32%	27%	
Not Very well	17%	12%	
Does Not Do It At All	6%	6%	
Don't Know/NA	10%	7%	

Measure #2 - Raise the percentage of students reporting a "high degree of school connectedness" on the California Healthy Kids Survey.

Grade	2016-17	Annual Target	2017-18	2018-19	2019-2020	Findings
9th	72%	+3% then maintain at 85% or higher	62%	74%	76%	Rather than increasing the percentage by 9 in 3 years, the percentage increased by 4.
11th	65%		56%	58%	64%	Rather than increasing the percentage by 9 in 3 years, the percentage decreased by 5.

Measure #3 - Increase the percentage of all students attaining C's or better in all courses.

Fall 2016	Annual Target	Fall 2017	Fall 2018	Fall 2019	Findings
79%	+1% Then maintain at 95% or better	77%	78%	81%	Rather than increasing the percentage by 3 in 3 years, the percentage increased by 2.

Measure #4 - Increase the percentage of high-priority groups meeting the "prepared" level on CA's College & Career Readiness Indicator (CCRI).

	2017	Annual Target	2018	2019	Findings
All Students	71%	+5% for high-priority groups until they attain parity with "All Students"	74%	73%	The percentage increased by 2.
Students with Disability	12%		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
Socioecon. Disadvantaged	44%		42%	55%	The percentage increased by 11, 1 beyond the target.
English Learners	25%		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
Pacific Islander	33%		Data not available due to size of cohort	Data not available due to size of cohort	No ability to gauge progress due to lack of data
Hispanic or Latino	38%		48%	59%	The percentage increased by 21, 11 beyond the target

CHAPTER FIVE
REFINED SCHOOLWIDE ACTION PLANS/SPSA

A Note About Format and Content

For background, you will find a link to the 2018 Action Plans at the end of this chapter. Also, after each goal that appears in the left side of the tables, please find the Critical Student Learner Needs (CSLN’s) and the Critical Areas for Follow up (CAF’s) addressed by that goal and that set of action steps. For quick reference in reviewing these plans, Aragon’s CSLN’s and CAF’s appear again here:

<p style="text-align: center;">Aragon’s Critical Student Learner Needs</p>	<p style="text-align: center;">Aragon’s Critical Areas for Follow up</p>
<p>1. Provide students and families a comprehensive social and emotional learning program that helps them to manage stress, achieve a better school/life balance and improve their social/emotional wellness.</p> <p>1. Make Aragon’s discipline and academic ethics policies, practices and communication systems more clear and consistently enforced to maximize the school’s productivity, integrity, and physical and emotional security.</p> <p>1. Significantly increase the percentage of students in high-priority groups (English Learners, Special Education, Socioeconomically Disadvantaged, Latino and Polynesian students) who earn C’s or better and who meet or exceed standard on all portions of the CAASPP exam.</p> <p>1. Make the academic program more inclusive and inspiring by preparing students for <i>all</i> types of post-secondary education and careers. This includes building more robust career and CTE pathways and better informing students and families about a wider variety of post-graduation options and how to pursue them.</p>	<p>1. High-priority groups such as English Learners, Students with Disabilities, Reclassified English Proficient Students, Socioeconomically Disadvantaged Students and Latino students do not perform at the same level as Aragon’s general population on standardized assessments; they are also more likely to earn D’s or F’s.</p> <p>1. Aragon received a <i>very high</i> rating on the College and Career Readiness Indicator, but high priority groups scored <i>medium or low</i>; the same pattern occurs for graduates completing the UC/CSU a-g requirements.</p> <p>1. With the growing enrollment of Students with Disabilities and Socioeconomically Disadvantaged students, the school needs to expand its services; paraprofessionals will be an important part of success in this area.</p> <p>1. A significant percentage of students, parents and teachers expressed concern about the clarity, fairness and efficacy of rule enforcement; also, tardiness stands out as a chronic, time-consuming problem.</p> <p>1. The California Healthy Kids Survey alerts the school to several health and wellness concerns; an increase in population and/or wellness needs may overwhelm staff.</p> <p>2. A significant percentage of parents expressed a desire for more personal attention and academic support for students; students expressed a need for more help planning to achieve their post-high-school goals.</p> <p>1. The diversity of the faculty, administration and staff could better reflect that of the student body.</p>

Action Plan I Equity and Achievement - Goals and Action Steps
Improve the academic performance of all students, especially those in high-priority groups* and increase the consistency and equity of Aragon’s academic policies and practices.

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

Goals	Action Steps	Complete By	Responsible Parties)
<p>1. Review high yield strategies. Identify one or two with great leverage points to implement school wide as elemental parts of the curriculum.</p> <p>Addresses CSLN 3 and CAF 1</p>	<p>a. Evaluate the degree to which Constructing Meaning (CM), annotation and note-taking techniques have been integrated into the curricula in a robust and meaningful way. Evaluate the impact that Aragon’s use of these practices has had on student performance, and determine whether to build on the work already completed or shift focus onto more viable strategies.</p> <p>b. Explore Marzano’s <u>Nine High-yield Instructional Strategies</u> and discuss adopting some of these as the focus of Aragon’s work.</p> <p>c. Provide targeted PD/TSG time to work through the facets of identified high-yield instructional strategies.</p> <p>d. Support the implementation of high-yield instructional strategies with analogue and digital tools; provide targeted time to present and practice during PD/TSG time.</p>	<p>fall 2021</p> <p>fall 2021</p> <p>Spring 2022</p> <p>Spring 2022</p>	<p>Principal, AP over Tier 1, MTSS/PD Coord, Leadership Team, Dept Heads, Faculty</p> <p>AP over Tier 1, Leadership Team, MTSS/PD Coord, Tier 1 Team</p> <p>AP over Tier 1, Leadership Team, MTSS/PD Coord,</p>
<p>2. Come to a research- based consensus; commit to some shared grading and homework practices to make feedback and grades more meaningful and to encourage all students’ success.</p> <p>Addresses CSLN’s 2 and 3 and CAF’s 1 and 2</p>	<p>a. Gather information about current homework and grading philosophy and practice and evaluate their effectiveness in light of educational research, student performance and perception data from a variety of stakeholders (families, students, faculty, staff, etc.).</p> <p>b. Engage as many stakeholders as possible in a book study of <i>Grading for Equity</i> by Joe Feldman.</p> <p>c. Draft a vision statement to articulate the philosophy behind and the purpose of homework and grades at Aragon.</p> <p>d. Grounded in this philosophy and in alignment with existing SMUHSD policies, develop a core set of homework and grading practices that all faculty agree to observe.</p> <p>e. Provide time and PD to support PLC’s in successfully adopting these policies and practices.</p>	<p>spring 2022</p> <p>spring 2022</p> <p>spring 2022</p> <p>fall 2022</p> <p>spring 2023</p>	<p>Principal, AP over Tier 1, Leadership Team, MTSS/PD Coord, faculty</p> <p>Principal, AP over Tier 1, MTSS/PD Coord, Tier 1 Team, Faculty</p> <p>Principal, AP over Tier 1, MTSS/PD Coord</p>

<p>3. Ensure equitable access to and thoughtful use of technology and technology tools.</p> <p>Addresses CSLN's 2 and 3 and CAF's 1, 2, 3</p>	<p>a. Implement 1:1 distribution of chromebooks to all students for use in class and at home. Also, supply classrooms with a set of backup chromebooks for student use.</p> <p>b. Work with the district, the PTSO and community businesses to ensure that students who received hotspots during DL continue to receive this support, and to explore the possibility of providing hardwired internet to these homes.</p> <p>c. Create technology skill scope and sequence charts for all staff (teachers, counseling, support staff, etc). Provide PD to ensure all staff have the technological literacy to best support students and families.</p> <p>d. Provide more PD about how to instruct students in the most effective use of technology (21st-century technology skills); increase focus on using technology to share information, to research, to vet sources, to identify bias and the like.</p> <p>e. Provide outreach and training to ensure all families have the knowledge, tools and access to monitor students' progress.</p>	<p>spring 2022</p> <p>spring 2022</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p>	<p>AP over Tech, ITC, Site Tech</p> <p>AP over Tech, ITC, Site Tech, District Tech Director, PTSO President</p> <p>ITC, MTSS/PD Coord</p> <p>AP over Tech, ITC, Counselors, Grade advisors, FEC</p>
<p>4. As part of the MTSS work at Aragon, evaluate and revise support programs to ensure that all students in need of academic support are placed appropriately and receive the most robust support in the least restrictive environment.</p> <p>Addresses CSLN 3 and CAF's 1, 2, 3 and 6</p>	<p>a. Create a 'menu' of all existing Tier 1, Tier 2, and Tier 3 supports that includes program descriptions, the skills, learning and engagement that each program supports, entrance and exit criteria for each and data points to measure each one's success.</p> <p>b. Gather data for all programs, and review program progress over three year cohorts to determine efficacy.</p> <p>c. Identify gaps in offerings to ensure that Aragon best addresses student needs. Revise program offerings as indicated.</p> <p>d. Based upon findings related to goal 1.6 of the 2018 plans, implement recommendations to better support English Learners:</p> <ul style="list-style-type: none"> ● Ensure that EL students at Aragon receive the state-mandated amount of targeted academic-language instruction. ● Review Aragon's reclassification process to ensure that all students meeting the criteria are reclassified in the most efficient manner and that EL students receive personalized guidance and support, giving them the best chance at reclassification. 	<p>spring 2022</p> <p>spring 2022</p> <p>spring 2023</p> <p>spring 2023</p>	<p>Principal, APs, MTSS/PD Coord, Counselors, Leadership Team, Dept Heads</p> <p>Principal, APs, MTSS/PD Coord, Counselors, Leadership Team, FEC, Dept Heads, School Site Council</p> <p>Principal, APs, MTSS/PD Coord, Counselors, Leadership Team, FEC</p>

<p>5. Recruit more people of diverse backgrounds for faculty and administrative positions.</p> <p>Addresses CSLN 3 and CAF's 1, 2, 3 and 7</p>	<p>a. Identify administration and faculty who are interested in leading a recruitment program.</p>	<p>spring 2021</p>	<p>Principal, APs, Dept Heads</p>
	<p>b. Set a target for recruitment of student-teachers each year; establish relationships with credential programs and promote Aragon as an excellent and supportive placement.</p>	<p>spring 2021</p>	<p>Principal, AP over Student Teachers</p>
	<p>c. Seek out other opportunities to recruit teachers (job fairs, etc.)</p>	<p>spring 2021</p>	<p>Principal, AP over Master Schedule, Dept Heads</p>
	<p>d. Identify open positions early in the spring and interview and hire desirable candidates as efficiently as possible.</p>	<p>spring 2021</p>	<p>Principal, AP over Master Schedule, Dept Heads</p>
	<p>e. Build on the informal new-teacher support efforts to provide a more formal mentorship program and to inform new teachers/staff about policies related to grading, homework, behavior, wellness, etc.</p>	<p>fall 2021</p>	<p>Principal, AP over New Teacher Program, Dept Heads</p>

Action Plan II Behavior and Wellness Program Implementation and Communication - Goals and Action Steps
Improve and clarify behavior expectations and protocols; improve student wellness and morale; streamline and strengthen internal communication systems.

Goals	Action Steps	Complete By	Responsible Parties)
<p>1. Develop Aragon’s Multi-Tiered System of Supports (MTSS) to create an integrated and cohesive system of academic, behavioral, and social emotional learning support at all tiers.</p> <p>Addresses CSLN’s 1,2 and 3 and CAF’s 1, 2, 3, 4, 5 and 6</p>	<p>a. Ensure all staff thoroughly understands MTSS approach, objectives and benefits; build consensus and buy-in among all stakeholders.</p> <p>b. Create comprehensive matrices of all elements of support at Tiers 1, 2 and 3 as described in goal 1.4.a</p> <p>c. Identify and target schoolwide areas of focus as determined by trends in Tier 1 wellness, behavior, and academic data.</p> <p>d. Develop a data-analysis process to identify students in need of Tier 2 supports.</p> <p>e. Connect students in need to targeted Tier 2 supports available at Aragon or through the district.</p> <p>f. Transition KidTalk to MTSS Tier 2 Student Intervention Team model.</p> <p>g. Implement a robust student-monitoring system to move students in and out of Tier 2 interventions efficiently and to reduce reliance on Tier 3 interventions</p>	<p>fall 2021</p> <p>fall 2021</p> <p>spring 2022</p> <p>spring 2022</p> <p>fall 2022</p> <p>spring 2022</p> <p>spring 2022</p>	<p>Principal, APs, MTSS/PD Coord,</p> <p>Principal, APs, MTSS/PD Coord, , Dept Heads, Tier 1/2/3 Teams</p> <p>AP over Tier 1, MTSS/PD Coord, Tier 1 Team</p> <p>AP over Tier 2, Tier 2 Team</p> <p>Principal, AP over Tier 2, Tier 2 Team</p> <p>AP over Tier 2, Tier 2 Team</p>
<p>2. Promote desired student behaviors for classroom, campus, and online by creating cohesive plans related to consequences and positive reinforcement.</p> <p>Addresses CSLN 2 and CAF’s 3, 4 and 5</p>	<p>a. With all stakeholder input, develop a comprehensive matrix delineating expectations, and consequences related to all aspects of student behavior, including, but not limited to, academic integrity, hate speech, cyberbullying, and attendance.</p> <p>b. Clearly define all practices and procedures and who is responsible for each facet of the student behavior program; develop systems to ensure all stakeholders understand their rights and responsibilities.</p> <p>c. Develop more systems to recognize and reward preferred behaviors.</p> <p>d. Monitor, evaluate and improve the student behavior program based upon a regular review of performance and perception data.</p> <p>e. Explore expanding the dean position to support implementation of this program.</p>	<p>spring 2022</p> <p>spring 2022</p> <p>spring 2022</p> <p>spring 2023</p> <p>fall 2021</p>	<p>Principal, APs, Leadership Team, Dean, MTSS/PD Coord</p> <p>Principal, APs, Leadership Team, Dean, MTSS/PD Coord, Tier 1 Team</p> <p>AP over Tier 1, Tier 1 Team</p> <p>AP over Tier 1, Tier 1 Team, Leadership Team</p> <p>Principal, APs</p>

<p>3. Further develop Tier 1 elements of the wellness program and institute a more dynamic set of Tier 2 interventions to provide targeted and timely support to students in need.</p> <p>Addresses CSLN's 1, 2 and 3 and CAF's 1, 3, 5 and 6</p>	<p>a. Implement the new Tier 1 interventions (e.g. monthly focus); evaluate and revise as indicated.</p>	fall 2021	Principal, AP over Tier 1, MTSS/PD Coord, Tier 1 Team
	<p>b. Identify regular, reliable and easily accessible data source(s) to identify students' short-term/ immediate needs</p>	fall 2021	AP over Tier 1, MTSS/PD Coord, Tier 1 Team
	<p>c. Implement systems to act on data/needs immediately with short-term, targeted support that does not take away from time in the classroom.</p>	fall 2022	
	<p>d. Invest in Tier 2 supports and tap into community resources to refer students out for more long-term Tier 3 interventions.</p>	fall 2022	Principal, AP over Tier 2, SIT Team
<p>4. Create a unified set of processes to communicate concerns about student academic skills, wellness needs and behavior concerns.</p> <p>Addresses CSLN's 1, 2 and 3 and CAF's 1, 3, 4, 5 and 6</p>	<p>a. Ensure all faculty and staff understand the function and appropriate use of the Request For Assistance (RFA) form; encourage consistent use of the form for all student concerns in all areas: wellness, academics, behavior, etc.</p>	fall 2021	Principal, APs over Tier and Tier 2, MTSS/PD Coord, Tier 1 Team, SIT Team
	<p>b. Clarify RFA follow up process and ensure a timely follow through for the student and for the staff member submitting the form.</p>	fall 2021	AP over Tier 2, APs, Dean, SIT Team.
	<p>c. Consider using the RFA as a data source for directing intervention teams and responding to schoolwide trends and needs.</p>	fall 2021	AP over Tier 1, MTSS/PD Coord., Tier 1 Team

Action Plan III Creating a More Inclusive and Inspiring Program - Goals and Action Steps
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.

Goals	Action Steps	Complete By	Responsible Parties
<p>1. Better prepare a greater number of students to succeed in whatever post-secondary option(s) they choose to pursue.</p>	<p>a. Determine the percentage of students attaining the “prepared” designation on the California College and Career Readiness (CCR) Dashboard via each of the following methods:</p> <ul style="list-style-type: none"> ● Career Technical Education Pathway Completion ● Proficiency on Grade 11 Smarter Balanced Summative Assessments in ELA and mathematics ● Advanced Placement Exams ● College Credit Course (Dual Enrollment) ● a-g Completion ● State Seal of Biliteracy ● Military Science/Leadership <p>b. Increase the percentage of students attaining the “prepared” level on the CCR dashboard by setting a target and actively encouraging students to attain CCR benchmarks via any of the pathways above.</p> <p>c. Design and implement PD to support the accomplishment of Goal III.1.b (above)</p> <p>d. More fully implement the career exploration and curricular portion of Naviance in the 10th and 11th grades; develop systems to use the data to help students plan more thoughtfully for post-secondary options.</p> <p>e. Increase opportunities for students to easily access career-related information</p> <ul style="list-style-type: none"> ● Record Career Day presentations and visiting career speakers; create a library for students to explore. ● Follow the model of college speakers in the fall and offer career speakers in the spring. <p>f. Explore funding and staffing resources to extend Aragon’s CTE offerings such that students can complete course pathways.</p> <p>g. Explore offering a Capstone Business course at Aragon that would educate and mentor students through the process of creating their own businesses in their area of interest.</p> <p>h. Promote concurrent enrollment in career tech classes at local community colleges, especially CSM.</p>	<p>fall 2021</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p> <p>spring 2023</p>	<p>AP over Counseling, SDA</p> <p>Principal, AP over Counseling, Counseling Dept, College & Career Coord.</p> <p>AP over Counseling, MTSS/PD Coord., Leadership Team, Counseling Dept, College & Career Coord.</p> <p>AP over Counseling, Counseling Dept, College & Career Coord.</p> <p>Principal, APs</p> <p>Principal, AP over Counseling, CTE Dept Head, C Dir at DO</p> <p>Principal, AP over Counseling, College & Career Coord, Counselors</p>
<p>Addresses CSLN's 3 and 4 and CAF's 1, 2, 6</p>			

<p>2. Review efficiency and efficacy of counseling department structure; ensure resources are best used to provide the most robust support system for students.</p> <p>Addresses CSLN's 3 and 4 and CAF's 1, 2, 3 and 6</p>	<p>a. Assign counselors to students by alpha groups to allow them to move with the kids over time and to share grade level counseling responsibilities.</p> <p>b. To implement elements of the American School Counselor Association curriculum, counselors work with teachers to determine appropriate classroom visitations over the course of the year. Visits should be rotated across departments where grade level courses exist so that no one department is impacted excessively.</p> <p>c. Review staffing and resource allocation to determine the best use of resources in the counseling department, including those related to school counselors, college and career advising and other support systems.</p>	<p>fall 2021</p> <p>spring 2022</p> <p>spring 2022</p>	<p>Principal, AP over Counseling</p> <p>AP over Counseling, Leadership Team, Dept Heads</p> <p>Principal, APs</p>
<p>3. Explore the structure and offerings in the elective program in order to reflect student interests and ensure that all students are represented in the AHS curriculum.</p> <p>Addresses CSLN's 3 and 4 and CAF's 1, 2, 6</p>	<p>a. Explore offering senior elective variations in core subject areas (i.e. courses that follow the regular a-g curriculum, but with a focus on a particular perspective, voice, background, genre, etc.)</p> <p>b. Explore and expand dual and concurrent enrollment opportunities with CSM to provide students with access to a greater variety of courses similar to the currently planned Polynesian Studies class.</p> <p>c. Review curricular content to ensure that all students are represented in the materials read and discussed in classes at AHS.</p> <p>d. Evaluate the impact of the majority of ninth and tenth graders opting to take 7 periods of classes to see how those choices impact course requests and Aragon's offerings for eleventh and twelfth grade students.</p>	<p>fall 2022</p> <p>fall 2022</p> <p>fall 2022</p> <p>fall 2022</p>	<p>Principal, APs, Leadership Team, Dept Heads</p> <p>AP over Counseling, Counseling Dept, Dept Heads</p> <p>Principal, AP over Tier 1, Tier 1 Team, MTSS/PD Coord, Leadership Team, Dept Heads</p> <p>Principal, AP over Counseling, AP over Tier 1, Tier 1 Team, Dept Heads</p>

For reference:

- [Link to 2018 Action Plans](#)
- [Link to a copy of Principal Arbizu's Excel Action Plan Progress Tracker for 2020-2024](#)