

Aragon High School
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San Mateo Union High School District



A Self-Study Report
Western Association of Schools and Colleges
2018

Aragon High School

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A: Organization: Vision & Purpose, Governance, Leadership & Staff, and Resources

Name	Department
1. Ho, Josephine	Guidance (co-facilitator)
2. Ratto, Steve	Science (co-facilitator)
3. Becker Kim, Stacy	Guidance
4. Bravo, Vince	English/Technology
5. Broock, Jim	Campus Safety
6. Corti, Carlo	Social Science
7. Daniel, Vicky	English/Instructional Coach
8. Elenz-Martin, Nicole	World Language/Technology/Instructional Coach
9. Fong, Tori	Student
10. Foster, Becky	Administrative Assistant
11. Kardosh, Dounia	Staff Assistant
12. Montelongo, Rafael	Math
13. Murphy, Michelle	Parent
14. Oling, Guy	Physical Education
15. Ottesen, Ilene	Instructional Aide
16. Patino, Carolina	Attendance
17. Peterson, Kirt	Special Education
18. Silton, Scott	Social Science
19. Smuin, Shane	Visual and Performing Arts
20. Thurtle, Genevieve	English/Professional Development Coordinator
21. Tolfa, Luci	Site Accounting Technician
22. Whitmarsh, Richard	Science

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Focus Group B: Standards-based Student Learning: Curriculum

Name	Department
1. Ho, Ben	World Language (co-facilitator)
2. Carrillo, Nick	Visual and Performing Arts (co-facilitator)
3. Allekotte, Steve	Guidance
4. Beaumont, Barbara	Physical Education/Health
5. Brown, Linda	Physical Education
6. Bruce, Patricia	Guidance
7. Castillo, Angela	Guidance
8. Davis, Troy	Visual and Performing Arts
9. DeMarchena, Carly	Math
10. Fan, Qi	World Language
11. Felder, Jon	Social Science
12. Hala'ufia, Kristine	Instructional Aide
13. Harrold, Michael	Parent
14. Henderson, Steve	Social Science
15. Hojatnia, Malak	Technology Support
16. Hojjatnia, Parisa	Instructional Aide
17. Ivelich, Denise	English
18. Johanna Kelly	Special Education
19. Johnson, Dena	English
20. Pastore, Carl	Special Education
21. Pisaro, Michaela	Library
22. Rees, Chelsea	Math
23. Riek, Patty	English
24. Taylor, Nicole	Wellness Counselor
25. Vahabi, Nikki	Student
26. Valera, Jessica	Science
27. Ward, Katie	Science/Science PD Coordinator
28. Yeung, Leslie	Social Science

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C: Standards-based Student Learning: Instruction

Name	Department
1. Gibbons, Michael	Special Education (co-facilitator)
2. Garcia, Sara	English (co-facilitator)
3. Alvarado, Claudia	Parent
4. Anderson, Jerry	Instructional Aide
5. Apperson, Arron	Science/Career Technical Education
6. Beasley, Jennifer	Psychologist
7. Belvini, Samantha	Science
8. Braanemark, Alicia	Student
9. Caldwell, Courtney	Social Science
10. Cheever, Maria/ Shurter, Sally	World Language
11. Chen, John	Visual and Performing Arts
12. Colglazier, Will	Social Science/Instructional Coach
13. Cottrell, Justin	Health
14. Dartnell, Cheri	Math/Math PD Coordinator
15. Estassi, Jayson	Social Science
16. Flynn, Michael	Physical Education/Health
17. Imbimbo, Kevin	Music
18. Jacks, Brooke	Special Education
19. Jacobs, Adam	Math
20. Lapid, Anna	Librarian
21. Leota, Rachel	Guidance
22. Luna, Thalia	Guidance
23. Ma, Jill	Wellness
24. Mark, Melissa	Speech Therapist
25. Salis, Amelia	World Language
26. Skale, Sandy	English
27. Stanton, Lisa	Office Assistant
28. Walker, Dan	Athletics
29. Wang, Tiffany	English

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D: Standards-based Student Learning: Assessment and Accountability

Name	Department
Bush, Don	Math (co-facilitator)
Sadlon, Heather	Social Science (co-facilitator)
Carrillo-Cardenas, Luis	World Language
Clothier, Mandy	English
Ecklund, Leigh-Anne	Science
Escoto, Marie Rose	World Language
Gesiner, Ronni	Instructional Aide
Green, Priscilla	Instructional Aide
Hughes, Barbara	Visual and Performing Arts
Kliegel, Cathryn	Science
Kossiver, Lisa	Math
Labrum, Steve	Special Education
McIlvoy, Erik	Instructional Aide
Moala, Caroline	Financial Aide Advisor
Phillips, Ann	Student Data Analyst
Shahrkini, Behrooz	Math
Sipple, Craig	Math
Thurtle, Rob	English
Trimble, Annette	Physical Education
Trujillo, Cristina	Social Science
Wei, Jennifer	English
Winter, Andrea	Guidance
Wu, Michael	Science
Samudrala, Srimaye	Student

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E: School Culture and Support for Student Personal and Academic Growth

Name	Department
1. Hontalas, Sue	Career Technical Education (co-facilitator)
2. Sell, Steve	Physical Education (co-facilitator)
3. Bernstein, Max	Wellness Counselor
4. Daniel, Jim	English
5. Doyle, Kevin	Science
6. Francis, Robynne	English
7. Franco, Lesley	Health Aide
8. Grant, Christine	Parent
9. Henderson, Cindy	Science
10. Hosoi, Junko	World Language
11. Hu, Alice	Math
12. Johnson, Jennifer	Social Science
13. Kalbus, Randy	Campus Safety
14. Katcher, Kathy	Visual and Performing Arts
15. Khalil, Alaa	Student
16. Larios, Ed	Physical Education/Health
17. Loar, Aech	Student
18. Martinez, Edwin	EL Specialist
19. Martinez, Jon	Instructional Aide
20. Moshkounian, Anton	Instructional Aide
21. Nelson, Brooke	Visual and Performing Arts
22. Nelson, Kevin	Social Science
23. Patton, Hosea	Campus Safety
24. Perino, Melissa	English
25. Ramos, Ana Maria	World Language
26. Reiss, Kris	Math
27. Tezak, Laurie	College and Career
28. Valmonte, Michael	Dean
29. Veal, Staysha	Wellness Counselor
30. Wong, Jessica	Special Education

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CHAPTER ONE
**PROGRESS REPORT
 ON 2015 ACTION PLANS**

Background

In section A of the appendix, please find the progress report for years 2012-2015 which was prepared for Aragon’s mid-term report to WASC. In 2015, Aragon completed an evaluation and detailed revision of the 2012 action plans with the help and support of the visiting committee members during their one-day visit. The progress report that follows details Aragon’s achievements since that 2015 revision.

Format of This Report

This progress report includes the goals and action steps from the 2015 action plans in grey sections, followed by Aragon’s achievements towards those goals and action steps.

Progress Report on Action Plan I

Action Plan I: Support all Aragon students to achieve academic proficiency. <ul style="list-style-type: none"> ● Raise the percentage achieving a C or better in all courses. ● Raise the percentage achieving “proficient” or better on the CAHSEE. ● As it becomes available, use CAASPP data to inform curriculum and instruction 	
Goal	Action Steps
1. Regularly identify students who are not attaining proficiency on the CAHSEE and the CAASPP, paying special attention to students’ language development levels; in PLC’s develop strategies to address proficiency gaps.	a. When data is available, distribute disaggregated data about students not attaining proficiency on the CAHSEE; discuss schoolwide trends.
	b. Select PLC’s analyze disaggregated CAHSEE data and devise and implement strategies to address proficiency gaps.
	c. Once CAASPP data is available, distribute disaggregated data about students not attaining proficiency; discuss schoolwide trends.
	d. Select PLC’s analyze disaggregated CAASPP data and devise and implement strategies to address proficiency gaps.
While the CAHSEE was still in use, Aragon regularly analyzed disaggregated data and used results to inform instruction and improvement initiatives as outlined in action steps a and b. But, as CAHSEE testing results were no longer available very shortly after the mid-term visit, Aragon, like most California schools, shifted its focus away	

from old testing data measurements onto the potential information available from CAASPP testing data, as described in action steps c and d.

Administration has examined disaggregated CAASPP testing data with staff after each testing session, and has led staff in discussions about the schoolwide implications of this data. Departments, especially English and math, have also analyzed the data and used it to inform yearly department and PLC goals. Most importantly, the site leadership team uses CAASPP and other data in goal setting and planning for all levels of professional development, including the site-based professional development days; the work led by technology, English, math and science Teachers on Special Assignment (TOSA's); and for the planning of the monthly Teacher Study Group (TSG) meetings in which all faculty meet to improve curriculum and instruction focused on a different standard each semester. For example, CAASPP data from 2015-16 indicated a lag in the speaking and listening strand, so this became the focus of the PD and TSG work the following fall. Later results indicated some subgroups lagged in reading skills, so PD and TSG meetings focused on a reading skill in the spring of 2017.

An additional testing data source that has recently become available are the Math and Reading Inventories adopted district-wide. These computer-adaptive assessments provide a reading lexile score, along with other data, and a math quantile score. Beginning in the spring of 2016, the district began administering these tests at the end of the incoming students' eighth grade year as part of their transition into the San Mateo Union High School District (SMUHSD). These results help with placement of students and with identification of students potentially needing additional English and math support. Ninth and tenth grade English students take the test again at the start of end of each school year to help teachers monitor progress and to inform curriculum and instruction. Math also administers the mathematics inventory at the beginning, middle and end of algebra and geometry courses. The results, along with other criteria, inform the placement and support of those students going forward.

Another result of Aragon's increased attention to testing data has been more effective attempts to address the needs of Aragon's Long Term English Learner (LTEL) population. The English TOSA worked in concert with the guidance department to do a thorough evaluation of these students' progress. When it was determined that some students still needed English support beyond the 10th grade year, the English TOSA worked with the English support instructor to create a third level of Strategic English Support. While the SMUHSD office funds this course at the ninth and tenth grade levels, Aragon used discretionary funding to add this additional level of support. According to a district review of Aragon's program, 96-98% of Aragon's LTEL's are in some type of support course, demonstrating Aragon's continued effort to identify these students and address their unique needs.

Goal	Action Steps
2. Regularly identify students who are earning D's or F's, paying special attention to students' language development level; in PLC's develop strategies to address proficiency gaps.	a. After each 12 week marking period, distribute disaggregated data about students earning D's or F's.
	b. PLC's analyze disaggregated grade data and devise and implement strategies to address proficiency gaps.
	c. Design PD to share strategies that are found to help close these gaps.

Administration monitors and shares D and F data with staff regularly, and Aragon has implemented a variety of interventions to address the needs of these students, and discusses ways to address it. In concert with the schoolwide Flex Time initiative implemented shortly after the WASC mid-term visit in 2015, Aragon also began Flex Time Tutorial, targeting students with multiple D's and F's. This special session is run by members of the administration, and a cadre of aides and students tutors help students prioritize and complete missing work. Throughout the implementation process, administration and staff have monitored grade data and other data to refine the criteria for placement in Flex Time Tutorial and practices used in those sessions.

Additional programs put in place to reduce the number of students earning D's and F's include formal after-school tutoring in the Aragon library that can be assigned to struggling students. Tutoring takes place on Tuesdays and Thursdays from 3:30-4:30; teachers from a variety of subject areas regularly attend. In addition, some students have been assigned weekly check-ins with their academic advisors to review progress and set weekly goals for improvement. The discipline staff also provides tutoring support for students assigned to Saturday School.

Aragon has also developed a robust and varied selection of support classes to address the variety of needs demonstrated by struggling students, including Guided Studies now in place at all grade levels, Strategic English Support for ninth and tenth graders, Intensive English for ninth graders, reduced class sizes in all algebra courses and an intensive algebra course in which two classes of no more than 15 students meet simultaneously, and in which students may move fluidly between the two instructors based upon the specific need being targeted on a given day. Special Education directed studies and co-teaching support programs, among others, ensure that many adults are working together to give each student the best chance at success in the least restrictive environment. Easier access to grade data through Schoolloop and through the monitoring of students with D's and F's further support the collaboration between mainstream and support teachers to address whatever obstacle prevents a student from achieving his or her full potential. Support teachers monitor grades constantly and meet with students on an individual basis to look at all grades and discuss plans for addressing the lower grades (e.g. teacher meeting, Flex Time, request tutor, etc.)

Along with the testing data discussed above in section I.1 of this progress report, the administration, PD coordinator, TSG instructors, IT Coordinators and the Culturally Relevant Teaching Committee all use disaggregated grade data to inform the priorities, activities and evaluation of the professional development conducted at Aragon. For example, the plan for 2017-18 was for TSG to focus on another reading standard across the curriculum, but plans remained fluid until the leadership group had access to the results of the spring 2017 administration of the CAASPP, in case these results indicated a more urgent area of need for Aragon’s students. Seeing that the CAASPP results and other data confirmed a need for improvement in reading, TSG proceeded as planned.

Goal	Action Steps
3. To address the needs of students not attaining proficiency, maximize the efficacy of current support programs.	a. Revise support placement processes to ensure all students needing support receive it and that they are placed correctly. <ul style="list-style-type: none"> ● Create a single document clarifying placement guidelines for all support courses. ● Work within District guidelines to refer students for SSTs. ● Work with district to revise assessment and placement process for ELA/Math.
	b. Train faculty and staff to effectively use items generated in action step 3a.
	c. Build upon recent successes with parent groups to facilitate school-home ties.
	d. Expand pilots of tutoring programs that provide paid student and adult tutors during Saturday school and after school two days per week.

Aragon has successfully adapted its practices to shifts in district guidelines regarding referrals for SST’s and, with the purchase of the computer adaptive math and reading inventories plus the availability of individual student’s CAASPP scores, the assessment and placement process for English and math has been streamlined, with more clear guidelines that better facilitate effective placement of students.

The number and variety of support courses offered at Aragon can add complexity to student scheduling. At the time this action plan was created, many thought that we could streamline this placement process by creating a flowchart or priority list based upon specific criteria to make decisions simple and clear, but after many efforts, such a chart turned out to be an untenable solution. In 2015-2016, some of the Aragon staff who also held leadership TOSA positions at the district office (math, English, Guided Studies and On-Site Credit Recovery (OSCR)) initiated several meetings with the Special Education TOSA, the Director of Curriculum and Assessment, and the manager of English Language and Compliance Programs to raise this concern and to attempt to create a district-wide set of guidelines. Some progress was made, including the math and reading inventories mentioned above and the revision of support course placement criteria based upon these inventories and newly available CAASPP scores. However, the

idea of creating district guidelines for choosing between support courses became impossible in the face of the differences between the practices and priorities of the six comprehensive sites. This was further compounded by a near total turnover of senior district leadership which led to restructuring and changes in goals and priorities.

At the site level, concerns were also raised that such a rigid approach would not benefit students. Each student in need of support brings a complex set of experiences, priorities and needs, and the Guidance Department has found it more realistic to rely on the course criteria and their best judgement, in cooperation with students and parents, to prioritize placement in support classes when a student meets more than one set of criteria. This process has been deemed to be successful by guidance staff.

Aragon maintains an impressive degree of parental support and has been able to expand the variety of parental 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. The Aragon Fair Share fundraising drive has taken place annually each year since 2005. At the start the group raised an average of around \$150,000 per year, but through the laudable efforts of the Aragon PTSO and the community at large, the drive now raises an average of \$425,000 per year, with an exciting bump this year to nearly \$500,000. Aragon Fair Share funds support programs that reach a wide variety of Aragon students. One of the most important contributions is funding reduced class size to an average of 31 instead of the district cap of 35. These reductions occur in core ninth and tenth grade English, math and science courses. These monies also fund several electives, such as Creative Writing, AP Chemistry, Biotechnology, and a second section of Introduction to Computer Principles. Additional purchases from these funds in the last few years include items such as additional Chromebook carts, microscopes and supplementary texts in science courses to better address the Next Generation Science Standards (NGSS), Fitbits for PE classes, expanded independent reading texts for English classes, history field trips to Angel Island, art field trips to the San Francisco Museum of Modern Art, and more.

Over the years, Aragon has enjoyed the support of parent organizations catering to our Polynesian, Latino, Asian and African-American communities. Since 2012, some of these organizations were phased out due to lack of interest or support, but, at the time of this writing, all four groups meet regularly with fixed agendas, supported by school and/or district administration. The African-American parent group, unlike the others, is a district-wide effort. Finally, the English Learner Advisory Committee (ELAC) at Aragon has an important voice, helping to guide the school's efforts to support the needs of English Learners at all levels.

Formal tutoring still occurs on Tuesdays and Thursdays from 3:30-4:30 and has expanded in the sense that more students take advantage of it, and more faculty make

themselves available to support the students in need. Saturday school has also become more of an opportunity for students to receive academic help, rather than being a purely punitive detention time. In addition, there are students who sign up to take a leadership role on campus and to be of service to the community, called Service Commissioners, who regularly attend the sessions and provide tutoring services during Saturday school.

Goal	Action Steps
4. Explore ways to build more time into the school day for struggling students to get help from teachers.	a. Task a committee with exploring this issue.
	b. Visit other sites to learn about successful programs.
	c. Present findings and propose a course of action to the faculty and staff.

In the spring of 2015, Aragon formed an exploratory committee to visit other sites and to research best practices to provide time during the school day for students to get help from their teachers. The committee members visited San Mateo High School, Cupertino High School and Fremont High School to study their programs for this type of student support. After several discussions with faculty and staff, and several more planning meetings, the committee proposed and the school adopted Flex Time for all students. The block day schedules were changed so that on Wednesdays and Thursdays, students have 35 minute periods during which they may visit any classroom to work toward the academic goal they deem most important; common activities include getting help from a teacher, meeting with group members to work on a project, and working on homework. At the outset, the program also included "Intensive Flex Tutorial" which sought to address the needs of students earning multiple D's and F's. Intensive Flex has gone through a variety of iterations to improve service to these students. In its current state, students with 2 or more F's are assigned to the program, which equates to around 50 students. Around half of these students are sent to teachers who have requested their presence at Flex Time to help the student with assignments or with needed review. The remaining 25 stay in the library and receive help and guidance from all four counselling advisors, one counselor and 2-3 student tutors. In this setting, students have access to texts, makeup work, technology and support. In addition to tutoring from any of the support team, counselling advisors also meet one-on-one with students to discuss personal issues, make improvement plans and help with organization. This can also be a time for targeted presentations from the guidance staff.

Before putting the program into practice, the committee met with the faculty to explore guidelines and to anticipate challenges. Based upon these discussions, the committee found and procured an attendance scanner program that allows teachers to check students into Flex Time by scanning the students' ID cards. This allows the school to track student attendance while still allowing students the flexibility to go where they think they will use their time best. The program also allows teachers to make

appointments with students to reserve their time to complete an urgent task. The committee also worked with the administration and the Professional Development Coordinator to develop a set of policies, training for teachers and students and several opportunities to share best practices. In the spring of 2016, the first full year of Flex Time, committee members conducted a detailed survey and study of data to measure the impact of the program on student achievement and stress. The results were presented to the faculty who voted overwhelmingly to continue Flex Time at Aragon for at least two more years, through spring of 2018, when another review of the program will take place. Another indication of the success of Aragon's Flex Time program is that another SMUHSD school, Mills High, worked with Aragon faculty and administration to develop their own Flex Time program based upon the one begun at AHS.

Goal	Action Steps
5. Work with District Curriculum Coordinators and Councils to facilitate articulation with primary feeder schools around the CCSS.	a. Document best practices from math department's successful articulation process.
	b. Use math model to plan articulation in other departments.
	c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.

The Aragon guidance and administrative team worked with the district's English and math Teachers on Special Assignment (TOSA'S) to streamline the placement process for students transitioning from feeder schools. Until the spring of 2016, incoming students took that Gates-Macginitie Reading Test and a district designed math test to help guidance departments advise families about their students' placement, particularly in math and English classes. In the spring of 2016, the district adopted the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI). These computer adaptive tests provide more accurate data about the skill level of students. District TOSA's also worked with the math and English department heads of all district sites to revise placement criteria that incorporated the SRI/SMI scores into the criteria. Aragon leadership, guidance staff and select faculty members actively participated in the adoption process of the assessments and the revision of the policies mentioned above, with some faculty and staff even visiting select feeder sites to help facilitate the testing process during the first year. Guidance staff and teachers all report that the new transition process vastly improved the accurate placement of students.

Aragon guidance staff also visits feeder sites each spring to orient students to Aragon's program and scheduling options. Teachers of the Advancement via Individual Determination (AVID) classes accompany them to work with feeder school staff to identify students who would benefit from the program. Special Education faculty and staff also work closely with their feeder school counterparts to construct each new student's IEP and to schedule each student for appropriate classes.

During the 2016-17 school year, math teachers participated in a series of day-long

articulation meetings facilitated by the San Mateo County Office of Education in which they met with colleagues from Aragon’s primary feeder schools to better align expectations, terminology and practices related to standards-based math instruction.

In spring of 2015, the ninth grade team of English teachers met the eighth grade team from Aragon’s primary feeder school, Borel, to align writing goals and practices. Then, in the spring of 2016, the entire English department met with a group of English professors and their department head from The College of San Mateo (CSM), a community college only a few miles away that a large percentage of Aragon graduates attend. The CSM team shared sample syllabi, student work and their wish list of things that could be more emphasized in Aragon’s English curriculum to ensure even greater student success at the college level.

In the fall of 2017, the World Language Department hosted teachers from three feeder middle schools for a whole day professional development workshop. The teachers spent the day at Aragon, taking tours of the World Language classrooms. They also discussed vertical alignment, the patterns Aragon teachers see in student work, and high school expectations and grading practices.

Goal	Action Steps
6. Provide the professional development (PD) needed for staff to execute these goals and action steps.	a. Provide regular opportunities for departments and PLCs and district-wide curricular teams to align curriculum and practice with the CCSS.
	b. Provide follow up training and practice in the Cycle of Inquiry for PLC’s.
	c. Create opportunities for cross-curricular PLC’s to continue to work together on the examination of student work.
	d. Continue to build a community of teacher leaders through ongoing training and collaboration opportunities .
	e. Train more staff in Constructing Meaning (EL Achieve) techniques to support our work with LTEL students in mainstream classes.
	f. Focus peer observation on strengthening of PLC work. Cycle of Inquiry, DOK, formative assessments and incorporation of Constructing Meaning techniques.

Aragon’s schedule has been adapted to include an early release on Thursday afternoons, and the time has been set aside for regular teacher collaboration. The size and shape of the collaborative groups change throughout the month, with one half of one meeting time dedicated to faculty meetings, one half of one to leadership team meetings, and one half of one Thursday to department meetings. The remaining time slots are allotted to course-specific Professional Learning Communities (PLC’s). After the first year, each teacher chose one focus PLC so that the time to complete standards-based work, examination of student work and other elements of the Cycle of Inquiry (COI) would not be too diluted. For the last 2 years, one Thursday per month is still focused on PLC work

alone. On another Thursday each month, the PLC's have been placed into three groups called Teacher Study Groups (TSG). The groups were formed with the intent to group teachers of similar grade level, and they are led by school professional development leaders who help focus PLC's onto a shared task, such as completing a cycle of inquiry, planning standards based lessons or designing assessments. This ensures that all faculty receive professional development to support the shift to the Common Core State Standards (CCSS) and to ensure that the implementation and follow-through is as practical and individualized as possible. The collaboration time moved to Thursday mornings beginning in the 2017-2018 school year due to a district office decision to have one late- start day per week with the hope that it will support student wellness by giving students more opportunity to increase their sleep.

In addition, the district and teachers' union came to an agreement to add 2 paid professional development (PD) days per year, so we now have 4 total. Generally 2 of these days' agendas are determined and led by district leadership and 2 are set and led by site leadership, ensuring some cohesion of message and similarity in training while allowing sites to advance the type of PD best suited the needs of their students and staff. The 2 district days are also the best opportunity for district level curriculum councils, which exist for nearly all curricular areas, to gather their faculty members together for training, which can be especially beneficial to teachers working in smaller departments, such as Home Economics or those with a more specialized curriculum, such as ceramics, drama, physics or calculus for whom there is limited opportunity to work with subject-alike peers at the same site.

TSG made the Cycle of Inquiry its area of focus for the 2015-16 school year. Teacher leaders reviewed each step with their TSG groups and guided the groups through the entire process where teachers created an assessment, a series of lessons leading up to that assessment, examined student work and planned how to re-teach elements to students who had not attained proficiency. TSG going forward has continually referred back to the COI and all structured activities encourage and support teachers to continue their practice with the COI, along with other proven techniques such as backwards mapping, a variety of student work examination protocols, and techniques to teach reading and writing skills across the curriculum.

The AVID and Guided Studies programs both rely on cross-curricular PLC's to examine student work, monitor students' progress and communicate program expectations. While some other PLC's have taken the initiative on their own to examine student work with a cross-curricular team, TSG has been the most frequent vehicle for this type of exchange. There have been three formal occasions where teams brought student work; they are paired with a PLC from a different curricular area and the teams conduct a student work protocol together, each time focusing on a different skill area: speaking and listening, expository writing, and reading for understanding. Evaluations reflect that this sharing of techniques and ideas have been very fruitful for the spread of best practices. TSG has also provided many less formal opportunities for PLC's to

share curriculum, assessments and other work products with cross-curricular groups.

Aragon has a long-established culture of administration cultivating and supporting genuine teacher leadership. Many initiatives, such as the schedule change to permit collaboration time, the adoption of Flex Time, and the restructuring of Aragon's professional development model relied on administrative *and* teacher leadership. To further support teachers in leadership roles, the district and site administration have created and financially supported several formal teacher leader roles, including a .4 Professional Development Coordinator position, a .4 Technology Coordinator, a .2 math Professional Development Coordinator, a .2 Science Professional Development Coordinator TOSA, and 1.2 FTE dedicated to Instructional Coaching. In addition, the professional development program at Aragon has sought to feature teacher leaders by regularly structuring professional development days to feature teacher-led workshops. A portion of each PD day has featured workshops led by Aragon teachers who offer to teach their colleagues about a technique, approach, technology skill or assessment tool that they have found to be successful in their own classrooms.

The district began offering access to training in Constructing Meaning (CM) techniques 5 years ago. This program, facilitated by an organization called EL Achieve trains teachers to support the success and growth of English Learners and all students by teaching students how to understand and use common language structures that appear across the curriculum. For example, summary, cause and effect and argumentative writing all have common structures regardless of the content area in which they are used. CM helps teachers teach these structures in student speech, reading and writing. 22 Aragon teachers attended the 5-day CM trainings over the last 5 years, and 14 more have attended shorter trainings delivered by the organization. Two have become Constructing Meaning Certified trainers in CM techniques. Taking advantage of this resource, in the fall of 2015, Aragon put on a full day training for any teacher not trained in the techniques and provided follow up trainings for new teachers each year along with access to individualized coaching. The district has also taken a role by providing all new teachers with introductory CM training each fall, so nearly 100% of staff has been trained in CM. These techniques have also been a regular focus in TSG and during peer observation weeks.

Each semester, Aragon conducts a peer observation week when every class is open, and teachers are encouraged to visit as many of their colleagues as possible to observe and learn. The structure and focus changes for each round of observations, so the Professional Development Coordinator adapts the observation form to highlight the areas targeted for that round. For example, one round might focus on DOK, or on incorporating CM techniques, and so on. Each teacher also posts a sign outside the room at the start of the week stating areas in which they would like feedback. In the last year, PLC members were encouraged to observe each other teaching lessons that they had created together, while in the fall of 2017, teachers were encouraged to visit instructors from all subject areas.

Progress Report on Action Plan II

Action Plan II: Enrich Aragon's program to better empower and engage students.	
Goal	Action Steps
1. Assess course offerings to ensure that they meet students' interests and needs; revise program as indicated.	a. Revise WASC student survey to gather data about program effectiveness and students' interests, needs and suggestions.
	b. Administer student survey every 2 years, and use data to shape Aragon's program.
	c. As indicated by student interest and needs, add elective classes in core subject areas and further increase career technical education (CTE) course offerings.
<p>Of all of the schools in the SMUHSD, Aragon has the largest group of students, at 65%, opting to take advantage of the 7 period day, an indicator of the robust elective program that Aragon has to offer. Since 2015, Aragon has added several new electives and CTE course offerings to address student interests and needs. These include:</p> <ul style="list-style-type: none"> ● Creative Writing/Speech (speech dropped after first year due to lack of enrollment) ● The Math 190 path to Statistics at the community college level ● Principles of Computer Science (2 sections) ● AP Computer Science (1 section added for 2 total) ● Engineering Technology (2 sections added for 3 total) ● Advanced Engineering Technology ● Digital Photography (2 sections added for 5 total) ● Art of Video ● Leadership Renaissance ● AP Psychology (1 section added for 4 total) ● Biotechnology I (1 section added for 3 total) ● Biotechnology II ● Dance ● Spanish for Native Speakers II (3 sections) ● Spanish for Native Speakers II (1 section) ● AP Spanish (1 section added for 3 total) ● AP English, Language and Composition (1 section added for 4 total) <p>Of course, many students rely on word-of-mouth and meetings with guidance staff to spark their interest in a particular elective, but Aragon employs a variety of other methods to keep students informed. Teachers who offer electives promote them with meetings at lunch. Also, the digital photography teacher filmed and compiled a video promoting each elective offered at Aragon. http://ncarrillo9.wixsite.com/electivevideos. There is also an elective fair offered at lunch during scheduling time which offers students the best chance to see all of their options at once.</p>	

While the idea of canvassing students to discover their interests appeals to faculty and staff, this would first require that we overcome several obstacles. For one, funding of classes needs to be driven by enrollment. While students may express an interest in an elective in the abstract, they may not find room for it in their schedules, so it would not be fiscally responsible to hire teachers before having sufficient enrollment. Whenever a teacher has expressed interest in starting an elective, the administration offered it as a choice, and then funded the course if the enrollment was high enough, as was the case with Creative Writing in the spring of 2015. Ultimately, the school decided against implementing action steps a and b because the survey would effectively promise something to students that might be impossible to deliver. That being said, the SMUHSD now requires CTE courses for graduation which has helped to grow the program. Also, student requests still drive the creation of classes, as with dance, multivariable calculus and computer principles; all of these courses were created in response to student interest.

Goal	Action Steps
2. Develop and implement a more rigorous scope and sequence of technology skills that is aligned with the CCSS and integrated into the curriculum across departments.	<p>a. Revise the scope and sequence for technology; include software such as Schoolloop and Naviance.</p> <p>b. Explore ways to provide supplemental technology for home use to students in need.</p> <ul style="list-style-type: none"> • Develop a system for loaning technology devices to students in need. • Explore private funding sources

Since 2016-17 Aragon has had a .4 FTE technology coordinator to support teachers as they integrate technology use into the curriculum in a meaningful way. The person or people in this position have offered regular workshops in specific technologies that support student learning, such as Schoolloop, Canvas, Newsela and Peardeck.

When Aragon created these plans in 2015, a regimented scope and sequence for technology training seemed practical and advisable, but a rapid, grassroots explosion of technology on campus and educational software tools has shifted the focus to a more individualized approach. The district first offered Chromebook carts to teachers across the district via a competitive application process; in this way, many PLC's acquired shared carts and sought out ways to best use them. While access to laptop-type devices was somewhat scarce in classrooms 4 years ago, Aragon students now have access to 33 mobile carts with 1,155 laptops in classrooms across campus. There are also 3 general use laptop carts in labs available for checkout, and 4 stationary computer labs also available for student access just by teachers signing up. Accompanying this explosion in the availability of hardware, teachers have a profound number of options when it comes to online programs that they can use. For these reasons, it no longer seemed practical to determine a set battery of technology skills to spread across the curricular areas as was once done. Instead, the Technology

Coordinators work with PLC's, departments or the whole staff to teach them how to support students in the use of a given technology in the context of their authentic development of curriculum. That being said, teachers in different subject areas consistently expose students to some of the same tools such as Google Drive, Turnitin.com, Peardeck, Youtube (video tutorials), Noodle Tools, Google Classroom, and digital calendars. In accordance with the CCSS, Aragon's approach to technology has shifted to treat it as an integral part of the curriculum rather than as a checklist of skills to be spread across departments to deliver, whether it ties to content or not.

In terms of funding and availability of hardware for students, Aragon has been successful in increasing access to technology for all students. In addition to the resources available in classrooms, the library and labs that are open at lunch and Flex Time, Aragon makes graphing calculators available for students to check out from the library, and there are now 60 Chromebooks that students can check out to take home for use outside of school. As some students also struggle to gain access to internet from home, Aragon is currently exploring how to ensure connectivity for students currently without access.

Goal	Action Steps
3. Provide a variety of supports for students to feel more included and safe at Aragon and for them to manage stressors while better caring for their health and wellness needs.	a. School Culture TOSA, Leadership teacher and Leadership students use results of Healthy Kids California Survey and other data to better understand Aragon population.
	b. The same group will use this data to adapt Aragon's practices to create a safe and inclusive environment for all students.
	c. Build on the "Review Week de-stressors" campaign to more regularly address student stressors.
	d. To make Leadership students more accessible to the general student body and to boost student morale, we will open up grand student council meetings, have Leadership students deliver live announcements once per week and train a cadre of students to form a "recognition commission," responsible for campus morale.
	e. Create a more substantive freshman transition/orientation program and training that includes buddies who will be trained by a professional; this program will also be supported through regular meetings throughout the year.
	f. Have a regular segment during video announcements to increase awareness of opportunities to become involved and connected at Aragon.

Beginning in the 2016, the school added a second leadership class called Leadership Renaissance to focus on monitoring student morale and to help students and "staffulty" feel appreciated and connected. One of the first steps this class completed was to review the Healthy Kids Survey data to identify areas for urgent action and to create programs to address those needs. Although the School Culture TOSA position has been eliminated, he was an integral part of this work during his tenure. The data indicated that stress over school work and home pressures are the most common causes of

depression and suicidal thoughts. The Renaissance class focuses entirely on making Aragon a more inclusive, spirited and supportive environment to help combat these unhealthy trends. The students each join a commission within the class to support this larger mission:

- Public Relations Commission makes connections with community organizations. For example, they worked with the SMUHSD health and wellness team to bring Challenge Day to Aragon, a program that uses interactive and engaging activities to teach students compassion and to help them feel more connected. They also carry out projects in partnership with the Samaritan House, and they oversee the Toys For Tots toy drive.
- Campus Connection Commission regularly organizes free events in which the entire student body participates; examples include Aragon's whole-school lip dub and student assemblies with motivational speakers who inspire compassion and inclusion.
- Health and Wellness Commission organizes a monthly event that connects to a specific health target, usually related to improving mental health or decreasing stress. This commission was created in collaboration with the SMUHSD health and wellness team and with a health teacher at Aragon who brought mental health curriculum back to Aragon from a Berkeley workshop.
- "Staffulty" Recognition Commission focuses on appreciating and building morale among the faculty and staff with events like hot chocolate delivery, small gifts, thank you notes, a pancake breakfast or BBQ, and babysitting on Back-to-School Night and Open House evenings.
- Student Recognition Commission organizes similar activities to improve student morale and connectedness such as Friendsgiving, "Pin the Person," where students give each other clothes pins with compliments on them, Don Dollar tables where students who have earned the "dollars," as a reward on spirit days or for academic achievement, can redeem them for treats and more.
- Executive Council oversees the day-to-day running of the class and ensures that each commission communicates well and performs its assigned tasks.
- Publicity Commission ensures that the students, faculty and staff know about events through posters, cafe signs, announcements, etc.

In addition to these year-long efforts to decrease stress in the Aragon community, the leadership classes still carry out finals week activities such as teaching origami, showing funny movie clips, giving out popcorn, and practicing yoga. Each month, the class invites students to participate in healthy activities and games that are open to everyone at lunch, like scavenger hunts or "Don" tic-tac-toe

In 2015-16, Leadership did open up Grand Student Council meetings, but the forum did not prove helpful in getting varied student input. Instead, Aragon student leaders now hold Town Hall meetings to discuss big ideas. They hold 3 meetings per year, and to get a diverse group they invite 2 students chosen at random from each 5th period. To make candidates running for student office more accessible, Leadership organizes candidate conventions which feature speeches and a question-and-answer period. In

addition to the once weekly video announcements, Leadership students also conduct live announcements once per week during which the Leadership students share upcoming events directly with their assigned class and usually has some question to ask to get input from students about upcoming activities.

A Big Buddy program is in place at Aragon. Every incoming 9th grade student is grouped with 4 or 5 others and matched with an upperclassman. Before school begins, these mentors attend Jump Start Day to welcome new students and lead them through a variety of ice-breaking activities and to get their schedules. They also meet with their little buddies on the first day of school to give them a tour of their classrooms and introduce them to their teachers. There are other activities planned throughout the year designed to nurture this mentoring relationship, but a challenge is that the upperclassmen become a bit disaffected and preoccupied with their own concerns. While the initial activities have had a huge impact on making new students feel welcome and comfortable at Aragon, the leadership teacher feels that it may require a class to further train and support these mentors if the program is to meet its full potential and create a relationship that endures beyond the first few months of school.

As planned, every video and live announcement session includes a segment that shows ways to get involved at Aragon, and TV's are installed in the main hallways to repeat information from the announcement. Also, to improve publicity, Leadership now uses cafe signs lined up along Center Court that are changed each week to advertise upcoming activities and ways to get more connected at the school.

Goal	Action Steps
4. Align homework and grading policies to provide consistent expectations within departments and across the school.	a. Research best practices at local sites for implementation of standards based grading and report findings to faculty.
	b. Have the group of teachers (20 members) attending the voluntary standards-based grading (SBG) meetings discuss the findings of the group that is piloting SBG this year (7 teachers). Share findings with faculty.
	c. If indicated by findings in B, explore the possibility of having one entire department pilot SBG.
	d. Have leadership team discuss the role of homework and devise a plan to review and refine homework policies in PLC's.

In 2015-16, a group of volunteer teachers conducted research into the theory and practice of Standards Based Grading (SBG). A contingent of teachers agreed to pilot the practices, and then conducted a series of workshops, informational sessions and follow-up meetings with teachers who were interested in adopting SBG. After this year of exploration and piloting, some teachers, even entire departments, decided to fully commit to SBG practices. Some faculty members have adopted some practices of SBG, such as the use of 4 point rubrics or allowing students as many cycles of re-teaching, re-takes or re-writes until they attain standard, while still maintaining other facets of

more traditional grading practices. Some have not adopted any elements of SBG. The Culturally Relevant Teaching Group on campus presented research and thoughts on homework practices to the department heads and then again to the faculty later at a faculty meeting.

Some departments that have wholly embraced SBG are the Home Economics, Guided Studies, Visual and Performing Arts and World Language teachers. The World Language department has also been committed to adopting SBG by engaging in additional research and finding opportunities to learn about the philosophy and implementation of SBG: attending a PD workshop by Kent Robie at the district-wide PD Day, meeting for afternoon collaboration with Burlingame High School teachers who are also implementing SBG, taking a department-wide release day with the then Data and Assessment Coordinator to learn about SBG implementation, meeting during two days over the summer to do further research and planning on SBG, and attending the Stanford World Language Project's SBG and Assessment Strand on Saturdays during the 2016-17 school year. Ultimately, beyond offering training and opportunities for exploration, adoption of SBG grading policies has been left to the discretion of individual departments and PLC teams.

Through TSG and faculty meetings, grading practices have been a topic of discussion. Teachers have examined data, PLC's have participated in several formal Cycles of Inquiry (COI) and many departments and PLC's have agreed to adopt consistent standards. The Culturally Relevant Teaching group (CRT) also conducted some research and shared findings with the faculty to encourage discussion. TSG has provided many opportunities to examine student work and collaborate with colleagues to calibrate grading. As of this writing, the SMUHSD has convened a District Homework Task Force designed to research, discuss and create policy district-wide. A teacher and a parent from the Aragon community joined the task force, and Aragon has also re-committed itself to working on this issue at the site and the district level, as described in the 2018 action plans that appear later in this self-study.

Up to this point, the school has not decided to create any formal schoolwide policy to enforce unity in grading practices

Goal	Action Steps
5. Increase communication and refine the process; build consensus and consistency among staff about understanding and enforcement of policies.	A. At the beginning of each school year, present the discipline policy with emphasis on any changes in the faculty handbook. Meet with new teachers to further explain Aragon's discipline policy and process.
	B. Agree on a consistent communication system for teachers to report discipline issues and for administration/dean to communicate what consequences were assigned and how they were carried out.

Throughout the 2016-17 year, the principal and assistant principals worked with the

dean to create clearer systems and practices with regard to discipline. Advances made are as follows:

- The team created the online Dean's Office Referral Google Form for faculty and staff to easily refer students for discipline issues.
- The dean now attends weekly Kid Talk meetings with the administrative, guidance and wellness teams.
- The dean now attends monthly SMUHSD Deans' meetings to understand district policies and procedures.
- The dean has learned how to enter discipline incidents into SIS Aeries and does so more frequently.
- The AP who oversees the Dean's Office reviews policies and procedures in the fall with whole staff and before school starts with new staff.
- The AP who oversees the Dean's Office emails teachers and counselors about any suspensions and "alternative to suspension" consequences as they occur.
- The team created an online Google doc to share with staff that shows which students are assigned detention and Saturday School, who attends, and for what reason. This doc and process is still being refined.
- The dean and administration meet weekly to review discipline incidents and student issues from the past week and review policies and procedures.
- The dean is expected to contact staff members in person or via email regarding any discipline referrals not related to tardies, and follow-up with them regarding next steps. This is still a work in progress.

While these recent advances have helped create some more clarity about the discipline process, a large percentage of the faculty is still frustrated with the lack of consistency in policy enforcement and the lack of follow up from the dean's office. Faculty and staff continue to identify discipline as one of the areas most in need of improvement.

Goal	Action Steps
6. Provide the professional development (PD) needed for staff to execute these goals.	a. The PD outlined in Action Plan 1 also supports this plan.
	b. Provide PD for teachers to be able to deliver scope and sequence from Goal 2 above and to keep up with technological innovation.

For a progress report on this goal, please see the progress reports for Goal 6 of Action Plan I and for Goal 2 of this action plan.

Progress Report on Critical Areas for Follow Up

Continue to support students' social and emotional health and wellness needs.

Please see the progress report on Goal 3 of Action Plan II for some of the progress that Aragon has made toward this Critical Area for Follow Up.

In addition, Aragon and the SMUHSD have made health and wellness an important focus over the last few years which has included the addition of 3 full-time wellness counselors, the building of a Wellness Center and the initiation of the Bring Change 2 Mind Club.

Some of the accomplishments of the team in 2016-17 are as follows:

- working with all students on campus to address socio-emotional concerns and needs;
- meeting regularly with students in individual or group therapy sessions;
- attending IEP meetings to assist with writing mental health goals for the students, and attending 504 & SST meetings for additional support;
- facilitating over 10 therapeutic student groups during school hours, including a lunch-time group;
- counselling over 275 students during drop-in hours;
- organizing an evening Parent Education Series with the PTSO addressing different areas of mental health that included community resources;
- facilitating the "Kognito" training of all certificated and classified staff;
- presenting on the following topics:
 - Cyber awareness for 9th and 10th graders
 - Consent for 12th graders
 - Mental health awareness information and mindfulness glitter tubes in a booth at the AHS Health Fair for 9th & 10th grade students
 - Classroom presentations on mental health support and where to find it
 - Strategies to overcome stress and anxiety in the classroom
 - Suicide awareness and prevention with BHRS;
 - Modeling mindfulness activities.
- Helping to support students, staff and families after the loss of students in the spring of 2017;
- Coordinating community resources during the time of crisis: Star Vista, KARA, EAP and other Wellness Counselors throughout District;

In 2016-17, Aragon had fewer students hospitalized for possible self-harm, suicidal and/or homicidal ideations than in the 2015-2016 school year.

Create a plan for addressing the needs of Long-Term English Language learners over time.

As described in the response to Goal I of Action Plan I, Aragon administration and faculty regularly review data, and the group frequently notes the ongoing needs of Aragon's EL students. The school has made several efforts to address these needs, as described in other parts of this progress report.

Aragon has created and funded additional support classes. The SMUHSD funds some sections of Strategic English Support (SES) at the 9th and 10th grade levels and an Intensive English class for the most struggling 9th grade students. The teachers of these support classes are part of the English class's PLC's, and they work to directly support students in the mainstream curriculum as well as to build English language skills. Seeing an ongoing need, Aragon added a section of this course for 11th grade students (described more fully under Goal 1 of Action Plan I), but the course was eliminated in 2017 due to lack of enrollment. Aragon added a Guided Studies course in the 12th grade year that, similarly, aims to build English skills while supporting students in their success in all courses rather than just in English. As mentioned earlier, 96-98% of Aragon's LTEL's are enrolled in some type of support.

Aragon has also worked in tandem with the district to train teachers in best practices to accelerate the learning of EL students. The most concerted effort has been in the adoption of Constructing Meaning (CM). Aragon's work with the program is described in more detail in the last 2 paragraphs of the response to Goal 6 of Action Plan I. As mentioned there, 36 Aragon teachers have attended 3-5 days of training, and 2 have become CM certified trainers. Aragon has also provided shorter on-site trainings and follow-up opportunities to build CM skills for all faculty. Although the school has made a commitment to this training, the data still indicates that Aragon's EL students need more help, so, rather than abandoning this promising work, AHS has decided to reinvigorate and re-focus our efforts with CM as described in the 2018 action plans.

All of Action Plan I sought to address the needs of struggling students. While not every element of the plan explicitly mentioned LTEL students, that work did attempt to address these students' needs. Flex Time, increased tutoring, refining of placement practices, TSG trainings, Culturally Relevant Teaching presentations, cycle of inquiry work, discussions around grading practices, regularly examining student work and more efforts have been made and have created some degree of success for struggling students overall, but Aragon still has not helped its LTEL population achieve at levels commensurate with their peers, so this goal continues to be an important part of Aragon's 2018 action plans.

Continue the progress made in bringing in Common Core standards across the curriculum.

Please see the progress report on Goal 6 of Action Plan I for some of the progress with regard to this Critical Area for Follow Up.

Continue to investigate strategies for struggling students to get help during the school day.

Please see the progress report for Goal 4 of Action Plan I for a review of Aragon's advances in this area.

Continue the focus on the Restorative Justice program that has been started here, communicating the strategies involved in full implementation.

At the time that the Visiting Committee returned in the spring of 2015, the assistant principal that oversaw discipline was exploring Restorative Justice as a possible path for improvement. While it appears that he spoke to the committee chair at length about these ideas, there was never a formal policy in place, nor has Aragon formally explored or adopted a restorative justice program. Also, it was never mentioned in the 2015 mid-term report nor as part of any action plan. The assistant principal who had expressed interest in the program then retired that same spring of 2015, leaving no one in place to complete the months of work needed to build a legitimate program. Aragon continues to be interested in the idea of restorative justice; two Guided Studies teachers and an administrator attended a full-day training in the summer of 2016, but the program requires adoption schoolwide, involving all faculty, students, staff and administration. There is a hope that after the school addresses some more fundamental issues related to the discipline program we may return to the idea of implementing a restorative justice program on campus.

CHAPTER TWO

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 two years, the SMUHSD has raised the capacity limit, and enrollment has swelled from 1473 in 2015-16 to 1647 in 2017-18. Space at Aragon is in demand, so the school is consistently enrolled at whatever capacity is set by the district and maintains a substantial waiting list every year.

Family and Community Trends

The US Census estimates that the 2016 population of San Mateo County was 764,797 with the following racial/ethnic breakdown: 61.4% Caucasian, 28.9% Asian, 24.8% Hispanic/Latino, 2.8% African-American, 1.6% Native Hawaiian and Other Pacific Islander, and 4.6% two or more races. As detailed later in this report, Aragon's student body reflects these demographic trends, creating a rich and truly diverse student population.

Parent/Community Organizations

Parents play an active role in the life of the school as members on the School Site Council that meets regularly to review data, to oversee schoolwide improvement, and to give feedback on the culture of the school. A strong Parent Teacher Student Organization (PTSO) holds monthly meetings and oversees the Fair Share fundraising drive, a program started in 2007 to eliminate the costs of holding fundraising events by simply asking each family to donate \$600 each year. This successful program now yields approximately \$400,000 each year (\$500,000 in 2017) and funds a wide variety of needs on campus. Teachers apply for funds for equipment, materials, field trips, etc. In addition, the funds have provided Chromebook carts and other educational technology to many of the classrooms on campus. Starting in in 2010, the group also provided funds for all tenth graders to take the PSAT in order to encourage all students

to consider taking the SAT, and now all 11th graders also take the PSAT for free at Aragon. These funds also allow additional elective courses to be offered and additional support staff to be hired.

Three active booster clubs- athletic, drama, and music- meet monthly and provide support for those programs in a variety of ways, including organizing volunteer efforts, planning events, managing finances, and working with the district office. The booster groups often initiate sub-committees assigned to oversee certain tasks such as buying equipment, helping with sets and costumes, and providing help with performances and music competitions. Over the years, parent organizations catering to the Polynesian, Latino, Asian and African-American communities have been an important way for parents to have a voice at the school. Since the last full visit in 2012, some of these organizations were phased out due to lack of interest or support, but, at the time of this writing, all four groups again meet regularly with fixed agendas, supported by school and/or district administration. Finally, Aragon's English Learner Advisory Committee (ELAC) helps to guide the school's efforts to support the needs of English Learners at all levels.

Community Foundation Programs

A variety of community organizations have long-standing relationships with Aragon. The Rotary Club of San Mateo offers scholarships and leadership development programs to students, and Principal Kurtz is a member. The Aragon Key Club works in conjunction with the Lions. A liaison from the San Mateo County Department of Mental Health has worked closely with administration, guidance and wellness departments to plan professional development and to support the school in moments of crisis. Also, a representative from Peninsula Conflict Resolution has helped provide academic and personal counseling in guided studies classes and with parents and students from the Polynesian community.

Scholarship Support

Nearly 100 service organizations, individuals and institutions provide guidance and financial support to Aragon students, helping them achieve academic and personal goals. Both the College and Career Advisor and the Scholarship and Financial Aide Advisor work to connect students with possible resources to support their post-secondary educations, resulting in Aragon students earning hundreds of thousands of dollars in scholarship money annually. For example, the Edith Memorial Scholarship, created by an Aragon alumnus, offers \$10,000 to one outstanding Aragon senior every year.

Bond and Construction Work

Through three community-supported bond measures, the Aragon campus has undergone extensive changes between 2006-2012. Both wings of the school were completely remodeled inside; football fields and stands were renovated; crews

redesigned the student services building and updated the swimming pool and deck area, and the school installed solar panels on the roof.

Since the last full WASC visit, a new 650-seat theater and a Career Technical Education building was completed, housing programs in biotechnology and engineering technology. In late 2012, athletic facilities underwent improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area for all students. Finally, as part of its technology push, the school made the transition to schoolwide access to wireless technology by the start of the 2012-13 school year. In 2017, the school created a digital photography lab with a video production studio. And, the school completed renovations to add a multi-purpose room to provide space for large-scale instruction, meetings and other activities.

Staff Description

Number of Staff Members by Type

	2014-15	2015-16	2016-17	2017-18
Classified	43	41	42	46
Teachers	77	79	79	87
Counselor	4	4	4	4
Other Pupil Support Services	2	1	1	1
Administration	3	4	4	3
Total	129	129	130	141

Number of Certificated Staff by Ethnicity

	2014-15	2015-16	2016-17	2017-18
African-American	3	2	2	2
American Indian / Alaskan Native	0	0	0	0
Asian	9	7	8	13
Filipino	1	1	1	1
Hispanic/Latino	7	8	8	7
Pacific Islander	0	0	0	0
White not Hispanic	65	70	69	71
Two or More Races	1	0	0	0
Total	86	88	88	94

Number of Certificated Staff by Gender

	2014-15	2015-16	2016-17	2017-18
Male	39	37	38	38
Female	47	51	50	56

Number of Classified Staff by Ethnicity

	2014-15	2015-16	2016-17	2017-18
African-American	2	2	3	4
American Indian / Alaskan Native	0	0	0	0
Asian	4	5	5	7
Filipino	3	1	1	1
Hispanic/Latino	12	12	12	12
Pacific Islander	0	2	2	3
White	22	19	19	19
Two or More Races	0	0	0	0
Total	43	41	42	46

Number of Classified Staff by Gender

	2014-15	2015-16	2016-17	2017-18
Male	17	18	18	20
Female	24	23	24	26

Aragon's WASC Accreditation History

Aragon's Vision, Mission and Student Learner Outcomes

As part of the WASC self-study process, the Aragon community felt that the former vision and mission statements were bloated and outdated. After three rounds of feedback and revision in the fall of 2017, 98% of faculty and staff voted to adopt these revised vision and mission statements.

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)

Aragon's ESLRs were created during the school's 2000 WASC process and revised in 2005 and again in 2010. Through the most recent revision process and transition to Student Learner Outcomes, the Aragon community kept intact the four broad categories of the original ESLRs but made edits to streamline their content and make them more accessible to students.

ARAGON HIGH SCHOOL'S
SCHOOLWIDE LEARNER OUTCOMES
KNOW THINK DEVELOP CONTRIBUTE

All Aragon graduates are expected to...

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can

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

CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can

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

WASC Accreditation Term History

After Aragon's last full WASC visit, the visiting committee 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) Summary of Goals and Measurable Outcomes

SMUHSD LCAP - GOAL #1: ACCESS

SMUHSD will provide high quality teaching and learning environments to all students by:

- *Providing 21st Century facilities & learning tools (digital and analog) to all students*
- *Ensuring access to the highest quality staff - educators, support staff and leaders who receive effective and differentiated professional development*
- *Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to the CA Standards and 21st Century skills.*

- A. High Quality Facilities: All schools continue to meet 100% of the Williams requirements as "good or excellent" on the Facilities Inspection Tool and instructional materials inventory.
- B. Qualified Teachers: The percentage of "highly qualified" teachers will continue at 100%.
- C. Staff Diversity: The district will ensure that faculty diversity better reflects district demographics.
- D. Student access to rigorous course-work: For AP/IB courses, close the enrollment gap between unduplicated pupils and the average percentage of other subgroups of students.
- E. For students with IEP's, increase their integration into the Least Restrictive Environment.
- F. Implementation of state standards: The district will ensure that ALL students have access to the CA Standards through annual audits of classroom syllabi.
- G. Ensuring all students are College and Career Ready: The district will set targets for all students and for high-priority groups (EL, Low-Income, Foster/Homeless Youth, Latino and Pacific Islanders), meeting the "prepared" level on CA's College & Career Readiness Indicator.

SMUHSD LCAP GOAL #2-ACHIEVEMENT & EQUITY

The SMUHSD will increase academic expectations and performance to create college-and-career-ready students and measure and develop our work in this regard, especially as relates to our Achievement Gaps.

- A. Improving A-G Completion: Improve A-G completion overall and among key groups from 65% in 2016 to 75% for Class of 2020
- B. Reduction in D/F Rates: Increase the percentage of students achieving "C-" or better:
 - Increase by 3% the number of 9th graders receiving a "C-" or better in English I.
 - Increase this number by 5% for 9th grade students from high-priority groups.
 - Increase by 4% the number of 9th graders receiving a "C-" or better in Algebra I.
 - Increase this number by 6% for 9th grade students from high-priority groups.
- C. Increase Number of 10th Graders "On-track":
 - Increase by 3% the 10th graders with 110 credits and a GPA of 2.0 or higher.
 - Increase this number by 5% for 10th graders from high-priority groups.
- D. Increased AP Achievement:
 - Increase by 1% the number of students passing at least one AP exam.
 - Increase by 3% the students from high-priority groups passing at least one exam.
- E. CAASPP/EAP Improvement:
 - Increase by 2% students meeting/exceeding on the CAASPP-ELA assessment.
 - Increase by 5% the number of high-priority group students meeting this standard.

- Increase by 5% students meeting/exceeding on the CAASPP-math assessment.
 - Increase 7% the number of high-priority group students meeting this standard.
- F. English Learner Progress acquiring English proficiency
- Increase by 3% the number of students making one year of growth on CELDT
 - Increase by 3% the number of ELD students who advance to the next level or are transitioned into mainstream courses after being in the SMUHSD for one year
 - Increase the percentage of eligible EL students who attain "Reclassified Fluent"
- G. Graduation Rates: Increase graduation rates overall and among high-priority groups
- Increase overall graduation rate from 90.8% to 92% and for high-priority groups as specified in the full LCAP.
- H. Dropout rates: Decrease dropout rates overall and among key subgroups.
- Decrease Overall dropout rate from 6.8% to 5.0% and for high-priority groups as specified in the full LCAP.

SMUHSD LCAP GOAL #3: Student Wellness and Student/Family Engagement

The SMUHSD will continue to enhance and improve the social-emotional health of its students by:

- *Providing high quality mental health supports*
 - *Initiating activities intended to lower student stress and improve connectedness*
 - *Supporting families with effective communication and engagement activities*
- A. Suspension/ Expulsion rate decrease:
- Reduce the rate of suspension/expulsion by .5% in 2017-2018 and 1% for high-priority groups.
 - Reduce by 15% the number instructional days lost due to suspension in 2017-20 for all students and for those in high-priority groups.
- B. Student Wellness improvements:
- Decrease by 5% the number of students reporting that they are "feeling sad" on the California Healthy Kids Survey.
 - Decrease by 10% in the number of students reporting drug/alcohol use on the CHKS.
 - Improve results on the measures of contentedness on the CHKS.
- C. Decreases in Chronic Absenteeism:
- Decrease rates of chronic absenteeism overall and among high-priority groups.
 - Decrease absenteeism overall and among high-priority groups.
- D. Provide effective trainings/support for families:
- Administer CA Healthy Kids Survey to parents for the first time in 2017-18.
 - Establish baseline for how well parents feel the schools "help [their] child plan for college or vocational school."
- E. CA Healthy Kids:
- Establish baseline for how well parents feel the school "actively seeks the input of parents before making important decisions."
 - Establish baseline for how well parents feel the school "provides quality counseling or other ways to help students with social or emotional needs."

School Program Data

Regular Course of Study

Aragon's regular course of study requires students to complete a minimum of 220 hours of coursework that include the following:

- English requires 40 credits.
- Mathematics requires 30 credits, including Algebra 1 & Geometry. Any course below the level of Algebra 1 does not receive high school math credit.
- Social Science requires 35 credits which will include: Introduction to Modern World History, Contemporary World Studies, United States History, American Government and Economics.
- Physical Education requires 20 credits -- 10 credits completed in grade 9 and at least 10 credits completed in grades 10-12.
- Science requires 20 credits -- 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). These would include Biology, Chemistry and Physics. Aragon juniors must enroll in a science class.
- World Languages requires 10 credits to be completed by the end of grade 10.
- Visual & Performing Arts requires 10 credits.
- Health requires 5 credits.
- Career Technical Education requires 10 credits.
- 40 credits are elective and may be chosen on the basis of personal interest or college or career requirements.

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.

College and Career Preparation

Aragon faculty and staff work hard to ensure that students are prepared for all types of educational and career choices when they finish their time at Aragon, so they begin working with students from the moment they arrive on campus. The College & Career Center is organized to help students learn about colleges, occupations, and life styles so that they may make better plans for the future. Materials in the Center are continually updated in order to keep them as current as possible. College representatives and speakers on careers visit the campus frequently. Dates of these visits are posted on the Center bulletin board and are mentioned in the announcements. All college information is kept in the Center so that the students can continually update their educational plans with career and vocational information. Naviance is a computer software program, which provides instantaneous access to college, occupational, and financial aid data. This information is updated annually. This program also includes Career Interest Profiler, which allows students to match their interests and abilities to career

opportunities. Students are invited to use the computer terminal in the Center during any non-academic class time.

At Aragon, students have an opportunity to enroll in Career Technical Education (CTE) courses including Biotechnology, Digital Photography, Art of Video, Advanced Journalism, Engineering Technology, Nutrition and Culinary Arts, Principals of Computer Science and AP Computer Science. All Aragon site based courses are UC/CSU approved and support post-secondary educational plans. All students have the opportunity to enroll in CTE courses, and accommodations are provided for students with special needs. The district has adopted a 10 unit CTE graduation requirement that went into effect for the class of 2016. The CTE courses include Common Core standards in their curriculum. Each CTE course has a district advisory committee that is comprised of CTE teachers and local industry representatives. A CTE program is defined as two or more courses that lead to an articulated program. Most students at Aragon only take one CTE course to meet the district graduation requirement.

Aragon also has a thriving AVID program to address the needs of students whose families traditionally haven't attended college. Also, Aragon encourages students of diverse backgrounds and experiences to enroll in advanced courses by embracing the SMUHSD AP, Honors, Advanced Standing Policy, and Administrative Regulations Board Policy: "The district is committed to providing an environment in which students have equal accesses to classes including AP, Honors, and Advanced Standing classes. Classes will be open to all students who have made an informed decision and understand the course expectations."

Online Instruction

Aragon employs the online program Compass to allow students to complete credit recovery. Courses are conducted in classrooms under the supervision of credentialed teachers who provide direction and support. The program is also used in SMUHSD summer school program and in the district-supervised Key Program that caters to special needs students.

Support and Intervention Programs Related to Title I, II and III Funds

Aragon does not receive direct funding from Title I or III, but the district uses Title I/III funds to pay for some of Aragon's efforts such as supporting homeless students, Guided Studies professional development, the social-emotional learning curriculum that was just purchased to pilot in Guided Studies classes, and Constructing Meaning professional development. Title III funds have been sent to support some family engagement activities such as Pacific Islander Family Night, 9th grade EL family summer sports orientation, and Adelante. Last year, these funds paid for AHS Latino Festival posters.

Both the SMUHSD LCAP and Aragon's Single Plan for Student Achievement highlight the need to focus on English Learner, socioeconomically disadvantaged, homeless and foster youth students.

Due to the low enrollment of students who require placement in English Language Development (ELD) courses, the SMUHSD only offers these courses at select sites. Aragon ELD students attend one of these schools for the time they need ELD courses and then have the option to attend Aragon once they attain the language skills to be able to do so. As described in other sections of this report, Aragon offers many support classes to continue to support the success of these students in mainstream classes. Also, Aragon's Professional Development program has focused on techniques geared toward supporting these students in general education classrooms, such as ongoing training and work with annotations, Constructing Meaning techniques and with reading, writing, speaking and listening standards in all subject areas. Also, the school's Family Engagement Coordinator helps to monitor CELDT test results, garner feedback from teachers and closely track the progress of Aragon's EL students.

Aragon reaches out to socio-economically disadvantaged, homeless and foster youth students on an individual basis to protect each family's dignity and confidentiality. In concert with the Assistant Principal, the Health Aide calls in each student with these designations to offer a variety of support services. She checks that they have taken advantage of the free and reduced lunch program and explains that they will use ID cards just as students with paid lunch accounts do. She follows up with any students who don't follow through with the application to ensure that they receive these benefits. She also explains how they may approach the AP for financial support to cover dances or other campus events. She also uses these meetings to find out what school materials students need, connect them with those resources and orient them to the Chromebook loaner program at Aragon. A next step in process is to work with the district to help these students get access to wireless internet connection.

Services Available for Students Designated with Special Learning Needs.

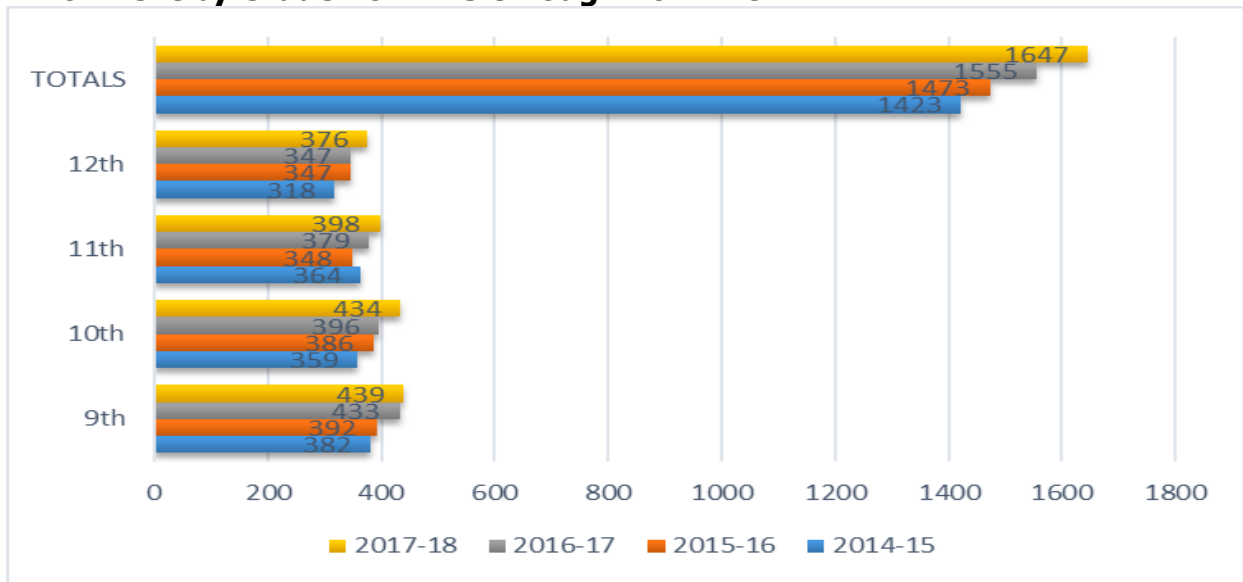
Aragon's special education guidance counselors place special education students in the least restrictive environment throughout the day. As part of this effort, Aragon has introduced co-taught classes in chemistry, biology, English and geometry, where general education and special education teachers work collaboratively to plan and carry out instruction specially adapted to support these students' special needs. Students also have access to support classes such as Directed Studies, and their advisors complete Individual Education Plan (IEP) meetings and reports in compliance with guidelines. The district office provides funding for instructional aides in general education classes and have located the district's Key Program on Aragon's campus. The program caters to students with school anxiety and allows students to take some of their courses in a more intimate environment while allowing them to access general education classes as indicated by their IEP's. Aragon students with special needs may also avail themselves of 504 plans. Guidance meets with students and families to devise a set of accommodations that meet their unique needs, such as receiving extra time on tests or being allowed time to decompress in the hall. These confidential plans are passed on to instructors who use them to support these students' success.

Demographic Data

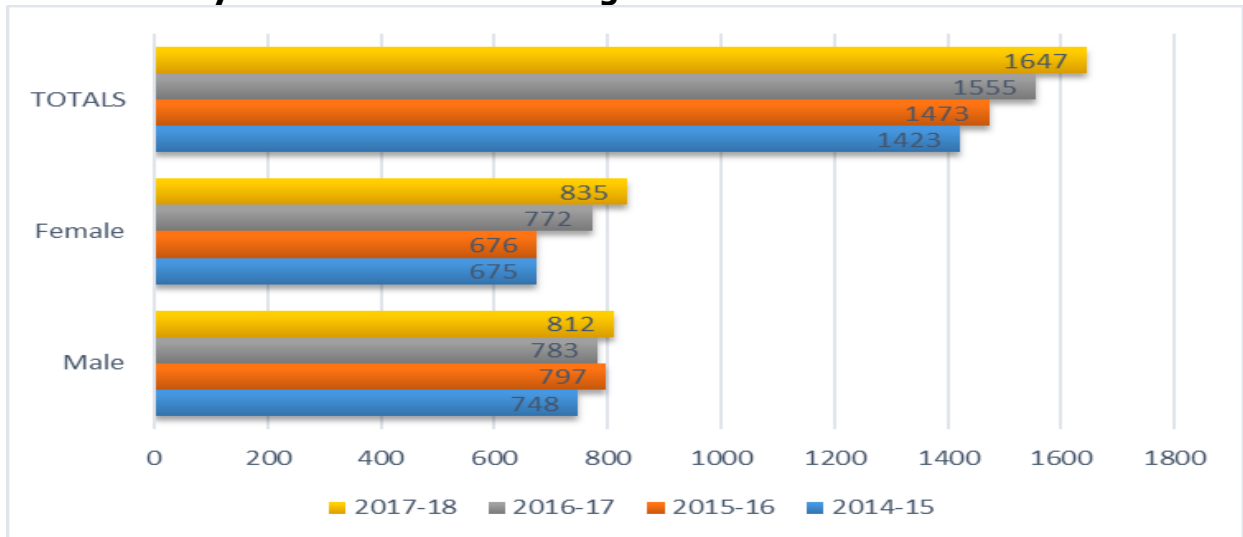
Student Enrollment

Aragon’s enrollment is consistently at capacity with a waiting list. Recently, the district has raised the enrollment cap at Aragon, leading to a sharp increase in numbers in the lower grades. Always in demand, admission to Aragon for students outside its attendance area is granted on a space-available basis by lottery. Aragon's popularity with parents and students is attributed to the school's fine academic reputation and its strong sports, music and athletic programs.

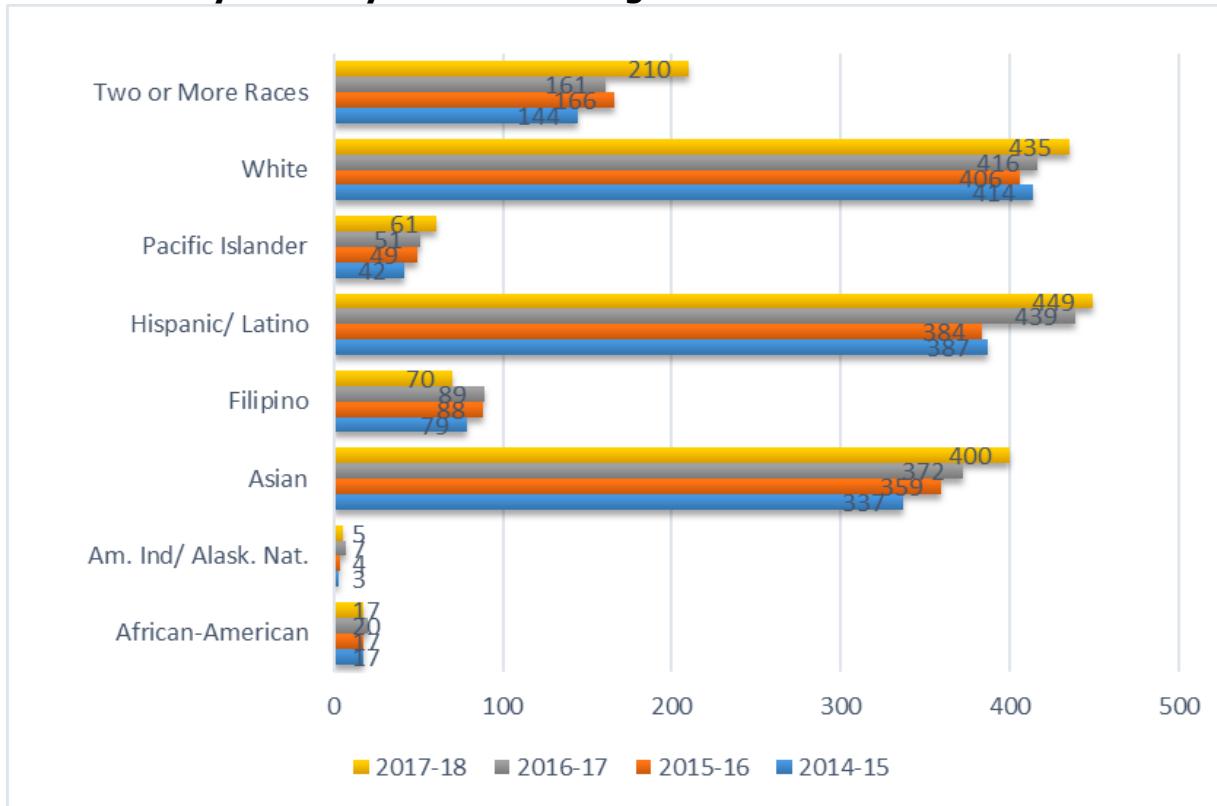
Enrollment by Grade 2014-15 through 2017-18



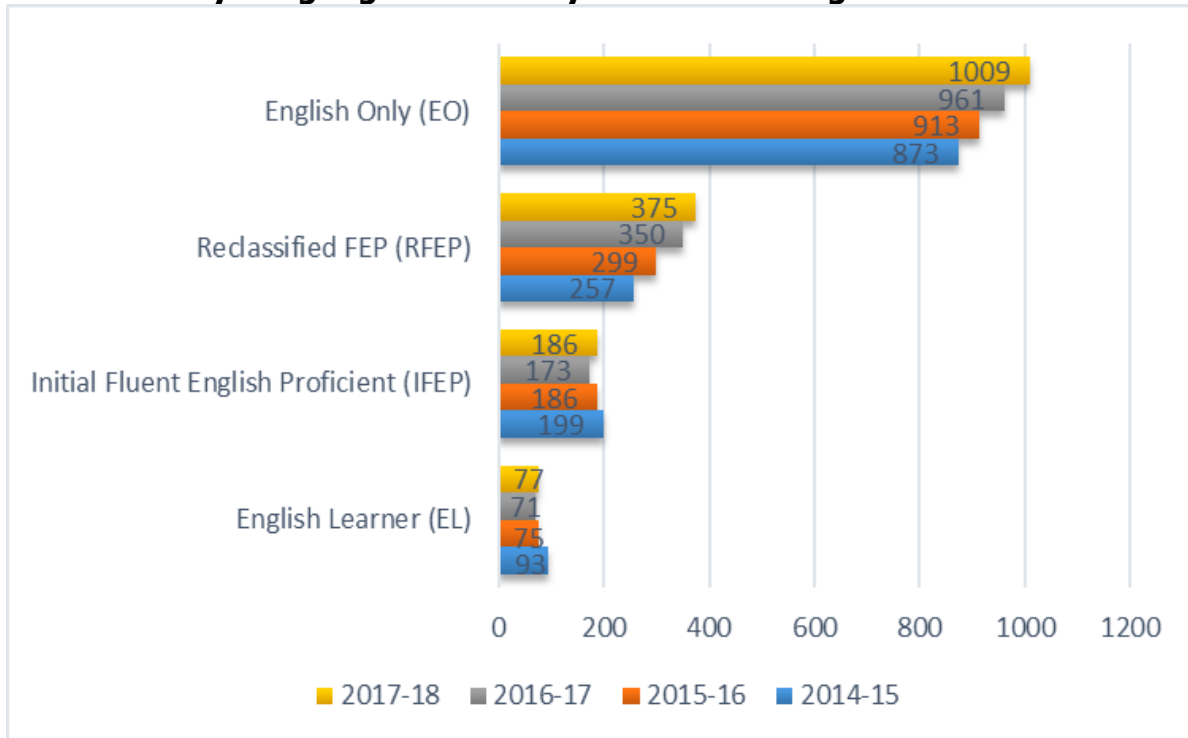
Enrollment by Gender 2014-15 through 2017-18



Enrollment by Ethnicity 2014-15 through 2017-18



Enrollment by Language Proficiency 2014-15 through 2017-18



Enrollment in Special Programs

Enrollment in Special Education, AVID and GATE

Special Programs	2014-15	2015-16	2016-17	2017-18
AVID	119	122	145	149
GATE	393	350	369	363
Special Education	96	102	101	114

Enrollment of Students with Disabilities, Socioeconomically Disadvantaged, Homeless and Foster Youth

High-Priority Group	2014-15	2015-16	2016-17	2017-18
Foster Youth	7	3	2	3
Homeless Youth	4	5	5	3
Students with Disabilities	78	99	88	111
Socioeconomically Disadvantaged	304	244	301	377

Enrollment in Career Technical Education (CTE)

CTE Designation	2014-15	2015-16	2016-17
Number of Concentrators	285	578	532
Number of Completers	48	41	95
Total	333	619	627

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

100% of Aragon's teachers are appropriately assigned pursuant to 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 two sections of chemistry in the 2017-18 school year while he completes his credential work at Notre Dame de Namur. He works closely with his PLC in planning lessons, and the principal has arranged for an instructional coach to provide extra support. In addition, one of his PLC members has been provided extra time to support him in his efforts.

Education Level of Certificated Staff

	2014-15	2015-16	2016-17
Baccalaureate Degree	4	3	4
Baccalaureate + 30	30	33	33
Master's Degree	9	7	8
Master's + 30	42	45	43
Doctorate	1	2	2

Certificated Staff Service and Experience

	2014-15	2015-16	2016-17
Average Years of Service	14	13	13
Average Years in District	10	9	9
Number of First Year Staff	3	3	3
Number of Second Year Staff	1	1	2

Professional Development Programs

Since the 2016-17 school year, the SMUHSD and the teacher's union agreed to set aside 4 full days of professional development per year with half of the time dedicated to SMUHSD objectives and activities, and the other half guided by the sites. The district and site also offer funding that teachers can apply for to obtain professional development opportunities that they locate themselves. On the site level, Aragon has a .4 PD coordinator, .4 Instructional Technology Coordinators, a .2 Math Coordinator, a .2 Science Coordinator, and 1.7 FTE for Instructional Coaches who all coordinate a variety of professional development opportunities on a regular basis. Among these is the Teacher Study Group that meets monthly during collaboration time. In addition, there is a Culturally Relevant Teaching group that meets regularly to discuss readings and ideas to advance Aragon's program.

New teachers take part in the Beginning Teacher Support and Assessment (BTSA) program. The district Professional Development Coordinator oversees the training and support program, providing workshops and other growth opportunities that BTSA teachers are required to attend. In addition, the instructional coaches at Aragon are assigned to BTSA teachers as their support provider to help them complete forms and make sure that they are in compliance with all requirements of the program.

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 the standards-aligned curriculum. 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.

Safety and Cleanliness of Facilities

Because Aragon is located in a suburban neighborhood, the campus is less vulnerable to criminal activity. Nevertheless, the dean and campus aides monitor the campus regularly to ensure the safety of students, staff and community members. Adults supervise the parking lot, bus stop, and road in front of the school at the beginning and end of the day. If any incident should occur, staff communicates by phone or walkie-

talkie with the staff secretary, the dean, or the assistant principals. Aragon is fortunate enough to have a School Resource Officer on campus, paid for by a collaborative effort between the SMUHSD and Aragon's PTSO. The school also takes part in interagency efforts and community activities, and it works closely with the San Mateo Police Department and San Mateo County Juvenile Probation. Community police monitor Aragon's neighborhood to return truant students to school and reduce crime in the vicinity. The custodial staff promptly corrects physical conditions that could lead to accidental harm, primarily broken windows or liquid spills. The school is committed to painting over graffiti before students arrive on campus.

Through regular emergency drills, students and staff practice appropriate responses to fires, earthquakes, and dangerous situations that would require all to remain in locked rooms. District schools also participate in regular, countywide disaster drills. Through all of these measures, Aragon ensures that its students enjoy a clean, safe, and functional learning environment.

LCFF Priority 2 – Implementation of Academic Standards

Aragon had already begun to make the shift to the Common Core State Standards (CCSS) when WASC last visited in 2012. Several site and district professional development days have been dedicated to guiding teachers through the curricular and instructional changes required to fully implement the CCSS. Since 2015, Aragon's Teacher Study Group (TSG) has focused on guiding teachers through several Cycles of Inquiry based upon standards 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. In addition, Aragon has designated a .2 Science Coordinator to lead the department through its adjustment to the Next Generation Science Standards (NGSS). Aragon science teachers have also been given designated time each month to work on the implementation as well as access to funding for time to develop new curriculum.

LCFF Priority 3 – Parent Engagement

Parents and guardians have a pivotal role at Aragon through a variety of parental 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, Aragon enjoys the support of parent organizations catering to the Polynesian, Latino, Asian and African-American (district-wide) communities. Finally, the English Learner Advisory Committee (ELAC) and Site Council have important and regular input in guiding the school's efforts, and parents had an key role in completing all aspects of this self-study as well.

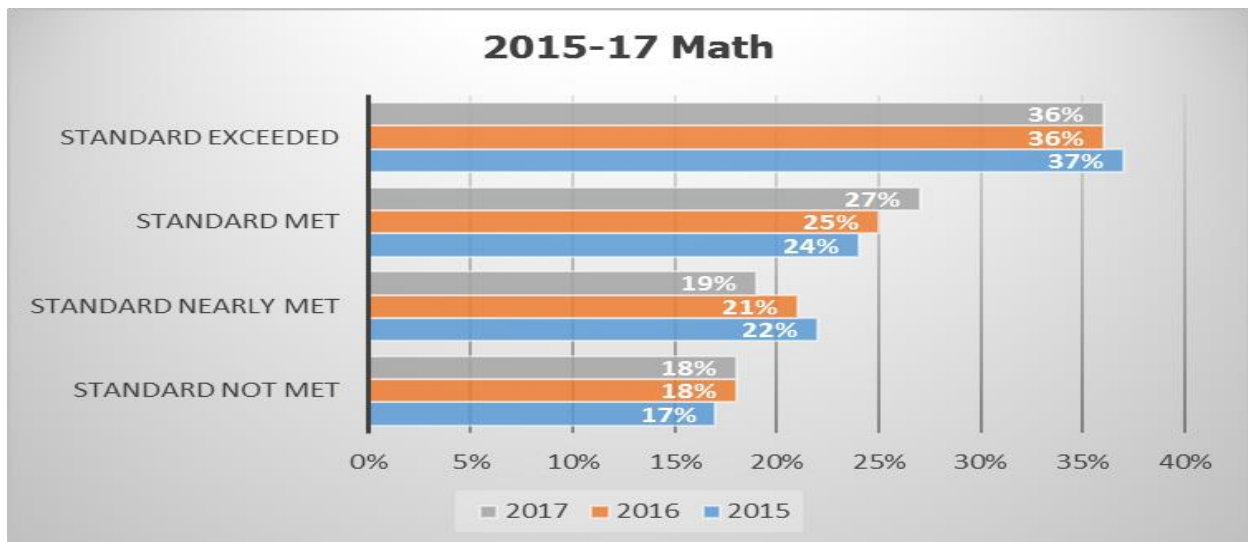
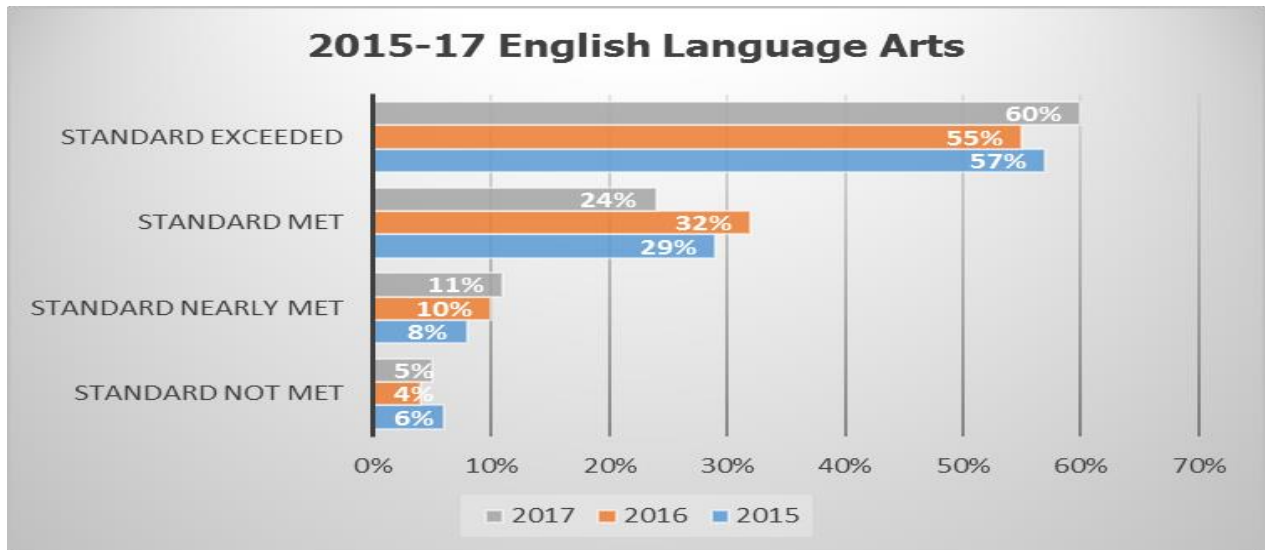
LCFF Priority 4 – Performance on Standardized Tests

California Assessment of Student Performance and Progress (CAASPP)

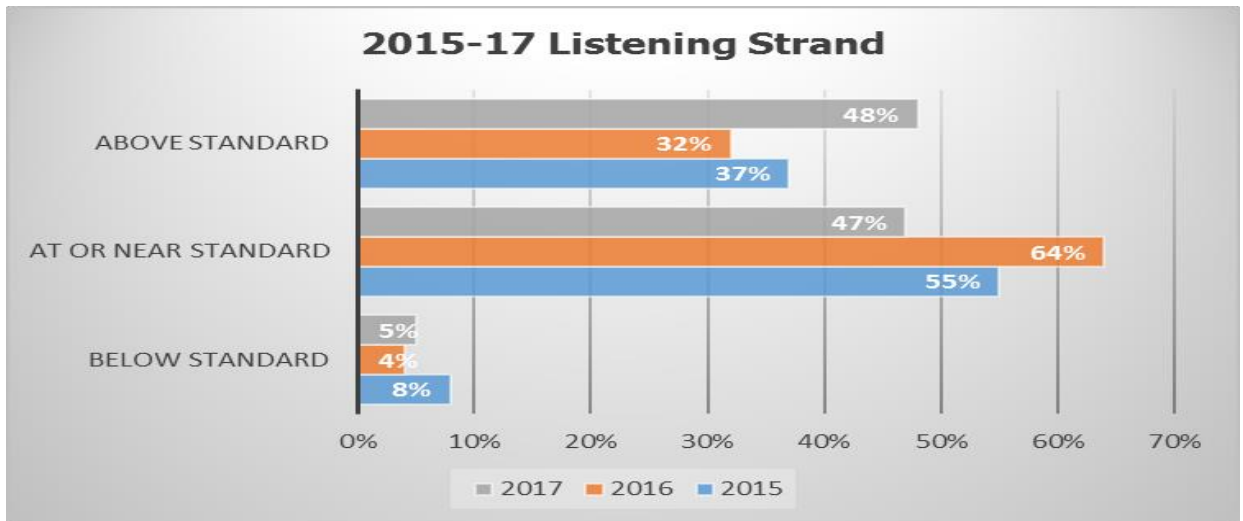
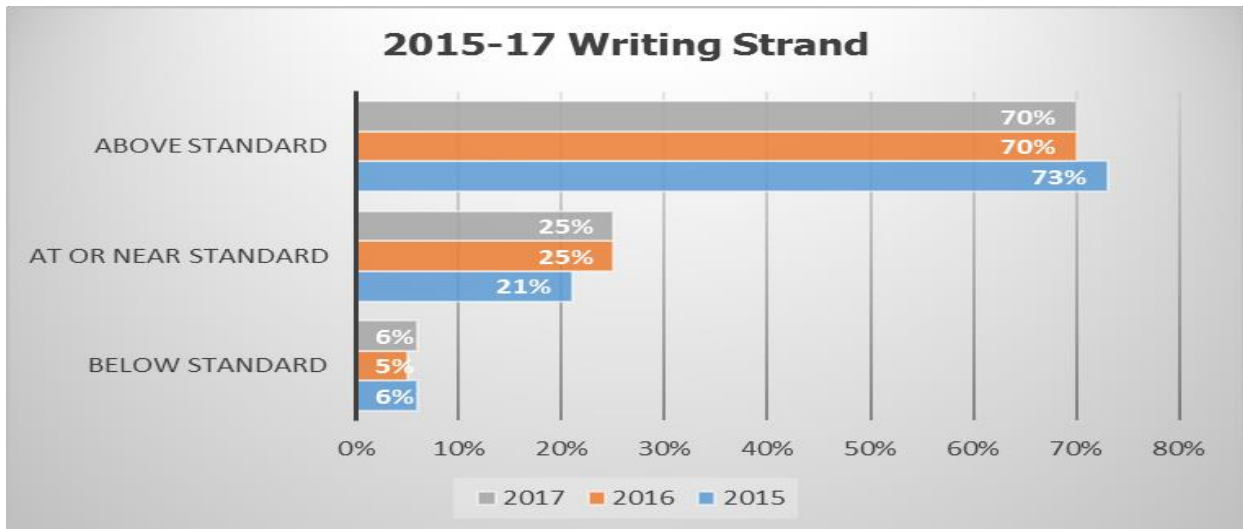
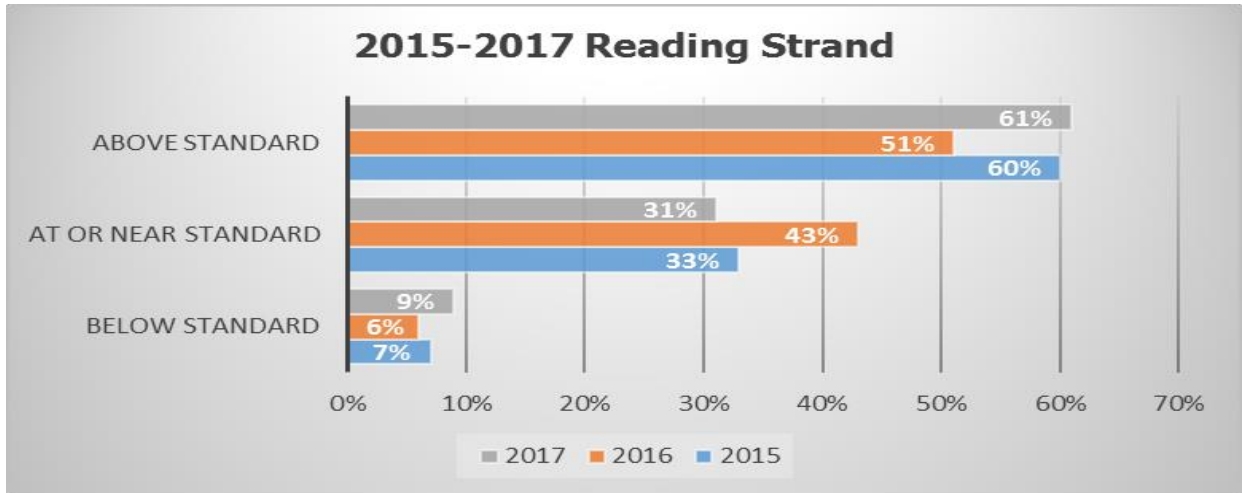
Overall Achievement of All Students

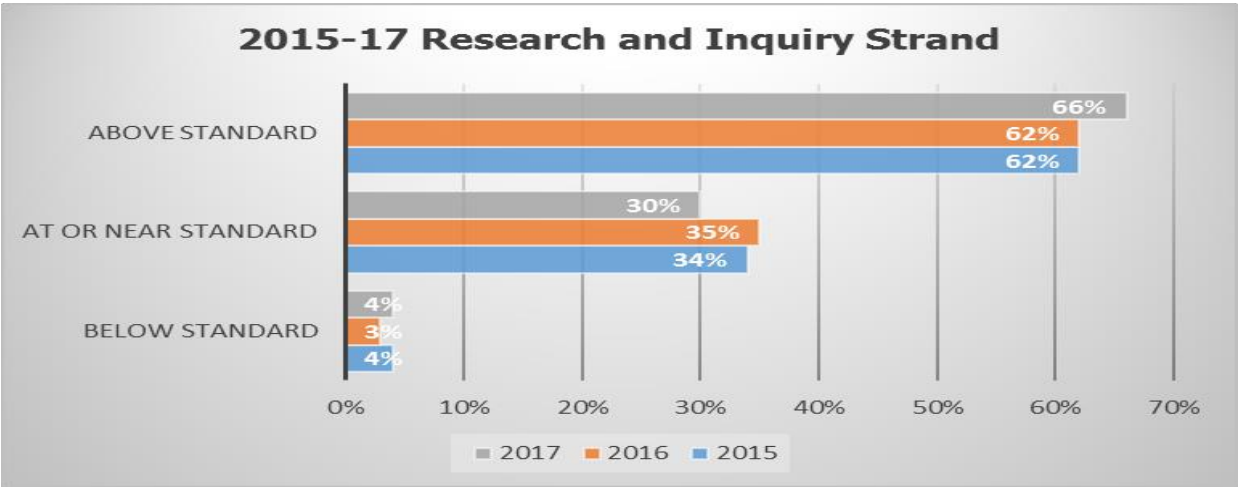
Each year, every effort is made to ensure that all students participate fully in every segment of CAASPP testing. In 2017, 97.1% of enrolled students tested while 98.6% tested in 2016 and 97.2% in 2015.

Year	Number of Students Tested
2015	349
2016	343
2017	365

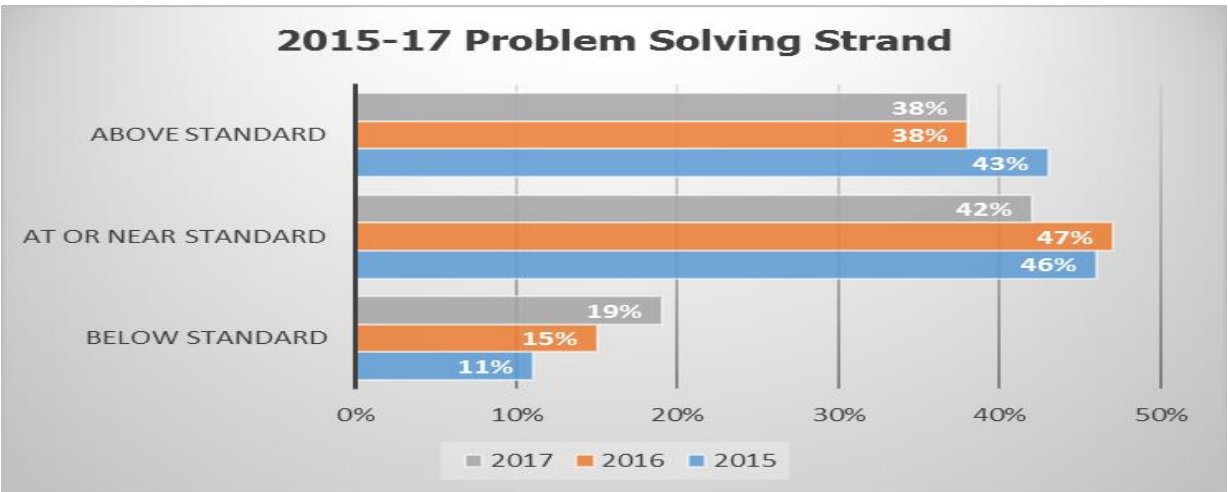
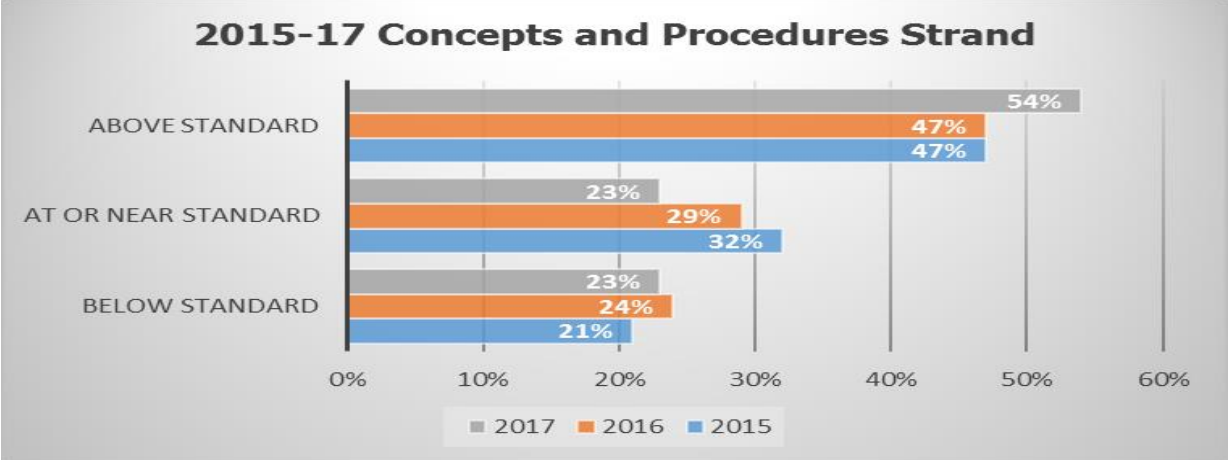


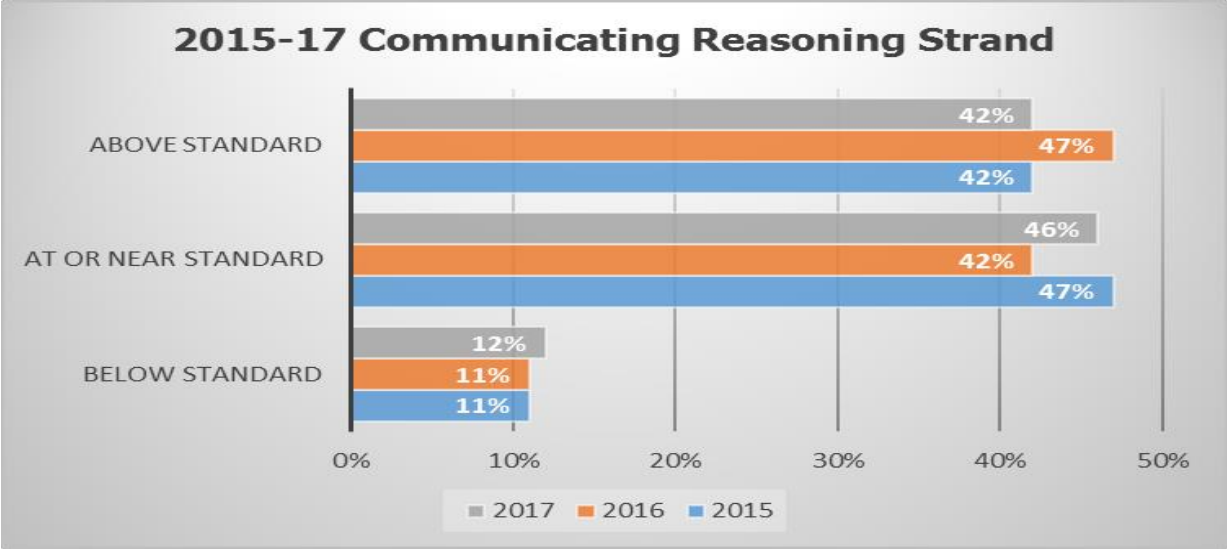
Achievement of All Students by English Language Arts Strand





Achievement of All Students by Math Strand

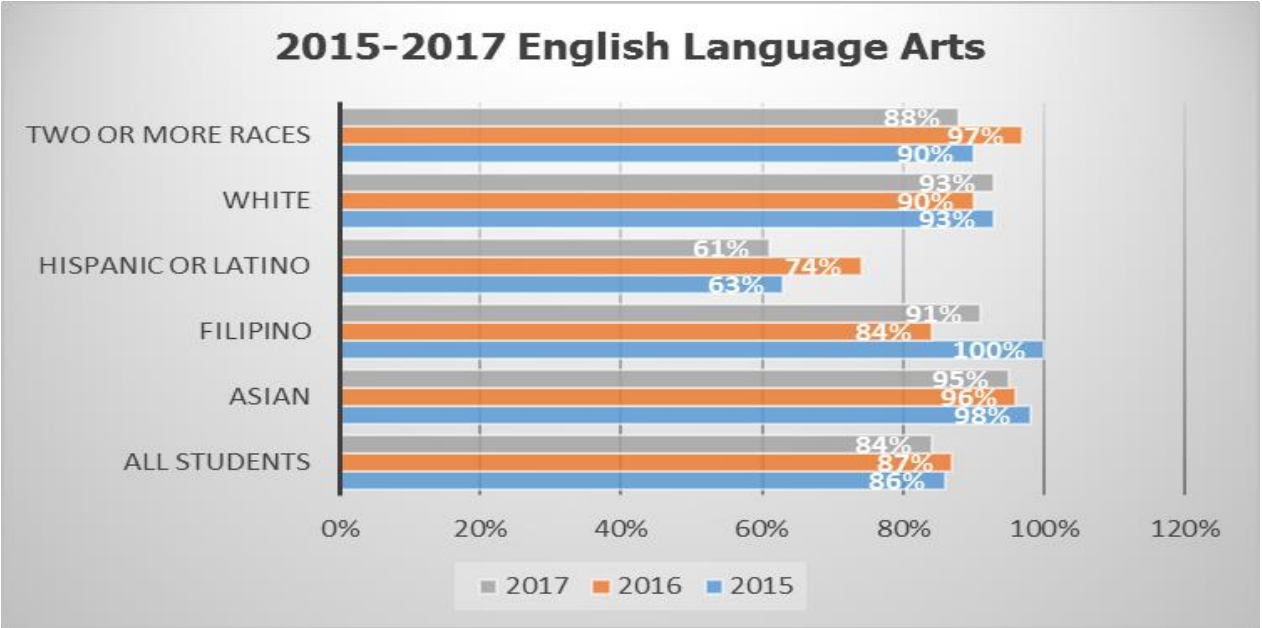


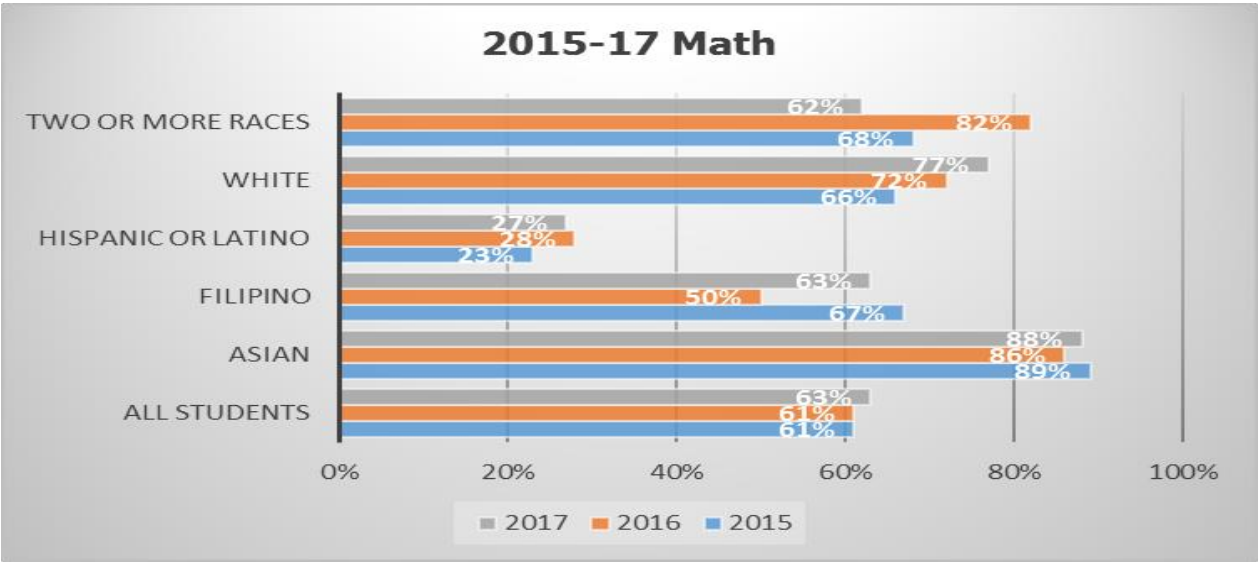


Disaggregated CAASPP Results - Ethnicity
Percent of Students Meeting or Exceeding Standard

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, the student sample was so small each year that results were withheld to protect confidentiality.

Group	Number of Students Tested Each Year		
	2015	2016	2017
Two or More Races	41	33	42
White	98	98	100
Hispanic or Latino	82	102	90
Filipino	21	17	21
Asian	93	77	98
All Students	349	343	367

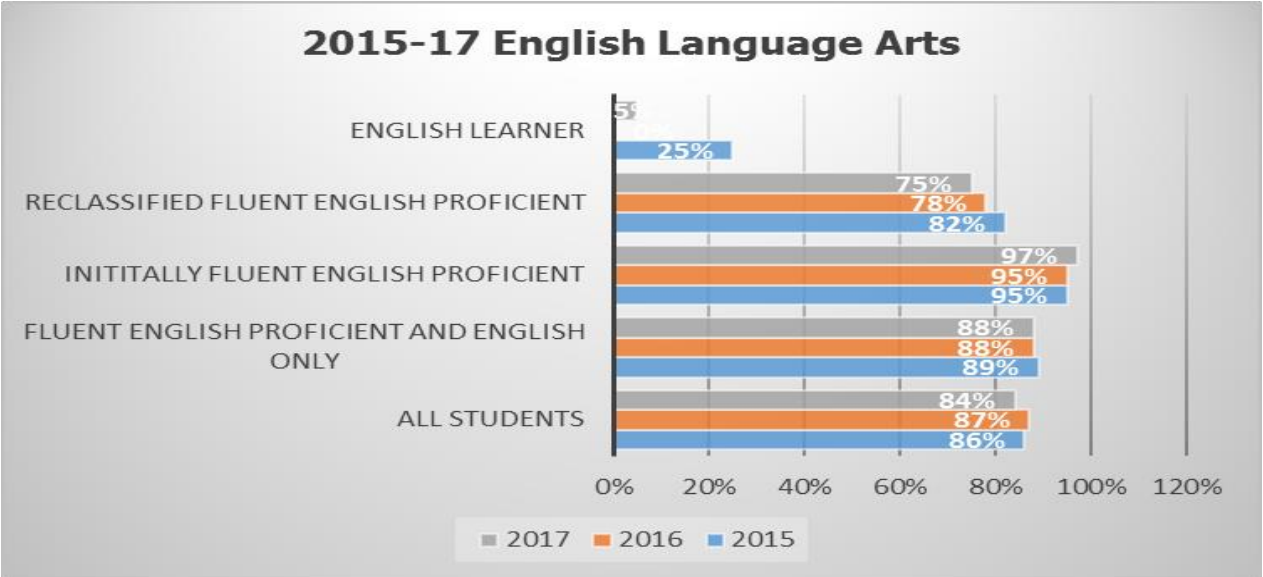


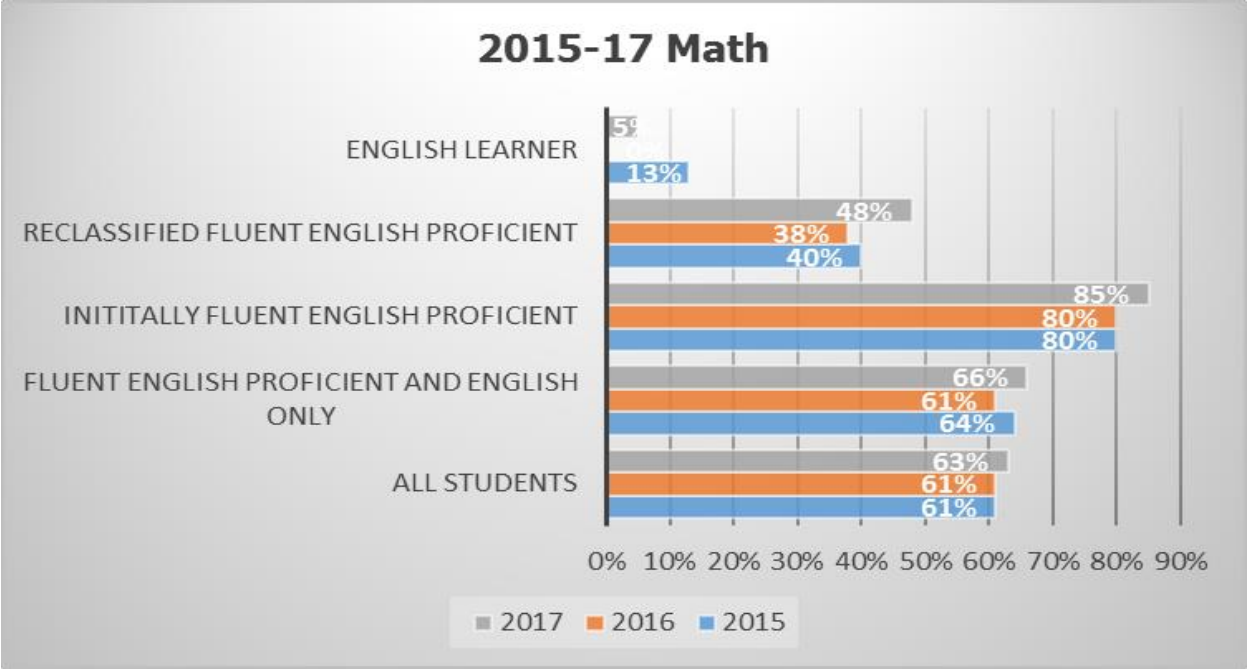


**Disaggregated CAASPP Results – Language Proficiency
Percent of Students Meeting or Exceeding Standard**

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 2016 because the student sample was too small and results were withheld to protect confidentiality.

Group	Number of Students Tested Each Year		
	2015	2016	2017
English Learner	16	7	19
Reclassified Fluent English Proficient	62	81	65
Initially Fluent English Proficient	53	37	58
Fluent English Proficient and English Only	332	335	348
All Students	349	343	367



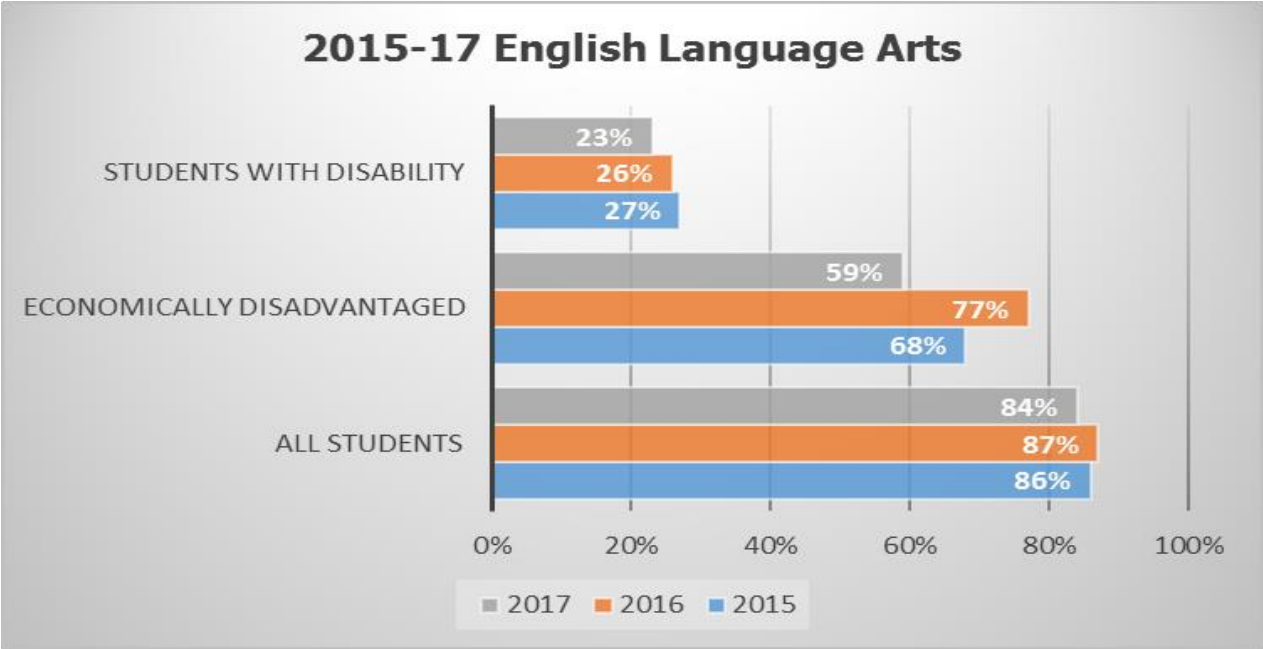


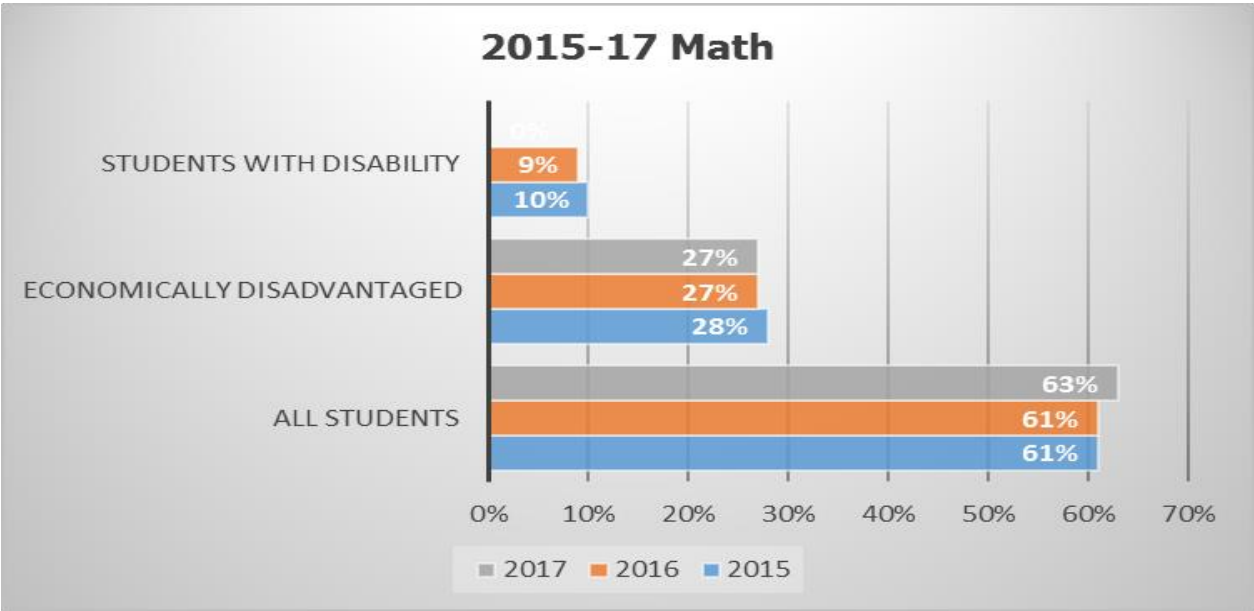
Disaggregated CAASPP Results - Economically Disadvantaged Students and Students with Disability

Percent of Students 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		
	2015	2016	2017
Students with Disability	20	23	22
Economically Disadvantaged	57	68	64
All Students	349	343	367





College Test Results

PSAT/NMSQT 11th Grade Scores by Cohort

To encourage every student to consider a college education, every year Aragon’s PTSO pays for all 10th and 11th grade students to take the PSAT at school, during the school day. As a result, students seem much more open to taking the SAT, and Aragon has produced the largest number of National Merit Scholars of all schools in the SMUHSD for the last 5 years.

Student Group	Class of 2017	Class of 2018	Class of 2019
Aragon Average Score	1079	1102	1083
SMUHSD Average Score	1060	1072	1068
California Average Score	986	980	971

Scholastic Aptitude Test Participation 2015 and 2016

	2015		2016	
	Number of Test-takers	Percent Participation	Number of Test-takers	Percent Participation
Two or More Races	11	56%	14	33%
Asian	76	74%	88	77%
African-American	3	66%	2	100%
Hispanic/Latino	38	47%	41	46%
Pacific Islander	2	19%	2	17%
White	93	66%	70	68%
All Students	231	73%	226	62%

Scholastic Aptitude Test Performance by Ethnicity 2015 and 2016

	2015			2016		
	Reading Average Score	Math Average Score	Writing Average Score	Reading Average Score	Math Average Score	Writing Average Score
Two or More Races	578	594	576	600	626	594
Asian	580	607	587	628	667	621
African-American	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic/Latino	506	510	500	507	511	519
Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	582	596	591	593	605	600
All Students	567	581	572	589	613	590

Scholastic Aptitude Test Results, 2017 Cohort by Ethnicity

As the format of the SAT has changed, information available for the 2017 cohort differs in format from that available for the previous years. For clarity, data is limited when there are fewer than 10 test-takers. Also, as context for the benchmark data, the College Board website states that "SAT test takers who meet both the Evidence-Based Reading and Writing (ERW) and Math benchmarks have a 75% chance of earning a course grade of C or higher in related first-semester, credit-bearing college courses."

	Number of Test-takers	Participation Rate	Mean Total Score	Met Both ERW and Math Benchmarks
Two or More Races	27	71%	1280	96%
Asian	69	72%	1286	86%
African-American	4	80%	N/A	42%
Hispanic/Latino	46	43%	1092	50%
Pacific Islander	4	40%	N/A	75%
White	64	64%	1279	90%
All Students	220	61%	1230	80%

Scholastic Aptitude Test Subject Area Mean Scores, 2017 Cohort by Ethnicity

Section scores range from 200-800, and Cross-test scores range between 10-40. When fewer than 10 students test, results are not reported to protect confidentiality.

	ERW Mean	Math Mean	Analysis in	
			Science	Social Studies
Two or More Races	636	646	32	31
Asian	636	655	31	31
African-American	N/A	N/A	N/A	N/A
Hispanic/Latino	560	530	28	28
Pacific Islander	N/A	N/A	N/A	N/A
White	637	644	32	31
All Students	615	617	30	30

Advanced Placement

Enrollment of Upperclassmen in Advanced Placement Courses

Student Group	2015-16	2016-17	2017-18
EL students not in ELD	6% (n=18)	6% (n=18)	20% (n=20)
Long-Term English Learners	N/A	0% (n=9)	7% (n=15)
Reclassified English Proficient	45% (n=145)	45% (n=152)	50% (n=177)
Socioeconomically Disadvantaged	30% (n=86)	31% (n=109)	40% (n=114)
Homeless/Foster Youth	38% (n=8)	0% (n=6)	0% (n=4)
Students with Disabilities	4% (n=48)	2% (n=46)	5% (n=65)
Pacific Islander	10% (n=21)	10% (n=21)	18% (n=33)
Hispanic/Latino	31% (n=176)	36% (n=190)	39% (n=196)
All Students	61% (n=686)	61% (n=695)	63% (n=772)

AP Test Results

AP Exam	2015		2016		2017	
	Number Tested	Percent Scoring 3+	Number Tested	Percent Scoring 3+	Number Tested	Percent Scoring 3+
Biology	47	89%	47	89%	44	93%
Calculus AB	68	96%	68	96%	68	85%
Calculus BC	51	90%	67	95%	63	95%
Chemistry	26	65%	-	-	24	75%
Chinese Language	13	100%	23	100%	26	100%
Computer Science A	31	77%	56	87%	33	91%
English Language & Composition	112	86%	92	92%	115	86%
English Literature	54	96%	91	91%	65	92%
Environmental Science	56	52%	50	64%	44	73%
Government	58	83%	74	93%	50	84%
Japanese Language	10	100%	8	100%	4	100%
Physics 1	92	58%	121	54%	88	56%
Physics C: E & M	2	100%	29	83%	26	69%
Physics C: Mechanics	4	75%	29	97%	27	93%
Psychology	84	70%	73	90%	101	92%
Spanish Language	57	95%	60	100%	56	100%
Statistics	46	78%	51	96%	47	66%
Studio Art: 2D	29	90%	27	96%	9	100%
Studio Art: Drawing	-	-	1	100%	4	100%
US History	125	92%	124	70%	177	79%
Total Number of Tests	965		1,091		1,071	
Total % with 3+	82%		85%		83%	

California English Language Development Test (CELDT) Results

CELDT Test - Percentage of English Learners by Proficiency Level

	2014-2015	2015-2016	2016-2017
Total number Tested	91	82	60
Advanced	21%	20%	12%
Early Advanced	47%	41%	45%
Intermediate	29%	33%	37%
Early Intermediate	3%	6%	7%
Beginning	0%	0%	0%

English Learner Designations

	2015-16	2016-17
English Learner 0-3 years	3	5
At-Risk 4-5 years	2	3
Long-term English Learner 6+ years	45	45
EL 4+ years, not at-risk or LTEL	25	18

Report Card Analysis

Percent of D and F Grades

	Fall 2016-Spring 2017							
	Fall 2016		Spring 2016		Fall 2016		Spring 2017	
	D's	F's	D's	F's	D's	F's	D's	F's
English Only	4%	1%	5%	2%	4%	1%	5%	2%
Fluent English Proficient	2%	1%	3%	1%	2%	1%	3%	2%
Reclassified Fluent English Prof.	9%	2%	8%	3%	9%	2%	9%	4%
English Learners	19%	8%	19%	7%	18%	5%	20%	5%
Special Education	14%	5%	13%	6%	12%	5%	13%	3%
African American	10%	1%	13%	4%	12%	4%	10%	2%
Asian	2%	.5%	3%	1%	1%	.5%	2%	1%
American Indian or Alaskan Native	14%	3%	17%	3%	14%	.5%	17%	3%
Filipino	6%	1%	5%	2%	4%	1%	5%	2%
Hispanic or Latino	11%	3%	9%	3%	5%	2%	9%	3%
Pacific Islander	14%	3%	13%	6%	9%	3%	12%	5%
White	3%	1%	4%	1%	3%	1%	4%	1%
All Students	5%	1%	6%	2%	5%	2%	6%	2%

LCFF Priority 5 - Pupil Engagement

Attendance and Completion Rates

Average Daily Rate of Attendance

	2014-15	2015-16	2016-17	Fall 2017
Average Daily Rate of Attendance	96.97%	97.04%	97.33%	97.29%

Chronic Absenteeism Rates

This data is newly available only for the 2016-17 year. Students are determined to be chronically absent if they were enrolled for a total of 30 days or more **and** they were absent for 10% or more of the days they were expected to attend.

	2014-15	2015-16	2016-17
Aragon High School	N/A	N/A	4%
San Mateo Union HSD	N/A	N/A	9.3%
State of California	N/A	N/A	10.8%

Truancy Rates

This data may help provide a picture of absenteeism in the two previous years.

A student is considered truant when he/she is absent from school or tardy for more than 30 minutes without a valid excuse on three or more occasions in one school year.

	2014-15	2015-16
Aragon High School	38.01%	36.14%
San Mateo Union HSD	47.57%	41.4%
State of California	31.43%	34.05%

Graduation Rates

	2015	2016	2017
English Learners	100%	100%	100%
Socioeconomically Disadvantaged	98.1%	97.3%	98.1%
Special Education	96.3%	96%	N/A
African American	100%	100%	100%
Asian	100%	97.9%	100%
Filipino	100%	100%	100%
Hispanic	96.6%	96.3%	96.6%
Pacific Islander	100%	91.7%	N/A
Two or More Races	96.3%	97.6%	96.3%
White	99.1%	96%	99.1%
All Students	98.4%	96.9%	98.4%

Dropout Rates

	2014	2015	2016
English Learners	3.7%	0%	0%
Socioeconomically Disadvantaged	1.4%	1%	2.7%
Special Education	4.8%	0%	4%
African American	0%	0%	0%
Asian	0%	0%	2.1%
Filipino	0%	0%	0%
Hispanic	1.3%	2.3%	3.8%
Pacific Islander	0%	0%	8.3%
Two or More Races	2.4%	3.7%	2.4%
White	1.8%	1%	4%
All Students	1.2%	1.2%	3.1%

LCFF Priority 6 – School Climate

Suspension and Expulsion Rates

Number of Suspensions by Type of Offense

	2014-15	2015-16	2016-17
Violent Incident (Injury)	5	3	3
Violent Incident (No Injury)	15	4	18
Weapons Possession	3	0	0
Illicit Drug Related	3	1	8
Defiance Only	1	0	2
Other Reasons	3	2	6
Total	30	10	37

Number of Expulsions by Type of Offense

	2014-15	2015-16	2016-17	2017-18
Violent Incident (Injury)	0	1	0	N/A
Violent Incident (No Injury)	0	1	0	N/A
Weapons Possession	0	1	0	N/A
Illicit Drug Related	0	0	0	N/A
Defiance Only	0	0	0	N/A
Other Reasons	0	0	0	N/A
Total	0	3	0	N/A

Discipline referrals

Please note that these are internal numbers and some offense titles evolved over time. They have been formalized since the current assistant principal took over in 2016-17.

	2014-15	2015-16	2016-17	Fall 2017
Academic Dishonesty	8	2	20	4
Cell Phone/I-pod Use	26	6	46	14
Disrespectful Language	27	20	28	14
Eating/drinking/Chewing Gum	12	N/A	N/A	N/A
Disruption of Class	27	37	79	78
Not dressed for PE	12	2	21	N/A
Out of seat/Off task	14	12	N/A	N/A
Tardiness	446	418	579	344
Vandalism	4	0	8	3
Other	51	60	N/A	N/A
Total	628	557	781	457

Co-curricular Activities at Aragon

In addition to the dances and many other leadership-organized opportunities for students to get involved, Aragon has thriving drama, music and sports programs, and 51 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 post season 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. Hundreds of Aragon students participate in the following varsity and junior varsity sports each year.

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

Clubs

Club	Meeting Day	Location	Advisor
American Cancer Society	Wednesday	120	Thurtle, G.
American Red Cross	Monday	203	Montelongo
Aragon Conservative Club	Tuesday & Thursday	312	Doyle
Aragon Robotics	M & Th (after school)	315	Sipple
Armenian Club	Thursday	240	Ramos
Asian Pop Club	Tuesday	602	Chen
Black Student Union	Wednesday	236	Bush
Botany Club	Thursday	315	Sipple
Bring Change 2 Mind	Tuesday	222	Elenz-Martin
Business and Technology	Friday	221	Salis
Calligraphy Club	Thursday	203	Montelongo
China Speaks Club	Monday	120	Thurtle, G.
Chinese Conversation Club	Tuesday	150	Fan
Christian Club	Wednesday	150	Fan
Cinematix	Thursday	125	Daniel, J
DIY Club	Tuesday	313	Belvini
Dobby and the House Elves	Tuesday	120	Thurtle, G.
Fantasy Sports Club	Monday	172	Colglazier
Foodies of Aragon	Monday	142	Hontalas
Game Club	Tuesday	101	Johnson, D
Gender and Sexuality Awareness	Thursday	123	Bravo
Girl Up Club	Friday	222	Elenz-Martin
Harvard Model Congress	Friday	162	Sadlon
Improv Team	Varies	Theater	Smuin
Interact Club	Thursday	145	Wang
internet Culture Club	Friday	603	Davis
Investor Club	Tuesday	244	Sharvini
Jabberwocky	Thursday	131	Francis
Japan Club	Monday	223	Hosoi
Key Club	Thursday	172	Colglazier
LEOS Club	Wednesday	145	Wang
Math Club	Tuesday	246	Reiss
Model United Nations	Wednesday	173	Gibbons
Music Production Club	Thursday	602	Chen
Opportunity Club	Every other Thursday	145	Caldwell
P.A.W. Club	Wednesday	159	Johnson, J
Ping Pong Club	Tuesday after school	100	Wei
Polynesian Club	Wednesday	321	Apperson
Programming Club	Monday	261	Kossiver
Relief Feat	Friday	262	Rees
Science Club	Thursday	327	Ward
Sit & Knit Club	Monday	101	Johnson, D
Ski and Snowboard	Monday	110	Felder
Society of Women Engineers	Thursday	261	Kossiver
Spanish Club	Tuesday	220	Cheever
Speech and Debate Club	Monday	103	Estrada
Spoken Word and Poetry Club	Monday	124	Skale
Steel Drums Club	Monday & Thursday	602	Chen
Superhero Comics Coalition	Friday	311	Ratto
TED-Ed Club	Tuesday	125	Daniel, J
Tutor Club	Thursday	144	Trujillo

LCFF Priority 7 – Access to a Broad Course of Study

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

This data is newly available for 2016-17. Please note that when the student number is below 10, no percentage data is made available to protect confidentiality (N/A).

	Number of Students	Percent Prepared	Rating
English Learners	16	25%	Low
Foster Youth	3	N/A	N/A
Homeless	9	N/A	N/A
Socioeconomically Disadvantaged	73	44%	Medium
Students with Disabilities	25	12%	Low
African-American	2	N/A	N/A
American Indian	0	N/A	N/A
Asian	94	92%	Very High
Filipino	24	83%	Very High
Hispanic/Latino	80	38%	Medium
Pacific Islander	12	33%	Low
White	99	76%	Very High
Two or More Races	42	81%	Very High
All Students	353	71%	Very High

Students Meeting UC/CSU Requirements

	2015		2016		2017	
	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements
English Learners	10	10%	9	22.2%	2	50%
Socioeconomically Disadv.	75	32%	48	37.5%	53	30.2%
American Indian/Alask. Nat.	0	N/A	0	N/A	3	33.3%
Asian	66	78.8%	92	90.2%	76	90.7%
Pacific Islander	9	22.2%	11	36.4%	9	11.1%
Filipino	15	33.3%	24	66.7	18	72.2%
Hispanic or Latino	85	29.4%	78	33.3%	95	47.3%
African American	5	40%	2	100%	5	50%
White (not Hispanic)	113	68.1%	94	70.2%	99	74.7%
Two or More Races	26	53.8%	41	65.9%	35	57.4%
All Students	305	60.3%	344	68.6%	340	70.7%

8. 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

Survey Data

As part of the WASC process in 2006, the leadership committee designed a variety of surveys to gather feedback about Aragon from all stakeholders. In 2010-2011, as the school began to prepare this report, the group decided to keep most of the questions the same as before so that they could compare these perceptions with those of six years before, and we did the same for the 2017-18 self-study process. As a result, each table of results shows the percentages of responses in that category in 2006, then the 2011 percentages, followed by the 2017 percentages. Each year's data is separated by an arrow (→). Also, note that there are a few questions that were added in 2011 and are followed by only two percentages.

Faculty Survey Results

	Strongly agree/ Agree 2006→2011→2017	Disagree/ Strongly Disagree 2006→2011→2017	No opinion/ Don't know 2006→2011→2017
Aragon is a safe, clean and orderly place to work and learn.	91→95→100%	6→5→0%	3→0→0%
We promote an atmosphere of respect.	96→100→ 100%	3→0→0%	1→0→0%
We have a clearly stated vision based on student needs.	86→95→ 93%	10→5→7%	4→0→0%
Our vision & purpose reflect the belief that all students can succeed.	96→95→98%	3→4→0%	1→1→2%
We provide adequate support so that all students have the best chance to succeed.	87→80→89%	11→20→9%	2→0→2%
We expect <i>all</i> students to achieve the ESLRS(SLO's).	79→84→84%	16→12→4%	5→4→12%
We expect <i>all</i> students to achieve academic standards.	89→97→95%	9→3→3%	2→0→2%
We make a concerted effort to support the success of underrepresented students.	88→84→78%	8→16→20%	4→0→2%
We reach out to the parents of <i>all</i> students.	72→83→65%	18→14→30%	10→3→5%
We involve the community in activities at Aragon.	63→81→76%	20→11→16%	17→8→8%

We use assessment results to help us plan the school's program and use of resources.	80→83→77%	7→12→15%	13→5→8%
We have input regarding school policies and procedures.	65→95→82%	35→5→15%	0→0→3%
The administration communicates school policies and procedures to faculty and staff.	84→94→84%	12→6→16%	4→0→0%
We communicate school policies & procedures to parents & students.	89→95→76%	6→4→16%	5→1→8%
We consistently enforce school policies and procedures.	65→65→75%	27→35→21%	8→0→4%
Aragon provides faculty and staff with funds for professional development.	79→83→81%	17→17→15%	4→0→4%
We articulate with feeder schools and post-secondary institutions.	66→59→55%	13→29→32%	21→12→13%
We use collaboration time constructively.	88→94→94%	9→5→4%	3→1→2%
We constantly look for ways to improve as a school.	95→95→95%	4→5→3%	1→0→2%
New teachers at Aragon receive support and training.	78→87→79%	6→3→18%	14→10→13%
I regularly seek out PD opportunities to improve my teaching or my subject area knowledge.	84→87→88%	13→8→12%	3→5→0%
I receive sufficient training to use technology (e.g. Aeries, Schoolloop, Data Director etc.).	83→85→82%	14→15→16%	3→0→2%
I make academic standards an integral part of my courses' curricula.	90→89→94%	3→3→0%	7→8→6%
I use assessments to monitor student success in achieving state standards.	85→89→90%	6→4→2%	9→7→8%
I use assessments to monitor student success in achieving the ESLR's (SLO's).	49→51→51%	37→32→27%	14→17→22%
I use a variety of assessments to evaluate learning.	92→92→94%	3→3→2%	5→5→4%
I modify instruction based on assessment results, reteaching when necessary.	91→88→88%	6→4→8%	3→8→4%
I regularly use technology to support student learning.	81→91→88%	15→4→8%	4→5→4%
I regularly design lessons to develop higher order thinking skills.	89→89→82%	6→3→4%	5→8→4%
I regularly enrich student learning by including experiences beyond the textbook and classroom.	89→89→78%	7→7→16%	4→4→6%
I communicate to students that I am available for extra help at specific times.	95→92→95%	4→3→2%	1→5→3%
I contact parents regularly and return phone calls or emails from parents in a timely fashion.	89→99→94%	10→1→6%	1→0→0%
I post grades to Schoolloop regularly.	90→91→94%	4→1→2%	6→8→4%
I communicate grades to parents/students regularly in some way other than Schoolloop.	63→42→30%	27→43→61%	10→15→9%
The BFL and other discipline policies support Aragon's vision, mission and ESLRS.	82→63%	10→21→	8→16%
The BFL and other discipline policies are enforced effectively.	42→32%	47→59→	11→9%

68 respondents

Faculty Comments

The thing(s) I most appreciate about Aragon...	The thing(s) I would most like to see improved...
<ul style="list-style-type: none"> • The collaborative environment and our collective high expectations for students. • The supportive admin team, our wonderful student body and school culture, and highly collegiate atmosphere. Truly a great place to work indeed! • We all like each other 	<ul style="list-style-type: none"> • Having a dean who will enforce discipline fairly and consistently and who will support teachers. I would also like to continue to find ways to bring students together outside the classroom (ex: Field Day). I respect that so many teachers value their instructional minutes, but we need to ensure that we as teachers are not exacerbating an already highly

<ul style="list-style-type: none"> • Collaborative process. Professionalism. • The support and respect for the staff and our abilities to collaborate. • Teacher leaders • Respect and collaboration amongst colleagues • A good blend of support and "hands-off" for teachers (in a good way) • Faculty collegiality and collaboration, academically-driven student body • Most of our leaders on campus are in tune with the needs of us, which is nice. Some of the major stakeholders however are not in tune. • the welcoming school culture that makes all students feel welcome here. • The amount of collaboration that happens organically here. • The dedicated staff who is focused on helping all students access challenging courses! • the staff and students • The willingness of the staff to support each other and to continually reflect honestly on our practices and risk making changes to improve our service to our students. • Students and staff working together towards a common goal of education. • We give the teachers a chance to do and run their classrooms the way that works best for them. • Sense of community • Very intelligent, hard-working staff that has embraced collaboration • The whole community, students, teachers, parents • The faculty and the students are terrific. • Collaborative culture, • Not stuck in the same routine, always changing in an effort to improve with the students in mind • collegiality and willingness to help students • Being able to collaborate with my colleagues and working with students. • The innovative, dedicated faculty, and the supportive community we serve • professionalism of staff • The majority of the staff's desire to constantly be looking for ways to improve for both self and student. • School Culture and Environment. The diverse student population seems to enjoy one another and students like the school. (You won't appreciate this until you are at a school where the students hate being at school!) • Positive environment and culture among staff 	<p>competitive and academically-focused environment that leads to more stress and anxiety for students.</p> <ul style="list-style-type: none"> • More support for tech integration and course opportunities that meet the needs of all students. • Consistent communication of rules and expectations. • More support/understanding for struggling students • consistent discipline procedures! • More ways to reach out to academically-struggling students • Discipline transparency and equity. • Streamline tardy referral system. This should be automated so that teachers do not spend time on this. • The discipline system is the weak link at Aragon. There is not reliable and consistent disciplinary action and response here, which leaves discipline as subjective and often teacher-based as a means of avoiding referral to an ineffective system. • More flexibility in moving students into support classes during the start of their 9th grade year. • clearer communication and consistency about expectations for behavior and academics, plus a better way to communicate with other teachers to help/support students in need. • Keep educating students about the positive safe environment and how it is developed and maintained • Less students taking AP classes • the collegiality of the staff, dedicated teachers, fun loving students, community • consistent and effective discipline policy • Our ability to help our struggling students. • Taking a stand, a strong stand, against the "Harvard or Wal-Mart" syndrome (Vicki Abeles, Beyond Measure) that has afflicted our school community. • balancing academic rigor and mental health • More teachers/administration upholding BFL policies, such as Electrical Devices in the classroom. Student cell phone/earbud use is off the hook! • Stronger connections between all faculty members (pie in the sky) • Follow up with teachers when a referral form is submitted. • Consistent set of policies that are understood and followed by the majority • community building • One thing that I think needs improvement is I would like to feel more confident that when I have a problem in my classroom with a student and write a referral, I would like to know that there will be fair and consistent consequences for students. Too often I feel that the students actually enjoy being sent to the Dean's office, and very rarely do I see much of a change in their behavior.
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<p>and students. We support one another to succeed and encourage students to self-advocate and take control of their learning. The collaborative nature of the staff.</p> <ul style="list-style-type: none"> • Supportive staff and administration who work hard to improve the school. • supportive administration and faculty. Access to creative minds and opportunities to experiment and explore new curriculum ideas + technology • Safe environment for our students • High level of collaboration. The PLC model is great. The TSG model is strong too. • Curious students and supportive colleagues esp. in my amazing department • The camaraderie and open collaboration among faculty. Teachers are hard-working and committed to the profession, but they are also friendly and caring toward one another. • Dedicated students • professional and friendly staff and admin • supportive atmosphere and staff and admin. • The people • The kind nature of adults on the campus, the collaborative tradition and working across the curriculum, the concern for the welfare of the students and staff • the supportive staff members (as a whole) • PLC and kind working environment • The hard working collaborative faculty and staff culture • There is a very positive school-wide student and faculty culture. Even though I am a veteran teacher, because I am new to the school, I feel very supported and welcomed—I feel that a strong effort has been made to make sure that I adjust to the school and can be successful here. • the support I receive as I try to grow as an educator • As of right now the great support for new teachers. • Collaborative nature • the wonderful people (teachers and students) and a culture of kindness. • student politeness • The faculty & administration are wonderful. Aragon tries very hard to be a place for all students. • Wonderful students • The close communication between teacher leaders and administration as well as the rest of the district. 	<ul style="list-style-type: none"> • Establishing student independence in grades 11 and 12. The transition to college. Moving beyond a rubric. What should I do? Risk taking... encouraging and allowing more students into advanced courses in grades 10 and 11. High School is not the end of education; it is a passage to higher learning and skills. High expectations.... with a safety net. Students will push themselves if there is a limited chance of (grade) failure. • Stronger discipline system and communication between the dean of students and the staff so we can set behavior standards more consistently as a school. • More adherence to school policies and consistent follow through on consequences for students. • the follow-through on discipline at the dean/office level. • I would like to see more of an effort in reducing the achievement gap between our high and low performing students. • Consistency on some agreed upon aspects, like grading, homework, backwards planning. • A more truly democratic culture and a more independent faculty. Surrendering power to a competent administration leaves the faculty vulnerable to micromanaging in the future (by potentially less competent or more cowardly admin) • Consistency! Consistency in discipline procedures, expectations for student consequences and/or praises. Consistency in grading practices and homework practices, etc. • Support for the arts (no mention of the arts in 10th/11th grade scheduling assemblies). BAD FORM!!! • communicate to students and parents that there are many pathways to success other than taking nine AP classes and going to Stanford or Berkeley--creates stress and competitive atmosphere • Consistent discipline for all students. • The discipline department • A more consistently enforced and transparent discipline policy • the consistent discipline policy • I cannot think a thing. I like Aragon. • Collections of Best Practices in technology use, writing, reading and other school-wide goals. • consistent, fair, and transparent discipline practices • Consistency with policies • a less frantic pace to allow for more depth and contemplation • Limit AP offerings. Schoolwide plan for effective homework assigning • All teachers updating grades every two weeks.
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<ul style="list-style-type: none"> • The friendly/family atmosphere at school • My colleagues • Our students who push themselves to learn when it's work for them and learning doesn't come easily • The collaborative community. • our dedication to provide the best to our students not just to success here at AHS but to be successful after they graduate. • The collaborative staff 	<ul style="list-style-type: none"> • Discipline needs to be more consistent. Only 2 AP classes per year, no more. If you give homework...GRADE it. • Fewer 504 students by reducing their stress (2 hours of HW every day from one teacher, increased to 3~4 hours before AP exam for just one class is RIDICULOUS. One-day leadership event won't solve this problem. I strongly hope no Aragon student will commit suicide like Gunn High.)
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Administration and Staff Survey Results

	Strongly agree/ Agree 2006→2011→2017	Disagree / Strongly Disagree 2006→2011→2017	No opinion/ Don't know 2006→2011→2017
AHS is a safe, clean and orderly place to work and learn.	91→89→100%	12→11→0%	0→0→0%
We promote an atmosphere of respect.	100→95→100%	0→5→0%	0→0→0%
We have a clearly stated vision based on student needs.	91→89→85%	0→11→5%	9→0→10%
Our vision and purpose reflect the belief that all students can succeed.	97→89→100%	3→11→0%	0→0→0%
We provide adequate support so that all students have the best chance to succeed.	75→79→80%	13→16→10%	12→5→10%
We expect <i>all</i> students to achieve the ESLRS.	93→90→64%	3→5→10%	4→5→26%
We expect <i>all</i> students to achieve academic standards.	91→89→90%	9→11→0%	0→0→10%
We make a concerted effort to support the success of underrepresented students.	91→89→85%	6→11→10%	3→0→5%
We reach out to the parents of <i>all</i> students.	79→95→48%	9→5→16%	12%→0→32%
We involve the community in activities at Aragon.	82→95→68%	9%→0→16%	9→5→16%
We use assessment results to help us plan the school's program and use of resources.	79→69→48%	9→5→5%	12→26→47%
We have input regarding school policies and procedures.	67→95→52%	21→5→32%	12→0→16%
The administration communicates school policies and procedures to faculty and staff.	97→95→74%	3→5→16%	0→0→10%
We communicate school policies and procedures to parents and students.	91→95→69%	3→5→10%	6→0→21%
We consistently enforce school policies and procedures.	63→79→37%	34→21→37%	3→0→26%
Aragon provides faculty and staff with funds for PD	82→72→63%	6→6→16%	12→22→21%
We articulate with feeder schools and post-secondary institutions.	87→95→48%	6→5→5%	7→0→47%
We use collaboration time constructively.	60→63→48%	21→5→10%	19→32→42%
We constantly look for ways to improve as a school.	97→95→84%	3→5→0%	0→0→16%
The BFL and other discipline policies support Aragon's vision, mission and ESLRS.	74→37%	5→16%	21→47%
The BFL and other discipline policies are enforced effectively.	57→26%	11→32%	32→42%

Administration and Staff Comments

The thing(s) I most appreciate...	The thing(s) I would most like to see improved...
<ul style="list-style-type: none"> • The thing(s) I most appreciate about Aragon is/are... • The support staff gives to students • the friendly/helpful community both staff and students • Friendly accepting staff and environment 	<ul style="list-style-type: none"> • Communication among all stakeholders • consistency with rules, policies, and discipline • Haven't been working here long enough or understand enough avenues of the school to make reasonable constructive suggestions. • more support in the Special ed department the aids get a different pay when working with subs

<ul style="list-style-type: none"> • staff I work with...Pay and benefits • the staff and support I get • The staff • Aragon is a diverse school and I appreciate how staff/faculty make an effort to support underrepresented students • the commitment from the PTSO, the working with the students and faculty and staff • The community, respect and the leadership (principal) • The campus as a whole • The accepting community for all students. • It's a great place to work and to support our students. • Helpful friendly friendly staff and faculty 	<ul style="list-style-type: none"> • this is only my first year here at Aragon • leadership in counseling office • Consistent enforcement of rules and discipline - dress code, phones, eating, leaving campus, accountability of students to turn in work, show up on time - I often see a disregard for these. I would also like to see students where they belong during the school day. I see students hanging out in offices when they should be in class. • Consistent discipline and communication about student discipline • Discipline and enforcement. Mainly making sure that everyone is on the same page • Consistency with disciplinary actions and equal disciplinary actions for all students. • communication between admin and staff • More participation from all staff in supporting minorities students and at risk students. • Better support and consistent achievement of goals for students with IEPs in mainstream and SAI classes. It would be difficult but really beneficial for all students to find effective ways to discipline and treat all students consistently in different classes.
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19 Responses

Student Survey Results

	Strongly agree/ Agree 2006→2011→2017	Disagree/ Strongly Disagree 2006→2011→2017	No opinion/ Don't know 2006→2011→2017
Aragon is a safe, clean and orderly place to learn.	78→90→90%	16→8→7%	6→2→3%
I know the rules and expectations at Aragon.	85→93→93%	10→4→4%	5→3→3%
The consequences for not following rules are clear and fairly enforced by teachers, staff and administrators.	79→72→69%	13→22→23%	8→6→8%
The faculty and staff at Aragon think I can succeed and expect me to do so.	78→84→85%	13→11→8%	9→5→7%
I am encouraged to take challenging courses.	66→71→69%	26→24→21%	8→5→10%
I have access to the classes I need to take.	81→88→88%	14→10→8%	5→2→4%
I have access to classes that spark my interest.	66→72→74%	28→24→19%	6→4→6%
I have access to materials that I need to learn (e.g., books).	87→94→94%	10→4→4%	3→2→2%
I have access to computers and other technology at school.	89→96→96%	7→3→3%	4→1→1%
This semester my classes are organized and run well.	76→85→82%	18→12→13%	6→3→5%
My classes are challenging.	84→75→75%	11→20→16%	5→5→9%
I feel like I am learning at Aragon.	88→88→87%	7→9→8%	5→3→5%
My classes help me attain California State Standards.	74→85→76%	6→6→5%	20→9→19%
My teachers use real-world experiences regularly to expand my learning.	69→72→65%	23→22→25%	8→6→10%
My teachers use technology regularly to expand my learning.	66→80→88%	25→15→8%	9→5→4%
My teachers check that we understand a topic before moving on to the next one.	59→60→59%	34→35→34%	7→5→7%
My teachers use a variety of ways to check that we understand the material (e.g., writing, tests, projects, calling on students in class, other).	82→83→86%	13→14→10%	5→3→4%
My teachers review any items that we still don't	67→68→66%	25→28→27%	8→4→7%

understand thoroughly.			
Schoolloop (Edline in 2006) is an effective tool that helps me do well in school.	68→77→82%	22→19→12%	10→4→6%
My parents use Schoolloop (Edline in 2006) to keep track of my progress.	62→70→78%	25→23→15%	13→7→7%
There is help available at Aragon for students who struggle academically.	83→80→81%	7→10→8%	10→10→11%
There is help available at Aragon for students who struggle personally.	70→70→71%	14→15→16%	16→15→13%
At Aragon, I have opportunities to grow personally (e.g., through extra-curricular and social activities).	77→85→83%	15→9→10%	8→6→7%
I take advantage of academic and extra-curricular opportunities at Aragon.	64→71→67%	25→23→21%	11→6→12%
I see how the ESLRs connect to daily activities at Aragon.	64→51→39%	19→20→19%	17→29→42%
My experience at Aragon prepares me to achieve the ESLRs by graduation.	71→70→68%	19→8→7%	10→22→25%
What I do and learn at school prepares me for the real world.	62→71→54%	33→22→34%	5→7→12%
Faculty and staff at Aragon inform me about what I need to do to accomplish my post-high-school goals.	66→77→66%	25→17→25%	9→6→9%
Faculty and staff at Aragon help me plan courses and activities to reach these goals.	57→74→65%	33→20→24%	10→6→11%
Tardy and other discipline policies are enforced fairly and effectively.	58→55%	36→33%	6→12%

1,094 Responses

Parent and Guardian Survey Results

	Strongly agree/ Agree 2006→2011→2017	Disagree/ Strongly Disagree 2006→2011→2017	No opinion/ Don't know 2006→2011→2017
Aragon is a safe, clean and pleasant place to learn.	86→94→94%	11→6→4%	3→0→2%
Aragon teachers and staff communicate well with parents and students of all backgrounds.	77→80→72%	12→18→18%	11→2→10%
Students are welcomed and supported throughout their time at Aragon.	89→90→84%	5→9→10%	6→1→6%
Students receive meaningful and challenging schoolwork and homework.	86→87→82%	9→11→12%	5→2→6%
Students receive personal attention in their classes.	67→74→64%	17→20→20%	16→6→16%
Students have access to help when they struggle academically.	72→79→68%	16→12→16%	12→9→16%
Students have access to personal growth opportunities and personal support systems at Aragon.	70→77→62	9→15→20%	21→8→18%
Students have many opportunities to participate in co-curricular activities like clubs, theater or sports at Aragon.	91→97→92%	6→2→8%	3→1→0%
Aragon is doing a good job of preparing students to take their places in the real world.	79→82→76%	10→11→10%	11→7→14%
Aragon is doing a good job of preparing students to enter a 2-year college, 4-year college, or a technical/vocational school.	88→88→86%	5→7→4%	7→5→10%
Parents have opportunities to discuss & influence the vision and goals of Aragon.	64→67→45%	15→19→18%	21→14→37%
Aragon encourages parent and community involvement.	76→88→86%	11→9→10%	13→3→4%
Schoolloop is a useful tool to help parents monitor their students' progress.	83→97→96%	12→2→4%	5→1→0%
Behavior for Learning and other discipline policies are enforced effectively.	69→59%	13→12%	18→29%

49 Responses

Parent and Guardian Comments

The thing(s) I most appreciate...	The thing(s) I would most like to see improved...
<ul style="list-style-type: none"> • The utmost care the teachers have for students and the personal relationships they build with each other. • Great staff, supportive environment • my daughter's counselor. • Campus is pretty. • How nice the teachers are • Aragon's dedicated teachers who strive to help students achieve their academic goals and overcome challenges. • The larger number of caring staff and teachers. Not all, but a large number. • Diversity of students • Doing its best every time i suppose • Willingness of teachers to respond by e-mail to parent's questions • Having high standard in academics with students • I feel my student is going to a place where he is physically "safe". • We don't have a strong opinion yet, as we are new. However, the administration attitude is very positive. Some teachers are great and some have negative flippant attitudes and don't take the time to know the student even in a minute way... That needs some work. Overall we are happy but we are still new. We'll share more next year if you ask us again. • Caring about students • For the most part, my children have had excellent teachers at Aragon. And the teachers truly care about the students. They set the bar high and encourage students to push themselves. 	<ul style="list-style-type: none"> • Nothing :) • Better Technology, better teachers, later start times • participating in sports would not require try outs or have a team that does not compete. • The Administration • I would like to see better communication from the teachers with both the students and the parents. Teachers do not respond to questions from parents and don't often follow through with students. • The PE department needs to not be so strict. it is totally ridiculous that kids need to make up missed PE. this practice needs to stop and stop immediately. • fun music during lunch • The course selection process would need to be optimized. It'd be very helpful if the school could provide students and parents enough time to fully understand the course options and the work load of each course before submitting the course selection form. This will allow students and parents to have time meeting with their counselor to see if there are any questions and also avoid switching courses last minute. • Stop zero period. It is too much for growing teenagers to be up at 12 and 1 o'clock in the morning doing homework and then have to get up at 6 am to go to a zero period. Lack of sleep for teenagers is at this point, a well know issue but the school district in general isn't taking it seriously, especially with the recent vote to not change school start times. Also teachers should let up on the school work at the end of the semesters and actually give students the 'technically' set aside time to study for finals, instead there is an increase in either their homework, tests and/or final projects during that time. • Flexibility in Learning styles and MUCH less homework. Equality in sports, and among students. • Keep improving • To have course levels tougher than cp but not as tough as as... • Teachers logging in grades in school loop sooner then weeks after grade given. • I would like to see and hear students get LOUD at sports events! • Better communication between parents and teachers. If we ask a simple question (keeping it simple and respectful), then teachers should reply. However we had one reply which was directed to our student, and with attitude... not too professional. But some others are true teachers and mentors. this needs to be monitored because, when we dare to reach out for some support, we expect it and it should come with respect. We love Ms. Kim, she is an asset to the new students. Some communications should be improved. Too much to look through for info... simplify, and be accurate... we are too busy to go hunting for info. I don't want to sound negative, that is not the purpose of this feedback. Also, there is a high presence of drugs in the school. We feel lucky that our student is open with us and shares his concerns... but it is so easy to be pulled into the drug issue. There should be more screening, checking and rehab/accountability for such actions. Expulsion is too drastic and too cowardly and helps no one... but doing the least possible is dangerous to our students. They pass pills around like gummy bears. That is very concerning... not only for those who consume, but also those who are around others under the influence. We never know what can happen and be misunderstood... there is enough out there in the news, we don't want to see anyone hurt. Please keep your eyes and ears open. Congratulations to the majority of

<p>The counseling staff has been very helpful, responsive and supportive. It would be nice to have more counselors designated specifically for college advising--but I assume that the budget does not allow for more counselors. I really appreciate that there seems to always be an administrator at every student and parent event. I am not sure how you all ever have a personal life, but your presence is very much appreciated.</p> <ul style="list-style-type: none"> • The quality of the English and History teachers is amazing. The student caliber is great, and students get along with very little cross-student competition. • Safe and community environment • Disciplined/ safe school • The diversity in teachers. • Aragon is very inclusive and has lots of activities for students to participate. • The level of involvement for parents is very good. • teachers who care about students • Its diversity and acceptance of all people of all backgrounds, interests, and needs • The staff who do take a special interest in our children. These are teachers few and far between. The staff who will go the extra mile. Also being able to participate in sports, and clubs. • The academic and extra curricular activity focus - great balance. • Sense of community for teens to mature into adults • Students provide positive atmosphere for each other. Safe and clean. • That it is a great school and a good environment for students. 	<p>teachers, some need an attitude adjustment... their students are not the enemy!! thank you.</p> <ul style="list-style-type: none"> • Increase capacity of popular classes so students can have an opportunity to enroll in the classes they want to take. • More support for athletics other than football. It feels like if it weren't for pushy parents, things wouldn't get done. Parents volunteer and take on great responsibility, but unfortunately, the Athletic Director seems to prioritize football, and he has even said that he and others don't have time for other sports. I wouldn't have believed that this was said, if I hadn't heard it with my own ears--three times. This attitude has been very obvious to both students and parents, and it is not only unfair, it is downright hurtful. I am sorry for being so direct, and I'm sure that he is a nice person, but he makes it clear that he is overworked and should not have to oversee so many teams. But we don't have more teams than other schools. I also wish that there was better oversight/supervision of some of the coaches. If coaches want to be strict and mean, that's their prerogative, but I have seen some pretty irresponsible behavior on the part of some long time coaches at Aragon. That being said, thanks to hardworking parent volunteers, and some awesome coaches, my daughter and son have had wonderful athletic experiences at Aragon and I am eager for my youngest child to participate in Aragon athletics in the future. • The math at Aragon can be greatly improved. Many of the teachers do not teach well, and assume that the issue lies with the students rather than the teaching. For example, if many students get below a C on a test that is likely an issue with the teaching and not the students. This is not addressed. Similar issues are seen in the science department for biology and chemistry classes. • Better Morning drop off location, more homework for students • Better communication with parents/ more help for students' guidance towards college goals • Support the basketball in the same way you support football! • As a Freshman mom, I'm not sure yet. • Better communication with our 9th grade counselor. She is never available and does not seem approachable. Emails are not answered in a timely manner. • for many subjects, there is no middle choice between AP classes and college prep, causing students to take many APs, when the teachers/counselors say take only 1-2 APs. Maybe a third option that's not AP but still covers similar ground? • Stronger Spanish teachers • Treating each student as an individual. Assess individual needs of students. Have better communication with parents when child is struggling. Take more of a personal interest in kids. Have a teacher reach out to parent if he/she sees that a student has missed so much school. An email or phone call, "just checking in on xxx, I see they have missed a lot of school. Is everything ok?" Teachers should not judge kids that are struggling, or require special accommodations. Recognize that kids learn differently. • I would like the teachers to address parents more in a open or 1:1 forum a few times a year. Open House is not the time but I want to know how they think of the school, academic standards, etc. • providing more guidance to help students be more productive during the summer breaks. Year long growth. • opportunities to learn about different tech areas (biotech, silicon valley...) by coordinating visits/tours to various companies. This would inspire kids to think more about their future. Partner with these companies to provide internships to our students. • More tutoring for students needing assistance in certain subjects.
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<ul style="list-style-type: none"> • I love the high expectations. Believing all students can achieve is important. As an educator, I think vocational classes that were taken out need to be reinstated. If you are a serious student, Aragon is the place to be. If you are not cut out for college, how are you connecting the trades with the students? • Quality of teachers & helpful staff • If you get involved, there is a wonderful community. Great Teachers. • good education, good community 	<ul style="list-style-type: none"> • Teachers need to communicate with parents better • I would like to see classes that are geared/prepared for students entering trades such as plumbers, mechanics, welders and electricians. Let them know in high school what skills they need. Connect the trade unions with the students and not just on career day. If you wait until they get to Junior College - it is too late in my opinion. They will have poor study skills and get a job at Target. It feels like it is shameful if you go into these professions. My student says he was put down for only taking 3 AP classes. The students get this mentality from their parents. A teacher never said this to my student. • Better pest control in the ceramics classroom. • It's a bigger problem than Aragon, but the competitive nature as a whole on academics is not good. I have a student with high aptitude and grades, who works hard to balance her life, but the pressure seems so out of line with what's healthy. I wish Aragon could offer an honors track as an alternative to AP for so many students who have the aptitude for all AP level courses, but need the balance of setting limits. The CP track for the few CP courses she's taken, seems too easy or she doesn't have the peer group in class for the more advanced classroom discussions. This was the case for my AHS alum as well...forces them into overloading APs when they should maybe consider one or two and then something in between for the other courses. I understand this is a bigger issue than Aragon can control, but this is the problem I see. • Many teachers are terribly slow to post grades from tests and papers, so while grades are posted every day, they rarely reflect current results. This is very frustrating to parents and students. Teachers should commit to posting grades by a certain time, just as they expect students to turn in work by a certain time. • Teachers don't update schoolloop consistently
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California Healthy Kids Survey 2016 Results

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. Those factors and student reactions are listed below.

	9 th Graders	11 th Graders
School Engagement and Support		
Students felt a high degree of school connectedness.	72%	65%
Students had a high degree of academic motivation.	43%	34%
Students were truant more than a few times in the last year	2%	5%
Students experienced many caring adult relationships	36%	39%
Students feel the school has high expectations.	51%	46%
School Safety and Substance Abuse		
The school is perceived as safe or very safe.	85%	84%
Students who experienced harassment/bullying in the last year	31%	32%
Students who felt afraid of being beaten up in the last year	9%	3%
Students who had mean rumors/lies spread about them in the last year	29%	24%
Students who were in a physical fight in the last year	8%	5%
Students who saw a weapon on campus in the last year	6%	4%
Students who were ever drunk or high on campus	2%	6%
Mental and Physical Health		
Students who used alcohol or drugs in the last 30 days	6%	18%
Students who engaged in binge drinking in the last 30 days	2%	8%
Students who were very drunk or high 7 or more times	2%	6%
Students who smoked cigarettes at that time	1%	1%
Students who experienced chronic hopelessness or sadness in the last year	20%	27%
Students who considered suicide in the last year	9%	14%

Schoolwide Learner Outcomes

Based upon data, comment on students' achievement of the SLO's

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

Testing, grade and perception data all indicate that Aragon does an excellent job of preparing the vast majority of its students. General CAASPP, SAT and AP scores for the entire student body demonstrate that Aragon students have performed above State and SMUHSD levels. Strand and subject area scores also support this perception, as does overall report card analysis, enrollment in AP courses, completion of a-g requirements and more. But, there is an equally compelling and consistent picture that emerges upon examination of disaggregated data. English Language Learner, Socioeconomically Disadvantaged, Special Education, Latino, Polynesian, and African-American students are not performing nearly as well by any of these measures. Despite many targeted efforts in the past, and despite some modest gains in limited areas, Aragon is determined to do better by these students, as outlined in the Action Plans (especially Action Plan I) that appear in Chapter 5 of this report.

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

According to all of the data compiled in the profile, the vast majority of Aragon students demonstrate effective self-management skills, performing well in academics, sports, music, theater and many other co-curricular and extra-curricular activities. Career and college preparedness data reveals that Aragon's student body achieves most of these outcomes upon graduation, but with so much emphasis on academics at the school,

there is room for more emphasis on career goals that may better inspire students to see school as important to their “real lives” after graduation. Perception data does indicate that most members of the Aragon community view the school as a positive and safe place to learn, and school climate data bears that out. That being said, a closer look at the profile also reveals a few climate-related challenges that Aragon needs to address. Survey data points to the need for more consistency and better communication around discipline, an area identified as a Critical Student Learner Need. And the California Healthy Kids Survey, along with input from the guidance and wellness departments, reveal a distressing level of anxiety and depression among Aragon students. As more attention and resources are being directed towards student wellness, Aragon plans to build upon recent successes to better support students’ emotional health.

CHAPTER THREE
SELF-STUDY FINDINGS

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

A1. Vision and Purpose Criterion

The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school’s purpose is defined further by schoolwide learner outcomes and the academic standards.

Vision – Mission – Schoolwide Learner Outcomes – Profile

A1.1. Indicator: The school has established a clear, coherent vision and mission (purpose) of what students should know and demonstrate; it is based upon high-quality standards and is congruent with research, practices, the student/community profile data, and a belief that all students can learn and be college and career ready.

Findings	Supporting Evidence
<p>At the beginning of this cycle of the WASC self-study process, stakeholders in home groups and in larger groups analyzed the school/community profile and data and the district LCAP goals and metrics. The group identified preliminary goals and priorities at that time. With these items fresh in their minds, the group examined Aragon’s Vision, Mission and Student Learner Outcomes (SLO’S). The SLO’S were completely revised shortly after the introduction of the California Common Core Standards, so the Aragon community felt that they still captured the academic and life skills that all Aragon graduates should possess, and that they mirrored the goals identified by the district LCAP. Finally, participants also felt that the SLO’S were aspirational and that they help to inform the discussion of what needs to be done to ensure that all Aragon students graduate high school college and career ready.</p> <p>The vision and mission statements did not meet with the same approval. Stakeholders (faculty, staff, students and parents) found them to be unwieldy, somewhat outdated and overlapping in their content. After stakeholders participated in the review of the school’s program and had finalized the school’s Critical Student Learner Needs, all members took part in a detailed review of the</p>	<ul style="list-style-type: none"> • Aragon’s SLO’s • Old versions of the Vision and mission • Revised vision and mission statements • Meeting agendas • Documents used in the revision process. • Surveys used in the revision process

<p>former vision and mission, highlighting the essential concepts to keep. They also identified key elements that were lacking in light of the work they had completed. After a re-drafting, each went through two rounds of feedback and revision before being finalized in votes endorsing them with 98% approval.</p>	
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Development/Refinement of Vision, Mission, Schoolwide Learner Outcomes

A1.2. Indicator: There are effective processes in place to ensure involvement of all stakeholders in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Aragon leadership reviews the vision, mission and SLO’s at the start of every school year. Every spring, the WASC Coordinator leads the faculty in an evaluation of progress towards the WASC action plan goals. It was actually in one of these meetings, a year before the start of the WASC self-study process, that some faculty members began to express concerns about the former vision and mission statements that were then targeted for revision the next year. Aragon always conducts a formal review of the vision, mission and SLO’s both during a WASC full self-study and while preparing the interim three-year report and revision of action plans.</p> <p>As described in the response to prompt A1.1, the school staff and faculty, parent/community representatives and students had input during discussions to assess the SLO’s, the vision and the mission. They also all took part in the entire process of revising and finalizing the new vision and mission statements. As part of the revision process, the groups examined vision and mission statements from the SMUHSD, other SMUHSD schools, and from successful businesses such as Target, Amazon and Google. Aragon’s WASC Coordinator attended regular meetings with the district’s Director of Curriculum and Assessment and the other district WASC Coordinators to share this revision process and receive feedback on progress at Aragon.</p>	<ul style="list-style-type: none"> • Aragon’s SLO’s • Old versions of the vision and mission • Revised vision and mission statements • Meeting agendas • Progress report information gathering agendas and Google Docs • Documents used in the revision process. • Surveys used in the revision process

Understanding of Vision, Mission, SLO’s and the District LCAP

A1.3. Indicator: Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and district LCAP.

Findings	Supporting Evidence
<p>At the district level, the SMUHSD makes every effort to ensure that all members of the community understand and have input in development and revision of the LCAP. The SMUHSD enacts an annual process of LCAP engagement by holding meetings with representative students, staff, parents, and other school community members in accordance with statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063. This process is outlined in detail in the “Stakeholder Engagement” section of the District LCAP (42-48). The groups consulted included:</p> <ul style="list-style-type: none"> • LCAP Parent Advisory, comprised of parents and members of the broader community • LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) • School Site Councils (SSC's) across all sites • Site Leadership Teams from all sites • English Learner Advisory Committees (ELAC's) from all sites • Associated Student Body (ASB) representatives from all sites • Collective Bargaining Units, both classified and certificated • District Curriculum Coordinators • Site administrators • Superintendent's Cabinet and Council <p>Aragon also takes every opportunity to share the school’s core beliefs with all stakeholders and to elicit their feedback and support in achieving them. As described in the responses to A1.1 and A1.2, all stakeholders had an important role in the review and revision of Aragon’s vision, mission and SLO’s. Beyond this, the school solicits input and support throughout each school year via the School Site Council, ELAC, PTSO, Booster organizations, Asian, Polynesian and Latino Parent groups and through a multitude of connections with the business and wider community. This support is evident in the level of enthusiastic participation of families in these parent groups and at Back-to-School Night, Open House, Aragon Expo, Career Day, athletic events, drama and music performances. They also show support of Aragon’s values through financial support in Booster groups, through the Aragon Excellence</p>	<ul style="list-style-type: none"> • SMUHSD LCAP • SMUHSD Meeting agendas and minutes • Aragon meeting agendas and minutes • Aragon Booster materials • Aragon Fair Share materials • Aragon Scholarship and award lists

Fund, and through the multitude of scholarships and other awards that the community gives to Aragon students every year.	
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A2. Governance Criterion

The governing board (a) has policies and bylaws that are aligned with the school’s purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

Governing Board and District Administration

A2.1a Indicator: The district policies and procedures are clear regarding the specific duties and roles of the governing board and district administration in their relationship to the school and staff.

Findings	Supporting Evidence
<p>The SMUHSD complies with all state Education Codes and has an attendant set of local policies and administrative regulations posted on the district website. The District’s policies related to specific duties and roles of the governing board and district administration are outlined in District policy BP 2000 related to administration. Complaint procedures are also clearly outlined in this set of documents. Taken together, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent makes decisions concerning district operations within the parameters of law and Board policy. The Board and Superintendent have established protocols that describe how the governance team will operate, including agreements regarding Board meeting operations and communications between the Superintendent and the Board.</p> <p>In addition, the SMUHSD prints and provides online access to the Parents Rights and Responsibilities (PR&R), a booklet that clearly outlines the roles and guidelines of the SMUHSD leadership. It is carefully edited and reviewed for accuracy for the benefit of staff and families. Key Board policies are distributed in multiple languages and displayed in common areas and classrooms throughout each school site. Also, each school publishes a handbook distributed at the beginning of each year which reiterates SMUHSD guidelines, but also offers additional information on each school’s unique policies.</p>	<ul style="list-style-type: none"> • Local policies and administrative regulations posted on SMUHSD website • SMUHSD PR&R • SMUHSD Handbook • Aragon Handbook • MPG meeting agendas and minutes • Board meeting agendas and minutes

<p>The Superintendent and other district leaders meet regularly with site leadership. Also, principals' goals and measures of success are aligned with Superintendent and district goals. The Management Policy Group (MPG) assembles all principals and the District Cabinet every two weeks. Principals also attend all Board meetings and are frequently called upon to present site-specific data, information, updates or input to ensure the Board's decisions take the needs of all sites into account.</p> <p>Please also refer to the responses for all A1 prompts for more information about how the SMUHSD and Aragon engage all stakeholders in school and district governance.</p>	
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A2.1b Additional Online Instruction Prompt: Evaluate the policies related to online instruction for effectiveness in clarifying the vision for the school's use of various types of online curriculum, instruction and support methodologies; this includes, upgrading or updating technology, acceptable use policies, CIPA policies, and policies to ensure internet safety.

Findings	Supporting Evidence
<p>To facilitate dedicated online instruction in OSCR classes and supplementary online activities in mainstream classes, the SMUHSD employs district and site-level staff to ensure the functionality and safe and effective use of technology at all seven school sites, as outlined in the group's mission statement: "We envision that technology will be used to foster lifelong learning, facilitate the acquisition of knowledge, and develop the skills needed to be competitive in the twenty-first century. Our purpose is to provide our staff and students in our schools with the tools and diversified technical knowledge to enhance success." This Technology Support Group (TSG) manages the upkeep, upgrading and repair of the hundreds of computers labs and Chromebooks carts now in SMUHSD classrooms and the wireless technology, servers, etc. They are also responsible for the security of SMUHSD data and the upkeep of software that limits the sites that can be accessed from school-site internet in accordance with CIPA policies.</p> <p>The district also employs a cadre of certificated staff at each site and on the district level as Technology Coordinators to provide support to teachers in choosing and implementing appropriate online curriculum. They also work with district leadership to advise and guide technology decisions made at the Board or SMUHSD level.</p>	<ul style="list-style-type: none"> • TSG section of the SMUHSD website • SMUHSD Acceptable Use Policy • Aragon Handbook • Aragon Website • Technology Coordinators meeting agendas • Aragon technology PD agendas

<p>To further ensure internet safety, the SMUHSD Acceptable Use Policy appears on the TSG tab of the SMUHSD webpage. It also appears in Aragon’s handbook given to every family and available digitally on the Aragon web page.</p>	
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Understanding the Role of the Governing Board

A2.2. Indicator: There is clear understanding about the role and responsibilities of the governing board and the professional staff.

Findings	Supporting Evidence
<p>In addition to the basic policies and procedures regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and the Board. As indicated in the response to A2.1, these role clarifications are outlined in detail in BP 2000 available for viewing on the SMUHSD website. In short, the District School Board sets and monitors district policy and oversees the District budget while the Superintendent and district professional staff enact policy and operate the schools.</p> <p>In addition, the District-Wide PR&R, distributed board policies, the faculty and staff handbook and school student handbooks are the key ways that the roles of the Board and the staff are clarified. To further support this understanding, the Superintendent regularly visits schools and school staff meetings to discuss matters of Board policy.</p> <p>Also, the Superintendent and his staff regularly send out “all staff” emails on matters discussed and voted on by the board, and the SMUHSD has a monthly employee newsletter, “The Savvy Source,” that highlights matters of employee recognition, milestones, benefits and updates on negotiations, all of which is presented to the Board. While Board agendas are available to the public on the SMUHSD website, the SMUHSD also sends out eNews bulletins timed with the board meetings so the community and staff are up-to-date on Board meeting highlights.</p>	<ul style="list-style-type: none"> • Local policies and administrative regulations posted on SMUHSD website • SMUHSD PR&R • Superintendent visit notices • Faculty and staff handbooks • Student handbook • “Savvy Source” issues • eNews emails • SMUHSD Board agendas and minutes

Governing Board and Stakeholder Involvement

A2.3. Indicator: Parents, community, staff and students are engaged in the governance of the school.

Findings	Supporting Evidence
<p>Please see responses to prompts A1.1, A1.2 and A1.3 for a</p>	<ul style="list-style-type: none"> • eNews • Board agendas

<p>detailed description of the meetings, groups and other channels that the SMUHSD and Aragon encourage parents and other community members to use so that they have a voice in the governance of the school and of the SMUHSD.</p> <p>At the district level, the eNews, letters from the superintendent, postings in the offices, and other more targeted communications encourage parents and other community members to become involved. An important way that community members and families provide input is through district advisory committees such as Budget Oversight, Homework Policy Task-Force, Construction Oversight and the District English Learner Advisory Committee (DELAC). In addition, two students sit on the Board to provide their input, and Board meetings are open to the public and provide time at the start for public comment; agendas and minutes are also made available to the public. The Superintendent meets monthly with PTSO/PTA presidents. Finally, contact information for all SMUHSD district staff is provided on the SMUHSD website.</p> <p>At the site level, each of these opportunities to participate is widely publicized through the Aragon website, PTSO e-blasts, Schoolloop emails, and recorded Dialer calls that go to each parent or guardian. To encourage involvement from new community members, the PTSO sends representatives to several school events annually to encourage parent participation and volunteerism. Also, information about Booster and other parent groups appears in the Student handbook and the Family Engagement Coordinator reaches out to new families to inform them and welcome them to participate.</p>	<ul style="list-style-type: none"> • Board minutes • SMUHSD website • PTSO newsletters • Aragon Student handbook • Aragon website • Family Engagement Coordinator
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Board’s Evaluation/Monitoring Procedures

A2.4. Indicator: There is clarity of the evaluation and monitoring directed by the governing board and carried out by the district administration.

Findings	Supporting Evidence
<p>The Board of Trustees requires regular reports from district and site administration. The Director of Curriculum and Assessment oversees data collection to evaluate progress on toward the LCAP goals and the Eight State Priorities. In meeting this obligation, he presents a broad range data and analysis annually, usually in focused presentations over a period of weeks. Other Instructional</p>	<ul style="list-style-type: none"> • SMUHSD LCAP • LCAP progress reports to the Board • Instructional program reports

<p>Programs that receive additional SMUHSD funding, such as ELD, Instructional Coaching, Instructional Technology, Professional Development, Guided Studies, English and Math all prepare annual progress reports for the Board to demonstrate progress on stated goals. The Superintendent also identifies annual goals that he presents to the Board in the fall, and then reports on progress at mid-year and at the end of spring semester.</p> <p>Sites also report annually to the Board. SPSA's, SARC's and School Safety Plans are reviewed and approved annually. And principals create annual goals for their sites that align to the Superintendent's goals. They also present goals, a mid-year and end of year report to the Superintendent and Board to keep them apprised of progress.</p> <p>The SMUHSD budget is adopted in June for the next fiscal year. There is an involved monitoring process that the Board oversees involving a fall report and district audit and fiscal audit. Expenses are monitored throughout the year and are summarized in a year-end report. The SMUHSD also has a budget advisory committee that oversees and advises on all expenditures.</p>	<ul style="list-style-type: none"> • Superintendent's goals • Principal's goals • Aragon report on SPSA progress • SMUHSD Budget reports
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Complaint and Conflict Resolution Procedures

A2.5. Indicator: The established governing board/school's complaint and conflict resolution procedures as they apply to the school's stakeholders are effective.

Findings	Supporting Evidence
<p>The District complies with the <i>Williams Uniform Complaint Procedures</i> for all board/school complaints and resolution of conflicts. These procedures are outlined in Board Policy, 1312.3 and appear on the SMUHSD website. The procedures are also posted in every classroom. These policies clearly delineate procedures for how to lodge complaints related to alleged violations related to state or federal law, unlawful discrimination, failing to provide reasonable accommodation to a lactating student on campus, requiring students to pay to participate in educational activities, failing to observe legal requirements related to the implementation of the LCAP, legal requirements regarding the placement of Foster or Homeless Youth, placing a student in a course without educational content for more than one week, retaliation against anyone lodging one of these types of complaints or any other complaint related to SMUHSD policy. For each type of</p>	<ul style="list-style-type: none"> • Board complaint policies • Board agendas and minutes

<p>complaint, the procedures, references to Education Code and all other related material are available. The policy also provides information for how to file complaints with agencies outside of the SMUHSD. There is also a Uniform Complaint Procedure (UCP) posted as required at all school sites. When complaints are filed, they are reviewed on a quarterly basis. The procedures themselves are reviewed and revised annually by the Governing Board.</p>	
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A3. Leadership: Empowerment and Continuous Planning and Monitoring Criterion

Based on student achievement data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards. The school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs.

Please note that due to the overlap in content, the Findings and Supporting Evidence below address E3.1, E3.2 and E3.3 in the same response.

Broad-Based and Collaborative

A3.1. Indicator: The school’s broad-based, collaborative planning process is a continuous improvement cycle that a) assesses data to determine student needs, b) collaboratively determines and implements strategies and actions and c) monitors results.

Single School Plan for Student Achievement Correlated to Student Learning

A3.2. Indicator: The school’s Single Plan for Student Achievement (SPSA) is directly correlated to and driven by the analysis of student achievement data.

Staff Actions/Accountability to Support Learning

A3.3. Indicator: The school leadership and staff demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability for implementing practices and programs that support student learning.

Findings	Supporting Evidence
<p>Aragon has cultivated a culture of open-mindedness and innovation; the vast majority of school and staff members engage in honest evaluation of data, meaningful conversation around new initiatives and good faith implementation of any new intervention. Aragon leadership participates in annual analysis of data related to LCAP and SPSA goals. This data is then used as leadership solicits input from faculty, staff, Site Council, ELAC, PTSO and other parent groups on the revision of SPSA goals and action steps. Faculty, staff and parent groups also analyze CAASPP scores, grades and other significant data at least once per year in</p>	<ul style="list-style-type: none"> • SMUHSD LCAP and Aragon SPSA • Parent group agendas and minutes • Data analysis presentations • WASC focus group plans

departments and in larger groups that include classified staff. Leadership students, Wellness and Guidance, the Leadership Team, and select curricular departments all examine Healthy Kids Survey data in planning supports and education for students. In the preparation of this report, representatives from all stakeholder groups took part in a thorough analysis of data analysis, and based key decisions on those data points.

The culture at Aragon has always encouraged collaboration in teacher teams, departments, PLC's and between all segments of staff. The school has a well-known reputation for innovation and for valuing the input of all participants. This is evident in the fact that the school Leadership team, that meets monthly to discuss the most important school issues, encompasses administrators, department heads, all site TOSA's, and the WASC Coordinator. Decisions are made by consensus, and many key initiatives are created and championed by faculty and staff with the guidance and support of administration. Leadership solicits input from students as well, as in the recent evaluation of Flex Time when students were surveyed and their input used to revise some elements of the program. The Leadership class also holds two Town Hall meetings per semester to solicit input from students about schoolwide proposals; to ensure a diverse sampling of the Aragon student body at these meetings, two students from every fifth period class are chosen at random to attend.

PLC's that meet twice per month and the Teacher Study Groups (TSG'S) that meet once per month employ the same collaborative approach as they work together to set goals related to the State Standards, implement curriculum, evaluate student work, and revise and refine curriculum. Out of a shared sense of responsibility for the success of LTEL students, over 20 Aragon teachers volunteered for in-depth Constructing Meaning training, and all faculty members have attended some type of CM training. Even the evaluation process stresses collaboration as every full-time teacher works with an Instructional Coach who helps them develop a SMARTE goal and then works with the evaluated teacher through 6 cycles of planning, executing and debriefing lessons that address the selected goal.

- Thursday collaboration schedule
- PLC goals for TSG
- Sample lessons
- Sample evaluation documents
- Town Hall meeting agendas
- Flex time evaluation documents

Internal Communication and Planning

A3.4. Indicator: The school has effective existing structures for internal communication, planning, and resolving differences.

Findings	Supporting Evidence
<p>Currently, most communication takes place through email, via Google or Schoolloop. The Principal send out periodic updates in preparation for meeting days and at the beginning of each semester. The Assistant Principal sends out emails with reminders, schedules, links to needed documents, calendars or bell schedules and updates about what will be happening in the weeks to come. All staff can communicate with any other staff member, parent or student via Loopmail. All handbooks, supervision schedules, planning calendars and the like are posted to the Aragon webpage under staff resources. Attendance is reported via Aeries, and a dialer system alerts families about unexcused absences. Teachers post assignments and grades to Schooloop for parents and students to view. Starting in 2018-19, Canvas will replace Schooloop as the primary system for communication about assignments and grades. Fourteen teachers are currently piloting Canvas.</p> <p>The self-study has revealed some gaps in communication regarding follow up on discipline; administration is working with the dean’s office to require timely, accurate and consistent feedback on referrals made to his office. As the Guidance and Wellness departments are constrained by confidentiality requirements, the school is also working on developing a simple way for teachers to follow up on informal referrals and for Wellness and Guidance to inform faculty about students’ wellness needs while respecting confidentiality. Both items are addressed in Action Plan II.</p> <p>Planning times are scheduled and reliably observed. SMUHSD plans four Professional Development Days per year. Aragon’s late start Thursdays are each dedicated to a specific planning group; faculty meetings, Leadership Team meetings, Department meetings and TSG and PLC meetings all occur on designated Thursdays of the month.</p> <p>Most adults on campus resolve differences through direct discussions with their peers. For more serious issues, they first appeal to department heads who may escalate the discussion to</p>	<ul style="list-style-type: none"> • Teacher’s Schooloop course sites • Thursday collaboration meeting schedule • Aragon website • Google calendars • Staff handbook • Canvas sites • Discipline referral Google form • TSG agendas

<p>the administrative level if necessary. Staff does not appear to have a lot of internal conflict, but there are processes outlined in the staff handbook that employees may follow to report more egregious problems; the handbook is posted on the Aragon site.</p>	
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A4. Staff: Qualified and Professional Development Criterion

A qualified staff facilitates achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Qualifications and Preparation of Staff

A4.1. Indicator: The school has procedures to ensure that staff members are qualified based on staff background, training, and preparation.

Findings	Supporting Evidence
<p>The San Mateo Union High School District ensures that all of its certificated employees are properly credentialed for their assignments. In situations where a candidate does not have the proper credential prior to the start of the assignment, the District's credential analyst works with the candidate and the County Office of Education to ensure that the candidate obtains a proper credential prior to beginning work. Once the individual is employed, the District uses their Instructional Coach program along with a robust evaluation system to maintain the high quality teaching practice that the District expects from its certificated employees.</p> <p>Aragon's staff is stable and well-prepared. The faculty has an average of 13 years of experience. Only 3 teachers are in their first year, and two in their second year, and all 5 of these teachers work with an instructional coach to support their success. There is one intern teaching two sections of chemistry while he completes his credential work; he works closely with his instructional coach in planning lessons, and one of his PLC members has been provided extra time to support him in his efforts.</p>	<ul style="list-style-type: none"> • Faculty and staff experience data • Instructional coach guidelines • Instructional coaching reports • Lesson plans • Faculty Credentialing Statistics on the SARC

Staff Assignment and Preparation

A4.2. Indicator: The school has a process to assign staff members and provide appropriate orientation for all assignments, including online instruction and focused programs, to maximize the expertise of the staff members in relation to impact on quality student learning.

Findings	Supporting Evidence
<p>For experienced staff, departments consider experience, expertise and preference in assigning teachers to their positions. In the spring of each year, teachers fill out a form stating their preferences and areas of strength. Department heads and administration make every effort to place faculty in assignments that match their interests as well as their expertise to maximize student learning.</p> <p>As soon as new staff is hired, administration and/or department heads introduce new members to PLC teammates. All teachers are expected to be active PLC participants which supports the quality and consistency of curriculum and instruction. The beginning-of-the-year faculty meeting and Professional Development Day provide structured time to introduce to staff, establish collaboration expectations, set technology use expectations, and orient staff to available tools, Health and Wellness resources on campus. All new teachers also attend a district-level orientation and training related to classroom management, grading practices, and Constructing Meaning strategies. The district also runs a BTSA training supported by a site Instructional Coach for those teachers still in the beginning of their careers.</p> <p>In response to this indicator, the focus group members did note that while many supports are provided, a few days are not enough for new staff to fully transition into the Aragon community. Most new staff work with PLC members or instructional leaders outside of contractual hours to be fully prepared for the start of the year, so it might be wise to allot some extra preparation time for new staff.</p>	<ul style="list-style-type: none"> • Considerations for Assignment form • Master schedule • Staff experience and preparation data • Work day and Professional Development day agendas • District orientation meeting agendas • BTSA training calendar and supporting documents

Defining and Understanding Practices/Relationships

A4.3. Indicator: The school implements a clear system to communicate administrator and faculty written policies, charts, and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff.

Findings	Supporting Evidence
<p>Aragon operational documents and handbooks appear online on</p>	<ul style="list-style-type: none"> • Aragon website

<p>the Aragon webpage. Administrators and other department heads send out policy reminders via email, usually including links to appropriate documents for reference. For example, the Wellness Department revised its referral policy and drop-in hours, so they sent an email with the revised policy and drop-in calendar attached. The Assistant Principal sends out links to items like the supervision schedule, emergency drill guidelines and faculty handbook. These items are also reviewed at staff meetings. When Aragon develops a new policy, the school usually forms a committee or task-force that presents information to staff for feedback, disseminates documents for review and solicits evaluation via surveys.</p>	<ul style="list-style-type: none"> • Emails about resources • Staff meeting agendas
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Support of Professional Development/Learning and Measurable Effect on Student Learning

A4.4. Indicator: The school effectively supports professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>Beginning in 2011-2012, the SMUHSD made a major policy shift to heavily invest in Professional Development (PD). This began an era of opportunity for teachers to take on leadership roles as Teachers on Special Assignment. A teacher from Aragon became the district Professional Development Coordinator. Another teacher from Aragon became the math Coordinator for the district, and a few years later, another Aragon teacher became the SMUHSD English Coordinator. The district also invested in TOSA's to lead efforts in Instructional Technology, Special Education, On-Site Credit Recovery, English Language Development and Instructional Coaching. While teachers can still request funds for off-site PD opportunities, the school and district have shifted away from stand-alone, one-day PD activities to a more thoughtful, long-term, cohesive plan. While it is difficult to draw a direct correlation between each PD effort and immediate improvements in student performance, CAASPP scores have risen, and evaluations reveal that teachers find PD more rewarding and useful in its current form.</p> <p>In line with this move, the SMUHSD has also reached an agreement with the teacher's union to include four paid Professional Development Days during the school year. Some of these days are directed by SMUHSD TOSA's, while others are led by site teams which has allowed Aragon to provide PD from the Culturally</p>	<ul style="list-style-type: none"> • SMUHSD TOSA roster • PD Day agendas • PD Day evaluations • CAASPP data • School year calendar • Master schedule • TSG agendas • Science and math TSG agendas • Peer Observation Week materials • CM-trained teachers spreadsheet • BTSA meeting schedule • BTSA meeting agendas and materials

Relevant Teaching group and from the Wellness team. Aragon, with some fiscal support from the district, has also moved to empower a set of on-site teacher leaders, including a .4 Professional Development Coordinator position, a .4 Instructional Technology Coordinator, a .2 Math Professional Development Coordinator, a .2 Science Professional Development Coordinator TOSA, and 1.2 FTE dedicated to Instructional Coaching. In addition, the PD program at Aragon and at the district level has sought to feature teacher leaders by regularly structuring PD days to feature teacher-led workshops.

Another way that Aragon adapted to support the efforts in professional development was to alter the schedule to build in 1.5 hours of collaboration time on Thursdays. This provided a more formal, structured time in which PLC's could focus on implementing what they learned in training sessions. It also made time for teachers to meet once per month in Teacher Study Groups (TSG). The groups have evolved and shifted over time, but the constant is that the teacher leaders and administration choose a focus for each semester based upon student data and site goals. The TOSA's then lead faculty in PD activities such as learning about the cycle of inquiry (COI), planning standards-based units and lessons, designing assessments, or examining student work. This ensures that all faculty receive professional development to support the shift to the Common Core State Standards (CCSS) and to ensure that the implementation and follow-through are as practical and individualized as possible.

To support this work in PD, each semester Aragon conducts a peer observation week when every class is open, and teachers are encouraged to visit as many of their colleagues as possible to observe and learn. The structure and focus changes for each round of observations, so the Professional Development Coordinator adapts the observation form to highlight the areas targeted for that round. For example, one round might focus on DOK while another focuses on incorporating Constructing Meaning (CM) techniques. Each teacher also posts a sign outside the room at the start of the week stating areas in which they would like feedback.

Another major development in PD at Aragon has been teachers training in CM. This program, facilitated by an organization called EL Achieve, trains teachers to support the success and growth of English Learners and all students by teaching students how to understand and use common language structures that appear

<p>across the curriculum. For example, summary, cause and effect and argumentative writing all have common structures regardless of the content area in which they are used. Twenty-two Aragon teachers attended the 5-day CM trainings over the last five years, and 14 more have attended shorter trainings delivered by the organization. Two have become Constructing Meaning Certified trainers in CM techniques. Taking advantage of this resource, in the fall of 2015, Aragon put on a full day training for any teacher not trained in the techniques, and the district now provides all new teachers with introductory CM training each fall, so nearly 100% of staff has been trained.</p> <p>New teachers take part in the Beginning Teacher Support and Assessment (BTSA) program. The district Professional Development Coordinator oversees the training and support program, providing workshops and other growth opportunities that BTSA teachers are required to attend. In addition, the instructional coaches at Aragon are assigned to BTSA teachers as their support provider to help them complete forms and make sure that they are in compliance with all requirements of the program. The role of instructional coaches is explained in more depth in the response to indicator 4.5 below, but it's important to note that these on-site trainers work closely with Aragon's PD Coordinator and other site TOSA's to support the PD going on at Aragon.</p>	
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Supervision and Evaluation

A4.5. Indicator: The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

Findings	Supporting Evidence
<p>Each spring, certificated staff fills out a form expressing interest in the types of supervision they would like to be assigned. Each event has been assigned a certain number of points and the Assistant Principal attempts to honor preferences while assigning each person the required amount of duty. The AP sends out the schedule each fall and then sends reminders for events as they come up. Most supervision is handled with no problems, but if a conflict arises, faculty members are always willing to help each other out by covering for each other when needed.</p> <p>Teachers go through either Full or Expedited Evaluation every other year. Teachers on full evaluation (every 4 years) work with a</p>	<ul style="list-style-type: none"> • Supervision request form • Supervision spreadsheet • Evaluation rubrics • Evaluation process description • Coaching COI documents

<p>peer Instructional Coach to be supported through the process. The SMUHSD provides clear performance rubrics broken down by standards, and teachers choose 3 to address during full evaluation and one to address in the expedited process. We are in year 3 of piloting the Instructional Coaching program in which the district supports a .2 Instructional Coach position for every five teachers. At the start of the evaluation process, each coach is assigned a group of teachers undergoing full evaluation. They work together to select a SMARTE goal, and they collaborate through 6 cycles of planning, executing and debriefing lessons that address the selected goal. While the coach prepares reports that are shared with the administrator evaluating the teacher, the coach has no evaluative role. His or her job is to be an advocate and a support through the process. While this evaluation process has been more involved than in previous years, most faculty members agree that this practice is much more rewarding. The only suggestion coming out of the self-study was that it may serve certificated staff in non-teaching roles, such as Guidance, to have a coach with more expertise in that field.</p>	
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A5. Resources Criterion

The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Allocation Decisions and Their Impact

A5.1. Indicator: There is a relationship between the decisions about resource allocations, the school’s vision, mission, the schoolwide learner outcomes, the critical student learning needs, the district’s LCAP and the Single Plan for Student Achievement (SPSA), the academic standards, and the college- and career-readiness standards. The school leadership and staff are involved in the resource allocation decisions.

Findings	Supporting Evidence
<p>Aragon works closely with the SMUHSD to ensure that Aragon’s SPSA aligns seamlessly with the district’s LCAP and the principal’s goals align with those of the Superintendent. In that same vein, as part of this WASC process, Aragon reviewed the Student Learner Outcomes, revised the mission and vision, and created the Critical Student Learner Needs to ensure that they all aligned coordinate with the LCAP and SPSA goals and measures of success.</p>	<ul style="list-style-type: none"> • SMUHSD LCAP • Aragon SPSA • Aragon vision, mission, SLO’s and CSLN’s • LCAP and budget presentations to Board

<p>The District’s annual LCAP and SPSA refinement processes are linked to the budget process so that resources are aligned to student outcomes. Currently, the SMUHSD has three core goals:</p> <ol style="list-style-type: none"> 1. Provide high-quality teaching and learning environments to all students. 2. Increase academic expectations and performance to create college- and career-ready students. 3. Enhance and improve the social-emotional health of its students. <p>The LCAP aligns 21 outcome measures to these three goals, and all sites coordinate their improvement efforts and resources accordingly. To ensure that resources are allocated appropriately, the Board conducts annual reviews of progress on the LCAP and Aragon’s SPSA. For a detailed description of how the Board conducts this review and its review of the budget, please see the response to indicator A2.4.</p>	<ul style="list-style-type: none"> • Board agendas • SMUHSD and Aragon budgets
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Practices

A5.2. Indicator: There are processes operating in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices.

Findings	Supporting Evidence
<p>Every year, the Board of Trustees adopts the budget for the following fiscal year. Prior to adoption, Fiscal Services meets with all departments and sites to obtain input for the budget. The district has an annual audit conducted by independent auditors. The auditors conduct interim and year-end testing prior to issuance of the audit report to ensure fair presentation of financial statements and compliance with generally accepted accounting principles. Accounting staff is trained to execute procedures designed to ensure internal controls and proper financial reporting. Furthermore, accounting staff attend professional development throughout the year to ensure they use the latest accounting practices.</p>	<ul style="list-style-type: none"> • Board agendas • SMUHSD budget • Aragon budget • SMUHSD audit reports

Facilities

A5.3. Indicator: The school’s facilities are adequate to meet the students’ learning needs, support the educational program (i.e., accomplish the vision, mission, and the schoolwide learner outcomes) and are safe, functional, and well-maintained.

Findings	Supporting Evidence
<p>Through three community-supported bond measures, the Aragon campus has undergone extensive changes between 2006-2012. Both wings of the school were completely remodeled, as were the football fields and stands, the student services building, and the swimming pool and deck area; the school also installed solar panels on the roof. A new 650-seat theater and a Career Technical Education building were completed and the athletic facilities underwent improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area. Finally, as part of its technology push, the school made the transition to schoolwide access to wireless technology. In 2017, the school created a digital photography lab with a video production studio and added a multi-purpose room. Security cameras also provide additional security. All classroom doors can be locked from the inside in case of emergency, and the school carries out all required security drills. A card key system has recently been installed to allow faculty and staff access while still keeping the building locked. The campus is well lit and safe in the after school hours. Finally, the School Safety Plan is updated annually and submitted to the Board of Trustees for review and approval.</p>	<ul style="list-style-type: none"> • Construction plans and documents • Security cameras • School Safety Plan • Modern, updated classrooms and facilities

Instructional Materials and Equipment

A5.4. Indicator: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, audio-visual, support technology, manipulatives, and laboratory materials are effective.

Findings	Supporting Evidence
<p>The SMUHSD maintains high quality instructional materials for all students in all subjects at all school sites. In line with this, the district complies with the Williams Act timelines and ensures that each student has sufficient instructional materials. The Board requires an annual report within the first two months of each school year to demonstrate that materials meet all guidelines.</p>	<ul style="list-style-type: none"> • Aragon budget • SMUHSD purchasing protocols • Reports to Board • Site budget reports

<p>While sites do have some autonomy in the selecting materials, and purchasing has been streamlined to speed delivery and implementation, the SMUHSD has protocols and requirements in place that then allows librarians, Instructional Technology Coordinators, department heads, lab science teachers to work with the Aragon’s Accounting Technician to make purchases that meet site needs efficiently. The Accounting Technician manages the collection of receipts, creation of purchase orders and other record keeping to present to SMUHSD Fiscal Services.</p> <p>The district is beginning the process of updating textbooks and other materials. In science, new textbooks for core courses will be evaluated and adopted by department over the next 4 years. In math, textbook/curriculum pilots were implemented last year and new books are being used. Social science and history textbooks are not yet slated for replacement, but should be soon as content is becoming dated. Athletics have been replacing uniforms and other equipment over the last 3 years. Aragon’s Excellence Fund has helped to supplement new purchases such as new microscopes for Biology classrooms and other lab materials. Booster Groups for music, drama, and athletics also provide supplementary financial support for updated equipment.</p>	<ul style="list-style-type: none"> • Textbook and other purchase orders • Fair Share fund budget
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Well-Qualified Staff

A5.5. Indicator: Resources are available to enable the hiring, nurturing, and ongoing professional development of a well-qualified staff for all programs such as online instruction and college and career.

Findings	Supporting Evidence
<p>Please refer to the responses and supporting evidence for indicators A4.2, A4.4 and A4.5 for a description of how Aragon ensures staff is qualified, provides professional development to nurture staff and holds them accountable for continued growth and improvement.</p>	

Long-Range Planning

A5.6. Indicator: The district and school’s processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students’ achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>As of 2014-15, the district utilizes the new process of the Local</p>	<ul style="list-style-type: none"> • SMUHSD LCAP

<p>Control Funding Formula (LCFF) and attendant Local Control Accountability Plan (LCAP) to identify critical student learning and social-emotional needs to allocate resources to address those needs. While the District still has work to do to tightly align these processes, it has worked with stakeholders to identify common student needs, establish a set of common measureable student outcomes, and coordinate the site-planning and resource allocation process to align with the LCAP continuous improvement procedures.</p>	
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Please note that the only dedicated online instruction offered at Aragon occurs in the On-Site Credit Recovery (OSCR) class. Instructors teach only one period of this class at a time; the remainder of their assignment is in mainstream classrooms, so they have access to all of the same professional development and support as the rest of the faculty. For this reason, we do not provide responses to these Additional Online Instruction Prompts.

A4.4. Additional Online Instruction Prompt: *Evaluate the processes and procedures for involving online staff members in professional development activities that enhance the use of technology in the delivery of instruction and support student learning.*

A4.5. Additional Online Instruction Prompt: *How effective is the school's supervision and evaluation procedures in order to promote professional growth of online instructional staff, including their technological competencies and use of technology within the curriculum, and their fulfilling requirements for quality student-teacher interaction?*

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

Strengths and Areas for Growth

Areas of Strength:

- The school and district provide strong support for professional development.
- The Wellness Program has made an important impact on the school.
- School facilities are clean and well-maintained.
- Teachers participate in high-functioning PLCs.
- The school fosters strong student - teacher relationships.
- Aragon has an inclusive community.
- Student inclusion is a strong point.
- Faculty and staff are willing to try new things.
- Leadership class strives to involve all students.
- There is a culture of open-mindedness.
- The district is supportive of initiatives.

Prioritized Areas of Growth

- Evaluate support systems for struggling students and revise accordingly.
- Provide options other than four-year college track.
- Continue to make the wellness program a bigger part of the school.
- Better prioritize school goals.
- Communicate better with middle schools.
- Target areas for support to close the achievement gaps.
- Continue to develop the connection between the school and social services.
- Make more explicit how the goals are monitored.

Category B: Standards-based Student Learning: Curriculum

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. Through standards-based learning (what is taught and how it is taught), these are accomplished.

Current Educational Research and Thinking

B1.1. Indicator: The school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program that prepares students for college, career, and life.

Findings	Supporting Evidence
<p>For the first two years, 2015-16 and 2016-17, the Teacher Study Group (TSG) incorporated all teachers from all subject areas. Teacher leaders led all faculty through a series of research-based professional development activities to help the school better address the College and Career Readiness Standards. The first semester’s activities focused on expository writing. Teachers in every subject area assigned a piece of writing, used rubrics to evaluate student work individually, shared the work with colleagues using a student work examination protocol, and created a second writing assignment based upon what they learned from this process. And while the group participated in each of these research-based activities, the work served as a vehicle to teach the elements of the Cycle of Inquiry. The focus of the second semester was Speaking and Listening Standard #1, chosen because Aragon students did not perform as well in this area on the CAASPP test. Teachers read texts from research, saw models of speaking and listening activities, and engaged in another COI involving creating a lesson and rubrics, examining student work and creating a second, improved speaking and listening lesson. Along the way, the leaders modeled and taught about additional proven techniques to help students develop their speaking and listening skills. In the fall of 2016, TSG taught the group about backwards mapping, and PLC’s chose a standard they wished to address. Each month’s activity included readings from educational texts and models of teaching techniques that the participants could adapt use in the activities they were creating. Teachers focused on Reading Standard #1 in the spring of 2017, again because data indicated that this could benefit Aragon</p>	<ul style="list-style-type: none"> • TSG presentation presentations • TSG readings • TSG backwards mapping folders • Sample activities and rubrics from PLC’s • NGSS-aligned lessons and unit plans • CRT presentations • CRT readings • CM training spreadsheet • CM training materials

students. As before, all teachers practiced backwards mapping while the leaders modeled several research-proven techniques and teaching tools that teachers then incorporated into the lessons they planned. Starting in 2017-18, the TSG's diverged a bit to allow math to focus on revising curriculum to better address the math standards, and science to use research from the National Research Council to develop courses of study based upon the Next Generation Science Standards (NGSS). The remaining teachers all worked through another COI focusing on annotation techniques, creating assignments and examining student work in cross-curricular PLC groups. As the TSG structure has been such a successful vehicle to learn about and implement research-based techniques, they form a central part of Action Plan I, which is geared toward supporting Aragon's most struggling students.

Aragon and the SMUHSD have also embraced the Constructing Meaning techniques developed through exhaustive research and taught by an organization called EL Achieve. In the last 5 years, over 20 Aragon teachers have gone through multi-day trainings in these techniques; 2 became certified trainers and all other teachers received at least one day of training in CM on-site. The SMUHSD now provides training in CM to all new teachers. The TSG has followed up to incorporate periodic review of this work; it has been a focus during observation weeks, and in 2018-19, CM will be a focus of TSG for all teachers.

The Culturally Relevant Teaching Group, formed after several teachers attended a conference together, has led the entire faculty in at least one research-based professional development session per semester for the last three years. Some of the activities that the faculty has benefited from include learning to distinguish gender identification from sexual orientation, validating students by knowing and correctly saying their names, avoiding the danger of holding students to a single story, recognizing the impact of poverty, and examining the implications of how we assign and grade homework. In 2017-18, the groups shifted its focus to become a reading group with over 20 members. The current text is *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Teachers meet monthly to discuss various texts and how to integrate valuable ideas into classrooms.

Academic and College- and Career-Readiness Standards for Each Area

B1.2. Indicator: The school has defined academic standards and college- and career-readiness standards for each subject area, course, and/or program.

Findings	Supporting Evidence
<p>The SMUHSD and Aragon took a very proactive approach to the adoption of the Academic and the College and Career Readiness Standards. As described in the response to indicator B1.1, the district invested a great deal of money in PD to develop a cadre of teacher leaders and to prepare the faculty for shifts in the curriculum. Beginning in 2011-2012, the district made alignment to these standards the primary focus of professional development and of the district-wide councils that lead each subject area.</p> <p>The SMUHSD designates one Coordinator for each subject area, and that chair meets once per month with all of the department heads from across the district. These council chairs also meet together regularly along with district leadership to develop unified plans to guide subject area work. Through this structure, councils have guided years of professional development and time for teachers in every subject area to adopt the standards. On district-scheduled PD days, councils have been given time to work with exclusively with teachers from their subject area. Also, because all department heads attend council meetings, they collaborate to plan site-based activities to move this work along. The SMUHSD is also very generous with release time and meeting funding, allowing councils to call additional all-day meetings over the years to align curriculum with the standards. The district also supports sites to adopt the PLC structure so that subject area teams would learn and plan together and could work with the standards more efficiently. As a result, each course and subject area as a whole has created an abundance of documents and materials to support teachers in delivering the SMUHSD's standards-aligned curriculum.</p> <p>Aragon, too, has devoted a great deal of time and resources to the adoption of the academic standards, the CCRS and the SLO's. The school has poured resources – time, funding and manpower -- into deleving teacher leaders, providing training and creating space for faculty members to complete their work. The response to indicator B1.1 provides a detailed account of how TSG, CM and CRT work at AHS has helped the school adapt its curriculum to the standards. Subject area department monthly meetings provide time for department heads to lead PD for SMUHSD council goals,</p>	<ul style="list-style-type: none"> • UC approved course list • AP approved course list • SMUHSD council documents • Course descriptions • PD day agendas • Release day agendas • Course syllabi • Council meeting schedule • PLC group list • TSG backwards planning maps • TSG sample work submissions • Standards-aligned unit plans, lesson plans and assessments.

<p>to extend TSG work, to establish subject area-specific goals and progress toward them, or to guide course-specific PLC's in their work. As subject area departments, Aragon's teachers have sought out and attended trainings, completed research, taken planning or professional development days together, and agreed upon further work to be done in course-specific PLC's. in the spring of 2014, Aragon faculty and staff worked together to change the bell schedule so that PLC teams would have guaranteed time for collaboration and the reflective work that is required to make authentic curricular shifts. Aragon teachers have embraced these shifts and the risks and hard work that go along with making change. A wealth of units, lessons, assessments, rubrics and graded student work attest to the seriousness of the faculty's efforts to align their work with the academic standards, the CCRS and the SLO's.</p>	
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B1.2b. Additional Online Instruction Prompts: *Evaluate the extent to which the online curriculum/courses consistently meet state academic standards. Determine if there is effective integration of outsourced curriculum into the program.*

Findings	Supporting Evidence
<p>The On-Site Credit Recovery (OSCR) program is in its sixth year at Aragon and allows students to recover credits in math and English. The course is based on the online Compass program, which is a-g approved, and was selected at the district level to be used in summer school as well as in OSCR. Led by a district level Teacher on Special Assignment (TOSA), OSCR teachers worked collaboratively to select and arrange Compass curriculum to align with the Common Core State Standards. They also combed the curriculum to incorporate appropriate and engaging readings into the English program. The curriculum is reviewed and revised by the TOSA and a group of OSCR teachers each year, and it went through a major update in the spring of 2017 to ensure the work covered the appropriate standards, comprehensively and with acceptable rigor. Each OSCR instructor goes through training that includes understanding the course outline and its connection to the standards.</p>	<ul style="list-style-type: none"> • OSCR course outlines • Document aligning course content to CCSS.

Congruence

B1.3. Indicator: There is congruence between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>As outlined in the responses to indicators B1.1 and B1.2, Aragon has made a concerted effort to support all teachers in aligning their work with the academic standards and the CCRS. In PLC's, Aragon teachers have spent years re-evaluating objectives, unit plans, texts, lessons, assignments, assessments, rubrics, grading techniques, and even how they work together to plan these items. Regular audits verify that Aragon's courses continue to meet UC a-g and AP requirements, and testing and all other data verifies that while the school can still do better by some of its students, most Aragon students perform very well, demonstrating that the work in the classrooms develops the skills, competencies and content knowledge that students should know and be able to do to be successful once they graduate.</p> <p>In addition to all of the site-level work described earlier, each department has sought to focus on the skills and concepts that their students need to know to attain proficiency and/or excellence with the standards. Science has devoted time in TSG and PLC's to completely revising course curricula and creating course outlines that address the relatively recently released NGSS.</p> <p>The Physical Education and health department created a new content standard document that they are using to make sure standards are addressed, and they have embraced their role in supporting students to attain literacy skills by assigning writing, reading, annotations and speaking and listening tasks, right along with their fellow TSG members. Relying on revised curriculum outlines, English has sought out new literature and more rigorous non-fiction texts. The department has integrated more writing of different types and developed entirely new ways to explicitly teach speaking and listening skills and new ways to evaluate students' performance. World Language creates much of its own curriculum to ensure that the skills they teach align with National Language Standards. They also integrate the "can do" statements from the American Council on the Teaching of Foreign Language to communicate clear expectation to students. Career Technical</p>	<ul style="list-style-type: none">• Sample unit plans• Sample lessons• Newsela• Work submitted for TSG• TSG agendas• a-g approved course list• AP course list and pass rates• Textbooks

<p>Education and Visual and Performing Arts teachers also have stepped up to assign writing, reading, annotations and speaking and listening tasks. And while their work more naturally lends itself to being practical and “real-world,” these departments have documented their curricular shifts and integrated rubrics and explicit work with the standards into their classes. In addition to participating in all site-level work, math has been piloting/adopting new texts, experimenting with technology, software tools, room configurations and lesson structures to ensure that students have access to the standards. The social science department, too, generates a good deal of its own curricula to supplement textbooks. They have reached out to ensure that their writing and annotating work coincides with students’ work in English. Determined to address standards explicitly in class, social science teachers have developed a battery of assessments and rubrics that help them target and provide feedback on specific standards, materials they then shared with the faculty through TSG.</p>	
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Integration Among Disciplines

B1.4. Indicator: There is integration and alignment among academic and career technical disciplines at the school and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.

Findings	Supporting Evidence
<p>The responses to previous indicators outline the SMUHSD’s work through PD days and through councils to ensure that the district takes a cohesive and integrated approach to curriculum development. Earlier responses also describe Aragon’s Leadership Team structure that ensures constant communication between administration, TOSA’s and departments chairs when they meet each month to plan PD and to make decisions about school policy. TSG, CRT and the PLC structures also ensure that Aragon teachers work together to address the same standards and use some of the same tools in their curricula while becoming familiar with each other’s work as they go. Examples include schoolwide work with CM, annotations, backwards mapping and COI.</p> <p>Other measures that Aragon employs to ensure alignment among disciplines is explicit cross-curricular work in TSG. In addition to informal sharing out that takes place in these meetings, the group takes part in formal student work examination protocols in cross-curricular groups, so teachers from different subject areas study their colleagues work in-depth and work together to critique lessons and assessments. In addition, most professional</p>	<ul style="list-style-type: none"> • TSG presentations • TSG student work examination protocols • Newsela • Leadership Team meeting agendas • CM lessons • TSG writing lessons and rubrics • TSG annotation assignments • PD day breakout session agendas • Peer observation

<p>development days in the last 5 years have featured breakout sessions in which Aragon faculty members teach their colleagues about a curricular resource or technique. Also, peer observation weeks that take place every semester encourage teachers to know about the work of their colleagues and better align our practices across the school. The natural offshoot of this work is that good ideas spread, and teachers from different departments incorporate the best of each other's practice into their own classrooms. To foster this process, the SMUHSD has subscribed to Newsela, an online program that provides access to rigorous non-fiction texts in a wide variety of subject areas; they even offer texts in Spanish. Alignment also occurs within smaller segments of the school. The Social Science and English Departments incorporate some of the same themes in their units. PE and health teachers align their work. The health, foods and science teachers collaborate to ensure their content matches up. AVID's Cornell notes have been adopted by Strategic English Support teachers and by many in other subject area courses. To ensure Integration with other subject areas, 10 units of CTE has become a graduation requirement and the courses are a-g approved; CTE teachers also participate in all TSG activities, including work with writing, reading, speaking and listening and annotating.</p>	<p>materials</p>
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Articulation and Follow-up Studies

B1.5. Indicator: The school articulates regularly with feeder schools, local colleges and universities, and technical schools. The school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.

Findings	Supporting Evidence
<p>Aragon is not part of a unified district. The San Mateo Union High School District is made up of six comprehensive high schools and one continuation school, and it serves approximately 8,000 students. Aragon's primary feeder district is the San Mateo-Foster City School District (SMFCSD) that encompasses 15 elementary, 3 middle, and 2 K-8 schools. While the majority of Aragon's students do come from these 5 SMFCSD schools, as many as 25% may come to Aragon from other school districts or from private schools. Despite these obstacles to articulation, the school and district make every effort to cooperate in their efforts. Leaders from both districts meet regularly with principals from all sites to make basic agreements about curriculum and instruction and about how middle schools will make recommendations for placement in high school classes. To help with placement, the</p>	<ul style="list-style-type: none"> • SMUHSD and SMFCSD websites • Aragon feeder school data • Guidance calendar • Wellness calendar • Guidance placement materials • Reading and math inventory results

district also coordinates reading and math testing at the feeder sites to ensure that the SMUHSD has a few data points for each student that are the same for all. Council chairs, especially those from math and World Language also meet with their counterparts at feeder sites to be sure that common courses cover the same material.

On the site level, Aragon's principal also meets regularly with the principals of the main feeder schools to understand each other's curricular approaches. And Aragon's guidance team visits these 5 feeder sites and Crocker Intermediate School to present course information to students. AVID teachers join these counselors to promote the program, and they hold intake interviews before the end of the students' eighth grade year. Aragon provides a variety of activities on campus to help students transition to their new school. The Guidance department hosts evening meetings for incoming eighth grade students to answer questions for families and to help them choose their courses. Aragon also hosts an Expo where staff is on hand to answer questions about curriculum for incoming families, and Aragon students and parents man tables to welcome prospective students and let them know about opportunities to become engaged in activities at Aragon. Eighth graders can sign up for shadowing in the spring of each year; these students spend a morning at Aragon visiting classes and learning about Aragon through the eyes of an upperclassman host. Special education case managers articulate with their counterparts at each feeder site and hold intake IEP's to ensure that new students begin the year with the correct supports in place. Wellness counselors now join guidance counselors in meetings at each feeder site to create the Counselor Watch List so that they know which incoming students are most likely to need extra guidance and wellness supports.

Despite the fact that Aragon's students come from many different feeder schools, subject area departments still reach out to work with their middle school partners in a variety of ways. For example, in 2016-17, math teachers participated in a series of day-long articulation meetings facilitated by the San Mateo County Office of Education to meet with colleagues from feeder schools to better align expectations, terminology and practices related to standards-based math instruction. In the spring of 2015, the ninth grade English team met the eighth grade team from Aragon's primary feeder school, Borel, to align writing goals and practices. In the fall of 2017, the World Language Department hosted

- spreadsheets
- Meeting agendas
- Shadowing and Expo materials
- CSM concurrent enrollment numbers
- Alumni panel invitation

teachers from three feeder middle schools for a whole day professional development workshop. The teachers discussed vertical alignment, the patterns Aragon teachers see in student work, and high school expectations and grading practices. And health teachers articulate through the county-wide Comprehensive Sex Education Network, San Mateo County Mental Health programs, the SMFCSD and through coordination with the Wellness department at The College of San Mateo.

Aragon has a special relationship with its neighboring community college, The College of San Mateo (CSM). So many Aragon students attend that some jokingly refer to CSM as "thirteenth grade." A large number of students also take advantage of concurrent enrollment at CSM to make up classes or to advance more quickly in their studies. The college even hosts a SMUHSD program called Middle College, which allows which some Aragon students to complete their junior and senior years at CSM, taking only English and Social Studies classes from SMUHSD teachers on the college campus and all other courses from CSM instructors. In light of this connection, the entire English department met with a group of English professors and their department head at CSM in 2016-17. The CSM team shared sample syllabi, student work and their wish list of things that could be more emphasized in Aragon's English curriculum to ensure even greater student success at the college level. In recent years, principals have also met with Leadership at Skyline College to establish a better understanding of the school's expectations and to provide tips to better prepare students for college. In addition, the CSM math department hosts an annual meeting for all SMUHSD math teachers to discuss curriculum. As a result, Aragon's math department now offers Math 190, a CSM-articulated course for seniors that allows them to move directly into college math courses without remediation if they complete the course successfully.

Aragon keeps statistics on what students plan to do after graduation, but there is little formal follow up to determine how many follow through on those plans. That being said, Aragon invites a panel of recent graduates back to AHS after their first semester away. The panel speaks to administrators, Guidance staff and parents about their reflections on their Aragon experience. The vast majority of the feedback is positive, but the school staff in attendance takes careful note of the students' observations, and this feedback often influences practice going forward. Also, the local community college district is developing a

follow up system to track the progress of high school graduates who attend their colleges and to report back about their progress.	
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B2. Access to Curriculum Criterion

All students have equal access to the school’s entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Please note that due to the overlap in content, the Findings and Supporting Evidence below address B2.1, B2.2, B2.3 and B2.4 in the same response.

Variety of Programs — Full Range of Choices

B2.1. Indicator: All students are able to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. The school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Accessibility of All Student to Curriculum

B2.2. Indicator: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered.

Student- Parent- Staff Collaborations

B2.3. Indicator: Parents, students, and staff collaborate in developing and monitoring a student’s personal learning plan and their college and career and/or other educational goals.

Post High School Transitions

B2.4. Indicator: The school implements strategies and programs to facilitate transitions to college, career, and other postsecondary high school options and regularly evaluates their effectiveness.

Findings for B2.1, B2.2, and B2.4	Supporting Evidence
<p>Ten years ago, Aragon modified its schedule from six periods to seven to allow students more access to core or elective courses they wished to take and support classes that they might need. Today, Aragon has the largest percentage of students in the SMUHSD taking a classes all seven periods. Aragon’s graduation and course selection requirements are designed to keep students on track to complete UC a-g requirements. While some courses are required at each grade level, Aragon students and families have a good deal of choice open to them at programming time. The SMUHSD and Aragon have an open-enrollment policy that allows any students to opt for Advanced Standing or Advanced Placement courses. As they make these decisions, students receive one-on-one help from members of the Guidance Department. Aragon provides more resources than many schools, with each grade level having a counselor and a dedicated grade advisor. Whenever possible, Aragon tries to be flexible; for example, students can take chemistry at a community college for</p>	<ul style="list-style-type: none"> • AHS master schedule • SMUHSD open-enrollment policy • Graduation requirements • Concurrent enrollment forms • SBG meeting materials • Course syllabi • AHS bell schedule • Flex time documents • Guidance personal learning

high school credit. The same is true for any language course that Aragon does not offer. To promote these choices, Aragon has a collection of videos about elective options available to students via the Aragon webpage. In the name of equity, Aragon teachers have begun to explore their grading practices more closely. For example, interested teachers have been exploring the Standards-Based Grading (SBG) practices. Of those who attended study groups on the SBG, World language, Guided Studies, AVID, and some CTE teachers have fully adopted its practices. Others have adopted some of the practices, such as allowing re-takes until a student achieves the standard being assessed. Ultimately, the self-study revealed some room for improvement in the consistency of grading practices, so this is an issue addressed in Action Plan I.

For students in special circumstances, such as English Learners, Aragon strives to make education easily accessible. AHS does not offer an ELD program, so any ELD student in Aragon's attendance area attends ELD I and/or II at a neighboring site, but once students have exited the ELD program, they are welcomed back at Aragon to rejoin their peers. Special Education students study at Aragon in the least restrictive environment. Aragon now offers four co-taught classes in chemistry, English, algebra and Biology; in these classes, students participate in a mainstream class with the added support of a special education co-teacher. Students with learning differences also have a directed studies period to provide support so that they can access the general education curriculum. In the past, students who had fallen too far behind in credits had to leave Aragon for the SMUHSD continuation school, but through Aragon's On-Site Credit Recovery (OSCR) class, these students can still progress with their regular studies while making up missed credits from past semesters. Other systems that Aragon has in place to ensure that all students have access to the full curriculum are the many support classes offered: Guided Studies, Intensive English, Strategic English Support and Intensive Algebra. Finally, Aragon created its Flex Time program, in which students may choose where to go for help or support for 35 minutes on each block day, so that students having trouble keeping up could have extra time to secure help and support in whatever subject they needed within the school day.

Counselors begin the process of creating a personal learning plan for students while they are still in eighth grade. There are meetings with students at feeder schools, and counselors provide guidance toward choosing appropriate classes. After discussing

- plans
- Guidance meeting and workshop materials
 - Guidance office
 - Aragon website
 - Career Day program
 - Internship and field trip offerings
 - CTE course descriptions
 - Aragon club list
 - Naviance

academic and personal goals, counselors work with families to have each student create a four-year plan. Counselors do an academic review for all sophomores; they monitor transcripts, and they give individual counseling each spring. In addition, the counselors speak to groups of parents before each new school year to provide tips for planning schedules and handling each year's pitfalls. Counselors and administrators visit English classes twice a year to talk to students about appropriate academic choices. In the fall and spring of each year, guidance personnel visit all English classes of all grade levels to review high school graduation requirements. Each spring, students meet with advisors to review transcripts and four-year plans, make adjustments, and choose the next year's classes.

Aragon strives to prepare students for all types of post-secondary opportunities. In 2017, 71% of Aragon graduates completed the UC/CSU a-g requirements, and faculty and staff are exploring how to grow this number even more in the next few years. Aragon offers over 20 AP courses, and the percentages of students scoring 3 or higher indicate that AP coursework at Aragon prepares students well. Students also enjoy a wealth of opportunities to learn about colleges through visits from representatives, an annual college fair and through resources curated by the College and Career Advisor. For students who need help in applying to school or in funding their future education, Aragon has a Scholarship and Financial Aid Advisor to help. The school also provides multiple application workshops and connects interested seniors with community college counselors to aid in the registration and course selection process. The AVID program is designed to help students become college ready through a powerful four-year program that includes multiple visits to college campuses. Students can also access information through links on the Aragon webpage to learn more about college and university programs, CSU and UC preview days, course selection videos, financial aid, internships and scholarships. Finally, Schoolloop provides an easy portal for families to check on student grades, view assignments and communicate with staff about their student's progress.

To help students see the relevance of the work they do in high school, Aragon promotes a variety of career-related activities. Every two years Aragon parents and counseling staff provide a career day for students. An entire morning is devoted to students attending three pre-selected career presentations. Students are

able to learn and ask questions about different careers from working professionals in the Bay Area. Aragon also holds a Summer Opportunity Fair every spring for students to find out about local summer jobs and internships. Students complete a variety of career-exploration activities such as completing career-interest inventories in Naviance, a software program that supports college and career preparation. They also can take advantage of workshops to help them apply for internships and job-shadowing and field trip opportunities. All special education students have an Individual Education Plan (IEP) through which they create a transition goal which provides a foundation for their four years of study; these items are reviewed and updated annually. Special Education teachers are also committed to advising their students about career goals. While participating in Aragon's rigorous academic program, special education students have opportunities to visit various businesses and educational institutions and to participate in a workability program.

Ten units of Career-Technical Education has recently become a graduation requirement, and Aragon offers courses in Biotechnology, Digital Photography, Art of Video, Advanced Journalism, Engineering Technology, Nutrition and Culinary Arts, Principals of Computer Science and AP Computer Science. All site-based CTE courses are UC/CSU approved, and each CTE course has a district advisory committee that is comprised of CTE teachers and local industry representatives. These courses are open to all students; accommodations are provided for students with special needs.

Some examples of non-CTE courses that still provide students with pre-technical skills include Technical Theater, Creative Writing, Journalism, Yearbook, Service Commission, Leadership and AP Psychology. Also, students have opportunities to participate in activities that expose them to real-world experiences, such as Robotics, Harvard Model Congress, Mock Trial, Model United Nations, and the Video Production Club.

While Aragon values these opportunities for students to prepare for careers, the focus group does feel that more emphasis could be put on this preparation and that the school could offer more options to students. Therefore, the stakeholders have built in some steps to address this issue in Action Plan III.

Please note that the only dedicated online instruction offered at Aragon occurs in the On-Site Credit Recovery (OSCR) class. Students only take one or two periods of these classes at a time; the remainder of their coursework is in mainstream classrooms, so they have the same access to courses that meet UC "a-g" requirements as all Aragon students do. For this reason, we do not provide a response to this Additional Online Instruction Prompt.

B2.2. Additional Online Instruction Prompt: *Evaluate the procedures to ensure that students have access to courses that meet the UC "a-g" requirements, including lab courses.*

B. Standards-based Student Learning: Curriculum

Strengths and Growth Needs

Areas of Strength

- Teachers participate in Teacher Study Groups (TSG) once per month which provides the opportunity for teachers to look at the coherence between standards and what they do in the classroom, especially through backwards mapping.
- All teachers are a part of a PLC and go through the Cycle of Inquiry (COI).
- The culture of collaboration among teachers is positive and professional.
- Aragon students attend a Career Day every two years.
- Flex Time has turned out to be a positive use of time. Students are able to complete homework, make up tests, and get extra help.
- The Wellness Program offers a range of in-depth services for students.
- Aragon offers a variety of co-curricular activity options for all students, including a variety of clubs, athletics, music, and drama.
- There are two leadership classes that involve many students-- the traditional Leadership Class and the new Renaissance Leadership Program.
- The GATE program hires speakers to address college preparedness, mental health and other topics.
- School announcements are more interactive and invite more participation in school activities.
- Aragon has a positive school culture.
- Extra-curricular events include the entire Aragon community (Tailgate, Halloween Carnival, Lip Dub, Giants game)
- There is an after-school tutoring program to help struggling students.
- In addition to adult tutors, there is peer tutoring.
- Aragon exceeds a 98% graduation rate.
- Parents, students, and the community are involved in a variety of activities.
- The school campus is beautiful, and the facilities and resources are well-maintained
- Course curriculum is often developed directly out of student needs.
- Aragon offers successful co-taught classes in English, Biology, Chemistry, and Algebra that help make core content in the mainstream classes accessible to students with learning differences while providing support.
- Aragon staff engage in continuous assessment and reflection.
- Aragon has a strong positive culture among teachers.
- The coaching staff at Aragon is strong, addressing the academic and social development of the student athletes.
- Aragon provides an abundance of resources and support for new teachers.
- Teachers are willing to try new things and reflect on the effectiveness of the programs (e.g. Flex Time, Block Schedule).

- Aragon has strong lines of communication between teachers, administration, students, and parents.
- We have increased the amount of technology in each classroom, almost to 1-1.
- More teachers are using technology in the classroom.

Prioritized Areas for Growth

- The school need to provide more support and options for students for who may not choose to go to college.
- Aragon needs to provide more opportunities for personal collaboration between students, staff and parents to explore post-secondary education and career.
- Aragon needs to find more creative methods of reaching over-stressed or unavailable families to ensure that all know about the processes involved in making college and career choices
- We need to expand the CTE program and offer a wider variety of classes related to practical skills and career. We also need to expand the CTE sequences in the 2nd and 3rd year.
- Teachers need to use technology for effective collaboration and meaningful learning without exposing students to too much screen-time throughout the day.
- The school needs to verify students' ability with technology tools.
- The school could engage in more cross-curriculum integration and allow more time to plan with other schools and common departments.
- The school could do more to ensure students know what it means to be career ready.
- We need to better meet the needs of struggling students from high-priority groups (e.g. EL, Special Education, Socio-economically Disadvantaged, Latino, African-American, and Pacific Islander)

Category C: Standards-based Student Learning: Instruction

Challenging and Relevant Learning Experiences Criterion

To achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, all students are involved in challenging and relevant learning experiences.

Results of Student Observations and Examining Work

C1.1. Indicator: All students are involved in challenging and relevant work as evidenced by observations of students working and the examination of student work.

Findings	Supporting Evidence
<p>Aragon has a reputation for academic excellence making Newsweek and US News and World Report’s lists of the best high schools in the state and in the nation. The school offers over 20 AP courses, and the number of AP tests taken by Aragon students has climbed from 965 to 1,071 in the last two years. Since the SMUHSD has made CTE a graduation requirement, these rigorous, practical courses that meet a-g requirements enjoy growing enrollment and enthusiasm from students. On PSAT’s, SAT’s ACT’s and the CAASPP, Aragon students perform high above state averages and often rank first or second among the SMUHSD’s seven schools, and the number of students completing a-g requirements has climbed to 71% for the class of 2017. While Aragon stakeholders realize that we can still do more to support all students to attain proficiency, the school does an excellent job of teaching rigorous curricula and providing access to it for all students. The PLC, TSG, and evaluation structures at Aragon have made examining student work a common practice for all instructors. Teachers work together to create lessons and assessments, constantly pushing each other to create high-quality work. This is reinforced by the examination of student work that teachers complete as part of their work with the Cycle of Inquiry (COI), because teachers can find the flaws or gaps in lessons or assessments and revise them accordingly. The peer observation weeks each semester also give teachers the chance to observe student work and improve the quality of their instruction through observing their peers and from receiving written feedback about their own performance.</p> <p>Students who come to Aragon with lower reading or math scores can take Intensive English or Intensive math courses that still satisfy a-g requirements and engage students in challenging</p>	<ul style="list-style-type: none"> • <i>Newsweek</i> and <i>US News and World Report</i> Websites • Community Data Profile • Graduation requirements • TSG agendas • PLC meetings • COI materials • Peer observation week materials • Syllabi from Intensive English and math • SES 9 and 10 syllabi • GS syllabi • OSCR enrollment • IEP’s • 504 plans • AVID enrollment • SMUHSD Open-enrollment Policy

coursework while providing extra supports to prepare students to transition out of support. Strategic English Support 9 and 10 are companion courses to the regular CP English courses in those grades, helping students to access the regular course material while building their skills so that they can succeed on their own. Aragon also offers Guided Studies (GS) at all grade levels for students with academic struggles in multiple subjects, usually due to social-emotional struggles. The course couples academic support and coaching with lessons on coping mechanisms. On a more individual level, students having trouble accessing the curriculum receive help through Student Progress Meetings (SPM's), Student Study Teams (SST's) and 504 planning meetings when Guidance Counselors meet with at-risk students and their parents in a formal, proactive process to provide needed academic and support strategies. Flex Time, the after-school tutoring program and Tutor Club are also measures taken to help ensure that students have every chance to access challenging courses and be successful. For students falling behind in credits, Aragon offers credit via summer school, adult school, concurrent enrollment at CSM, and On-Site Credit Recovery (OSCR) classes, so that students can remain at Aragon and continue their studies with their peers.

For students with learning differences, Aragon's has developed a variety of strategies to ensure that students have access to the entire curriculum. Case managers hold IEP meetings as required and place students in courses that provide the least restrictive environment possible. As part of this effort, Aragon has introduced co-taught classes in chemistry, biology, English and geometry. Case managers also work together with general education teachers to provide the accommodations that students may need to succeed. Also, the district office provides funding for instructional aides in general education classes as needed. The Key Program, a SMUHSD endeavor housed at Aragon caters to students with school anxiety and allows students to take some of their courses in a more intimate environment while allowing them to access general education classes as indicated by their IEP's.

Due to the low enrollment of students who require placement in English Language Development (ELD) courses, the SMUHSD only offers these courses at select sites. Aragon ELD students attend one of these schools for the time they need ELD courses and then have the option to attend Aragon once they attain the language skills to be able to do so. As mentioned above, Aragon offers

<p>many support classes to help EL students succeed in mainstream classes. Also, Aragon’s Professional Development program has focused on techniques geared toward supporting these students in general education classrooms, such as ongoing training and work with annotations, Constructing Meaning (CM) techniques, and with reading, writing, speaking and listening standards in all subject areas.</p> <p>The AVID program also encourages students to access more rigorous curricula. The program now includes 145 students and has increased the number of students from diverse backgrounds successfully taking advanced and AP courses. Aragon encourages all students to consider enrolling in advanced courses by embracing the SMUHSD AP, Honors, Advanced Standing Policy which allows students to choose advanced courses if they wish to do so without testing or needless restrictions.</p>	
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C1.1. Additional Online Instruction Prompt: *Evaluate the effectiveness of timelines and pacing guides for completing coursework for asynchronous online instruction.*

Findings	Supporting Evidence
<p>On-Site Credit Recovery (OSCR) is the only asynchronous online course at Aragon. The course relies on Compass, an a-g approved set of courses. Each course has a set amount of standards-aligned material, assessments and performance tasks, divided into units that students must complete satisfactorily to receive credit. While each course is outlined and the requisite standards are addressed, pacing guides and timelines have been unnecessary because each student proceeds entirely at his or her own speed. While students have autonomy over their pacing, they cannot move on to a new unit until they finish the one before, and a credentialed teacher monitors their progress to urge them on when there is danger of them not completing the course before the end of the semester. Because students complete the work at very different speeds, the class has fluid entry and exit; as soon as students completes their coursework, they move out of the class so that they are free to pursue other opportunities.</p>	<ul style="list-style-type: none"> • OSCR course outlines • OSCR standards-alignment documents • OSCR enrollment numbers

Student Understanding of Learning Expectations

C1.2. Indicator: Students understand the standards/performance levels for each area of study.

Findings	Supporting Evidence
<p>At the start of each year, teachers include key standards on their syllabi to orient students to the objectives of the course. For some, the standards are also posted in the classroom. For individual assignments and units, practice varies. Backwards mapping practice has more teachers thinking deliberately about the standards to be addressed and creating the summative assessment to measure proficiency before beginning the unit. When teachers engage in this practice, they are much more likely to clarify the target standards for students. As Aragon continues its work with the Cycle of Inquiry, we anticipate that teachers will do this more and more consistently. Some teachers at Aragon have embraced Standards-Based Grading (SBG), and invest a good deal of time clarifying target standards and expectations at the start of the units. These teachers also allow students to make up key assignments until they can demonstrate proficiency which helps to clarify the expected performance levels for students over time. Long before the introduction of the common core, Aragon encouraged including rubrics on assignments and presenting models of successful work so that students could recognize proficiency in action. The vast majority of instructors do this for most major assignments, but we would not say that the practice is universal, and this could be a place where the school has room for improvement by making this practice more consistent and explicit. Action Plan I outlines the school's next steps related to grading practices, so this area will be addressed as part of that discussion.</p>	<ul style="list-style-type: none">• Backwards mapping plans from SBG• PLC work with COI• Sample assignments with rubrics• All course syllabi• Standards posters in select classrooms• World Language "can do" statements• SBG course syllabi• SBG assignments• Chromebook carts• Technology distribution spreadsheet• Computer lab and cart sign up calendars

Please note that due to the overlap in content, the Findings and Supporting Evidence below address C1.3, C2.5 and C2.3b Additional Online instruction prompt in the same response.

Differentiation of Instruction

C1.3. Indicator: The school’s instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Examination of Student Work, continued

C2.3b. Additional Online Instruction Prompt: Evaluate and comment on the effectiveness of reviewing student work online and online communications to determine the degree to which students are analyzing, comprehending, and conducting effective research.

C2.5. Indicator: Students use technology to support their learning

Findings	Supporting Evidence
<p>As educators well know, differentiation can take many forms. Tasks can vary in complexity to accommodate differing levels of mastery in the classroom; teachers can adjust the learning process to suit students’ different learning styles; instructors can vary the type of products that students create to show their mastery; or they can create an adaptable learning environment that allows group interaction and individual quiet work. While some teachers do provide multiple options for how to complete one particular assignment, the more common approach to differentiation at Aragon is to vary the types of assignments and assessments over time. In other words, they vary the kinds of products that students must produce to suit different strengths each time. Across all subject areas, teachers have integrated more assignments that invite students to discuss, draw, diagram, manipulate, design, and present, rather than evaluating knowledge only through tests. In addition, Aragon’s instructional practice has been heavily influenced by current educational research regarding the importance of academic talk to help students of differing learning styles process ideas and concepts. Speaking and listening has been an important part of the Teacher Study Group (TSG) work for this reason. PLC’s have been asked to incorporate much more structured, small group discussion in class, so most teachers now set up rooms to allow easy shifts between a group collaboration and discussion layout and seating that supports individual work.</p> <p>The SMUHSD and Aragon’s work with Constructing Meaning (CM) has also helped teachers differentiate work for students. This program focuses on strategic supports to accelerate the speaking reading and writing abilities of students in all subject areas. The</p>	<ul style="list-style-type: none"> • Sample unit plans • Sample assignments • Sample assessments • Gradebooks • CM training materials • TSG agendas and presentations • Sample CM lessons • AVID and SES tutorial notes • Support class syllabi and lesson plans • Sample multi-media lessons in slide presentations • Sample lessons, surveys, assessments made in Google forms • Sample Newsela assignments

program advocates teaching sentence structures that students can use to accomplish a variety of academic tasks. Examples include summarizing, supporting an idea with evidence or challenging an idea. The idea is that these structures are the same across disciplines, so teaching them explicitly can greatly accelerate students' abilities in all classes. Many teachers now provide these sentence structures on assignments to help students raise their level of discourse no matter their language level. Also, the program emphasizes the importance of discussing ideas, that students must be able to speak about ideas before than can write about them, so teachers have incorporated many more speaking activities into their instruction, often assessing proficiency through discussion rather than through written response.

Aragon's support classes are another way that the school provides differentiated instruction. The 145 students enrolled in AVID classes employ tutorials to learn material from all subject areas. At least twice per week, students generate their own questions and lead their own Socratic discussions in small groups to explore content. Strategic English Support also uses tutorials and other differentiation techniques to reinforce learning in English. The Intensive Math class has two teachers working simultaneously, and students can move fluidly back and forth according to their needs at that time. The Intensive English class focuses on a small number of students and takes advantage of the two-period structure to allow a greater variety of instructional strategies. Guided studies teachers employ a variety of emotional supports in conjunction with academic ones to meet the varying needs of their students.

An infusion of funds in technology and professional development have provided a wealth of new ways for teachers to differentiate instruction and to evaluate students' progress in the academic standards.

The availability of technology in classrooms has exploded in the last four years. Teacher all have laptops, document cameras, and any teacher who wants a Smartboard has one. These tools ensure that teachers can prepare much richer lessons integrating multi-media elements easily whenever they wish. These tools also allow teachers to provide many more supports for students, such as capturing notes from the Smart Board and posting them online or observing high quality student work and immediately using the document camera to project it as a model for the class. Schoolloop

- Papers graded in Turnitin.com
- Sample Peardeck presentations
- Teachers' Schoolloop and Canvas sites
- ITC's presentations to faculty
- ITC meeting schedules

- Sample work in Vocaroo, Screencastify, Padlet, Poll Everywhere, Edpuzzle, Desmos, Mathspace, Quizizz, AutoCAD, and Google Voice
- Sample student blogs and message boards

allows teachers to post assignments, notes, links and other resources online for easy access by students and parents. The SMUHSD will transition to Canvas in the 2018-19 school year, a program that offers an even more robust set of options to support student learning. An extremely influential development in the last four years has been the greatly increased access to PC's for student use. The SMUHSD first offered Chromebook carts to teachers across the district via a competitive application process; in this way, many PLC's acquired shared carts. Over time, more and more teams applied for or were given carts via site and district funding such that Aragon students now have access to 33 mobile carts with 1,155 laptops in classrooms across campus. There are also 3 general use laptop carts and 4 stationary computer labs available for sign up.

In conjunction with this infusion of money in hardware, the district and site have provided ample professional development and support through an .4 on-site Instructional Technology Coordinator (ITC) who helps Aragon teachers make the best use of their technology resources. In the early days of this program, a few years ago, the ITC made formal presentations to faculty and offered a variety of optional trainings based upon teacher interest. This coincided with the district and site purchase of a variety of online resources to support instruction, so the first trainings focused on preparing teachers to use these tools.

The SMUHSD provides Google accounts for every student and staff member; this includes access to the G Suite of tools to create and share documents, slide presentations, sound files, forms, video and more. With access to these tools and training in how to use them, teachers now use Google slides to present multi-media lessons on an almost daily basis. Teachers assign much more collaborative work because students can so easily work together on a shared document or presentation in any size of group. Online access also allows students to work together in class or at home. Aragon teachers use Google forms for a wealth of purposes such as gathering feedback, posting homework questions, assessing student progress, and preparing for flipped classroom lessons. An added benefit of this tool is the teacher can immediately identify strengths and weaknesses in student understanding through a quick scan of the pie charts or spreadsheets that the form will generate. Teachers can also have use the G suite in combination with programs like Vocaroo and Screencastify to record student discussions or other audio or video material and then collect links

or uploads to evaluate speaking and listening skills or performances of any kind.

The SMUHSD also purchased access to Turnitin.com, so, with the appropriate training many teachers take advantage of the plagiarism checking capabilities of the program to maintain academic integrity, and many more now grade student work via the program because they can create their own detailed comments that they can simply drag into the document, providing much richer feedback on students' writing. The SMUHSD also purchased and teachers received training in Newsela, an online bank of articles that related to every subject area; some are even available in Spanish. Each of the thousands of articles has an adjustable Lexile level to differentiate for student needs. Each also includes a quiz and related-writing prompt that teachers can revise to suit their own needs. The program also allows teachers to embed questions within the text so that teachers can address the standards that they wish to target. After the ITC's presented on Peardeck, software that creates interactive content presentations and formative assessments, Aragon purchased a site-license and provided additional training, so teachers no can present information and gather and project student feedback immediately. For example, the program can ask a multiple choice question and then show how many students answered correctly. It can ask an open-ended question and then project answers as students type them. It can ask students to create a drawing in response to a prompt and then project those. Teachers can then save the presentation with the student responses and post the entire thing online.

Other free tools that Aragon teachers have received training in and use regularly to differentiate and to gauge student progress include Noodle Tools, an online research portal where students can create virtual notecards for their research, organize them and make annotations; they then share these with their instructors for immediate feedback and evaluation. Edpuzzle allows anyone to upload a video from Youtube and then customize it by editing, cropping, recording audio and adding questions for student engagement in lesson content. Students or groups publish work on Padlet for review and comment; teachers gather and project student responses quickly using Poll Everywhere, and teachers all across campus use technology-based games like Quizlet Live and Kahoot to engage students and provide immediate feedback on their content knowledge.

<p>In the last year or so, the focus of training and ITC support has shifted because so many PLC's have access to carts that their demands have become much more course-specific and individualized. While group sessions focus more on the preparation for the switch to Canvas, the ITC's now spend more and more time working with departments and PLC's to identify the technology tool to suit their need and support them in its use in the classroom. Some examples of this more targeted technology use across campus include choir and orchestra teachers using Google Voice to have students leave a recording of their work for review and feedback. They also show performances on Youtube and itunes for students to compare and critique. Science instructors create problem-solving tasks that students can collaborate on through Google. AP US history has students record discussions on Screencastify and then conduct self-evaluations of their contributions to the discussion. Math uses a variety of programs to engage and assess learning including Desmos, Quizizz, and Mathspace. English teachers use Vocaroo to record student discussions for later evaluation. Engineering and Technology provides differentiated instruction and self-paced instruction through an online program that teaches AutoCAD. Several classes in all subject areas use online blogging, web pages and message boards to publish, respond to and critique each other's work.</p>	
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C2. Student Engagement Criterion

All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels.

Current Knowledge

C2.1. Indicator: Teachers are current in the instructional content taught and research-based instructional methodology, including the integrated use of multimedia and technology.

<p>Aragon has a well-prepared and experienced faculty with an average of 13 years of experience. Thirty-three faculty members have 30 units or more beyond their Bachelor's degrees; 8 have Master's degrees and one has her Doctorate. The school and the district have made a significant investment in ongoing professional development as described in depth throughout this report. The district liberally encourages ongoing education, rewarding teachers with more pay as they educate themselves. The school and the</p>	<ul style="list-style-type: none"> • Aragon Community Data Profile
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<p>SMUHSD often encourage teachers to attend workshops and conferences that might enrich their practice. Aragon has sent teachers to the Learning Forward Conference, to conferences on Restorative Justice Practices and on Culturally Relevant Teaching. Aragon teachers also attend many trainings offered through the San Mateo County Office of Education, and individual teachers and departments receive encouragement and, often, financial support if they find content-specific trainings that they wish to attend.</p> <p>There are an abundance of on-campus resources to develop Aragon’s teaching talent as well. 2.4 FTE at Aragon is dedicated to paying for TOSA positions, teacher leaders who provide professional development and coaching to ensure that teachers are up-to-date in their content area knowledge and teaching methodology. With the introduction of the Common Core, department heads and TOSA’s led the faculty through two years of PD to familiarize themselves with their updated content standards and the College And Career Readiness standards. In recent years, all faculty members have been extensively trained in the Cycle of Inquiry (COI), backwards mapping, student work examination protocols, Constructing Meaning (CM) techniques to support EL and other students with language challenges. Throughout these trainings, the teacher leaders folded in education-related articles and more unpacking of content standards.</p> <p>For a detailed description of how teacher and students use multimedia and technology at Aragon, please refer back to the combined response for indicators C1.3, C2.3b and C2.5 (immediately before this response).</p>	<ul style="list-style-type: none"> • List of teachers who attended the Learning Forward conference, the Restorative Justice Practices Conference, and the Culturally Relevant Teaching conference • TOSA job responsibility lists • PD agendas • COI training materials • CM training materials
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Teachers as Coaches

C2.2. Indicator: Teachers facilitate learning as coaches to engage all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.

Findings	Supporting Evidence
<p>Some of the most important ways that Aragon teachers facilitate learning as coaches is through a much greater emphasis on academic talk, small group discussion and the use of technology. For a detailed description of these coaching practices, please see the combined response for indicators C1.3, C2.3b and C2.5 above.</p> <p>As mentioned in other sections in this report, the AVID and SES</p>	<ul style="list-style-type: none"> • AVID and SES tutorial materials • AVID tutorial presentations to faculty

<p>classes teach students to conduct their own in-depth discussions of topics in all subject areas. Students prepare their own open-ended discussion questions, and work in groups using the Socratic method to help each other gain a better understanding of a given area of study. AVID teachers have presented on these techniques to the faculty on a variety of occasions, so some general education teachers have adopted the practice for certain assignments. Many classes emphasize this type of practice with students over the whole class discussion or lecture format because students have many more opportunities to engage with the material. Also, most classes set rooms up to allow quick re-arrangement of the room to accommodate small group work, pair work, or individual work.</p> <p>Select courses, especially those in Visual and Performing Arts, Career Technical Education, and Science involve project based learning on a constant basis, where teachers set up large-scale, practical task and then coach students through its completion. Other departments create opportunities form students to take charge of their own learning by assigning research papers or projects, providing access to materials and guiding their work along the way as coaches do. Other non-didactic teaching techniques used across the campus include having students study one particular topic individual or in small groups and then present to the class, or, as in a jigsaw, present to other group members.</p>	<ul style="list-style-type: none"> • Sample tutorial lessons in other subject areas • CTE project samples • Project-based learning samples from other subject areas • Sample jigsaw and other assignments involving students as teachers
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Please note that due to the overlap in content, the Findings and Supporting Evidence below address C2.3 and C2.4 in the same response.

Examination of Student Work

C2.3. Indicator: Students demonstrate that they can apply acquired knowledge and skills at higher cognitive levels to extend learning opportunities.

Examination of Student Work

C2.4. Indicator: Students demonstrate higher level thinking and problem solving skills within a variety of instructional settings.

Findings	Supporting Evidence
<p>As Aragon started to work with the Common Core State Standards several years ago, an important part of the Professional Development that accompanied this work related to learning about Depth of Knowledge (DOK) levels. The faculty compared the types of questions presented on the STAR battery of test to the new Smarter Balanced tests, and discussed the shift from lower level</p>	<ul style="list-style-type: none"> • DOK trainings • Sample revised projects and lessons

questions related to recall and simple application of ideas, DOK 1 or 2, and more complex tasks that required students to synthesize knowledge, draw inferences and create their own products based upon a synthesis of knowledge, DOK 3 or 4. A substantial portion of early professional development focused on PLC's examining their assignments and lessons and adapting them to address higher levels of DOK.

As described extensively in other responses, Career Technical Education and Visual and Performing Arts courses constantly require students to master factual content and then apply it through performance. Essentially every project or lesson in music, art, drama, and all CTE courses require students to apply knowledge to produce something of their own, requiring them to apply higher-order thinking skills. Some examples of how students are asked to problem solve and apply skills and knowledge at higher cognitive levels in the other subject areas follow.

- In World Language classes, students constantly work at lower DOK levels to gain vocabulary, but they also must use higher-order thinking skills to assemble this vocabulary into sentences, verbally or on the page. World language students also come to a better understanding of language in general as they negotiate the similarities and differences between their first language and the target language. World language teachers also have students make inferences based upon readings, engage in discussions requiring assertions and support with evidence and synthesis writing, as their language abilities allow them to do so.
- Math employs more and more free response questions practice of skills in performance-based tasks. The Desmos program that they use frequently requires that students to communicate their thought processes in support of a given answer. Math teachers also require students to demonstrate knowledge of concepts that they have learned by transferring it into modalities, visual, spatial, auditory, and kinesthetic.
- All science classes require students to complete labs in which they marshal knowledge and skills into a practical exercise that requires them to hypothesize, problem solve and make conclusions based upon evidence. Many labs also require follow up writing that must include claim, evidence and reasoning. Science teachers also employ phenomenon-based teaching where they teach students about a given phenomenon and then work backwards to understand the concepts that explain it.
- Like VAPA and CTE, PE requires students to synthesize their

- Sample CTE synthesis assignments
- Sample music, art and theater assignments
- Sample WL writing and discussion assignments
- Sample science labs
- Sample performance task math assignments
- Desmos
- Sample free-response math questions
- Sample science lab write-ups
- Sample PE and health writing assignments
- Sample social science simulation assignments
- Sample synthesis writing assignments
- Sample English research assignments
- English junior debate assignment

<p>learning on a daily basis. Students study a discrete set of skills, and then the teachers require them to apply those skills. The health courses require students to complete a community service project in which they extend some element of what they have learned in class. Health students also apply their learning to their own experience through self-analysis and reflection in journal writing.</p> <ul style="list-style-type: none"> • In addition to traditional writing and inference work that goes along with literary analysis, English teachers have built in more synthesis writing assignments that mirror the type of writing expected on the CAASPP test. English teachers also require more formal, recorded group discussions in which students make claims, cite evidence, explain their thinking and challenge each other's ideas. English also includes large and small research projects at every grade levels, including a full scale Lincoln-Douglass debate in 11th grade. • Social science teachers too require students to execute formal, recorded discussions. They also complete research projects in which they have to critically evaluate sources and evaluate arguments on either side of a controversial project. Teachers guide students through simulations that require them to synthesize and apply knowledge, such as a mock Middle East Peace Summit or retrying famous Supreme Court cases. <p>Many if not all disciplines also mention using jig-saws, Socratic seminars, philosophical chairs to require students to synthesize and apply the knowledge acquired in class.</p>	<ul style="list-style-type: none"> • Sample jigsaw, Socratic seminar, and philosophical chair assignments from a variety of disciplines
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Examination of Student Work, continued

C2.6. Indicator: Students use a variety of materials and resources beyond the textbook.

Findings	Supporting Evidence
<p>The main way that Aragon students are able to study sources and have experiences that extend beyond the textbook is through the burgeoning supply of technology available in classrooms. For a detailed description of how Aragon teachers and students use technology, please refer back to the combined response for indicators C1.3, C2.3b and C2.5.</p> <p>In addition to technology resources outlined earlier, teachers also incorporate many other sources to work with their students. For example, with the advent of the Next Generation Science</p>	<ul style="list-style-type: none"> • Sample primary source document assignments • Sample lessons from Computer Information Networks • Sample Ted talks

<p>Standards, science teachers rely much more on readings available online and primary source documents to assign readings to students. They also compile lists of resources ranked by level of difficulty to meet standards; when students challenge themselves with more difficult material, they earn a higher grade. Also in science, teachers assign collaborative projects using large data sets. Social science too directs students to original source documents in either printed or digital form; the textbook is used more as a supplement. They also seek additional items through Computer Information Networks. Teachers from many different subject areas integrate Ted Talks, online or additional print articles and video-taped speeches to enrich the classroom experience. The librarian has created pages of links to resources for specific research projects in all subject areas. The school also provides access to a variety of online databases for reliable resources that students can use for research or that teachers can assign as additional reading.</p>	<ul style="list-style-type: none"> • Student writing results • Sample assignments • Library research databases
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Real World Experiences

C2.7. Indicator: All students have access to and are engaged in career preparation activities.

Findings	Supporting Evidence
<p>As part of the Guidance program at Aragon, all students engage in career exploration activities. Throughout high school, they take and update their career-interest inventories in Naviance, and the Guidance department helps students create and update a four-year plan that takes into account post-high school educational and career goals. Guidance and students refer to this plan and these goals every time students choose classes and review their transcripts. Every two years Aragon parents and counseling staff provide a career day for students. An entire morning is devoted to students attending three pre-selected career presentations. Students are able to learn and ask questions about different careers from working professionals in the Bay Area. Aragon also holds a Summer Opportunity Fair every spring for students to find out about local summer jobs and internships.</p> <p>Aragon encourages community service on and off campus. Students sign up to be service commissioners, providing tutoring and other support to the student body under the supervision of the dean and the administration. The two leadership classes both have a community service requirement and require students to</p>	<ul style="list-style-type: none"> • Naviance career inventories • Student four-year plans • Career Day program • Summer Opportunity Fair materials • CTE course syllabi • a-g Approved Course List • Course syllabi • Career and community service project assignments • Club list • GATE field trip

<p>plan events, make purchases, plan marketing, analyze data, manage money and organize large groups of people, all skills that help them prepare for the world of work. To further encourage community and on-campus involvement, Aragon awards Silver Sword Points to students who participate in these activities. Students earning the required amount of points wear a unique silver tassel at graduation in recognition of this achievement.</p> <p>Aragon students are now required to take ten units of CTE for graduation. Aragon has a growing number of courses in CTE, including Engineering and Technology I and II, Foods and Nutrition, Culinary Arts, Digital Photography I and II, The Art of Video, Principals of Computer Science, AP Computer Science, Biotechnology I and II in addition to the career-related content learning that goes on in these a-g approved classes, each also must include lessons in resume preparation and development of interview skills. Students completing the Engineering and Technology sequence receive a credential in AutoCAD and students completing the Foods and Nutrition Sequence are eligible to earn their Food Handler’s License.</p> <p>Students in music classes perform for a variety of community organizations including at Ragazzi, church groups, senior citizen’s homes, restaurants and in the Peninsula Youth Orchestra. Music professionals also come to perform and work with kids. Visual arts students complete research projects on careers in art while updating their resume profiles. All senior English students complete a career exploration project through which they complete detailed research in a career of interest, interview a person working in that career and present the information to their peers. The health class that all ninth graders take requires a community service project, and U.S. history teachers require community projects as well. AVID students develop resume writing and interview skills, and take part in a several career and college related field trips each year. The Technology Education and Literacy in Schools (TEALS) volunteers are professionals in computer science that bring relevant industry expertise to Aragon’s computer science classes. Professionals in theater work with Aragon drama students on the technical aspects of their productions. And the robotics team has advisors from the local business community coaching that help them build a new robot each year for competition in local and state contests. Other programs at Aragon, such as Mock Trial, Harvard Model Congress, and Model United Nations provide access to career awareness and</p>	<p>materials</p>
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exploration. Students also have opportunities to volunteer with organizations that have long-standing relationships with Aragon via Aragon clubs such as KEY Club, Leo Club and PAW Club. Aragon's College and Career Advisor and the Financial Aide and Scholarship Advisor connect students with internship opportunities, summer programs, and concurrent enrollment in technical programs at local community colleges. And the GATE Coordinator organizes field trips for interested students to companies around Bay Area such as Franklin Templeton, Twitter, Facebook and Google.

While Aragon is proud of these efforts engage students in career exploration and preparation, the focus groups concluded that this is an area for improvement going forward, so expanding career-exploration is a focus of Action Plan III.

C. Standards-based Student Learning: Instruction

Strengths and Prioritized Growth Needs

Areas of strength

- Staff uses technology in classrooms to engage students.
- Staff is willing to go beyond the textbook and supplement with other materials.
- The Chromebook checkout program ensures equity.
- The faculty is collaborative; PLC's and TSG support robust curriculum development.
- Faculty make themselves available to students to support their needs.
- Staff uses a diverse set of online tools to supplement instruction.
- Project-based learning allows Depth of Knowledge (DOK) development
- Common core standards are applied across disciplines.
- The school and district support effective professional development.

Prioritized Areas for Growth

- To serve all students, Aragon needs to increase CTE and elective course options.
- The school needs to track students after graduation to better understand the school's performance.
- The school needs to better support LTEL's and EL's.
- Students need more opportunities for job shadowing.
- Teachers need to provide more examples, models and instructions.
- The school should offer ethnic studies courses.
- The school should solicit student input to determine what they want offered for electives.
- There is room to improve the connection to the world of work.
- The field trip policy needs to be more flexible.

Category D: Standards-based Student Learning: Assessment and Accountability

Using Assessment to Analyze and Report Student Progress Criterion

The school staff uses a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders.

Please note that due to the overlap in content, the Findings and Supporting Evidence below address D1.1 and D1.3 in the same response.

Professionally Acceptable Assessment Process

D1.1. Indicator: The school uses effective assessment processes to collect, disaggregate, and analyze student performance data.

Monitoring of Student Growth

D1.3. Indicator: The school has an effective system to determine and monitor all students' progress toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including a sound basis upon which students' grades are determined and monitored.

Findings	Supporting Evidence
<p>Aragon and the SMUHSD regularly collect, disaggregate and present student performance data for analysis to a variety of stakeholder groups. As part of the annual LCAP evaluation of progress, the Director of Curriculum and Instruction gathers and presents data on over 20 discrete measures of success. Currently the LCAP measures include data items such as CAASPP test scores, a-g completion rates, the percentage of students "on-track" for graduation by having 110 units and a 2.0 GPA or better by the end of the 10th grade, the percentage of students having C's or better in 9th grade English, the percentage of students rated college-and-career ready, and a variety of data points gauging student wellness on the California Healthy Kids Survey. These results are disaggregated, when possible, to reveal the progress of high-priority groups: ethnic groups, language minority students, Students with Disabilities, socio-economically Disadvantaged Students, and Special Education students. Results are presented to the governing board, district and site leadership, parent and community groups, and other district staff for analysis and comment. Aragon's administration then presents the data to on-site faculty, staff and parent groups to collaboratively evaluate students' progress towards the academic and college-and-career standards.</p> <p>Aragon's Data Clerk and administration gather and present related</p>	<ul style="list-style-type: none"> • SMUHSD LCAP • LCAP progress reports • TSG presentations • Student work review protocols • Course syllabi • Sample common assignments and rubrics • Parent group meeting agendas • Aragon SPSA, SARC and School Safety Plan • RI and MI reports • Profile grade data

data points annually as part of the preparation of the SPSA and to inform school initiatives and decisions. For example, after Flex Time had been in place for one year, the school conducted a formal evaluation of the program through data such as grades and survey data from parents, staff and students. Each semester, as the Leadership Team selects a focus for the Teacher Study Groups (TSG), members analyze disaggregated CAASPP, grade and other relevant data. The Culturally Relevant Teaching group also led an analysis of data to remind staff of the performance gap for members of the Aragon community. The administration and other stakeholder groups regularly consult CAASPP scores, graduation rates, a-g completion rates, college acceptance rates, CELDT scores, Healthy Kids Survey percentages, free-and-reduced-lunch numbers, 504 information, SAT, PSAT, ACT, and AP scores, numbers of D's and F's, and discipline data to guide Aragon's goal setting, planning and evaluation processes. In keeping with the school leadership's practice, departments, TSG and course-alike PLC's turn to data to determine the success of their efforts.

All English I and English II students entering the SMUHSD take the computer-adaptive Reading Inventory (RI) Assessment at the end their eighth grade year to help with placement, and again at the beginning and end of 9th and 10th grade to measure growth. Algebra and Geometry students take an analogous test at the same intervals. These results are shared with all faculty and administration for analysis in departments, PLC's and the school as a whole. The school also uses PSAT data and the AP potential report to place students in AP classes, especially students from underrepresented groups.

As part of PLC work at Aragon, course-alike PLC's determine a grade scale at the beginning of the year, and nearly all teams produce a common syllabus for the course that sets clear expectations for how the type of work the students will be producing and the grading system that will be used to evaluate that work. Most PLC's report that the team develops and uses common assessments throughout the course and that they work together in PLC time to develop a common rubric, at least for major assignments. Part of the Cycle of Inquiry work that Aragon has done includes examining student work together to calibrate grading of an assessment and to evaluate the success of the instruction. This has been a consistent part of the work in TSG and of how teachers use their PLC collaboration time on Thursdays. Most departments, too, have developed common

- Three-week progress reports
- Schoolloop
- IEP's
- Flex Time tutorial lists

grading scales and grading practices, but focus groups do note that this consistency does not exist schoolwide. Some departments and faculty members have adopted Standards-Based Grading (SBG), and some have not. Some groups weight grades, while others rely strictly on points. Some base the course grade on a few key standards-based assignments, while others may base their final grades on scores of assignments over the course of the semester. This has led Aragon to conclude that the school needs to develop some more consistency in practices schoolwide, so this work forms part of Action Plan I.

Grades are monitored in a variety of ways. Teachers are contractually required to update grades in Schoolloop every six weeks, but the principal asks that it be done at least every two-weeks. Most Aragon teachers update grades every week or even more often. As mentioned earlier, the school collects and analyzes D and F data every grading period and more formally each year. But, in addition to that, the Assistant Principal also does an early progress check at three weeks into each semester. Students with D's and F's at this point are called into the office by grade advisors and counselors to conference about their progress and a parent contact is made. They also conduct these follow up meetings after each six-week grading period. Counselors also give every student a copy of his or her transcript to review each spring as the students prepare to choose the next year's classes. In collaboration with students and families, guidance helps students clarify their post-high-school goals and use transcript analysis to guide scheduling for the next semester.

Throughout the school year, students with 2 or more F's are selected for a targeted Flex-Time Tutorial where adults and student tutors provide extra support to help them get back on track. Also, the family Engagement Coordinator monitors the grades of EL students for D's and F's, and makes contact with struggling students and their families. AVID instructors monitor grades and hold regular conferences with students to discuss progress. Special Education students complete a review of their transcripts and grade goals as part of their annual IEP update, but case managers conduct frequent reviews of students' grades and hold informal and formal conferences with students and families to discuss student growth.

Please note that due to the overlap in content, the Findings and Supporting Evidence below address D1.2 and D3.1 in the same response.

Monitoring and Reporting Student Progress

D1.2. Indicator: The school informs and creates understanding through effective processes to keep district, board, parents, and the business and industry community informed about student progress toward achieving the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Schoolwide Assessment and Monitoring Process

D3.1. Indicator: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Findings	Supporting Evidence
<p>Every year, Aragon updates its Single Plan for Student Achievement (SPSA) that includes goals and targets for student achievement, the School Accountability Report Card (SARC) and the School Safety Plan. As part of this process, administration seeks input from key groups of parents, community members, faculty and staff. Principals create annual goals for their sites that align to the Superintendent’s goals, the LCAP and the SPSA. All of these items are presented to the Board of Trustees for their review. At mid-year and at the end of the year, principals prepare detailed reports including CAASPP scores, wellness and safety indicators, and college and career readiness measures to apprise the Board of students’ progress. The school then keeps parents up-to-date on new data as it comes in and makes more formal reports on progress annually to the PTSO, the ELAC and the Ethnic parent groups. They also receive updates via an e-newsletter, and the SARC and SPSA are posted on the Aragon website. They also present to Site-Council which is made up of staff, faculty, students, parents and administrators, offering a forum for many types of stakeholders to have input. A student progress report is included in the Incoming Eighth Grader Parent Book.</p>	<ul style="list-style-type: none"> • Aragon SPSA • Aragon SARC • Aragon website • Principal’s goals • Board meeting agendas • Parent meeting agendas

D1.3b. Additional Online Instruction Prompts: Evaluate the effectiveness for determining if a student is prepared to advance to the next unit, course, or grade level. Evaluate how course mastery is determined and evaluate the “steps” or “gates” that are in place to prevent students from proceeding to the next unit if mastery has not been demonstrated. Evaluate the effectiveness of the procedures for grading student work whether it is done electronically or individually by the teachers. Evaluate how teachers ensure academic integrity and determine students are doing their own work online.

Findings	Supporting Evidence
<p>The only online course at Aragon is the On-Site Credit Recovery Class (OSCR) that allows students who are behind in credits to recuperate enough English and math credit to graduate. The course uses the Compass program, a standards-aligned, UC a-g approved set of courses. The system strictly regulates students' progression through the lessons and units. It will not allow students to move on to the next section until they demonstrate proficiency in the targeted standards. Each unit of the program includes an assessment portion that is graded electronically, providing immediate feedback. Throughout the course, though, there are also short and more extended performance tasks that students must complete, and these are graded by their credentialed instructor. The instructor in the room monitors students while they work to ensure academic integrity.</p>	<ul style="list-style-type: none"> • Compass course outline • OSCR classrooms • Graded assessments

D2. Using assessment to Monitor and Modify Learning in the Classroom Criterion

Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Please note that due to the overlap in content, the Findings and Supporting Evidence below address D2.1 and D2.2 in the same response.

Appropriate Assessment Strategies

D2.1. Indicator: Teachers consistently use appropriate formative and summative strategies to measure student progress and guide classroom instruction.

Demonstration of Student Achievement

D2.2. Indicator: Teachers use the analysis of assessments to guide, modify and adjust curricular and instructional approaches.

Findings	Supporting Evidence
<p>A central part of the school's professional development over the last three years has been to authentically use the Cycle of Inquiry (COI) to design instruction, evaluate learning and plan re-teaching or next steps. The school's work with this process has greatly improved the faculty's strategic and thoughtful use of assessments. As the COI and backwards mapping processes</p>	<ul style="list-style-type: none"> • TSG COI work • TSG backwards mapping work • Sample

dictate, Aragon teachers have been working in TSG and in PLC's to begin with the learning objectives in mind and then design the summative assessment. Having the end in mind allows Aragon teachers to much more thoughtfully design the lessons and formative assessments required to prepare students with the end in mind. The most difficult shift has been in making time to examine students' work and in adjusting unit or semester plans to accommodate re-teaching when necessary. The addition of collaboration time for PLC's to meet and the support and structure of TSG have made examining work a common practice. Student survey data indicates that they do not always feel that teachers return to re-teach what they do not understand, so, going forward, Aragon needs to build in more time to loop back to difficult concepts, and we need to make it more explicit when we are re-teaching something because of formative assessment results.

In its third year, Aragon's evaluation process also requires teachers to take a systematic approach to formative and summative assessments. Every four years, teachers complete a full evaluation; the interim evaluation is expedited. The full evaluation requires teachers to select a SMART goal and then complete six cycles of creating, implementing, reflecting and improving their teaching. In other words, with the help of an instructional coach, the teachers put themselves through a series of formative assessments until they attain the teaching standard. Also, the reflective process asks teachers to examine student work, reflect on what students learned and still need to know, and then design next steps to implement. Completing six rounds of this process powerfully reinforces the practice of using formative and summative assessments effectively.

In support of this work, for the last five years, teachers have been learning about new assessment tools and techniques. Professional Development days at the district and site level nearly always include breakout sessions in which teachers present effective teaching tools and techniques to their peers. Many of these days have focused on formative assessment and have included workshops on the flipped classroom or how to use technology to facilitate the process.

- formative and summative assessments
- Samples of re-teaching
- AHS evaluation process
- Sample evaluation documents
- PD Breakout session lists

Student Feedback

D2.3. Indicator: Student feedback is an important part of monitoring student and classroom progress over time based on the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Use interviews and dialogue with representative students to evaluate the degree to which learning experiences are understood and relevant in preparing students for college, career, and life.

Findings	Supporting Evidence
<p>Every year, Aragon invites a panel of recent graduates to return after their first year of college to talk about how prepared they felt for college and to provide tips for being successful in college. These students almost universally report that they were confident and capable in their college classes due to the level of work they completed at Aragon. In reviewing the student perception data from the 2017 survey, Aragon students feel they are being well served in many ways that relate to preparing them for college, career and life. 87% of students agree that they are learning at Aragon; 85% of students agree that the faculty and staff think that students can succeed and expect them to do so, and 76% agree that they have access to classes that spark their interest and help them attain the California State Standards. In contrast, however, only 65% agree that their teachers use real-world experiences regularly to expand their learning, and only 54% agree that what they do and learn at school prepares them for the real world.</p> <p>In analyzing these results, the students taking part in the WASC process helped to interpret these results. Ultimately, they feel that Aragon does an outstanding job of preparing students for college, but they would like more exposure to career-related experiences in and out of class. After these discussions, the focus group felt that Aragon should focus more on preparing students for all kinds of post-high school pursuits, so this forms an important part of Action Plan III.</p>	<ul style="list-style-type: none">• Student perception data• Focus group members

D3. Using Assessment to Monitor and Modify Program Schoolwide Criterion

The school, with the support of the district and community, has an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college-and-career-readiness standards, and the schoolwide learner outcomes. The system drives the school’s program to continually improve and to allocate resources to effectively meet student needs.

Curriculum-Embedded Assessments

D3.2. Indicator: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

Findings

Please see the response to Indicators D1.1 and 1.3 for how Aragon examines and analyzes standardized assessments.

Please see the response to Indicators D2.1 and D2.2 for how Aragon examines and analyzes Standards-based curriculum-embedded assessments.

Schoolwide Modifications Based on Assessment Results

D3.3. Indicator: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process.

Findings	Supporting Evidence
<p>Changes to Aragon’s school program, professional development activities and resource allocation are based upon assessment result and research-based.</p> <ul style="list-style-type: none"> • Aragon added Strategic English Support, Intensive English, Intensive Math and Guided Studies courses as a result of testing and grade data that identified a large number of students in need of extra support. • On-Site Credit Recovery (OSCR) began because data revealed too many students having to transfer to the continuation school to have a chance to graduate, and research showed that students had a better chance of graduating if they stayed with their peers at their home school. • The first round of CAASPP results inspired Aragon’s Leadership Team to add collaboration time to the schedule, formalize PLC 	<ul style="list-style-type: none"> • Aragon Course offerings • Pre-OSCR Graduation and continuation school data • CAASPP scores • CRT presentations • Community Data Profile • Spanish for Spanish-Speakers enrollment

<p>structures, and create the Teacher Study Group to advance PD.</p> <ul style="list-style-type: none"> • Performance gaps for some ethnic groups and for Socio-economically Disadvantaged students spurred teachers to create the Culturally Relevant Teaching group. • When numbers indicated that enough students were ready for a second year of Spanish for Native Speakers, the school added the course. • The Guidance department strongly encourages students to take chemistry and biology earlier in their academic careers because the lack of these classes was found to be a major factor in students failing to complete the a-g requirements. • The Wellness Program came to be and grew due to rising levels of depression, stress and self-harming behavior evidenced on the Healthy Kids Survey and in the number of students needing emotional support services. • Flex Time was created to address the stress issues as well as to provide easier access to academic support for the students lagging behind on grades and standardized test performance. • The Chromebook loaner program originated due to the increasing number of Socioeconomically-Disadvantaged students enrolling at Aragon coupled with anecdotal data from teachers and staff. • Because the school is not seeing a marked improvement in the performance of students enrolled in support classes, the Principal is developing a task-force to review placement criteria and practices to ensure students receive the optimal placement. 	<ul style="list-style-type: none"> • Science enrollment • CA Healthy Kids Survey results • Chromebook check out list • Grades and test scores for students in support classes
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Schoolwide Modification Based Upon Assessment Results, continued

D3.4. Indicator: The school periodically assesses its curriculum and instruction review and evaluation processes (including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum).

Findings	Supporting Evidence
<p>As part of a high school district encompassing 6 comprehensive high schools and one completion school, many major policies are determined at the district level. Graduation requirements, the number of credits assigned to a course, the approval of courses and similar issues require review by the leadership of all 7 schools, the SMUHSD leadership and the Board of Trustees. That being said, the Board and the SMUHSD leadership do review and adjust these policies as needed. Also, the SMUHSD subject area councils have recently completed a review and revision of courses of study to reflect the changes in curricula due to the shift to the Academic</p>	<ul style="list-style-type: none"> • Graduation requirements • Course approval process • SMUHSD Council Structure • Data presentations • TSG Agendas

<p>and College and Career Standards.</p> <p>While there is no formal system to review grading and homework policies and the like, most changes in such systems are triggered by other systematic reviews. The administration, faculty and staff regularly analyze and discuss data, attend professional development workshops, help prepare the LCAP, the SPSA, and the WASC report; also, they meet and work together constantly in PLC's, TSG, faculty meetings, and department meetings. Over the last ten years, Aragon has made some major adaptations to its schedule and its practices, including the total revision of the discipline system to Behaviors for Learning, the change from a 6 to a 7-period day, the shift to a modified block schedule from a traditional one, the addition of collaboration time on Thursdays, the addition of Flex Time to block days, the introduction of TOSA teacher-leaders, an overhaul of the PD program, the start of the Teacher Study Groups, the creation of the Culturally Relevant Teaching group, and the introduction of a Wellness program. All of these changes were triggered by one of the practices mentioned above; a person or a group observes some flaw or some way the school could be better, develops a solution, builds consensus with their colleagues, and the group works together to effect change. This WASC self-study is a perfect example of this, as the self-study process has helped Argon identify grading, homework and academic integrity policies as areas in need of improvement, so a process to improve in these areas is outlined in Action Plan I.</p>	<ul style="list-style-type: none"> • BFL, 7-period Day, Flex Time, collaboration time planning materials • LCAP • SPSA • WASC self-study materials
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Schoolwide Modification Based Upon Assessment Results, continued

D3.5. Indicator: The school employs security systems that maintain the integrity of the assessment process. Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.

Findings	Supporting Evidence
<p>Aragon's administration, faculty and staff follow all security guidelines to ensure the integrity of the assessment process. All physical testing materials are kept in a locked room with no direct access to the outdoors. Proctors are trained before testing sessions and provided written directions. Testing staff sign the security affidavits required, and these records are kept secure as well. Any special seating arrangements, as are required in AP testing, are overseen by administration ahead of time and then</p>	<ul style="list-style-type: none"> • Secure test storage area • Security affidavits • AP/PSAT/CAASPP testing protocols

double checked on the testing day. Cell phones are secured during high-stakes testing, and most rooms are manned by two staff at a time to provide more vigilance in the testing room. When substitutes are brought in to help with testing, only district-approved substitutes are used.	
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Please note that the only dedicated online instruction offered at Aragon is in the On-Site Credit Recovery (OSCR) class. Students are only placed in this class for a period or two per day, so they have access to all state-mandated tests that all Aragon students enjoy. For this reason, we do not provide a response to this Additional Online Instruction Prompt.

D3.1b. Additional Online Instruction Prompt: *Evaluate how the school ensures that all online students have access to state-mandated tests and that results are reported to all stakeholders.*

D. Standards-based Student Learning: Assessment and Accountability

Strengths and Prioritized Growth Needs

Areas of Strength

- Professional Development and TSG are strong; the common core/content standards/NGSS are covered and driven by data.
- Stakeholders look at data every year to target student groups.
- The school develops new course offerings based on data (e.g. Guided Studies).
- Departmental collaboration and norms are strong.
- Universal PSAT testing for 10th and 11th graders is paid for.
- The school offers diverse course offerings to support students in reaching their goals.
- The school is able to exercise discretion and vary its process when Leadership deems it necessary.
- During standardized tests, proctors are reliable, and all protocols are all followed explicitly.

Prioritized Areas of Growth

- The staff should engage in a homework discussion regarding research, purpose, policy and effectiveness.
- The school needs to ensure that students have access to resources (e.g. internet, printer) for homework completion.
- The school should explore a variety of assessment tools to demonstrate understanding and to provide effective, quality feedback in a timely fashion.
- The school should try to effect a culture shift to value feedback content on assessments over grades.
- Staff should leverage online tools, pairing technology with support needs.
- The school should make the assessment of the effectiveness of support programs more transparent.
- The school should provide more collaboration time to increase the consistency of grading practices.

Category E: School Culture and Support for Student Personal and Academic Growth

E1. Parent and Community Engagement Criterion

The school leadership employs a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process.

Regular Parent Involvement

E1.1. Indicator: The school implements strategies and processes for the regular involvement of all stakeholder support groups in the learning and teaching process, including parents of non-English speaking, special needs and online students.

Findings	Supporting Evidence
<p>Aragon holds several evening events to invite families onto campus to learn more about what their students are learning. In August, the school holds orientation meetings for new families to help them navigate course selection, provide information about ways to get involved at Aragon, how to monitor student progress, whom to contact with concerns and more. Also, every fall at Back-to-School night, every teacher presents an overview of the year’s academic objectives and of the content the students will study. They also provide tips for how to best monitor their student’s performance and how to get in touch about concerns. At Open House in the spring, families are invited back to see some of their students’ work and to discuss the class’s accomplishments. Aragon also hosts an Expo annually to give prospective students and their families a chance to meet some faculty members, ask questions about curriculum and to see some of the clubs and co-curricular programs that the school has to offer. All of these events are extremely well attended.</p> <p>The PTSO, Site Council, ELAC, Boosters for music, athletics and drama, Latino, Polynesian, and Asian Parent groups all meet monthly with set agendas and with an administrator present. Each of these organizations supports families in having a role and a voice in the direction of the school. These meetings are also a valuable opportunity for school staff to rally the support of the community. To encourage participation of all families, Spanish speaking staff is present for parents who need language support. The Guidance and Wellness departments also put on several meetings for families to help plan for the college application process, to meet with the families of incoming ninth graders for scheduling, to educate them about Wellness efforts at the school</p>	<ul style="list-style-type: none"> • Aragon Website • Back-to-school Night, Open house and Expo invitations • PTSO, Site Council, and ELAC meeting agendas and minutes • Booster meeting agendas and minutes • Other parent meeting agendas and minutes • Aragon handbook • Guidance meeting schedule • Wellness meeting schedule

<p>and to garner their input on how to improve Aragon’s program. Guidance also holds an evening welcome and orientation meeting each spring for the families of Special Education students who will enter Aragon in the fall. The counselors also play an important role in the monthly ELAC meetings that take place at Aragon and in the quarterly DELAC meetings coordinated by the district office.</p> <p>A good deal of family involvement occurs on an individual basis. Special Education teachers, Aragon administrators and general education teachers all participate in annual IEP’s for special education students and their parents or guardians. Guidance and Wellness counselors make themselves available to parents with concerns and reach out to the families of students who may need extra academic or emotional support. The Health Clerk flags families that may be eligible for free and reduced lunch, and she reaches out to them to help with paperwork and to ensure they get the services they are entitled to. Also, the Family Engagement Coordinator works very closely with the ELAC group and with all families of English Learners to solicit their input and to bridge any gaps they feel may inhibit their students’ success.</p>	
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Use of Community Resources

E1.2. Indicator: The school uses community resources to support student learning.

Findings	Supporting Evidence
<p>Because most parents are also members of the local business community, many of Aragon’s connections to business and industry occur at the same parent events mentioned above. In addition, administrators, the College and Career Advisor and the Scholarship and Financial Aid Advisor all cultivate strong relationships with local businesses. Aragon students benefit from a wide variety of scholarships provided by community organizations and businesses. Every two years, Aragon hosts a large-scale career day, when scores of local business people visit the campus and help educate our students about possible career paths. Many other businesses offer Aragon students employment opportunities, internships, job shadowing or field trip opportunities as well. Many of these opportunities are showcased in the Summer Opportunity Fair that takes place each spring to connect Aragon students with community businesses and organizations to take part in work or volunteer activities.</p>	<ul style="list-style-type: none"> • Career Day programs • Career Day evaluation • Computer Science beginning and end of year student survey • Robotics webpage • College and Career Center materials • Weekly announcements

<p>College representatives visit Aragon each week in the fall to provide Aragon students with an overview of what the school has to offer and to offer advice on the application process. AVID also takes its students on college field trips to visit the campuses, see classes and to meet with college admission staff. The SMUHSD also holds a district-wide College and Career Fair, attended by scores of presenters available to answer students' questions and provide information about opportunities open to students and the requirements they must meet to apply.</p> <p>The Technology Education and Literacy in Schools (TEALS) volunteers are professionals in computer science that bring relevant industry expertise to Aragon's computer science classes. The robotics team has advisors from the local business community coaching their efforts. Professionals in theater work with Aragon drama students on the technical aspects of their productions. Leadership works closely with community organizations, including the San Mateo Firefighters, Samaritan House, Challenge Day and Real Leadership. Local organizations are also represented in Aragon's clubs: Interact, Kiwanis, Lion's club and Key Club. The Gifted and Talented (GATE) program also coordinates a variety of field trips each year to enrich Aragon's program and to expose students to real-life applications of their learning.</p>	<ul style="list-style-type: none"> • Emails-AVID and GATE field trips • College and Career Fair flyers • Summer Opportunity Fair flyers
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E2. School Environment Criterion

The school is a safe, clean, and orderly place that nurtures learning and has a culture that is characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement.

Safe, Clean, and Orderly Environment

E2.1. Indicator: The school has existing policies and regulations and uses its resources to ensure a safe, clean, and orderly place that nurtures learning, including internet safety.

Findings	Supporting Evidence
<p>Aragon's campus is well monitored by faculty and staff during the day, and campus aides provide dedicated attention to monitoring students' whereabouts and safety. Aragon also has a School Resource Officer who provides an additional layer of security and works proactively with students to keep the campus safe. Security cameras also provide additional security. All classroom doors can be locked from the inside in case of emergency, and the school carries out all security, fire and Earthquake drills as required. A</p>	<ul style="list-style-type: none"> • Security Cameras • Campus safety data • School Resource Officer • Acceptable Use Policy

<p>card key system has recently been installed to allow faculty and staff access while still keeping the building locked. The campus is well lit and safe in the after school hours. While violence and fighting statistics are low at Aragon, the California Healthy Kids Survey does reveal that some students have seen weapons on campus and have been involved in physical fights, so there is hope that some improvements in the discipline program can make the campus even more secure. Finally, the School Safety Plan is updated annually and submitted to the Board of Trustees for review and approval.</p> <p>The custodial staff is highly efficient and keeps the campus clean and running smoothly. Recent district decisions regarding heating and cooling set points created some problems with the heating and cooling systems, but the custodial staff responded promptly and took all the steps that they could to make rooms comfortable. As in this case, the team responds quickly to keep the campus clean and safe.</p> <p>Aragon has a wireless network dedicated for students that has security filters and controls. Aragon also informs all students and families about the Acceptable Use Policy to clarify the school's expectations related to internet use. There is some concern that some extremely tech-savvy students may be able to log onto alternate networks without the same level of security protections, so this is an issue being looked into by the Technology Support Group (TSG).</p> <p>Beginning in 2016, the school added a second leadership class called Leadership Renaissance to focus on monitoring student morale and to help students and "staffulty" feel appreciated and connected. One of the first steps this class completed was to review the Healthy Kids Survey data to identify areas for urgent action and to create programs to address those needs. The data indicated that stress over school work and home pressures are the most common causes of depression and suicidal thoughts, so the Renaissance class focuses entirely on making Aragon a more inclusive, spirited and supportive environment to help combat these unhealthy trends. Some of the initiatives that the class has taken on include making connections with community organizations such as working with the SMUHSD health and wellness team to bring Challenge Day to Aragon, a program that uses interactive and engaging activities to teach students compassion and to help them feel more connected. They also</p>	<ul style="list-style-type: none"> • Leadership calendars • Announcements • Challenge Day Applications • California Healthy Kids Survey Results
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<p>carry out projects in partnership with the Samaritan House, and they oversee the Toys-for-Tots toy drive. The class regularly organizes free events for the entire student body; examples include Aragon’s whole-school lip dub and student assemblies with motivational speakers who inspire compassion and inclusion. Renaissance organizes a monthly event that connects to a specific health target, usually related to improving mental health or decreasing stress. The group’s efforts even extend to faculty and staff, as they regularly put on appreciation events such as delivering hot chocolate to classrooms, writing thank you notes, making a pancake breakfast, and providing babysitting on Back-to-School Night and Open House evenings. The class also organizes similar activities to improve student morale and connectedness such as “Pin the Person,” where students give each other clothes pins with compliments on them and Don Dollar tables where students who have earned the “dollars” as a reward on spirit days or for academic achievement can redeem them for treats. In addition to these year-long efforts to decrease stress in the Aragon community, the leadership classes also carry out finals week activities such as teaching origami, showing funny movie clips, giving out popcorn, and practicing yoga. Looking forward, the Wellness Department is also working with leadership to develop more workshops for students on issues related to substance abuse, healthy relationships, cyberbullying and stress-management. These plans are more clearly outlined in the Schoolwide Action Plans at the end of this report.</p>	
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High Expectations/Concern for Students

E2.2. Indicator: The school demonstrates caring, concern, and high expectations for students in an environment that honors individual differences and is conducive to learning.

Findings	Supporting Evidence
<p>Aragon’s Mutual Respect Policy was developed collaboratively with all stakeholders more than ten years ago and remains a cornerstone of the school’s program; the posters are in every classroom along with those outlining Aragon’s Student Learner Outcomes (formerly Expected Schoolwide Learning Results). This set of policies encourages students to work cooperatively, but it also recognizes students’ rights to personal space and individual needs.</p> <p>In an effort to make students feel welcome and individually supported, Aragon created a Big Buddies program in which every</p>	<ul style="list-style-type: none"> • Mutual Respect posters • Big Buddy Program description • Jump Start Day agenda • GSA Agendas • Leadership calendar of events • Live announcement scripts

incoming 9th grade student is grouped with 4 or 5 others and matched with an upperclassman. Before school begins, these mentors attend Jump Start Day to welcome new students, lead them through a variety of ice-breaking activities and help them get their schedules. They also meet with their little buddies on the first day of school to give them a tour of their classrooms and introduce them to their teachers. There are other activities planned throughout the year designed to nurture this mentoring relationship. It can be challenging to maintain these relationships throughout the year without a regular time to meet, so Aragon is exploring ways to support these mentors so that the program meets its full potential.

As described in the response to E2.1, Aragon's Leadership Renaissance class works to increase school spirit, student morale and connectedness through a variety of group activities. Other efforts that they lead include the live and video announcements. Students representing all facets of the Aragon community deliver announcements to one fifth period class every Tuesday. This format invites students to be involved in school decisions, as the announcer often has a question to solicit student feedback about clubs, dances, sports, rallies, or school culture in general. The video announcements also showcase new anchors almost every week, and they often include segments introducing students or interviewing them on topics of the day. The video announcements always include some invitation for students to get involved or get connected at Aragon, and they also strive to include some inspirational or uplifting content as well. Another way that Aragon strives to include all students is through Town Hall Meetings. Student leaders hold 3 meetings per year to get student input on school initiatives. To get a diverse group they invite 2 students chosen at random from each 5th period.

Aragon also has a strong Gender and Sexuality Awareness Club that has been a strong voice for the rights of LGBTQ people on campus. The group teaches one lesson each semester in the health class that every ninth grader takes. The group also takes part in a variety of other activities to foster understanding and sensitivity about differences in gender and sexual orientation. The club advisor and other members of the Culturally Relevant Teaching Group worked with an organization called Gender Spectrum to provide training for faculty, staff and leadership students.

- Video Announcements
- CRT presentations
- ELAC agendas
- Asian, Polynesian, Latino Parent group agendas

<p>The Culturally Relevant Teaching Group was formed by a group of faculty who had attended a conference together and wanted to bring the ideas back to Aragon. The group’s mission is <i>to facilitate consistent evaluation of our teaching practices to secure equity and access while maintaining high expectations and a willingness to change in order to promote learning for every student</i>. For the last several years, the group has led the faculty in trainings and discussion on topics such as the need to know and correctly pronounce students’ names, the danger of holding students to a single story, the need to understand student genders, the impact of poverty, the implications of assigning homework, best practices for equity, authenticity, access in our classrooms, and achievement gap data. In 2017-18, the groups shifted its focus to become a reading group and think tank. They have been engaging in regular reading and discussion meetings, and they will have an important role in executing some aspects of the 2018 Action Plans.</p> <p>In addition to the work done through the ELAC parent group, the Family Engagement Coordinator and the Polynesian, Asian and Latino Parent groups that are described in detail in our response to indicator E1.1, Aragon hosts a variety of activities to celebrate the diverse cultures represented on campus. The International Food Fair and Polynesian dance shows have been extremely popular. The school is also beginning an International Cultural Appreciation Week.</p>	
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Atmosphere of Trust, Respect, and Professionalism

E2.3. Indicator: The school has an atmosphere of trust, respect, and professionalism.

Findings	Supporting Evidence
<p>The administration at Aragon maintains an “open-door” policy that promotes an atmosphere of collaboration and mutual respect. Aragon is known in the district as a school with a strong teacher-leader culture as well as a collaborative spirit between the faculty, staff and administration. A particular strength of the administration is that they welcome suggestions and empower teachers to create new programs at the school. Many initiatives, such as the schedule change to permit collaboration time, the adoption of Flex Time, and the restructuring of Aragon’s professional development model relied on administrative <i>and</i> teacher leadership. To further support teachers in leadership roles, the district and site administration have created and financially supported several formal teacher leader roles, including a .4 Professional Development Coordinator position, a .4 Technology</p>	<ul style="list-style-type: none"> • Collaboration time presentations and planning documents • Flex Time presentations and planning documents • Agendas for PD by TOSA’s • PD Calendar • PLC list

<p>Coordinator, a .2 math Professional Development Coordinator, a .2 Science Professional Development Coordinator, and 1.2 FTE dedicated to Instructional Coaching. In addition, the professional development program at Aragon has sought to feature teacher leaders by regularly structuring professional development days to feature teacher-led workshops.</p> <p>Although Aragon has adopted a more formal PLC structure to support work with the Common Core State Standards, the site has always valued collaborative work and encouraged teachers to work and plan in teams. Aragon is a school where people laugh together, work together and make decisions together. A collaborative spirit is always one of the qualities that leadership looks for when hiring new candidates, and all of the faculty and staff perception data supports this view.</p> <p>As described in the responses to indicators A1.2 and A1.3, Aragon makes every effort to include all stakeholders in the decision making of the school. And each parent or stakeholder group has an attached administrator who ensures that communication flows between these groups and leadership.</p> <p>One area for improvement that has surfaced in discussions is a desire for better or more streamlined communication in a few areas. The discipline department needs to improve the consistency, accuracy and completeness of its follow up to report what consequences were assigned for misbehavior and when the students completed the consequence. Also, Wellness and Guidance are bound by confidentiality rules and cannot always provide detailed follow up to teachers who referred students, or they may not know who sent a student during drop-in hours. The stakeholders expressed a desire that these be areas to improve and they are addressed in the Action Plan II.</p>	<ul style="list-style-type: none"> • TSG meeting agendas • Survey data
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E3. Personal and Academic Student Support Criterion

All students receive appropriate academic support and intervention to help ensure school, college, and career success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school. These are enhanced by business, industry, and the community.

Adequate Personalized Support

E3.1. Indicator: The school has available and adequate services to support student’s personal needs.

Findings	Supporting Evidence
<p><u>Aragon helps students succeed academically in a variety of ways.</u> All students have open access to guidance and counseling services with the support of assistant principals, grade level advisors, a college career advisor, a financial aid and scholarship advisor, and three wellness counselors on campus. Aragon is unique within the district for providing four grade-level advisors who are dedicated to supporting the success of every student. This team works collaboratively with the counselors to inform, advise and support students. The guidance staff creates a welcoming atmosphere where all students enjoy a personal connection with trustworthy adults.</p> <p>The Guidance Department begins its effort to support student success even before students arrive at Aragon by reaching out to the five public feeder schools and a variety of private schools. The guidance staff visit all feeder schools in early spring, providing an in-depth presentation regarding the transition to the high school environment and creating the “counselor watch” list of students who will need extra support. The staff also presents valuable information regarding course offerings, high school graduation requirements, college entrance requirements and extracurricular opportunities. In addition to the Aragon Expo mentioned earlier in this report, eighth grade students may visit Aragon for a half day to “shadow” an Aragon student. In the middle of spring, the incoming students with a parent attends a meeting to make course selections for the upcoming school year.</p> <p>Each fall and spring, Guidance and Wellness Department members visit all English classes to review graduation and college entrance requirements, as well as to answer questions for students and remind them of the wealth of resources available to them in the guidance office. Orientation and programming occur in the spring as students meet with an advisor or counselor to review their transcripts, discuss career plans, modify their personal learning plans and sign up for classes for the following year. The guidance staff and faculty work together to monitor student progress. A guidance office document informs the faculty of Aragon’s programs for identifying and supporting a variety of students with special needs. For students that have a GPA below</p>	<ul style="list-style-type: none"> • Guidance office • Feeder school visit schedule • Feeder school visit materials • Expo program • Shadowing schedule • Ninth grade course selection materials • Intervention mailers • Wellness presentation materials • Wellness drop-in visit log and schedule • Kognito training materials • Emails and memos from spring 2017 losses • Health and Wellness student records

2.0, Aragon includes a list of intervention strategies with their report cards. They also send other mailings each year that offer helpful tips for the families of these struggling students. As an added measure to ensure that families are aware of any problem with their students' progress, the Guidance Department encloses an additional letter for any student earning a "D" or "F" on a progress report or report card. The letter outlines the importance of earning C's or better for graduation and for college acceptance. It also outlines a battery of resources available to students for support. Guidance Counselors also work with Special Education Case Managers to coordinate supports for any students with an IEP.

As the wellness program moves into the second year with the addition of a third wellness counselor, Aragon has expanded supports to all students, regardless of official status (e.g. 504 plan, IEP), and increased the amount of social and emotional learning for the entire school population. As outlined in the progress report section of this report, the team has accomplished a great deal in the last year including

- meeting with students in individual or group therapy sessions;
 - attending IEP meetings to assist with writing mental health goals for the students and attending 504 & SST meetings for additional support;
 - facilitating over 10 therapeutic student groups during school hours, including a lunch-time group;
 - counselling over 275 students during drop-in hours;
 - organizing an evening Parent Education Series with the PTSO addressing different areas of mental health that includes community resources;
 - facilitating the "Kognito" training of all faculty and staff;
 - presenting on a variety of wellness topics in classes and assemblies:
 - Supporting students, staff and families after the loss of students in the spring of 2017;
 - Coordinating community resources during the time of crisis: Star Vista, KARA, EAP and other district Wellness Counselors
- In 2016-17, Aragon had fewer students hospitalized for possible self-harm, (suicidal and/or homicidal ideations) than in the 2015-2016 school year. Physical health services are growing too; the health clerk is available every day and the district nurse is on-site at least once per week. The effectiveness should increase with the growth of the Wellness program for issues of hygiene, injury, and sensory testing. This expansion is addressed in Action Plan II.

<p>Aragon is striving to address a growing issue with reducing student hunger among those who qualify for free or reduced lunch and those who do not. Barriers such as computer access to complete free/reduced lunch form, the complexity of the form or embarrassment can stop families from applying. The health clerk has begun calling in qualifying students to walk their families through every step of the process, so more students now receive services. Unfortunately, there is also a group of students who do not qualify for these services but still struggle with hunger. These issues are some that the school hopes to address through expansion of the Wellness program as mentioned in Action Plan II.</p>	
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Please note that due to the overlap in content, the Findings and Supporting Evidence below address E3.2, E3.3 and E3.4 in the same response.

Support and Intervention Strategies Used for Student Growth/Development

E3.2. Indicator: Strategies are used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options.

Support Services – Interventions and Student Learning

E3.3. Indicator: The school leadership and staff ensure that the support services and related activities have a direct relationship to student involvement in learning based on the academic standards and the schoolwide learner outcomes, e.g., within and outside the classroom, for all students, including the EL, GATE, special education, and other programs.

Equitable Academic Support to Enable All Students Access to a Rigorous Curriculum

E3.4. Indicator: Through the use of equitable support all students have access to a challenging, relevant, and coherent curriculum.

Findings E3.2, E 3.3 and E3.4	Supporting Evidence
<p>As described in the response to indicator E3.1, the Guidance and Wellness departments make every effort to know the strengths and challenges that each student faces upon entering Aragon. When students need extra support or alternative instructional options, Aragon has a variety of resources to offer. Ninth grade students reading below a 6th grade level may be placed in Intensive English, a two period class that satisfies a-g requirements and focuses on reading strategies, note-taking skills and literary analysis to improve students’ ability to perform well in English classes going forward. Students reading at a 6th or 7th grade level may take Strategic English Support (SES) as a supplement to the regular English class. The SES teacher plans with the CP English team and models the class on AVID; the students learn Cornell notes and AVID style tutorials to enrich</p>	<ul style="list-style-type: none"> • Syllabi and weekly agendas for Intensive English, SES and Guided Studies • SPM, SST and 504 Meeting Schedules and documentation • After-school tutoring list/log • Tutor Club rosters

their work in the English class. The SES program extends into the 10th grade year, usually serving the former Intensive English students so that they will be prepared to transition out of the support program by junior year. Math offers a similar support program in the ninth grade year. Students in Intensive Algebra are placed in one of two teacher's classes of no more than 15 students. The classes meet simultaneously; the teachers plan together to address the most needed topics, and students can move fluidly between the two instructors to learn the material they most need to address.

Aragon also offers a Guided Studies (GS) program for students with academic struggles in multiple subjects, usually due to social-emotional struggles. The course couples academic support and coaching with lessons on coping mechanisms. The Guided Studies class also provides students with access to Wellness Counselors, the Peninsula Conflict Resolution Center, and employs community building circles based upon Restorative Justice strategies every week in class.

Other ways the school looks to address students' unique needs is through Student Progress Meetings (SPM's, Student Study Teams (SST's) and 504 planning meetings when Guidance Counselors meet with at-risk students and their parents in a formal, proactive process to provide needed academic and support strategies. Also, counselors and teachers meet in learning teams about seniors in danger of not graduating to determine what tactics will help them graduate. At the six-week progress report, grade level advisors identify struggling students and call them in individually to discuss the issues they face and to promote additional support services. Teachers also identify struggling students in their own classrooms and go through appropriate office channels to find support, likely through one of the tutoring programs that are also available, including peer tutoring and adult tutoring after school. Several of the support options at Aragon extend outside of regular class time. Many teachers offer informal tutoring during lunch or after school. An after-school study session takes place in the library on Tuesdays and Thursdays from 3:15 – 4:15 p.m. where teachers and peer tutors are available, and students attending Saturday school receive peer tutoring. Also, there is a Tutor Club that matches student tutors with students who need assistance in any academic subject.

- OSCR course outline
- Compass course of study
- Flex Time presentations, documents and evaluation materials
- IEP's
- Special Education Caseloads
- Directed Studies syllabi
- AVID syllabi
- SMUHSD open-enrollment policy

For students behind in credits, credit recovery is available via summer school, adult school, concurrent enrollment at CSM, and On-Site Credit Recovery (OSCR) classes in which credentialed teachers use the online Compass program to guide students learning. These programs allow many more students to remain at Aragon to graduate with their peers rather than finishing at the SMUHSD's continuation school, Peninsula.

As mentioned in the progress report, Aragon also made changes to create Flex Time to better support student success. The block day schedules were changed so that on Wednesdays and Thursdays students have 35 minute periods during which they may visit any classroom to work toward the academic goal they deem most important; common activities include getting help from a teacher, meeting with group members to work on a project, and working on homework. At the outset, the program also included "Intensive Flex Tutorial" which sought to address the needs of students earning multiple D's and F's. Intensive Flex has gone through a variety of iterations to improve service to these students. In its current state, students with 2 or more F's are assigned to the program, which equates to around 50 students. Around half of these students are sent to teachers who have requested their presence at Flex Time to help the student with assignments or with needed review. The remaining 25 stay in the library and receive help and guidance from all four counselling advisors, one counselor and 2-3 student tutors. In this setting, students have access to texts, makeup work, technology and support. In addition to tutoring from any of the support team, counselling advisors also meet one-on-one with students to discuss personal issues, make improvement plans and help with organization. This can also be a time for targeted presentations from the guidance staff.

Aragon staff helps special education students achieve their IEP goals and work towards proficiency on the State Standards in many ways. Special education counselors place students in the least restrictive environment where they can succeed. As part of this effort, Aragon has introduced co-taught classes in chemistry, biology, English and geometry, where general education and special education teachers work collaboratively to plan and carry out instruction specially adapted to support these students' special needs. Students also have access to support classes such as Directed Studies. The special education staff informs teachers of the strengths, areas of need, accommodations, modifications and

goals for each special education student in their classes. The district office provides funding for instructional aides in general education classes and have located the district's Key Program on Aragon's campus. The program caters to students with school anxiety and allows students to take some of their courses in a more intimate environment while allowing them to access general education classes as indicated by their IEP's. Qualifying students have access to a school psychologist, a speech pathologist, and free in-school therapy; the County Mental Health program also provides counseling. When students no longer need special education services, an IEP is held to ensure a successful transition through proper support and monitoring of the student's progress. Also, many non-special education students receive accommodations through 504 plans where Guidance meets with students and families to devise a set of accommodations that meet their unique needs, such as receiving extra time on tests or being allowed time to decompress in the hall. These confidential plans are passed on to instructors who use them to support these students' success.

Due to the low enrollment of students who require placement in English Language Development (ELD) courses, the SMUHSD only offers these courses at select sites. Aragon ELD students attend one of these schools for the time they need ELD courses and then have the option to attend Aragon once they attain the language skills to be able to do so. As described in other sections of this report, Aragon offers many support classes to continue to support the success of these students in mainstream classes. Also, Aragon's Professional Development program has focused on techniques geared toward supporting these students in general education classrooms, such as ongoing training and work with annotations, Constructing Meaning techniques, and with reading, writing, speaking and listening standards in all subject areas. Also, the school's Family Engagement Coordinator helps to monitor CELDT test results, garner feedback from teachers and closely track the progress of Aragon's EL students.

Aragon also has a thriving AVID program to address the needs of students whose families traditionally haven't attended college. The program now includes 145 students and has increased the number of students from diverse backgrounds successfully taking advanced and AP courses. Aragon encourages all students to consider enrolling in advanced courses by embracing the SMUHSD AP, Honors, Advanced Standing Policy, and Administrative

<p>Regulations Board Policy which states, "The district is committed to providing an environment in which students have equal accesses to classes including AP, Honors, and Advanced Standing classes. Classes will be open to all students who have made an informed decision and understand the course expectations."</p> <p>Aragon also has a thriving Gifted and Talented program with over 350 students involved. An on-site GATE Coordinator establishes contact with students who arrive at Aragon with the GATE designation already in place and manages the identification process for students going through the process during their high school years. There are GATE funds available, and teachers may apply for grants if they have a special enrichment project in mind. Also, the GATE Coordinator plans field trips and on-site events throughout the year, such as attending a screening of the film <i>Marshall</i> or having a Shakespeare company perform in the multipurpose room.</p>	
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E3.3b Additional Online Instruction Prompt: *Evaluate the extent to which the support services and related activities have a direct relationship to student involvement in learning with respect to equity of access, availability of computers and internet.*

Findings	Supporting Evidence
<p>As described in the progress report, Aragon students now have access to 33 mobile carts with 1,155 laptops in classrooms across campus. There are also 3 general-use laptop carts and 4 stationary computer labs available for teachers to reserve. In addition to the resources available in classrooms, the library and other computer labs that are open at lunch and Flex Time for students to use and for access to printing. All students also receive Google accounts that provide access to email, The G Suite of software and Google Drive. Aragon makes graphing calculators available for students to check out from the library, and there are now 60 Chromebooks that students can check out to take home for use outside of school. As some students also struggle to gain access to internet from home, Aragon is currently exploring how to ensure connectivity for students currently without access, as outlined in the Schoolwide Action Plans.</p>	<ul style="list-style-type: none"> • Technology spreadsheet • Google calendar to reserve labs • Chromebook sign out sheet • Calculator sign out sheet

Co-Curricular Activities

E3.5. Indicator: The school ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Findings	Supporting Evidence
<p>In addition to the dances and many other leadership-organized opportunities for students to get involved, Aragon has thriving drama, music and sports programs, and over 50 clubs catering to the varied interests of the diverse student body. Involvement in these co-curricular programs has been shown to increase school engagement, build skills useful in college and career such as time-management, discipline and self-management. They also impart the values of taking part in community discourse and volunteerism, values highlighted in Aragon’s SLO’s. In recognition of these facts, Aragon awards Silver Sword Points to students who participate in these activities. Students earning the required amount of points wear a unique silver tassel at graduation in recognition of this achievement.</p> <p>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 it 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 many ability levels.</p> <p>The Physical Education Department offers elective courses in the junior and senior years to promote continued physical fitness. The competitive athletic program has achieved post season 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. Hundreds of Aragon students participate in varsity and junior varsity sports. Girls’ sports include water polo, cross-country, golf, tennis, volleyball, basketball, soccer, wrestling, badminton, swimming, lacrosse, track and field, softball. Boys’ sports include water polo, cross-country, football, basketball, soccer, wrestling, badminton, swimming, lacrosse, track and field, baseball, golf, tennis and volleyball.</p>	<ul style="list-style-type: none">• Drama enrollment• Sports team rosters• Club charters and agendas• Aragon SLO’s• Silver sword forms• Silver sword graduate lists• Music event notices• Music course enrollment

Please note that the only dedicated online instruction offered at Aragon is in the On-Site Credit Recovery (OSCR) class. Students are only placed in this class for a period or two per day, so they have access to all other support, counseling, co-curricular and other services that all Aragon students enjoy. For this reason, we do not provide additional responses to these Additional Online Instruction Prompts.

E3.1. Additional Online Instruction Prompts: *Comment on the availability and adequacy of the academic counseling, college preparation support, personal counseling, and health services provided for the students involved in online instruction.*

E3.2. Additional Online Instruction Prompt: *Provide evidence that the processes and strategies are effective for incoming students with regard to orientation or induction and the ongoing monitoring and support of the students to ensure all have a full opportunity for academic success.*

E3.5. Additional Online Instruction Prompt: *Evaluate the school's processes to address the needs of socialization for the students and involvement in the school. Provide evidence about the effectiveness of the students' involvement in school and community activities, such as clubs, yearbook, newsletter, newspaper, field trips, volunteer work, service projects, college courses, etc.*

E. School Culture and Support for Student Personal and Academic Growth:

Strengths and Prioritized Growth Needs

Areas of Strength

- Aragon connects with local businesses and community organizations to extend and enhance learning environment for students.
- Flex Time has been added to increase in-school access to faculty/staff/adults to support both academic and emotional needs.
- We have increased support for social and emotional needs of students, staff and community.
- We have a supportive, caring environment.
- School spirit has increased.
- We have a wide variety of choice in class offerings.
- Our staff is welcoming and supportive of new ideas from students or staff.
- There is an increase of peer support for students.
- Our students can take up to 8 classes per semester.
- Students can take courses concurrently at The College of San Mateo

Prioritized Areas of Growth

- Aragon needs to increase communication between administration, guidance and teachers, and between teachers and parents.
- School needs to support families, students and teachers in the transition from Schoolloop to Canvas and Aeries.
- Cafeteria or space for eating is needed.
- Despite our efforts we still have students going hungry.
- Discipline follow-through is inconsistent.
- Not all students are effectively using Flex Time; they sometimes go where they feel most comfortable rather than where they need to go for help.
- Students have little quiet space to work.
- Rules are in constant flux and not consistently followed or enforced.
- Cafeteria food needs improvement.
- Teachers will no longer have the ability to see all student grades once we transition to Canvas.

CHAPTER FOUR

SUMMARY of IDENTIFIED CRITICAL STUDENT LEARNING NEEDS

Implications of the data with respect to student performance

The *Preliminary* Critical Student Learning Needs (CSLN's)

Development Process

In the spring of 2016, stakeholders met in different groups 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. These meetings served as the foundation for creating the preliminary CSLN's.

Strengths Based Upon the Data Profile

After this initial data review, the group observed many strengths in Aragon's program.

- The school has a strong reputation of excellence with full enrollment and a long waiting list.
- Facilities are modern and clean, and they support thriving theater, music, sports, CTE and academic programs.
- Aragon enjoys strong community support, especially in the form of fundraising support, scholarship awards and participation in parent organizations.
- The school works well in concert with the district office; for the most part, they have an aligned vision of what students need and how to achieve this.
- Graduation requirements encourage students to excel and ensure that they are prepared to pursue any post-secondary path that they choose.
- While Aragon still has room to grow in succeeding with all students, the faculty and staff demonstrate a willingness to experiment and try anything that they believe may help students.
- Enrollment is growing, as is the diversity of the student body.
- The AVID program continue to grow, from 119 in 2014-15 to 145 in 2016-17, with all students who stay in the program through senior year earning acceptance into four-year universities.
- The CTE program has expanded its offerings, and more students take advantage of the offerings.
- The faculty is well-prepared and experienced, with an average of 13 years in teaching, and stable, with an average of 9 years in the SMUHSD.
- The SMUHSD and Aragon value professional development, supporting 2.4 FTE worth of coordinators and coaches to support the growth of Aragon's staff.

- The school has shown serious and long-term commitment to adopting the Common Core State Standards through development of PLC's, the TSG, a revamped leadership team structure, and the professional development structure mentioned above.
- Overall performance on the ELA and Math CAASPP tests exceed California and SMUHSD levels, and scores have improved steadily over time.
- Universal PSAT participation in 10th and 11th grades has led to Aragon having the greatest number of National Merit Scholars in the SMUHSD for the last 5 years.
- Aragon students perform well above state and district levels on the SAT exam.
- More students are enrolling in AP courses. 65% of all upperclassmen take at least one AP class with an increase in the percentage of Latinos, Pacific Islanders, English Learners and Students with Disabilities taking AP courses.
- While the number of AP tests taken increased from 965 in 2015 to 1,071 in 2017, the percentage of students scoring 3 or higher increased from 82% to 83%.
- While there is still room to improve, Aragon's Chronic Absenteeism Rate (4%) is significantly lower than that of the SMUHSD (9.3%) and of the State (10.8%).
- Aragon has an excellent graduation rate, reaching 98.4% last year.
- There is still room for improvement, but Aragon has a relatively low number of suspensions each year and only 3 expulsions in the last 3 years.
- Aragon offers a rich variety of sports, music, arts programs, theater and clubs to suit any student interest.
- The percentage of students meeting the UC/CSU a-g requirements upon graduation has grown to nearly 71% as of 2017.
- Student, parent and staff survey data indicates strengths in a variety of areas, but those that stand out most significantly are as follows:
 - 90% of students, 94% of parents and 100% of the faculty agree that Aragon is a safe, clean and orderly place to learn;
 - 94% of students feels that they have access to the materials they need to learn, including technology;
 - 92% of parents feels that Aragon offers many opportunities for students to participate in co-curricular activities;
 - 96% of parents praise the use of Schoolloop to help them monitor their students' progress;
 - 100% of the administration and staff agree that Aragon promotes an atmosphere of respect;
 - 93% of the faculty feels that we have a clearly stated vision based on student needs, and 98% say that there is a commonly held belief that all students can succeed and can achieve the academic standards.
- According to the California Healthy Kids Survey, 72% of 9th graders feel a high degree of school connectedness; 85% of 9th graders and 84% of 11th graders perceive the school as safe of very safe; only 1% report smoking cigarettes.

Areas for Growth Based Upon the Data Profile

- The diversity of the faculty, administration and staff could better reflect that of the student body.
- Enrollment of Students with Disabilities and Socioeconomically Disadvantaged students has increased, so the school will need to expand its services to accommodate growing needs.
- While the student body as a whole performs well on the ELA section of the CAASPP, several high-priority groups do not perform at the same level.
 - In 2017, only 61% of Latinos, 5% of English Learners, 75% of reclassified English Proficient students, 23% of Students with Disabilities, and 59% of Socioeconomically Disadvantaged students met or exceeded standards, compared to 84% of all students.
- In math, stakeholders noted that the percentage of students meeting or exceeding standard did grow from 61% to 63% in 2017, but they identified math as an area of focus for improving the performance of all students. High-priority students also need extra support in math as they do in English.
 - In 2017, only 27% of Latinos, 5% of English Learners, 48% of Reclassified English Proficient students, 0% of Students with Disabilities, and 27% of Socioeconomically Disadvantaged students met or exceeded standards, compared to 63% of the general population.
- This pattern of disparity appears in most other sets of assessment results, including PSAT's, SAT's, and AP's.
- Grade data from Spring of 2017 revealed that students from several high-priority groups are also much more likely to earn D's or F's. While the student body earned 8% D's or F's, English Learners earned 25% D's or F's, Special Education Students earned 16%, African-Americans earned 12%, and Latino students earned 12% D's or F's.
- Discipline referrals indicate a drop in incidents, but tardiness still stands out as a chronic and time-consuming problem.
- Overall, Aragon received a "very high" rating on the College and Career Readiness Indicator, but Socioeconomically Disadvantaged students were at the "medium" level, Students with Disabilities at the "low" level, Latino students at the "medium" level and Pacific Islanders and English Learners were also scored in the "low" range.
- A similar pattern emerges in the percentage of students completing the UC/CSU a-g requirements by graduation. 50% of English Learners, 30% of Socioeconomically Disadvantaged students, 11% of Pacific Islander students, 47% of Latino Students, and 50% of African-American students completed the requirements in 2017, compared to 71% of the entire graduating class.
- With regard to Discipline,

- Only 69% of students felt that consequences for breaking rules are clear and fairly enforced, and only 55% felt that tardy and other discipline policies are enforced fairly and effectively.
 - Only 59% of parents surveyed think that the Behaviors for Learning and other discipline policies are enforced effectively.
 - Only 32% of the faculty and 26% of the staff feel that the BFL and other discipline policies are enforced effectively.
- Only 69% of students felt that they are encouraged to take challenging classes; only 74% felt that they had access to classes that sparked their interest and 65% felt that courses integrated enough real-world experiences.
 - Only 59% of students felt that teachers check that all students understand the material before moving on; only 66% felt that teachers thoroughly review items that not all students understand.
 - Only 66% of students felt that Aragon informs them about what they need to do to achieve their post-high-school goals, and only 65% feel the school helps them plan courses and activities to reach those goals.
 - Only 64% of parents feel that students get enough personal attention, and only 68% feel that students have access to enough help when they struggle academically.
 - The California Healthy Kids Survey alerts the school to several health and wellness concerns (percentages are provided for 9th/11th graders surveyed).
 - 31/32% of students experienced harassment or bullying in the previous year.
 - 6%/18% had used drugs or alcohol in the previous 30 days.
 - 20/27% experienced chronic hopelessness or sadness in the previous year.
 - 9%/14% had considered suicide in the previous year.

Preliminary Critical Student Learning Needs

After this initial examination of Aragon's data, stakeholders identified three preliminary Critical Student Learner Needs.

- 1) Improve the math proficiency of Aragon's math students.
 - Significantly lower the percentage of students scoring "standard not met" on the mathematics CAASPP exam while maintaining or decreasing the percentage of students attaining "standard nearly met." Strategies will especially address the needs of identified significant subgroups such as English Learners, Long Term English Learners, Special Education and socioeconomically disadvantaged students.

- 2) Provide a comprehensive social and emotional learning program and curriculum that provides students with more awareness and skills to manage stress, achieve a better school/life balance and improve emotional wellness. This program would be supported through substantive professional development.
- 3) Complete a comprehensive overhaul to improve the clarity, consistency, and transparency of Aragon discipline policies and practices so that students and staff enjoy a safe, secure and productive atmosphere and demonstrate confidence in the equity and integrity of the discipline program.

Finalized Critical Student Learning Needs

Revision Process

After several meetings spent examining the school's program through the lens of the WASC/CDE Indicators and Prompts, focus groups created prioritized lists of areas for growth. After reviewing these lists and the data profile once again, the CSLN's went through two rounds of revision before earning 95% approval by stakeholders.

Prioritized Areas for Growth Presented to Stakeholders

Group A

- Evaluate support systems for struggling students and revise accordingly.
- Provide options other than four-year college track.
- Continue to make the wellness program a bigger part of the school.
- Better prioritize school goals.
- Communicate better with middle schools.
- Target areas for support to close the achievement gaps.
- Continue to develop the connection between the school and social services.
- Make more explicit how the goals are monitored.

Group B

- The school need to provide more support and options for students for who may not choose to go to college.
- Aragon needs to provide more opportunities for personal collaboration between students, staff and parents to explore post-secondary education and career.
- Aragon needs to find more creative methods of reaching over-stressed or unavailable families to ensure that all know about the processes involved in making college and career choices
- We need to expand the CTE program and offer a wider variety of classes related to practical skills and career. We also need to expand the CTE sequences in the 2nd and 3rd year.
- Teachers need to use technology for effective collaboration and meaningful learning without exposing students to too much screen-time throughout the day.
- The school needs to verify students' ability with technology tools.
- The school could engage in more cross-curriculum integration and allow more time to plan with other schools and common departments.

- The school could do more to ensure students know what it means to be career ready.
- We need to better meet the needs of struggling students from high-priority groups (e.g. EL, Special Education, Socio-economically Disadvantaged, Latino, African-American, and Pacific Islander)

Group C

- To serve all students, Aragon needs to increase CTE and elective course options.
- The school needs to track students after graduation to better understand the school's performance.
- The school needs to better support LTEL's and EL's.
- Students need more opportunities for job shadowing.
- Teachers need to provide more examples, models and instructions.
- The school should offer ethnic studies courses.
- The school should solicit student input to determine what they want offered for electives.
- There is room to improve the connection to the world of work.
- The field trip policy needs to be more flexible.

Group D

- The staff should engage in a homework discussion regarding research, purpose, policy and effectiveness.
- The school needs to ensure that students have access to resources (e.g. internet, printer) for homework completion.
- The school should explore a variety of assessment tools to demonstrate understanding and to provide effective, quality feedback in a timely fashion.
- The school should try to effect a culture shift to value feedback content on assessments over grades.
- Staff should leverage online tools, pairing technology with support needs.
- The school should make the assessment of the effectiveness of support programs more transparent.
- The school should provide more collaboration time to increase the consistency of grading practices.

Group E

- Aragon needs to increase communication between administration, guidance and teachers, and between teachers and parents.
- School needs to support families, students and teachers in the transition from Schoolloop to Canvas and Aeries.
- Cafeteria or space for eating is needed.
- Despite our efforts we still have students going hungry.
- Discipline follow-through is inconsistent.
- Not all students are effectively using Flex Time; they sometimes go where they feel most comfortable rather than where they need to go for help.

- Students have little quiet space to work.
- Rules are in constant flux and not consistently followed or enforced.
- Cafeteria food needs improvement.
- Teachers will no longer have the ability to see all student grades once we transition to Canvas.

Finalized Critical Student Learning Needs

As described above, stakeholders reviewed these compiled growth needs and the data profile to complete two rounds of revision. The main changes that occurred had to do with the sense that the push to increase students support should focus on all subject areas, rather than just math. Also, stakeholders felt that the school needed to put more emphasis on preparing students for careers. These discussions resulted in Aragon's 4 Critical Student Learning Needs.

- 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.
- 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.
- 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.
- 4) Make the academic program more inclusive and inspiring by preparing students for *all* 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.

CHAPTER FIVE

SCHOOLWIDE ACTION PLANS

Introduction

The Creation of These Action Plans

Focus groups studied evidence, including student work, sample assignments and assessments, and the School Community Profile, among other items. After drafting responses to the WASC/CDE Criteria, focus groups created a list of the school's strengths and prioritized areas for growth. 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, and the coordinator created another draft which went through one final round of feedback from all stakeholders.

Content and Format of the Plans

The stakeholders involved in creating these plans required that they be concrete and practical above all else. To this end, each plan begins with specific "Measures of Success" which ensure regular follow up and accountability. Also, each action step builds from the one before in a detailed plan that aims to accomplish a great deal of work concurrently. Strategically, Aragon set ambitious goals for the next few years and then defined ways to build upon them and adapt them to future circumstances through the "Plans for Goal Extension." This way, the school has ideas already prepared when we revise these plans at the 2.5-year mark. Finally, most goals in these action plans are aligned with San Mateo Union High School District (SMUHSD) LCAP and/or other district goals, as indicated throughout with an asterisk (*).

Schoolwide Plan for Monitoring and Revising These Action Plans

Although each action plan includes steps for monitoring and extension, the Aragon staff wishes to ensure that these plans progress on schedule and that we make any revisions to the plans that are indicated as circumstances change. This review and revision will take place in the same focus groups that created them. To this end, the 2018 WASC Coordinator will remain in her role over the next six years, continually updating the Community Data Profile and keeping track of progress on the plans. The Coordinator will lead at least one release-day meeting per semester with all staff to discuss action plans, evaluate progress, create next steps for items that have been completed and revise items that have become obsolete, so each plan will be thoroughly reviewed and revised annually

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

Rationale and Connection to the CSLN's and the SLO's

Aragon High School's vision, mission and SLO's all express the school's commitment to the success of every student, and the SLO's state that students are expected to "know foundation skills and information in each discipline" and to "think creatively using higher order thinking skills." So, Aragon stakeholders highly value the feedback from grade and CAASPP data in evaluating the school's success in meeting the standards, the SLO's and the vision and mission. While CAASPP scores and grade reports indicate that students overall and many subgroups excel academically, the data also clearly indicates that some groups still have not attained proficiency or parity with their peers, jeopardizing their ability to have the widest range of options after high school. For all of these reasons, Aragon has made improving academic performance a Critical Student Learner Need and the goal of Action Plan I.

Measures of Success Aligned with SMUHSD LCAP Goals

1. Increase the percentage of students meeting or exceeding standard on the CAASPP

- 84% of all students met this standard for ELA in 2017.
- Target is to improve by 2% for all students and by 5% for high-priority groups annually, then maintain at 95%+.
- 63% of all students met this standard for math in 2017.
- Target is to improve by 5% for all students and by 7% for high-priority groups annually, then maintain at 95%+.

2. Increase the percentage of 9th grade students achieving "C's" or better in all courses

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

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

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

4. Improve A-G completion

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

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

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

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	Plans for Goal Extension
1. Leverage high-impact instructional techniques schoolwide: CM.*	a. Recruit more teachers from each subject area to attend formal CM trainings.	Fall, 2019	Principal, dept. heads	<ul style="list-style-type: none"> Send another cadre of teachers for more extended training Create a schoolwide plan to leverage CM to help students in all subject area
	b. Provide training in CM to any who have not attended.	Spring, 2019	Admin., SMUHSD	
	c. Make CM techniques a focus for all content areas.	Fall, 2019	TSG	
	d. Provide additional work time to develop CM curriculum.	Summer, 2019	TSG, Admin., Coords., IC's	
2. Leverage high-impact instructional techniques schoolwide: annotations and Cornell notes.	a. Determine which department will focus on annotations and which will focus on Cornell notes. (Eng., Soc. Sci., Math, Sci., World Lang., VAPA, PE/Health, CTE, Support)	Summer, 2019	Leadership Team, AVID	<ul style="list-style-type: none"> Based upon the success of this plan, consider expanding to have each department integrate both strategies into its work.
	b. Determine which grade level or course will adopt each practice; these efforts must ensure that students practice these skills throughout their Aragon career.	Summer, 2019	Leadership Team, faculty	
	c. Provide ongoing professional development and dedicated time for teams to integrate these practices into instruction.	Summer, 2020	Leadership Team, TSG, PLC's	
3. Come to a research-based consensus about some shared homework practices in collaboration with SMUHSD task-force.*	a. Form a site homework task-force to conduct research and lead homework discussions.	Fall, 2019	Admin., faculty	<ul style="list-style-type: none"> Continue to evaluate the homework policy every few years and revise as needed. When revising these action plans, have the HTF meet to explore and suggest next steps.
	b. Gather information about current homework practices by subject area (purpose, practices, effectiveness).	Fall, 2019	HW task-force (HWTF)	
	c. Discuss & evaluate homework policies in light of research.	Spring, 2019	HWTF, faculty, departments, PLC's wellness/guidance	
	d. Develop a core set of homework practices that all faculty agree to observe in pilot form.	Spring, 2019		
	e. Evaluate and revise core homework practices as indicated annually for the first two years.	Spring, 2021	Admin., HWTF, faculty	
	f. Continue participation of Aragon stakeholders on district homework task-force to ensure alignment SMUHSD.	ongoing	Admin., participants	
	g. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.	Spring, 2021	Wellness/guidance	

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
4. Come to a research-based consensus about some shared grading practices that make grades more meaningful and that encourage all students' success.	a. Continue piloting of Standards-Based Grading (SBG) and gather feedback from piloting teachers.	ongoing	SBG pilot teachers	<ul style="list-style-type: none"> • Continue to evaluate the homework policy every few years and revise as needed. • When revising these action plans, have the GTF meet to explore and suggest next steps.
	b. Form a site grading task-force to conduct research on grading best practices and to lead related discussions.	Fall, 2020	Admin.	
	c. Gather information about current grading practices by subject area (purpose, practices, effectiveness).	Fall, 2020	Grading Task-force (GTF)	
	d. Using research, discuss and evaluate current grading practice.	Spring, 2020	GTF, faculty, departments, PLC's wellness/guidance	
	e. Develop a core set of grading practices that all faculty agree to observe in pilot form.	Spring, 2020		
	f. Provide time and PD to support PLC's in integrating policies and practices into instructional materials.	Summer, 2022	Admin., Coords., IC's, PLC's	
	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.	Summer, 2022	Admin., GTF, faculty	
	h. In support of wellness goals, ensure that wellness and guidance staff participate fully in these discussions.	Summer, 2022	Wellness/guidance	
5. Ensure equitable access to and thoughtful use of technology and technology tools.*	a. Continue PD on effective use of technology for instruction and assessment, especially regarding tools to provide effective, individualized feedback in a timely fashion.	Summer, 2021	Instructional Technology Coordinators (ITC's)	<ul style="list-style-type: none"> • Consider moving to 1:1 where students each have personal devices. • Once staff and students have a degree of confidence with Canvas, explore ways to take better advantage of its capabilities in areas such as assessment, providing meaningful feedback, or delivering curriculum.
	b. Expand Chromebook loan program to meet any increase in demand.	ongoing	Admin., ITC's	
	c. Work with the SMUHSD office to ensure students equitable access to the internet at home.	Summer, 2019	Admin., ITC's	
	d. Provide two years of structured support to teachers and students to transition from Schoolloop to Canvas.	Summer, 2020	Admin., ITC's	
	e. Provide two years of structured support to parents and guardians to transition from Schoolloop to Aeries.	Summer, 2020	Admin., ITC's	

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
6. Choose one high-priority group of struggling students for two years of focused, schoolwide intervention, likely EL's.*	a. Conduct focus groups of students to learn what they need and what has worked to support their success.	Fall, 2018	Admin., WASC Coord.	<ul style="list-style-type: none"> Identify another group of struggling students and employ the parts of this program that work best to support them in another targeted, two-year effort.
	b. Clearly identify members of this chosen group of students to guidance, faculty and staff for targeted attention.	Fall, 2018	Admin., WASC Coord.	
	c. Hand review student schedules to ensure proper placement in regular courses and in support as applicable.	Fall, 2018	Admin., Guidance	
	d. Provide extra scaffolds and support for any students of this group taking advanced courses.	Fall, 2019	Admin., faculty, staff	
	e. Have the CRT book group research and present additional strategies and plans to support these students.	Fall, 2019	Culturally Relevant Teaching group	
	f. Decide what role that flex-time, after-school tutoring and other interventions may play in these students' success.	Fall, 2019	Admin, faculty, staff	
	g. Create a plan to incorporate these students' families in supporting their success.	Fall, 2019	Admin., Wellness, guidance	
7. Recruit more people of color and of diverse language backgrounds for faculty and administrative positions.*	a. Discuss and put in place any support systems needed to help these new people with the transition to Aragon and to ensure their success.	Fall, 2018	Leadership Team	<ul style="list-style-type: none"> Work with the recruited staff to build a more robust mentorship program. Work with recruited staff to reach out to colleagues in their credential programs to recruit more people. Work with the SMUHSD to identify and implement ways to recruit more diverse staff.
	b. Establish relationships with credential programs and publicize Aragon's goal to recruit people of color.	Spring, 2018	Admin., Dept. heads, faculty	
	c. Work with the liaisons from credential programs to recruit student-teachers of color to Aragon.	Spring, 2018	Admin., Dept. heads, faculty	
	d. Identify open positions early in the spring and interview and hire desirable candidates as efficiently as possible.	Ongoing	Admin., Dept. heads	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				

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.

Rationale and Connection to the CSLN's and the SLO's

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

Measures of Success Aligned with SMUHSD LCAP Goals

1. Reduce Chronic Absenteeism

- 4% of all students were chronically absent in 2017.
- Target is to reduce this number by 1% annually and then maintain it at 2% or less.

2. Reduce the percentage of students reporting "chronic sadness or hopelessness" on the CHKS

- 20% of 9th graders and 27% of 11th graders reported "chronic sadness or hopelessness" in 2016.
- Target is to reduce these numbers by 3% annually and maintain at 10% or fewer.

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

- 72% of 9th graders and 65% of 11th graders reported a "high degree of connectedness" in 2016.
- Target is to raise these numbers by 3% annually and maintain at 85%+.

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

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

- 59% of parents, 55% of students, 26% of staff/administration and 32% of faculty agreed/strongly agreed in 2017.
- Target is to improve these numbers by 10% annually and then maintain at 80%+.

Action Plan II Wellness, Discipline and Academic Integrity - Goals and Action Steps

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

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
1. Select a wellness theme (e.g. Educating the Whole Child) for a two-year, schoolwide effort that guides work with all stakeholders. Use this work to create support structures that can be leveraged in future wellness efforts.*	a. Analyze parent and student CHKS data and anecdotal/universal screener data from wellness and guidance. Discuss and arrive at a consensus about a theme.	Fall, 2018	Leadership team, WASC Coord.	<ul style="list-style-type: none"> • Once this targeted effort is complete, evaluate its success overall and the success of each type of effort. • Identify remaining gaps and a new wellness need. • Bring forward the effective strategies and develop new ones. • If indicated, identify a new theme to focus the school's efforts.
	b. Continue wellness presentations to students in classrooms and through assemblies to address this theme.	Summer, 2019	Wellness	
	c. 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.	Summer, 2019	Wellness, faculty	
	d. Work with leadership and Bring Change 2 Mind Club students to align goals and continue to plan student-support activities related to the theme.	Summer, 2020	Wellness, leadership, Bring Change 2 Mind	
	e. Expand access to training for students in leadership, Bring Change 2 Mind and others interested in helping to advance Aragon's wellness goals.	Summer, 2020	Admin., leadership, Bring Change 2 Mind	
	f. 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.	Summer, 2020	Wellness, parent groups	
	g. Enlist parent groups to assist in or lead some student activities.	Summer, 2020	Admin., WASC Coord.	
	h. 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.	Spring, 2019	Wellness, guidance, admin.	

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
<p>2. Expand wellness services and access to them; further integrate the wellness program into the school program.*</p>	a. Construct a physical Wellness Center on campus.	Spring, 2019	Admin., Wellness	<ul style="list-style-type: none"> • Explore ways to increase articulation with feeder schools to develop smoother intake systems and improve communication about students with wellness or academic struggles in middle school. • Develop additional strategies and programs for students with acute school anxiety. • Explore academic programs that go beyond brick-and-mortar services for students with mental health issues.
	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).	Fall, 2018	Admin., Wellness	
	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.	Fall, 2019	Admin., WASC Coord., Wellness	
	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.	Spring, 2019	Admin., Wellness	
	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.	Spring, 2019	Admin., Guidance., Wellness	
	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.	Fall, 2019	Admin., Guidance., Wellness	
	g. Build in more supports for the Big Buddy program to increase its impact throughout the second half of the 9th grade year.	Fall, 2019	Admin., Leadership	
<p>3. In tandem with homework discussion (plan I), develop a consistent set of practices related to academic integrity.</p>	a. Review information already gathered about current practices and policies.	Fall, 2019	Admin., faculty	<ul style="list-style-type: none"> • Explore ways to build on the AHS Mutual Respect Policy to help students value integrity and honesty as part of their academic identity. • Next steps will involve creating a more integrated approach that recognizes the connection between discipline, wellness and guidance needs.
	b. Discuss and evaluate current policies and practices in PLC’s, departments and as a faculty.	Fall, 2019	Admin., faculty	
	c. Build on the work already completed to develop a core set of practices that all faculty agree to observe.	Fall, 2019	Admin., faculty	

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
4. Ensure observance of and build confidence in the discipline system's recently revised policies and practices; address discipline issues more proactively.*	a. Remind faculty and staff of revised procedures related to referrals, detention, Saturday school and the how the dean will communicate the consequence assigned and when or how it was carried out.	Fall, 2018	Admin., Dean	<ul style="list-style-type: none"> • Implement a true Restorative Justice Program at the school site including support with RJP for teachers, the dean, the administration, the parents and the students.
	b. Create online tutorials for students, families and staff so that they can review them at any time.	Spring, 2019	Admin., Dean	
	c. Ensure that dean's office updates discipline records regularly and sends follow-up communications in a timely, accurate and efficient manner.	Fall, 2018	Dean	
	d. Expand work with wellness department, parent groups and students to address cyber-bullying proactively <ul style="list-style-type: none"> • repeat 2016-17 presentation with each new 9th grade class and with parent groups, • help create and participate in cyber-awareness week 	Fall, 2019	Wellness, parent groups	
	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).	Fall, 2019	Wellness, parent groups	
	f. Continue to encourage faculty and staff to learn about Restorative Justice Programs and to lay a foundation for future planning.	ongoing	Leadership Team, faculty	
5. Develop a streamlined and reliable system for communicating about students' wellness and counseling needs while still maintaining confidentiality.	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.	Fall, 2019	Wellness, guidance, faculty	<ul style="list-style-type: none"> • Explore ways to further integrate the discipline, wellness and guidance programs so that the programs support each other's success even more. • Use the records from this communication to identify gaps and adjust the school's efforts.
	b. Work collaboratively with guidance to develop a way to inform teachers of students who face wellness challenges while still respecting the students' confidentiality.	Fall, 2019	Wellness, guidance, faculty	
	c. Once developed, put these systems in place, monitor their effectiveness and revise as needed.	Fall, 2020	Admin., wellness, faculty	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				

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.

Rationale and Connection to the CSLN's and the SLO's

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

Measures of Success Aligned with SMUHSD LCAP Goals

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

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	Plans for Goal Extension
1. Provide more access to career-related experiences and learning.*	a. Hire a CTE coordinator for the available .5 position to oversee and coordinate these action steps.	Fall, 2018	Admin., wellness	<ul style="list-style-type: none"> • Explore funding sources to extend and expand the CTE Coordinator position beyond the two-year grant. • Explore ways to build on the science department's internship workshop to involve more students. • Explore creating an internship/work experience program or course.
	b. More fully implement the career exploration and curricular portion of Naviance in the 10 th and 11 th grades.	Fall, 2019	Admin., Guidance	
	c. Use data from the Naviance career assessments to help students think about possible career options and to identify interests.	Fall, 2019	Guidance, CTE Coord.	
	d. Facilitate more guest speaker, field trip, job shadowing, mentorship and internship opportunities by leveraging established contacts and creating a database of career exploration contacts. <ul style="list-style-type: none"> • Canvas all parent groups to gain contacts. • Recruit alumni to participate/help with networking. • Build on Career Day connections and recruit presenters who would be willing to extend the more opportunities to students. • With the help of the SMUHSD office, establish relationships with local companies. 	Fall, 2019	CTE Coord. College and Career Advisor (C&CA), Guidance	
	e. Streamline or explore ways to facilitate the fingerprinting and security clearance process that adult volunteers must pass.	Fall, 2020	CTE Coord.	
	f. Follow the model of college speakers in the fall and offer career speakers in the spring.	Spring, 2020	CTE Coord. C&CA, Guidance	
	g. Video career day presentations and visiting career speakers; create a library of links for students to explore.	Spring, 2019	C&CA, faculty, staff	
	h. Design a resume writing and job application workshop to be offered at least once per semester	Spring, 2019	CTE Coord.	
	i. Provide PD for faculty and staff about viable paths to employment after high school and job requirements.			

Goals	Action Steps	Complete By	Responsible Parties	Plans for Goal Extension
2. Engage more students through increased access to a wider-variety of CTE courses and electives.*	a. 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.	Fall, 2018	Admin., WASC Coord.	<ul style="list-style-type: none"> • Explore ways to provide access to CTE and career related courses beyond Aragon and local college' offerings, such as summer opportunities or online courses.
	b. Gather student input to determine what electives they want offered from the list of possibilities.	Spring, 2019	Admin., WASC Coord.	
	c. Promote concurrent enrollment in career tech classes at local community colleges, especially CSM.	Spring, 2019	CTE Coord.	
	d. Explore the possibility of adding courses that appeal to diverse student perspectives beyond the Ethnic Studies and Polynesian studies currently under consideration.	ongoing	Admin., faculty	
3. Explore offering more choice through core curricular classes.	a. 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)	Spring, 2018	Admin., Guidance, English dept.	<ul style="list-style-type: none"> • Explore beyond site-based courses to provide more options that cater to students' individual interests and goals.
	b. If indicated by the work in English, consider expanding into other subject areas.	Spring, 2019	Admin., Guidance, faculty	
* These goals directly align with the San Mateo Union High School District's Local Control Accountability Plan and district/Superintendent's goals.				