



ARAGON HIGH SCHOOL SELF-STUDY REPORT

900 Alameda de las Pulgas

San Mateo, CA 94404

San Mateo Union High School District

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ACS WASC/CDE Focus on Learning Continuous Improvement Guide 2022 Edition

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Introduction

Brief Background of Aragon High School

Aragon High School opened in 1961. Located approximately 20 miles south of San Francisco in a residential area of the City of San Mateo, Aragon is a four-year, comprehensive high school, one of six in the San Mateo Union High School District (SMUHSD) whose boundaries extend from Belmont to San Bruno. Though district policy permits families to request admittance to any of the six district schools, space permitting, Aragon primarily serves students from feeder schools in Hillsborough, Foster City and San Mateo. In the last few years, the SMUHSD has raised the capacity limit at Aragon, and enrollment has grown from 1,639 when the visiting committee last came to Aragon in 2017-18 to 1,733 in 2020-21. Space at Aragon is in demand, so the school is consistently enrolled at whatever capacity is set by the district and it maintains a substantial waiting list every year. Over the past five years, we have watched our partner elementary school district decline in enrollment; as we go into the 2023-24 school year, our enrollment will be lower than last year (with a cumulative enrollment of over 1,800) with an expected 1,695 at the beginning of the school year.

Aragon High School offers an excellent and varied curriculum, designed to meet the academic and social emotional needs and interests of our students. Students have access to a variety of academic programs, and students are scheduled into classes with a view balanced to meeting student interests, abilities, and needs. Aragon's instructional program includes Literacy, SEL, and Math support programs, grade level instruction, college preparatory, honors, and Advanced Placement. We also offer specialized programs for students with IEPs requiring specialized therapeutic interventions and life skills acquisition.

Diversity, Equity and Inclusion

Over the past six years, the SMUHSD has engaged in discussion about race and equity, hiring Epoch, the National Equity Project, The Acosta Group, Shane Safir, Joe Truss, and Ken Shelton to work with administrators and Ethnic Studies teachers. This has resulted in continued conversations about how we work to support the needs of all students.

At Aragon, two of our 2018 WASC goals focused on increasing the diversity of staff and supporting students with inspiring course offerings. As such, we have made a concerted effort to [attract and hire staff](#) who are student-centered, equity-focused, and offer our students and current staff diverse opinions and perspectives. This has resulted in a significant hiring shift going into the 2022-23 school year, with nearly a 10% reduction in the number of white staff, and an increase in the number of Latino, Black, Native American, and Pacific Islander certificated staff members.

Summary Description of Programs Offered

In addition to offering a full complement of college preparatory courses, Aragon High School offers the following programs to students as described in our [Course Catalog](#):

- **Advanced Placement/Honors** courses are available as open-access courses for students in Art, English, Math, Science, Social Science, and World Language departments. Aragon currently offers twenty AP courses and five Honors courses, all of which result in a grade bump for GPA calculation. In Spring 2023, 605 AHS students took 1,535 AP tests.
- **AVID (Advancement Via Individual Determination)** is our most successful student support program. We currently offer eight sections of AVID (two sections at each grade level) and celebrate the accomplishments of graduating AVID seniors at our last staff meeting of the year. Nearly 100% of AHS AVID students attend college after graduation.
- **Bay Academy** supports students with IEPs with moderate to severe learning needs. The goal of the program is to support students in gaining life skills for post-high school opportunities and allows access to general curriculum in elective courses. This is a certificate program with the post-high school connections to the district Bay University program, for 18-22 year old students requiring a more work-based approach. Bay

Academy is 80% on campus / 20% in the community whereas Bay University is 20% on campus / 80% in the community.

- **Compressed Math** courses support students in completing three levels of math (Geometry, Algebra II, and Precalculus) in a two-year period. Originally conceived to support students who were enrolled in Algebra I as freshmen as an avenue to AP Calculus coursework (without summer or concurrent enrollment coursework), this two-course program has expanded to include students interested in accelerating their math studies.
- **Dual Enrollment Courses** offered in partnership with College of San Mateo and Skyline College in the areas of Business, Entrepreneurship, Video Production, Food and Nutrition, Culinary Arts, Bio Technology, and Kinesiology. Our focus is to support our historically underrepresented groups of students in completing college courses - thus beginning a college transcript - prior to graduating from high school. For the 2023-2024 school year, there are 381 students, for a total of 22% of the school population enrolled in Dual Enrollment classes, with the following groups represented: 27.8% Latino, 1% American Indian, 28.6% Asian, 1.5% Black, 9.4% Filipino, 3.4% Pacific Islander, and 47.2% White.
- **Guided Studies** courses are available for students in all grades and are taught by general education teachers with a focus on supporting students with work completion and learning SEL skills that support emotional resilience and academic persistence. For the 2022-23 school year, the title of this course shifted to "Self and Social Empowerment" (SSE), but most teachers continue to know it as "Guided Studies".
- **Pathway Model Courses** are available for students in Art, Biotechnology, Ceramics, Choir, Computer Science, Culinary Arts, Digital Photography, Dance, Drama, Engineering Technology, Jazz Band, Orchestra, and Video Production.
- **Therapeutic Elective Class** is offered to students with IEPs requiring on-demand access to wellness counseling support. This program offers students with school-avoidant behaviors the flexibility to complete all academic coursework in one classroom setting, with a fading support system as students become more able to participate in the full academic program at AHS. Students in this program are supported by a full-time license MFT.
- **Wellness Center** is staffed by three full-time licensed counselors (MFTs, LCSWs) and offers drop-in, appointment-based, and focused therapeutic services to students. Additionally, Wellness Counselors run groups on topics including grief, anxiety, and gender.

Collaboration for Self Study

Aragon High School's faculty, staff, students, and parents began this self-study in Fall 2023 with the intent of examining its progress toward the established Schoolwide Learner Outcomes, identifying prior critical areas for follow-up, and determining current areas of need. One teacher, designated as WASC Coordinator, was provided with a release period to coordinate, monitor compliance with WASC expectations, and oversee the self-study. The WASC Coordinator and Principal attended virtual WASC training in preparation for guiding the process; additionally, the Principal has recently served as Chair for recent WASC Visiting Teams to further prepare for the process.

We began the self-study process on our first professional development day in August 2023 with a brief overview of the WASC process, a review of our previous three goals, and a data analysis connected to our progress on Goal 1. We continued the self-study process with additional release time over the course of the fall semester where we analyzed data, engaged in small and large group conversations, addressed the WASC criteria and prompts in Focus groups and voted on goals that will propel our school forward.

Staff members were placed in Focus group areas based on their preferences as indicated in a Focus group interest survey. Focus groups included representation from all departments and staff, with an average of 20 people per group. Home groups were established using pre-existing departments (e.g. English, Math, Science, etc.), and focus group members shared their questions and progress with them.

All applicable documents were organized, shared with the appropriate stakeholders, and edited using Google Drive. We used the District-wide adopted learning management system, Canvas, to post slides and Agendas with hyperlinked documents. This included all resources, data, and previous WASC reports. Each Focus Group area had its own Google doc that they collectively used to address the ACS WASC Criteria and indicators and add evidence. All staff had access to each Focus Group's main working document. Departments and Department Chairs had

embedded time to review and comment on these documents, and staff was encouraged to add commentary on their own time throughout the process. Due to the collaboration from multiple bodies, different voices make up the resulting self-study.

All AHS stakeholders - including students - played an active role in the self-study process. This included participating in Focus group meetings to discuss the ACS WASC Criteria and indicators, attending all-staff WASC-centered meetings, completing surveys, providing insight during the data analysis phase, drafting the report, and developing the school's Action Plan. Parent input was also collected through an online Community Meeting, Booster and Parent Group meetings, District LCAP meetings, and our site English Learner Accountability Council (ELAC). Parents provided additional feedback through annual parent surveys and a fall Community survey with questions directly related to previous WASC growth areas. Moreover, student input was gathered through online surveys and more than 11 student-only focus groups conducted in fall 2023.

Significant Developments Since 2018 WASC Self-Study

New Administration & Site Leadership:

Like much of the San Mateo Union High School District, Aragon High School has a long history of steady administrative teams, though there has been significant shifting of site leadership since the 2018-19 school year. Most significantly, Dr. Kurtz retired after serving as Principal for twelve years. Valerie Arbizu, a veteran SMUHSD Assistant Principal for eight years, joined Aragon as Principal in the 2020-21 school year. The end of the 2021-22 school year was a notable one for SMUHSD, as 9 of 25 site administrators stepped down or moved to outside positions, resulting in the largest one-year administrative turnover the district had experienced in more than a decade. As a result, two new Assistant Principals joined the Aragon team for the 2022-23 school year. At the end of the 2022-23 school year, our 5-year veteran A.P. chose to take a leave of absence, which ushered in our final significant new hire in preparation for the 2023-24 school year, a third new Assistant Principal.

One of the key issues cited by administrators who chose to depart or step back to the classroom was a frustration with task completion: tasks and communication requirements had grown, but evening assignments made it difficult to complete tasks during the school day. Simply put, work-life balance was difficult to achieve. In response to the large shift in administrative needs at schools across the SMUHSD, district leadership and site principals reviewed staffing and identified staffing needs in key areas. As a result, Aragon was able to increase staff in January 2023 for our Dean (from 40% to Full-Time), our Athletic Director (from 40% to Full Time), and Campus Security (from two full-time Campus Safety Specialists to three). These three staffing shifts allowed for additional administrative support with student supervision on campus and at evening athletic events.

In addition to administrative shifts, a number of Aragon teacher-leader positions have also shifted in the past three years. This includes a new Activities Director (2022-23), new PD Coordinator (2021-22), two new MTSS Tier I coordinators (one in 2021-22, flipped again for 2022-23), and a new WASC Coordinator in preparation for this self-study (Fall 2023). At the end of the 2021-22 school year, we were able to shift our Counseling personnel a bit as well: two of our four Academic Advisors (classified positions) took on new positions at AHS, allowing us to shift personnel funding to hire a fifth School Counselor. This brought our School Counselor ratio into alignment with other schools: with four counselors, the ratio was 1:450; the addition of the fifth counselor brought our counselor:student ratio to 1:360. Even with a drop in enrollment for the 2023-24 school year, we prioritized the need for a fifth counselor, and will have an average ratio of 1:330 this school year.

Finally, our long-time Administrative Assistant, Becky Foster, retired after serving the Aragon community for nearly 24-years. As anyone in education knows, this position in the front office serves as a linchpin for the workings of the site. With Becky's retirement, we hired Katherine Palomeque at the beginning of the 2023-24 school year. Katherine brings a respectful eye to the way Becky ran the front office and has kept most processes in place, but is updating some processes thoughtfully as she gains more comfort in the position. Katherine also brings an additional fluent Spanish-speaking background, and she is able to welcome all families to Aragon accordingly.

Enrollment Trends:

In the past few years, the SMUHSD has raised and then decreased the capacity limits at Aragon, resulting in recent fluctuations in enrollment. During our last full self-study in Spring 2018, our enrollment was 1,639; we increased to 1,733 in Spring 2021 during our mid-cycle review, served over 1,800 students cumulatively in SY2022-23, and now anticipate dropping close to the 1,700 mark when the Visiting Team arrives in Spring 2024 for this full self-study. Seats at Aragon are in demand, so the school is consistently enrolled at whatever capacity is set by the district and it maintains a substantial waiting list every year. As the SMUHSD anticipates a pattern of declining enrollment over the upcoming decade, Aragon anticipates a reduction in enrollment over time as well.

While our enrollment may fluctuate annually, our student population remains relatively steady over the course of the school year, and the demographics of the school have remained relatively consistent as well. Our student

population is composed primarily of students reporting as White (27.4), Latino (26.7%), and Asian (25.2%), with a significant number of the SMUHSD's Filipino and Pacific Islander students, and the gender split is fairly even with a growing number of students reporting as non-binary. 19.2% of our students are Socioeconomically Disadvantaged (down from 23% just a few years ago), 5.1% are Multilingual Learners, and 6.4% are students with disabilities (IEPs).

This consistency in enrollment and demographic make-up has allowed us to build and maintain positive and supportive relationships with our students - one of the key attractors of our school community. We consistently pull 88% of our students from eight area public and private middle schools in San Mateo, Foster City, and Hillsborough and 12% coming from out of the immediate area. Over 40% of our students consistently come from our closest neighboring school, Borel Middle School.

New Learning Management System & Distance Learning

At the time of the last full visit, Aragon, like all SMUHSD schools, was piloting Canvas: a new-to-SMUHSD LMS with the intention of full adoption in the 2018-19 school year. This work went as planned, shifting from 25% of AHS teachers piloting the program in 2017-18 to full implementation in 2018-19, effectively ending our long-time partnership with SchoolLoop. The interface presented a steep learning curve, and Aragon's Instructional technology coordinators and the AP overseeing the transition provided multiple in-depth training sessions during the spring semester prior to the shift and throughout the fall and spring of the adoption year. The technology team also created a page of "how to" links for the faculty to reference as needed as well as offering drop-in hours during moments of transition to provide help and support to faculty.

This work proved prescient the following year, as teachers relied upon Canvas to communicate activities to students during the fast shut-down days of the late Spring 2020 semester. Professional Development was provided to teachers in the first days of the 2020-21 school year, as Canvas became hubs for both synchronous Zoom classrooms and asynchronous assignment completion. Canvas is now seamlessly integrated into most Aragon classrooms: Since the 2019-2020 school year, Link Crew Leaders train incoming students on how to login and navigate the app during Orientation, PE teachers support 9th and 10th grade students with full logins, and new teachers receive training in the summer prior to setting foot on campus. Our Instructional Technology Coordinator and Assistant Principal over Technology support the continued integration of Canvas into school life.

The transition to Canvas took some of the sting out of the transition to Distance Learning. During the 'Online Year', we used Canvas to communicate with our students - a practice that continues today through the use of dashboard slide announcements and the in-app targeted announcement feature. Teachers continue to use Canvas for course management, grading, and communication.

As part of the shift away from SchoolLoop, Aragon participated in a district-wide website redesign, which has helped with community communications and information management. Families used the website even more during the Distance Learning year as we continuously updated the news items and collected family, teacher, and student communications on the site. Additionally, some structural changes that occurred out of necessity during the Distance Learning days have been refined and continue today, including the following:

- Teacher At-A-Glance weekly email notifications and running reference docs - [2022-23](#); [2023-24](#)
- Family At-A-Glance email updates through ParentSquare
- [Family At-A-Glance message collection](#) began in 2022-23 as a way for parents to find outgoing weekly communications online in an easy-to-translate form from our website
- Online Family Meetings using Zoom Webinars and streamed directly to our [YouTube Channel](#), presented by Counseling and Administration in partnership with the PTSO.

Bell Schedule Shifts:

Like nearly every school in the state, we were engaged in Distance Learning for much of the 2020-21 school year, welcoming about 25% of our students back on campus for the final six weeks of the academic year. During the 2020-21 school year, we met with students two times per week, with a specific synchronous online learning schedule for Monday, Tuesday, Thursday, and Friday, and asynchronous learning and professional development on Wednesdays.

We began the 2021-22 school year with in-person learning and a newly adopted district-wide bell schedule that included four block days per week, Flex Time for students two times per week, and meeting/collaboration time for staff; we continued in-person learning in the 2022-23 school year with additional seats available in the SMUHSD Independent Studies program.

It is important to note here that the Aragon High School staff as a whole resisted the shift in bell schedules: having completed a rigorous process of research, analysis, discussion, and visits to other schools, the AHS staff had created a supportive and agreeable schedule several years prior to the pandemic. The newly adopted schedule was created by two separate committees with district-wide input - one prior to distance learning and again as we re-opened schools for in-person learning in 2021-22. Aragon teachers were well represented in this process, and the resultant schedule allows for more FlexTime for students, but has also reduced contact time with students from four days per week to three, decreased overall instructional minutes by over 1,500 minutes annually, and decreased collaboration and meeting time for staff to 45-minute increments weekly - distributed across Staff Meetings, Professional Development, Department Meetings, and PLC Time. Our site continues to have difficulty maintaining our historically collaborative professional environment with these time limitations, and Principal Arbizu entered into conversations with the district office again in January 2024 to look for ways to add more collaboration time to our shared schedule.

MTSS & Student Supports:

In the Fall 2019, the SMUHSD engaged in training site-level teams in MTSS Tier I supports. The Aragon team used this time to create the [Aragon CARES](#) initiative along with a draft rubric of behavior expectations. This work continued into the 2019-20 school year, and was [completed in the 2020-21](#) school year with the addition of expectations for behaviors online. During the 2021-22 school year, the school continued the Tier I work by adding an award system to acknowledge positive students behaviors ([CARES Cash](#)) and a [Behavior Management Chart](#) to guide teachers and staff in how to work with students struggling to meet the CARES expectations - and when behaviors require Tier II Behavior Interventions. Students are reminded of the CARES expectations annually at grade level meetings with administration, weekly on Mondays through CARES Lessons by leadership students, monthly on ATV News with CARES Card drawings, and every time they look at their [bell schedule cards](#) distributed at the beginning of each school year. CARES Cards can be exchanged for small prizes at our CARES Casita once per week and at the end of the month drawing for larger prizes.

Grade Level Assistant Principals and the Dean work closely to support students struggling to meet Tier I behavior expectations as part of the Tier II team. The district has supported the MTSS work, specifically working with Tier II and Tier III teams, by partnering with Jeremy Fowler from Effective Youth Solutions. We began our work together in the Fall of 2020 and created [site specific targeted interventions](#) during the 2022-2023 SY. Our Tier II team consists of a counselor, an administrator, a wellness counselor, and our Student Success Coordinator. The Tier II team reviews data to identify patterns of need and implements Tier II support programs as indicated. These include programs held during Flex, Wellness Groups, Intensive Flex (ended in 2022-23), Executive Functioning Workshops (SMART HOPS), CICO (Check In Check Out mentoring program), Art Therapy Group, a student mentor program, and more. If a student needs more support, the student is referred to the Tier III team. The Tier II team, formally Student Intervention Team (SIT) includes school counselors, a wellness counselor, School Psychologist, administrators, and the Special Education Department Head. The Tier III team will review the data shared by the Tier II team and provide [next step supports](#) that could include all the Tier II options as well as a schedule change, longer Wellness Support, a Student Support Team meeting, or even formalized testing for special education.

Concerning the chronic absenteeism trends, both the district office and Aragon have made attempts to intervene using multiple supports. First the district, working with grant funds, has hired social workers that are assigned to schools, specifically supporting student attendance needs. The district has shifted from a long-working relationship with Everyday Labs for attendance reporting and data needs, to Attention to Attendance (A2A) by School Innovations and Achievement. A2A provides much more site-specific data, flexibility in reporting, custom communications, and attendance report outreach to families. With A2A data, each site administrator works with the site attendance team, which consists of counselors, social workers, family engagement coordinators, case managers, attendance technicians, and other staff members as needed. The implementation of the Site Attendance Review Team (SART) and the district-based School Attendance Review Board (SARB) are additional interventions

added to help improve the attendance trends. Both meetings are triggered by students reaching truancy thresholds, and provide resources to encourage and plan for improved attendance. As evidence for growth of these new supports, the site-based SART intervention has created a 76.9% attendance improvement rate district-wide.

Diversity, Equity and Inclusion Work:

District Leadership has worked with Epoch, the National Equity Project, and most recently with notable local leaders in this work, Shane Safir and Joe Truss. Additionally, Safir & Truss worked to support district professional development efforts, and Joe Truss was assigned to work with the AHS leadership team.

As a site, we increased our student leadership opportunities to include Link Crew in the 2019-20 school year. Our PTSO supported the addition of the program in preparation for the 2019-20 school year, covering the cost for two teachers were trained to become Link Crew Coordinators through The Boomerang Project, a national organization aimed at helping guide freshmen and transfer students to find both academic and social success. Every student at Aragon is assigned two Link Crew Leaders and a small group of new students who help their transition to high school. Students celebrate each other, participate in group bonding activities, and create a safe space and positive relationship on campus they can always lean on. As of 2023, the program has 100 leaders total, and a leadership class embedded in the school day to support the development and execution of all Link Crew activities.

We have also made an effort to shift our course offerings as a district and site. Beginning with the 2020-21 school year, all freshmen are required to take Ethnic Studies as a graduation requirement. Following the summer of 2020 death of George Floyd and local Black Lives Matter demonstrations, our students were interested in learning more about how they could make positive social change in the world, so we offered a team-taught course on Agency & Social Justice during the 2021-22 and 2022-23 school years. Our District is also open access and students enroll in AP classes without the need for teacher recommendations.

The Counseling office created the [AHS Counseling Mission and Vision](#) to emphasize inclusive and equitable education. During the programming season, the Counseling office conducts Family Course Selection Nights, ensuring inclusivity by providing translations in Chinese and Spanish. In spring 2024, a dedicated family presentation in Spanish, facilitated by our Spanish-speaking school counselors, will take place simultaneously with the English presentation. The English presentation will also feature Chinese translation.

The Counseling office delivers classroom presentations to all current 9th-11th graders during their History classes. Additionally, personalized 1:1 meetings with students are conducted during their Math classes to address questions and ensure appropriate placement. All course requests are documented in Aeries, and the master schedule is constructed based on students' preferences.

In cases where classes reach full capacity, a waiting list and lottery system are implemented. The decision to admit students into the lottery is data-driven, considering factors such as grade level, completion of prerequisites, and access to the class (e.g., whether it is the student's first AP class). This comprehensive approach reflects our commitment to fostering an inclusive and equitable educational environment.

Aragon High School is arguably the most diverse school in the SMUHSD in terms of racial, ethnic, and socioeconomic composition of our student body. As such, the staff at Aragon have long celebrated students for who they are, resulting in almost [90 diverse club offerings](#) categorized as cultural, social, academic, STEM, and service. We also have an incredibly strong Gender and Sexuality Alliance (GSA) that offers presentations to students in our Health and Ethnic Studies classes about student-centered topics. Additionally, 46% of our students play one or more team sport (including cheer and dance). To further support equity across our campus, the staff developed acronym [Aragon CARES](#) (Connect, Achieve, Respect, Engage, and Show Spirit) has provided a consistent schoolwide model for behavior expectations and support structures that tie into our ongoing exploration of both MTSS and PBIS practices. As part of the rollout process, we have carved time out of our schedules on Mondays for Leadership students to present lessons on each of the CARES criteria in classrooms, and we are already in our second implementation of our CARES rewards initiative (now as 'CARES Cards') where students are acknowledged 'in the moment' by staff members for exemplifying one of the CARES criteria. In the Winter of 2022, our Principal and Athletic Director rolled out our 'Super Dons' initiative, which acknowledges students who attend school-based events specifically to support the efforts of their peers. Our Leadership and MTSS Teams are looking forward to continuing to refine these initiatives.

This work is not, however, complete. In the 2022-23 school year, students and staff noted an uptick in the amount of dehumanizing language used across campus, and Fall 2023 we have begun efforts to address this campus-wide in [staff meetings](#), through Student Equity Council, and an ad hoc committee, with staff and student feedback at the center of the work.

Campus Improvements:

Since our last WASC Visit in 2021, we have begun a number of campus and capital improvement projects with the passage of the Measure L Bond in 2019, district funds, and the generosity of our parent community and PTSO.. Projects recently completed or in progress include:

- **Transite Encapsulation - Completed August 2023** Transite is a cement-asbestos composite that was used in the 1950s for quick construction. This project took two summers to complete and resulted in new exterior walls and windows in the A and C Buildings, as well as the North and South Gyms. This project had a dramatic impact on the look of the buildings, as the gray transite paneling has been covered with stucco walls painted in red, black, and beige, resulting in a significantly lighter appearance.
- **Baseball/Flex Field - In Progress** This project includes a complete overhaul of the current field space and will result in a level turf playing field with updated accommodations, netting, and seating for spectators, as well as lights for evening play and practice. The outfield area is also lightly lined as a practice field for out-of-season play and conditioning (e.g. soccer teams can practice while football is still in season, etc.). Projected completion: February 2024.
- **Pool Replastering & Lighting - Completed Jan. 2024** The pool was due for retiling and replastering - most of this work was completed over the summer, but will not be fully completed until November/December due to contractor errors. Students displaced made use of the pool at San Mateo High School. The pool lighting project is still in progress as of November 2023.
- **Outside Seating Spaces - Completed Nov. 2023** As part of the larger Transite Encapsulation project, a part of the budget was carved out to create small outdoor seating areas for staff and the school community on the south side of campus by the tennis courts and the north side of campus outside of the D and E Halls. This work was added after it was clear that staff did not have adequate outdoor lunchtime seating during the height of the COVID pandemic.
- **Wayfinding - In Progress** The addition of new building signage to help visitors and new students find their way on campus. Sign installation is scheduled for Summer 2024.
- **All Gender Changing Area - In Progress** Plans began in June 2023 to reconfigure a team room to an all-gender changing space. As of August 2023, designs have been completed but pricing and timelines are still in flux. There is significant support from the district to complete this project; we hope to complete the work over the Winter Break in 2023-24.
- **Public Address System Replacement - August 2022** During the first summer of the transite project, the district updated all school PA systems. We are still working out a few issues with the system, including the need for additional outdoor speakers as of November 2023.
- **Smaller Completed Projects:**
 - Theater carpet replacement - completed August 2023
 - Refurbish South Workroom furniture - completed August 2023
 - Replace flooring: Classrooms 204, 205, South Workroom - completed July 2023
 - SmartBoard installation in nine classrooms - completed July 2023; six additional boards are scheduled for installation in February 2024.
- **Summer 2024 Projects:**
 - *Fire Panel Replacement & Room Number Signage* The numbering of classrooms at AHS has been done in stages, resulting in multiple rooms with the same numbers. We will fix this issue with the installation of a new fire panel - this will ensure that the fire panel and room numbers match!
 - *Solar Panel Installation* This project will add solar panels to the existing main student parking lot, and will more than double the number of panels installed on campus.
 - *Electric Vehicle Charging Stations* This project will add 5-6 car charging stations near the front office for use by staff and students during school hours. Parking at Aragon is limited, so the placement of the stations is strategic - community members are welcome to use the stations during school

- events, but we are not looking to attract vehicles to the school on weekends or extended breaks.
- *Switchgear Replacement* This project will update the electrical panels for the site.

SPSA & Action Plan Implementation and LCAP Alignment

For the first three years of [2018 Action Plan](#) implementation (2019, 2020, 2021), we had a dedicated WASC Coordinator update progress annually with the staff. This is included in the [Aragon Mid-Term WASC Report](#). Going into the 2020-21, 2021-22, and 2022-23 school year, goals were reviewed with leadership and notes were compiled by the Principal on our [WASC Action Plan Fall 2020-Spring 2023](#) document. It is fair to say that many of the goals created by the school were sidelined by Distance Learning, the dramatic reduction in meeting time with the shift to the district bell schedule, and PD requirements determined less by the site and more by the district. This marks a shift in practice at the district level that has had a significant impact on the site.

WASC goals were aligned with the District [LCAP](#) and site SPSA annually, as demonstrated by our plans here. The SPSA was discussed with Department Heads, PTSO, School Site Council, and ELAC groups prior to submission to the district office for Board Approval. Progress notes are indicated annually in the [SPSA](#), which is publicly available on our website and via SMUHSD Board Minutes - see the Appendices for these documents. As part of the full self-study in 2023-24, a [composite file](#) was shared with staff, parents, and students, for review and editing.

SPSA & Action Plan Progress

At our last full self-study visit in Spring 2018, we identified the Action Plan Items listed below - and maintained all three items (with updated steps) at our Mid-Cycle Review in Spring 2021. Progress highlights are listed below; for specifics, please see our full [AHS WASC Goals & Progress 2018-23](#) document.

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.

- CAASPP scores indicated increases in students meeting or exceeding standards in both ELA and Math, including students.
- Additional strategies for make-up, test retakes, and support have been adopted by some teachers and PLCs to support the learning needs of all students - especially during and after the distance learning period in 2020-21 as a result of the Grading for Equity committee work.
- The Master Schedule is built primarily with student course requests at the center, with allowances for course constraints, staffing constraints, and field trip needs.
- Students from historically underrepresented groups have first priority in enrollment for Dual Enrollment courses held at Aragon High School.
- We hired two new counselors who specialize in working with first generation college-going students and their Multilingual families, as well as hiring another counselor hired to support Social Emotional Learning curriculum.

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

- A [matrix of behavior consequences](#) and [restorative practices](#) was created and implemented, with staff input, by the administrative team (created in 2020-2021 and revised yearly).
- The [Administrative Responsibilities](#) sheet is created and updated annually and shared with families.
- Ongoing focus on Tier I improvements:
 - Use of a common room (A100) for students struggling finding a place to go. Follow up plan for how to best serve those students.
 - Increased access to FLEX and student choice in how they spend their FLEX time.
 - Improvement of Flex attendance in the current year compared to attendance in 2022-23.
- Additional support for Tier II implementation.
 - We hired an outside consultant.
 - New Student Success Coordinator position (2022) supports Tier II interventions.
 - Progress-monitoring system implemented.

- Athletic Study Hall for sophomores participating in athletics or on the spirit squad.
- Various CARES initiatives have been rolled out.

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.

- Dual enrollment program was established at AHS in partnership with the College of San Mateo. The primary purpose was to support students from historically underrepresented groups in completing college credits prior to high school graduation. The program began with two classes in 2021-22, expanded to include Skyline College and six courses in 2022-23 with six courses planned again for the 2023-24 school year.
- 90% of students in the Class of 2023 indicated that CTE offerings were in line with student interests.
- Added BAY Academy in 2022-23 to support attendance area students with moderate to severe learning disabilities.
- Shifted Key Program to Therapeutic Elective Class (TEC) for added flexibility for students with IEPs and significant mental health and wellness needs.
- CTE Waiver Application was created in 2021-22 by the principal to support students who plan to major in non-CTE fields AND have engaged in study in that area consistently since 9th grade.
- New CTE Coordinator hired in 2022-23 to support career-based field trips, career day presentations, and the establishment of partnerships with companies in the area.

Addressing Critical Student Learner Needs

At our last full self-study visit in 2017-18, the following items were listed as our Critical Student Learner 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 (Multilingual 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.

Elements & Indicators Driving School Improvement

Disaggregated grade data, testing data (when available), student/staff/parent survey data, and behavior data are the primary drivers for school improvement at Aragon. Additionally, findings from the Spring 2018 and Spring 2021 WASC Visiting Teams informed our goals and action plans; those action plans along with continuous feedback from staff informed schoolwide PD offerings. Most often, the WASC visiting teams confirmed and validated our site findings, supporting our goals and work as we moved forward.

As a school, there is frustration that we have not viewed data as often in the post-pandemic days as we had prior to Spring 2020. Part of this is due to a lack of valid testing data for two consecutive years (Spring 2020 and Spring 2021), part of this is due to limited meeting time, and part of this is due to shifting administration and district foci. Additionally, our findings are often the same: our Latino, English Learner, and Special Needs students struggle the most in the areas of academics and behavior.

Shifts in School Improvement Plans

We maintained a focus on the three Action Plans set into place in 2017-18. A few goals were not completely addressed due to factors beyond our control (i.e. less time in bell schedule to meet; distance learning due to COVID),

but we have been steadfast in our focus on our identified improvement areas over the past six years. See [WASC Goal and Progress](#) for more detail.

Chapter 2: School Profile & Supporting Data and Findings

For additional information about our school, see the introduction for a brief background on the school and the self study process, and in Chapter 3 Category A, we provide our mission, vision, values, and schoolwide learner goals in the evidence column.

Areas reviewed in Chapter 2 include:

- [Student Demographics](#)
- [Student Performance Data](#)
- [College & Career Preparation](#)
- [Graduation Report](#)
- [School Climate](#)
- [Attendance Data](#)
- [Additional References](#)

Each section below includes bookmarks to specific charts contained in this [overall data document](#).

The end of Chapter 2 includes the identification of [Major Preliminary Student Needs](#) and [Important Questions Raised by Analysis of Student Performance Data and Demographic Data](#).

Student Demographics

[Enrollment Data](#)

Current Data Trends:

- We experienced a significant increase in student enrollment from 2017-18 to 2021-22, gaining nearly 150 students annually over that time period.
- Our district is projecting a decline in student enrollment across all schools. At Aragon, starting in 2022-2023: from 1757 total enrollment 2021-22 to 1690 in November 2023; we are seeing a trend in a decrease in student enrollment in the 9th grade: in 2021-22 we had 449 9th grade students; as of November 2023, we have 389 (a decrease of 60 students in two years).
- The ethnic and racial composition of the student body has remained relatively unchanged over the past five years, with a small decline in the number of Pacific Islander and Filipino students and a small increase in Asian students enrolled at AHS.
- The gender composition of the student enrollment over the past five years reflects a significant shift - from 50.3% female students in 2017-18 to 46.6% in November 2023. We began to calculate the number of non-binary students on campus in 2020-21.
- There is an upward trend in the number of Multilingual Learners attending AHS, particularly Spanish and Arabic speakers.

Analysis:

Generally, our enrollment demographics have remained unchanged. We anticipated a decline in enrollment beginning in the 2023-24 school year which had a minor impact on staffing. Luckily, we were able to manage shifts in staffing through attrition, but we anticipate an annual trend of declining enrollment for the coming 3-4 years. Additionally, we are seeing an increase in our Multilingual Learner student enrollment, which will have an impact on course offerings and instructional practice as we plan for the 2024-25 school year. The district recently announced that Aragon will receive ELD sections for the 2024-25 school year in addition to our current offerings.

Student Performance Data

[CAASPP: Overall Data Comparison](#)

[CAASPP: English Language Arts](#)

Current Data Trends:

- There is a gap in data as students at AHS did not participate in CAASPP or CAST testing during the 2019-20 or 2020-21 school years (like most all schools in California).
- From 2017-18 → 2021-23 school years, there was a 4% increase in the number of students who met or exceeded ELA standards
- Over time, our schoolwide scores trended in the positive direction in Reading (90.3%→93.3%), Listening (92.8%→94.3%), and Research (91.4%→94.8%) - %Above/At/Near standard. Writing remained constant at about 90%.
- Our EL subgroup exhibited the largest overall positive gain in meeting or exceeding standards: from 67.2% → 71.3%, but there is still a large gap between this group and “All Students”.
- Our Latino subgroup made positive gains in Reading (from 80.1% above/at/near standard to 85%)
- Our Students with Disabilities have not made much positive progress over this four year testing comparison. 57.1% of students in this designation remain in the “Nearly Met / Not Met” performance bands; our Economically Disadvantaged Students are the next largest subgroup that is struggling, to the rate of 41.1% in the “Nearly Met / Not Met” performance band.

Analysis:

While there were concerns about student learning gaps, the results from the CAASPP in 2021-22 do not indicate gaps or loss for the whole of our student population. In fact, Aragon students performed better on the CAASPP in Spring 2022 than they did in Spring 2019. We are very proud of the progress that our school is making as a whole, but there are subgroups that are not progressing at the same rate, notably our students who are considered Economically Disadvantaged, Students with Disabilities, Latino, Pacific Islander, and Multi-Language Learners.

[CAASPP: Mathematics](#)

Current Data Trends:

- There is a gap in data as students at AHS did not participate in CAASPP or CAST testing during the 2019-20 or 2020-21 school years (like most schools in California).
- From 2017-18 → 2022-23 school years, there was a 7% increase in the number of students who Met / Exceeded Math standards: from 54% in 2017-18 to 61.1% in 2022-23
- Most subgroups demonstrated an increase in the percentage of students meeting or exceeding standard from 2017-18 to 2022-23. Our Economically Disadvantaged students had the largest shift AWAY from meeting standard in that time period.
- Subgroups with the largest “Nearly Met / Not Met” numbers are our Students with Disabilities (81%), Economically Disadvantaged (80.2%), Latino (74%), and Multilingual Learners (62.2%). We don’t have the data to back this up, but we believe our Pacific Islander students would be in this grouping as well.
- Overall, our students and subgroups are doing well in the areas of “Problem Solving” and “Communicating Reasoning”, as none of our subgroups have more than 30% of students in the % Below Standard. However, our students appear to have the most difficulty in the area of “Concepts & Procedures”.

Analysis:

While we do not have conclusive data for all years due to students not taking CAASPP or CAST during the 2019-20 or 2020-21 school years, many of our subgroups have made some progress in shifting to “Met” or “Exceeded” standard; however, we have too many students continuing to struggle in mathematics.

Current Data Trends:

- Overall English learner enrollment increased in the time period from 2019-20 to 2022-23.
- There was a decline in the past few years in RFEP (Reclassified Fluent English Proficient) enrollment.
- English language proficiency increased in levels 1, 3 and 4 between 2020-21 and 2022-23.
- Oral and written scores mostly increased between 2020-21 and 2022-23 with a decrease in most scores in 2021-22.

Analysis:

We have a number of students performing at Level 1, 2, and 3 - and we do not currently offer an ELD program for EL students at Level 3 or below. Most EL families choose to send their students to schools in the district that offer an ELD program, but those who attend AHS sign a waiver to do so. With the shift in numbers, we will add ELD courses in preparation for the 2024-25 school year. We would also like to increase the number of students meeting the redesignation requirements prior to graduation.

[CA School Dashboard](#)

Dashboard PDF Summaries: [2022](#) / [2021](#) / [2020](#)

[Student Group Summaries](#)

College & Career Preparation

[Students Meeting A-G Requirements](#)

[Career Technical Education Completion Rates](#)

[College and Career Readiness Indicator](#)

[Advanced Placement Data](#)

Current Data Trends:

- Overall the A-G completion rate increased from 2019-2020 to 2020-2021 but had a 4% decrease between 2020-2021 and 2021-2022.
- Almost all groups had an increase in A-G completion rates from 2019-20 to 2020-21 but a decrease 2021-22. All told, nearly 80% of students graduate from Aragon High School having completed UC/CSU A-G requirements.
- There are significant disparities in A-G completion rates by race/ethnicity and socioeconomic status. For example, Asian students have the highest A-G completion rate (95%), while Multilingual Learners (16.7%), Native Hawaiian or Pacific Islander students (10%), and Students with Disabilities (26.7%) had the lowest completion rates of 2023.
- Overall, CTE pathway completion rates have decreased from 2019-20 and 2022-23, from 11.8% of students completing a pathway in 2020 to 8.19% completing in 2023.
- The results of the senior survey indicated that 90% of students felt the CTE offerings were interesting to students.
- The percentage of students qualifying as college and career ready has increased since 2018-19 for economically disadvantaged, Pacific Islander and two or more races, though we have not had data for this calculation since Spring 2020.
- The number of students enrolling in AP courses increased from 1501 seats in 2020-21 to 1829 seats in 2023-24. We also saw an increase in tests completed from 1301 in May 2021 to 1535 in 2023. There are currently 1751 students scheduled to take AP exams in 2023-2024.
- Student performance on AP exams remains high with over 90% of students completing tests with a score of 3 or better. In May 2023, 45% of our students in grades 10-12 took an AP test, an increase from 40% of students in 10-12th grade in May 2020.

- AP Enrollment by Ethnicity is dominated by our Asian and White students, who occupied 49.4% and 33.8% of seats (respectively) during the three year examined time period. Latino students were the next largest subgroup to participate, occupying 10.7% of seats, with the remaining seats taken by 6.2% of our remaining student populations.

Analysis:

Overall, our students are high performing and demonstrate high A-G completion rates, AP course enrollment rates, and AP test scores. Students in our Asian and White subgroups dominate these calculations, with 95% of Asian and 86.4% of White graduates completing A-G requirements, and 83.2% of the seats in AP courses occupied by Asian and White students - while making up just over 52% of our total enrollment. Our Pacific Islanders (10%), Multilingual Learners (16.7%) and Students with Disabilities (26.7%) have the lowest A-G completion rates at graduation.

Graduation Report

[Graduation Rate](#)

[Post Secondary Plans](#)

Current Data Trends:

- Overall graduation rates continue to increase.
- Non-completer rate increased from .5% in 2019-20 to 1.6% in 2021-22.
- The number of students meeting UC/CSU A-G requirements increased between 2019-20 and 2021-22 but decreased from 2020-21 to 2021-22 by 4.2%
- Females are graduating at a .7% rate higher than males.
- Native Hawaiian or Pacific Islander students have the lowest graduation rate at 83.3% followed by Multilingual Learners at 94.7%. Students of two or more races and socioeconomically disadvantaged students are graduating at 96% while students with disabilities are graduating at 97%.
- The dropout rate in 2021-22 was 1.8% for females and 1.5% for males which is an increase from 2019-20 for both groups, but a decrease from 2020-21.
- The dropout rate is highest amongst our Native Hawaiian or Pacific Islander students (16.7% or two students in 2021-22). All groups but white students (1.9%) had a 0% dropout rate in 2019-20. In 2021-22, Multilingual Learners had a 5.3% dropout rate while students with disabilities 3.2%.
- The number of students planning to attend four-year colleges or vocational education increased from 2020. Aspirations for community college overall is decreasing from 2020 to 2023 from 41.86% to 28.01%.

Analysis:

Our students are graduating at higher rates and increasingly have post high school ambitions of attending four year colleges or vocational schools. Students are better prepared to apply to UCs and CSUs by completing the requirements. There is work to be done with our Native Hawaiian or Pacific Islander student population as they have the highest dropout rate amongst all student groups.

School Climate

[Suspension and Expulsion Rates](#)

CA Healthy Kids Survey Data: [Comparison Data \(3-years\), 2018-19 / 2019-20 / 2021-22](#)

Perception Data - Panorama Survey Results: [Comparison Data](#)

- Fall 2023 - [Students](#)
- Spring 2023 - [Students 1](#)

- Fall 2022 - [Staff](#); [Students](#)
- Spring 2022 - [Students](#)
- Fall 2021 - [Staff](#); [Students](#); [Families](#)
- Spring 2021 - [Staff](#)

Student focus group notes: [Fall 2023- SES, SSE, AVID, Leadership, Wellness](#)

Family survey responses:

- Spreadsheet format: [Spanish](#) from ELAC parent group and [English](#)
- Note format in [English](#)

Current Data Trends:

- We are noticing a large drop in numbers post-covid: “Academic Motivation: dropped from 80% in 2019 to 67% in 2022.
- In fall 2023, 69% of students reported that school was their biggest stressor (13% other and 8% family).
- 85% of students in fall 2023, report feeling connected to the Aragon community.
- 44% of students in fall 2023 report most or almost all adults understand student wellness needs.
- 86% of students in fall 2023 report knowing where to get wellness support on campus.
- Overall, students feel happy and physically safe on campus but not always emotionally safe.
- Students and parents alike report that the office and counseling staff is extremely helpful with academic and wellness support but students prefer to reach out to friends for emotional support.
- Overall students have good rapport with each other and adults but some students feel teachers don’t make a personal connection with their students.
- 15% (210) of our students identify as LGBTQ+ and 8% (119) preferred not to answer.
- Majority (85%) of students report being subject to hate speech and microaggressions, but only 50% note that teachers respond appropriately.
- Students noted that many friends joke around amongst friends using *insulting* language but say it’s not intended to be offensive.
- Seniors in 2022 showed improvement in terms of bullying and harassment. Sophomores did not.
- Most students in the focus groups feel students of diverse backgrounds get along.
- 1/3 of students experience chronic depression.
- Latino Males make up the majority of suspensions.
- 0 expulsions!
- 75% of students reported they put a great deal or quite a bit of effort into their classes.
- Many students noted they do not see the relevancy between what they are learning in their classes and post high school plans. 23% of students in fall 2023 reported what they learn in class helps them outside of school.
- In fall 2023, 68% of students feel like they are supported academically at Aragon and 69% often or almost always take advantage of after school tutoring and/or FLEX. 20% of students sometimes do (12% once in a while or almost never do not)
- Some students have an idea about what they want to do post high school but aren’t sure what to do to get there.

Analysis:

Students overall feel physically safe on campus and 85% feel connected to the Aragon community. They know where to go for academic and wellness support. They generally have positive relationships with adults on campus,

but stress some adults do not make personal connections with their students. There has been a drop in motivation and 1/3 of students self-reported that they experience depression. The majority of students have experienced hate speech and/or microaggressions. Students feel that teachers don't always respond suitably. Most students reported hearing racial slurs and insulting language between friends but many felt it was done in a joking, non-aggressive way. 10th graders reported no improvement in bullying and harassment. Latino male students have the highest suspension rate than other groups on campus. Many students do not see a direct connection between what they are learning and how it will connect to outside of school or post high school endeavors. While students do feel supported academically on campus, some are unclear about what they will do after high school. If they know what they want to do, they are unclear on how to achieve their post high school goals.

Attendance Data

[Chronic Absenteeism](#)

Current Data Trends:

- Pacific Islander student absenteeism rate has increased dramatically since 2018-19.
- Pacific Islander and female students, and students with disabilities (21.8% decrease) all had a decrease of at least 3% absenteeism rate between 2021-22 and 2022-23.
- Multilingual Learners had the highest absenteeism rate in 2018-19. In 2022-23 they had a similar absenteeism rate as socioeconomically disadvantaged students (17.6 and 17.5% respectively).
- All groups showed a significant increase in absenteeism rates between 2020-21 and 2021-22.
- Asian students had the lowest absenteeism rates all years - 2018-19 to 2022-23.
- Female students had a higher absentee rate than male students in all years but 2018-19.

Analysis:

After the pandemic-affected year of 2020-21, there was a significant uptick in absenteeism across all groups in 2021-22. Multilingual Learners initially had the highest rate of absenteeism in 2018-19. By 2022-23, their absentee rate was comparable to that of socioeconomically disadvantaged students. Overall, Pacific Islander students show the greatest increase in absenteeism. Between the 2021-22 and 2022-23 school years, Pacific Islander and female students, and students with disabilities, experienced a decrease in absenteeism rates of at least 3%. Asian students consistently had the lowest rates of absenteeism. From 2018-19 through 2022-23 female students generally had a higher absenteeism rate compared to male students. To address absenteeism, our district hired Attendance Social Workers to work with each site. Ours meets with us weekly. She also meets with our families and students (on campus and sometimes for home visits). Many of the students on her caseload are Pacific islanders and students with IEPs or 504's.

Additional References

For specific information about staffing, professional development, school safety, facilities, and more, please review the most recent School Academic Report Cards (SARCs) below. We have also provided copies of our last four School Profiles for a view of how we showcase our information to colleges and universities. [See here](#) for a summary of funding for support programs.

SARC: 2023 / [2022](#) / [2021](#) / [2020](#)

School Profiles: [2024](#) / [2023](#) / [2022](#) / [2021](#)

Major Preliminary Student Needs

- Aragon staff identified a need to minimize hate speech and denormalize dehumanizing language and insults used among students to help foster a more empathetic, compassionate and emotionally safe community. This should include better education around consistent and clear consequences and expectations from ALL staff.
- Aragon staff identified a need for refocused, school wide use of strategies to develop academic identity, skills, and literacy in all classes for all students, particularly for historically underrepresented students and

our rising MLL (Multilingual Learner) population.

- Aragon staff identified a need to increase student motivation and agency and to develop student executive functioning skills.
- Aragon staff identified a need within and outside of classroom curriculum to broaden the development and preparation of skills for post-high school success.

Important Questions Raised by Chapter 2 Analysis

Questions raised by analysis of student performance data and demographic data include the following:

- How can we create clearer, universal Tier 1 supports within the classroom for all students, particularly HUGs and MLL students?
- How do we develop a culture of respect that's equitable and inclusive across all stakeholder groups—especially with regard to dehumanizing language—and create systems for consistent consequences for negative student behavior.
- How can we create systems for leadership and organization to include transparency with aligned common priorities?

Chapter 3: WASC Criteria and Indicators

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

Criterion A1: Vision and Purpose

The school has established a clearly stated vision and purpose reflecting students' needs, current educational research-based practices, with a focus on diversity, equity, inclusion and a belief that all students can learn and achieve. Supported by the governing board and the district Local Control and Accountability Plan, the school's purpose is defined further by schoolwide student goals/graduate profile and academic standards, supported by the governing board and the district Local Control and Accountability Plan.

A1.1 Vision and Schoolwide Learner Goals/Graduate Profile: The school has established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards congruent with research and school practices, and aligned with district goals for students.

A1.2 Equity and Inclusion: The vision and purpose of the school reflects a belief that all students can learn and achieve.

A1.3 Development/Refinement of Vision and Purpose: There are effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

A1.4 Communicating and Understanding Vision and Purpose and Schoolwide Learner Goals: There are effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Findings and Evidence

The school has effectively established a clear, coherent vision and purpose and schoolwide learner goals/graduate profile based upon high-quality standards congruent with research and school practices, and aligned with district goals for students.

The vision and purpose of the school effectively reflects a belief that all students can learn and achieve.

There are somewhat effective processes in place to ensure involvement of all stakeholders/educational partners in the development and periodic review and refinement of the vision and mission, and schoolwide learner goals/graduate profile.

There are somewhat effective processes for communicating with all stakeholders/educational partners to ensure the understanding of the vision, purpose, and schoolwide learner goals/graduate profile.

Aragon has established [Vision, Mission](#) and [Values Statements](#) that are shared in various places, such as the school website and in our [school profile](#). They are aligned with the [LCAP](#) and [SPSA](#) goals. They were created collectively between staff and from input from SSC (School Site Council).

Upon reviewing them this WASC cycle, most staff members noted that the 2017 Vision and Mission [continue to be adequate](#), though some discussion and potential updates may support our shifting foci. As such, our staff plans to revisit them this year.

The 2018 [Aragon CARES values statement \(more detail in Chapter 1\)](#) underlies our commitment to the social-emotional well-being of the school community, aligning with broader goals and guiding student self-assessment. The counseling department gives targeted annual [grade-level presentations](#) to all students related to behaviors that uphold the CARES statements.

The [schoolwide learner outcomes](#) posted on the school website serve as a concrete representation of our dedication to defining the expected knowledge, skills, and attributes that students should acquire during their time at Aragon.

New and potential families are also acquainted with our Vision, Mission, and Values through [diverse presentations](#).

Summary analysis: Aragon staff are working to support students in accordance with our established Mission, Vision, and Values. However, our context, community, and students have changed as a result of the pandemic. We need to ensure a regular, collaborative process for revisiting, reexamining, and evaluating our Mission, Vision, and Values. Academic success has been valued in our community. Now, we look to strengthen the ways in which we meet our students' mental, physical, social, and emotional needs.

In service to all our students, we will consider the following questions: Where are we going? Who do we want our students to become? How do we seek to listen to, serve, and support members of our community who have been disenfranchised in the past? How will we follow through on the commitments we make?

Criterion A2: Governance

The school's purpose is aligned with governing board goals and policies and focused on student achievement and well-being through data driven decisions with the aim of preparing students for college and career readiness.

A2.1 Relationship between the Governing Board and the School: The school community has a clear understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

Findings and Evidence

The school community has a highly effective to somewhat effective understanding of the role of the governing board and how the governing board's decisions, expectations and initiatives guide the work at the school with the aim of improving academic achievement and well-being of all students.

The Aragon school community, including teachers and parents, receive Board agendas via an electronic newsletter. The communications also includes a preview of actions that will be considered, discussed, and/or adopted by the Board. The [Board website](#) is also linked and on the District website. On that website, one can access various information like previous [meeting agendas](#), the [Board's YouTube channel](#) to watch meetings, and Zoom links for meetings. This site also includes a page with information related to reports made to the Board related to student success, areas for improvement, and student outcomes.

While the above information is shared, this group felt there is a lack of clarity on how actual decisions are made within the Board. The process for adding items to the Board agenda is also unclear. The group stated concerns about transparency regarding the Board's role and decision-making process, as well as uncertainty about the Board's authority and its impact on the school.

Additionally, it was noted by some people that some Board members may make decisions without thorough inquiry and may be influenced by potential legal issues and politically charged public commentary.

It's worth mentioning that there are two new Board members, which could potentially bring changes or improvements to the situation.

Summary analysis: Resources are publicly posted and shared with staff on each campus, but there is a lack of understanding of the decision-making processes of the Board, leading to concerns about the quality of decision-making. There is a need for improved communication and clarity in the functioning of the governing board to enhance the effectiveness of decision-making, its impact on the school community, and improve the results for our students.

Criterion A3: Leadership for Learning

The school leadership, faculty, staff, and parent/community collaborate, make decisions and initiate actions that focus on all students' needs and achievement. The result is accountability for implementing practices and programs, including providing services based on the school's purpose, student needs, and the schoolwide action plan/SPSA goals aligned with the district LCAP.

A3.1 Broad-based and Collaborative: The school's leadership, faculty, staff a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

A3.2 Leadership Role in Accountability: The school leadership and faculty demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

A3.3 School Action Plan/SPSA Correlated to Student Learning: The schoolwide action plan/SPSA is directly correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Findings and Evidence

The school's leadership, faculty, staff somewhat effectively a) assess data to determine student needs, and b) determine and implement strategies and actions, and c) monitor results and impact on student learning to support continuous improvement.

The school leadership and faculty somewhat effectively demonstrate shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, actions, and services that support student learning.

The schoolwide action plan/SPSA is effectively correlated to and driven by the analysis of student achievement and other data and aligned with the LCAP.

Aragon is [collaborative](#) and uses data-driven approaches for continuous improvement in student learning. The school leadership, faculty, and staff assess student needs and implement strategies, with a focus on monitoring their impact.

The [district-wide schedule](#) facilitates [collaboration](#) time, but there are constraints due to reduced meeting times with this new schedule. See [Chapter 1 for District-wide schedule info](#). Teachers in this focus area also noted the absence of a formal process at Aragon to critique and evaluate the effectiveness of all Tier III programs due to time constraints within the allotted meeting time.

The PD and MTSS TOSA meet together regularly, and as needed, with the principal, to review agendas for upcoming meetings. Much of the MTSS 1 and [PD work](#) is determined by student needs and feedback from site staff. The TOSAs also attend their district councils to inform their planning.

This group did note there is a need for increased collaborative efforts between classified and certificated staff. Many staff members do not know each other and their respective roles on campus.

[Parent group](#) representatives engage in monthly meetings with the Principal, promoting collaboration and insight sharing. The [school's action plan](#) (SPSA) is based on the site WASC Action Plan and primarily discussed by the School Site Council, but there is a lack of evidence suggesting that individuals not involved in the site council are aware of or have read the SPSA. This raises concerns about the broader staff's understanding of the action plan. Furthermore, it is unclear who is responsible for reviewing the SPSA.

It's important to note that sites in our district are no longer required to complete a SPSA by the state. Our district no longer allows the sites to make major fiscal decisions with regard to the funding sources traditionally reported in the SPSA. LCAP funding decisions are made at the district level.

Recent administrative changes and the [new block schedule](#) have disrupted traditional decision-making processes. Challenges include uncertainty about sufficient information dissemination from leadership to faculty

and difficulties in integrating data analysis into decision-making. There is a need for improved communication and information sharing within the school community.

Summary analysis: While Aragon has a rich history of collaboration that has been embraced school-wide, we have progress to make to achieve a state of true shared decision-making, responsibility, and self-reflection on actions and accountability expectations for implementing practices, programs, and services that support student learning.

Criterion A4: Qualified Staff and Professional Development

Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner goals/graduate profile 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.

A4.1 Qualifications, Preparation, and Supervision of Staff: The school understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school implements effective supervision and evaluation procedures in order to promote professional growth of staff.

A4.2 Professional Learning and Impact on Student Learning: The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career-readiness expectations.

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

Findings and Evidence

The school effectively understands district and school procedures to ensure that leadership and staff are qualified based on staff background and preparation. The school highly effectively implements effective supervision and evaluation procedures in order to promote professional growth of staff.

The school effectively supports professional development/learning and evaluates its effectiveness on teacher practices and student learning, with time, personnel, and resources to facilitate all students achieving the academic standards and college and career-readiness expectations.

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

Aragon prioritizes the [recruitment of qualified staff](#) and our professional development to improve and enhance student learning.

The hiring process for staff is thorough, involving department heads, diverse interview panels, and equity practices that are reviewed with the panel prior to the start of each interview session. The full interview committee provides insight, feedback, and rankings after the completion of the panel process. It is important to note that in the past two years, three new Assistant Principals and a new Administrative Assistant were hired at AHS. The process included paper screenings, panel interviews and input from current administrators and staff working closely with those positions.

Our district supports [professional development](#) and learning so sites are equipped to better serve our students. At Aragon, our professional development team includes dedicated PD (see Jayson Estassi) and MTSS Tier I teacher (see Steve Henderson) coordinators who work closely together and tailor PD based on current research, student needs, and staff input. The [LCAP](#) and district goals are also used to guide PD initiatives. This group also noted a heightened post-pandemic concern and broader societal issue concerning [dehumanizing language](#) used [among students](#). Staff needs additional PD to address this issue, as it affects our entire school community.

In 2020-2021, a [Grading for Equity teacher group](#) met during lunch to explore their grading practices. They adopted various grading strategies into their own classes and shared their findings with the rest of the staff. Teachers also receive a [mark distribution analysis](#) after each grading period to inform instruction.

The PLC process adopted in 2013 is crucial for department collaboration. PLCs have been well-received by all departments and many PLCs use common assessments, rubrics, and curriculum to strengthen and assess their programs in order to better reach their students.

The district invests significantly in its own [teacher induction and mentor program](#) at all school sites. It is impactful as it offers non-evaluative peer support. Instructional Coaches (ICs) have a release period to observe and meet with teachers they are working with. This program has been [effective](#) in guiding teachers toward more focused reflection which often results in change in practice geared toward more equitable teaching. Many teachers [see the benefit](#) of being paired with a peer mentor in a non-evaluative way. Counselors also receive [similar support and coaching](#).

Policy and system reviews are facilitated through various channels, including staff meetings, principal's [Weekly At-A-Glance](#) communications, and an online staff portal. The Campus Safety Team and assistant principal responsible for emergency procedures play key roles in maintaining campus safety and [preparedness](#) on site and for [families](#) off-site.

Summary analysis: SMUHSD and Aragon place a strong emphasis on Professional Development. This group notes that additional PD for co-teachers and classified staff is needed.

Due to decreased meeting times with the new block schedule, the following face challenges to effective implementation:

- Site's ability to review systems and policies
- PLC process
- Systematic approach to evaluate the effectiveness of our programs.

It would be beneficial for the district to create a committee to review the effectiveness and short-comings of the district-wide schedule.

A yearly review of safety procedures outside of traditional classroom settings, particularly during passing periods and lunch, to ensure clarity and effectiveness should be considered.

Lastly, we need to work to understand and address the root causes of heightened anger and expressions of dehumanizing language used among students on campus; it is affecting adults and students alike.

Criterion A5: Resources

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 schoolwide student goals/graduate profile, academic standards, and college- and career-readiness expectations.

A5.1 Resource Allocation Decisions: School leadership and staff are involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

A5.2 Practices and Procedures: Transparent district and school procedures are in place to develop an annual budget, conduct audits and follow quality accounting practices.

A5.3 Instructional Materials: The policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials are effective.

A5.4 Facilities Conducive to Learning: The school's facilities are safe, functional, well-maintained, and sufficient to

support student achievement and the educational program(s) including the use of technology and digital learning.

Findings and Evidence

School leadership and staff are effectively involved in resource planning and allocation decisions aligned with student and personnel needs, and the goals of the schoolwide action plan/SPSA and the LCAP.

Transparent district and school procedures are effectively in place to develop an annual budget, conduct audits and follow quality accounting practices

The policies and procedures are effective for acquiring and maintaining adequate instructional materials and equipment, such as textbooks, other printed materials, instructional technology, manipulatives, and laboratory materials.

The school's facilities are effectively safe, functional, well-maintained, and sufficient to support student achievement and the educational program(s) including the use of technology and digital learning.

Aragon's resource planning and funding allocations are driven by the [district](#) and not the School Site Council.

The district provides the number of course sections available at each school, with administration making the final decisions on their [allocation](#). Department chairs are involved in discussions about the master schedule, beginning in February with discussion of staffing and enrollment projections. Department chairs have considerable input in teaching assignments and common prep prioritization. The [master schedule](#) is created using a combination of student requests and teacher interests, as well as course and teacher constraints, and progress is shared with Department chairs through a shared Google spreadsheet for review over the course of the build process.

Requests for [Aragon Excellence Funds](#) (AEF), or [School Essentials budget](#), is reviewed by the principal and with the AEF committee and approved in open session PTSO meetings. If other line items can cover the requests in the AEF budget (like PD, School Climate, etc.), they are shifted to another budget. Pantry funds (a program that no longer exists as students now receive free meals) have been shifted to school climate use for 2023-24. Department heads receive regular budget updates and manage requests for resources through a structured process.

Students have the [technology](#) and resources they need. The implementation of 1:1 computing was quickly adopted during the pandemic and is standard practice. The textbook adoption process varies by course.

The facilities at Aragon are well-maintained. Recent and planned construction projects enhance the school environment, including transite encapsulation, paint, pool refinishing, new flooring in some rooms, outdoor seating, and a new baseball/flex field. There are plans to build an All Gender Changing Area with lockers and private changing rooms this year. A less jarring bell ring is now being used, as well as a PA system for directing students.

Summary analysis: Aragon students and teachers have the resources they need and there is a process in place to allocate resources for school essentials.

The School Site Council has not met this year due to a lack of quorum. It is important to form a SSC with the appropriate stakeholders. Over the last three years, wifi access points in classrooms and site switches have been updated, but according to many teachers, the WIFI still needs to be improved. This is a need for the district to troubleshoot.

Given the large student population, this group has concerns over staffing levels for technological and facilities support. This is also a need the district should address.

ACS WASC Category A. Organization: Vision and Purpose, Governance, Leadership, Staff, Resources Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Staff work with students to further their individual potential in a way that is academically rigorous.
2. CARES values have currency and are reinforced in a variety of ways.
3. Current Vision represents holistic outcomes for our students (i.e. not just academic success).
4. The culture of collaboration and shared decision making happens frequently on a smaller scale throughout our school. All departments including academic departments, counseling, campus security, and Wellness meet on a regular basis and examine different forms of data to inform decisions.

Areas of Growth

1. Create a regular process for establishing the vision/purpose/mission and evaluating progress that reflects the importance of connection and relational capacity.
2. Administration and staff need to engage in analysis of different forms of data to determine effectiveness of programs and to what extent we are meeting students' needs.
3. Develop practices to strengthen teacher and administration partnership to increase Aragon's ability to have agency around decisions affecting our campus.
4. Stop dehumanizing language that make the student body and staff feel unsafe.

Chapter 3: WASC Criteria and Indicators

Category B: Curriculum

Criterion B1: Rigorous and Relevant Standards-Based Curriculum

All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators in order to meet graduation requirements.

B1.1 Current Educational Research and Thinking: The school provides an effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

B1.2 Congruence with Schoolwide Student Goals: There is congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Findings and Evidence

The school provides a highly effective, rigorous, relevant and coherent curriculum based on current educational research and thinking that supports the schoolwide student goals and academic standards.

There is effective congruence among the concepts and skills taught, the schoolwide learner goals/graduate profile, academic standards, and the college and career readiness indicators.

Aragon actively aligns its curriculum and professional development with current educational research and trends to support schoolwide student goals and academic standards.

In addition to onsite and intradistrict PLCs for singleton courses ([see A4](#) for more PLC info), other key initiatives include the study and implementation of [Culturally Responsive Teaching](#) and [Universal Design for Learning](#), with professional development coordinated by the PD and MTSS Coordinators. This encourages ongoing collaboration and sharing of effective practices. Many programs have also focused on [Social Emotional Learning](#) (particularly in support classes), mindfulness training, and research-based strategies like states of "flow" for enhanced student engagement. (See [D1.2/D1.4](#) for our midyear PD shift).

The adoption of California course standards and [collaborative projects](#) in most departments and programs reflect a commitment to innovative and effective teaching methods. Many programs are making content changes to incorporate culturally responsive teaching and [diverse authors](#).

All teachers received training in [Constructing Meaning](#) (CM) supported by the efforts of TSG/PD. It continues to be employed by all departments across all grade levels. This facilitated the integration of writing and speaking skills across all departments. However, it was discontinued in the last three years, possibly due to the emergence of other priorities related to the pandemic. We also had the allocation for an EL advocate for one year. [Here were the findings](#) at the end of the year to support our MLLs.

Our renewed focus on supporting our growing Multilingual Learner students includes ELD section(s) allocated by the district for the 2024-25 school year and other support classes. See [E3.1-E3.4](#) for more about our support classes.

AVID strategies are implemented across various content areas, and the [Career and Technical Education \(CTE\)](#) programs align with industry standards, emphasizing career readiness. Some examples include resume writing, workshop tours and shadowing, [college tours](#), and interest and career research. These endeavors align with schoolwide student goals, academic standards, and college and career readiness indicators. [See Chapter 1](#) for info about Dual Enrollment.

School counselors deliver [grade level specific presentations](#) throughout the year and utilize [Hatchings Professional Development](#) to enhance counseling practices, focusing on measurable student outcomes and improving equity and access.

Summary analysis: Aragon's curriculum is rigorous, effective, and research-aligned, supporting schoolwide goals and meeting academic standards while ensuring congruence with college and career readiness.

However, we identified a need for revisiting Constructing Meaning (CM) training, especially for new teachers. This group also mentioned the importance of establishing a process to evaluate the effectiveness of support programs. Staff have also identified a need for clearer communication regarding the rationale behind new program additions and student placements into these programs. Additionally, broader school-wide discussions on grading practices were suggested and potentially building on the Grading for Equity initiative ([more info here](#)).

B1.3 Academic Standards and College and Career Readiness Indicators: The school has college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

B1.4 Curricular Integration: There is integration between/among areas of study, academic standards, and college and career readiness indicators.

Findings and Evidence

The school has highly effective college and career readiness indicators and academic standards for each subject area, course, and/or program that meet or exceed graduation requirements.

There is effective integration between/among areas of study, academic standards, and college and career readiness indicators.

Aragon demonstrates a strong commitment to [college and career readiness](#) and academic standards within each subject area and course. Each course adheres to its own set of state [content standards](#).

As mentioned in [B1.1/B1.2](#), counselors provide college and career readiness presentations to each grade level.

Data from CAASPP testing shows a high percentage of Aragon students [meeting or exceeding standards in Math and ELA](#). Additionally, the school's [A-G completion rate](#) surpasses the statewide average, indicating effective alignment with graduation requirements and readiness indicators.

However, graduation rate disparities among student groups like Native Hawaiian/Pacific Islanders, Multilingual Learners, and students with disabilities suggest a need for targeted strategies to support these groups. This is further highlighted by the varying percentages of college and career readiness among these student populations.

Aragon also focuses on collaboration with community partners, local community colleges, and now technical programs, as well as vertical alignment within departments to ensure a coherent educational progression for students. These efforts and trends underscore the school's dedication to meeting academic standards and readiness goals, while also pointing to areas for improvement in supporting underrepresented student groups.

Summary analysis: Aragon exhibits academic excellence. There is a strong adherence to college and career readiness standards, academic benchmarks, and respective content standards. There are notable graduation rate disparities among groups like Native Hawaiian/Pacific Islanders, Multilingual Learners, and students with disabilities that highlight the need for focused support strategies.

B1.5 Community Resources and Articulation and Follow-up Studies: The school engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Findings and Evidence

The school effectively engages with community partners and resources, articulates regularly with feeder schools, local colleges and universities, and technical schools.

Aragon actively collaborates with community partners and educational institutions. Initiatives are currently in progress to enhance these educational pathways through programs like Dual Enrollment (DE) and Career Technical Education (CTE) programs.

Aragon is focused on growing [Dual Enrollment](#) classes, with an emphasis on curriculum development that's integrated across multiple areas of study. The [Middle College](#) program (admission determined by lottery), has proven to be an effective collaboration between our district and our local community college and includes approximately 200 students from our district. See College and Financial Advisor and CTE & Career Coordinator in the College and Career Center for more info.

Various initiatives and practices, such as [AVID presentations](#) to feeder middle schools and specialized support for students with IEPs through the [Transition Partnership Program \(TPP\)](#), reflect a holistic approach to student success.

[Programming nights](#) have been effective in engaging parents, and CTE Programs actively expose students to various College and Career Pathways through field trips, business visits, and guest speaker sessions.

Summary analysis: Multiple initiatives at Aragon demonstrate a strong commitment to engaging with community resources and fostering articulation with various educational partners.

Efforts are underway to improve the process of World Language (WL) placement for incoming 9th graders that is similar to that in Math. The Dual Enrollment onboarding process is being fine-tuned to align teachers with college curriculum.

Criterion B2: Equity and Access to Curriculum

All students have equal access to the school's entire program and the school prioritizes opportunity and advancement for all students. Students receive assistance with a personal learning plan to meet the requirements of promotion or graduation and are prepared for the pursuit of their academic, personal, and career goals.

B2.1 Variety of Programs – Full Range of Choices: 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 career technical options for all students.

Findings and Evidence

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

Aragon provides a variety of programs that are well-rounded, extend beyond traditional academics and offer a full range of choices for students.

Aragon offers a comprehensive range of programs that support a wide array of college, career, and educational paths, catering to the diverse aspirations of our students.

A significant percentage of graduates complete UC/CSU entrance requirements. Many students participate in AP classes, with a high percentage achieving scores of 3 or higher. The majority of Aragon graduates pursue post-secondary education at two-year or four-year institutions. We also support our students who want to go directly into the workforce, or take a gap year after graduation.

The [Career and CTE Coordinator](#) facilitates career exploration and readiness by helping organize various initiatives, including biennial Career Days with over 75+ guest speakers and a Summer Opportunities Fair that exposes students to different industries and potential job opportunities.

Aragon's robust [Career Technical Education \(CTE\) program](#) currently has five pathways: Design, Visual, and Media Arts, Engineering Technology, Biotechnology, Food Services and Hospitality and Computer Science. They align with industry standards and workforce needs. These programs incorporate practical experiences like field trips, [guest speakers](#), and events focused on enhancing college and career readiness skills. Some skill-building activities include resume writing, interview preparation, and professional networking.

[School counselors](#) play a pivotal role in guiding students through post-high school planning and course selection, utilizing tools like Naviance and Californiacolleges.edu for streamlined college applications and career exploration.

The introduction of the [Student Success Coordinator](#) position post-pandemic has been instrumental in providing valuable resources like [Athletic Study Hall](#) and after-school tutoring to support students' academic success. This coordinator also delivers in-person career opportunities presentations (Fall 2023) to AVID and SSE (formerly Guided Studies) classes, aiming to highlight campus resources and improve students' college and career readiness skills. See our current Student Success Coordinator, Ash Parham, for more info.

[Embedded FLEX time](#) enhances students' academic success and skills by giving students flexibility in choosing their support options, such as peer tutoring, group work, and teacher assistance.

While Aragon offers options for CTE pathways, the range is somewhat limited for students who wish to go into the trades. We are making efforts to improve access and CTE pathway options for students in programs like the [Bay Academy](#) (See Derrick Bridger for more info). This is a program tailored for students with moderate to severe disabilities, offering weekly Community Based Instruction lessons and hands-on field experiences.

Summary analysis: Aragon is dedicated to providing students with a comprehensive range of options and programs to support their diverse interests and aspirations for post-secondary education and career paths.

There is room for improvement in preparing students for non-UC/CSU 4-year post-secondary options. The school acknowledges that there could be more on-campus electives, especially for students interested in trades or non-academic pathways. While there are field trips, there is a desire for more on-campus offerings that actively engage students and enhance their enthusiasm for attending school.

B2.2 Access to Curriculum, including Real World Experiences, by All Students: A rigorous, relevant, and coherent curriculum that includes real world applications is accessible to all students through all courses/programs offered. Course enrollment patterns reflect the diversity of the school's students.

Findings and Evidence

A rigorous, relevant, and coherent curriculum that includes real world applications is effectively accessible to all students through all courses/programs offered. Course enrollment patterns somewhat effectively reflect the diversity of the school's students.

Aragon provides a rigorous and [relevant curriculum](#) with real-world applications, accessible to all students through a variety of courses and programs. Notably, Aragon offers unique opportunities like the district's only [Tech Theater class](#), which employs Aragon students for real-world tech theater positions at other schools. This class could be enhanced by giving CTE and Dual Enrollment credits.

The Advanced Biotechnology Curriculum ([Year Long Plan](#), [syllabus](#), [Wolbachia Project](#)) is known for its practical applications, linking students to ongoing projects with local university scientists. Courses like Agency and Social Justice, Culinary Arts, as well as various Science classes, integrate real-world applications, fostering hands-on learning experiences. Ethnic Studies ([syllabus](#)) provides a multi-faceted approach to social justice issues, both

contemporary and historical, encompassing diverse perspectives and World Language classes utilize authentic resources for language and cultural immersion.

Summary analysis: Aragon offers a comprehensive curriculum that blends academic rigor with practical, real-world applications, accessible across its diverse course offerings.

Improvements are needed at Aragon, particularly in addressing the disparity between the diversity of the student population and those enrolled in AP and Advanced classes. For example, being allowed to take multiple science classes in one year and not being denied. Additionally, the policy that restricts underclassmen from making up foundational courses in OSCR may limit access to advanced coursework, disproportionately impacting HUG students. Addressing these issues would contribute to a more inclusive and effective curriculum, better aligning with the school's commitment to diversity and comprehensive education.

B2.3 Student-Parent-Staff Collaboration: Parents, students, and staff experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Findings and Evidence

Parents, students, and staff effectively experience a sense of belonging and value within the school community and collaborate in developing and monitoring a student's personal learning plan, including college and career and/or other educational goals.

Aragon emphasizes collaboration among students, parents, and staff in creating personal learning plans focused on college and career, and other educational goals.

Counselors annually assist students with [academic planning](#) during course selection, aligning with student aspirations. They use CaliforniaColleges.edu to conduct career inventories for 9th and 10th graders, and sophomores also receive guidance on graduation requirements and transcripts.

Aragon's diverse [parent organizations](#) demonstrate a committed and engaged community, with groups such as Aragon Excellence Fund (AEF), Asian Parent Group, Black Parents' Association, English Learners' Advisory Committee (ELAC), Drama Boosters, Music Boosters, Latino Parent's Group (OPLA), Polynesian Parent Group, and PTSO. However, a parent in this focus group noted that he believes there is a lack of utilization of Canvas and Aeries from non-English speaking parents.

Events like [Back to School Night](#) and Open House foster engagement and provide opportunities for sharing information and addressing general questions for those who are able to attend. This group did note there's potential for more personalized, student-centric sessions.

Summary analysis: There are multiple avenues for parents, students, and staff to experience a sense of belonging and value within the school community to contribute to students' learning plans, but there are areas for improvement.

It's necessary to establish regular School Site Council meetings with sufficient representation from all stakeholders to ensure a quorum is formed. Additionally, enhancing support for non-English speaking parents, particularly in understanding platforms like Canvas and Aeries, could improve engagement and strengthen the school community's inclusivity and sense of belonging.

ACS WASC Category B. Curriculum Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Rigorous, academic programs that prepare students well for entrance into 2-year and 4-year postsecondary programs.
2. Multiple pathways in different content areas to access the curriculum and reach their post-secondary goals.
3. Curricula changes are embraced well when evidence supports that the change is beneficial.

Areas of Growth

1. Provide a comprehensive career-exploration and readiness program where students engage in career development activities every year.
2. Increase support classes and structures for literacy, communication, and math skills.
3. Engage in ongoing examination of curricula across all departments to craft curricula with better representation of all identities.

Chapter 3: WASC Criteria and Indicators

Category C: Learning & Teaching

Criterion C1: Student Engagement in Challenging and Relevant Learning Experiences

All students experience an equity-centered learning environment and are involved in challenging and relevant learning experiences reflecting school wide goals, academic standards, and college and career readiness indicators.

C1.1 Results of Student Observations and Examining Work: All students are involved in challenging and relevant work in an equity-centered learning environment.

Findings and Evidence

All students are effectively involved in challenging and relevant work in an equity-centered learning environment.

Aragon prioritizes an equitable, challenging education, with students finding their coursework [relevant](#) and rigorous, as shown by high [AP course enrollment](#).

The [2022-23 PD](#) focused on [culturally responsive teaching](#), preparing teachers to create such environments. For 2023-24, the focus shifted to Universal Design for Learning. [See D1.2/D1.4 for updated PD focus](#).

[PLC time](#) allows teacher teams to [establish common curricular expectations](#) that promote equity in instruction, with teachers [differentiating their approach](#) to accommodate diverse student needs. This includes adapting projects and curriculum based on each student's knowledge and skill sets.

Aragon's curriculum incorporates research-based activities, allowing students to progress at their own pace and [tackle challenging content](#). Efforts are made to level the playing field for students with varying skill-sets. The [Special Education SAI classes](#) help support their students in understanding the content.

The integration of [Historical Thinking skills](#) into the curriculum, teaching critical thinking skills like sourcing, corroboration, close reading, and contextualizing, is a valuable addition to both college prep (CP) and Advanced Placement (AP) Junior US History classes. In Social Studies classes, teachers clarify misconceptions and emphasize evidence-based argumentation using primary and secondary documents. This explicit teaching of [online sourcing analysis](#) and source reliability fosters real-world skills.

Student tutors play a crucial role in supporting peers, especially in Algebra 1 and Geometry Roaming models. We also offer [acceleration options](#) for all students to have the opportunity to take Calculus.

Summary analysis: Aragon prioritizes an equitable and challenging learning environment. Efforts are made to create equal opportunities and conditions for all students. Teacher teams, PD, student tutors, and acceleration options further support student achievement.

However, it's essential to acknowledge that some students experience significant [academic anxiety](#) due to high class loads and performance pressure. Additionally, equity issues, such as a lack of parental familiarity with academic structures and processes at AHS, can exclude some students from the AP program. This group also discussed the disparities in the quality and complexity of work produced by students from different backgrounds. This emphasizes the importance of continued efforts to improve inclusivity and fairness in the learning environment. Ongoing efforts to remove barriers to learning and provide additional support are essential to bridge disparities among students from diverse backgrounds.

C1.2 Student Understanding of Learning Expectations: All students understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

Findings and Evidence

All students effectively understand the standards/expected performance levels for each area of study in order to demonstrate learning and college and career readiness.

At Aragon, there is a strong emphasis on [ensuring students understand the standards and expected performance levels](#) in each discipline, preparing them for academic success and [career readiness](#).

Teachers clearly outline learning expectations in [course syllabi](#) and on Canvas, the district's learning management system, where parents can also access this information. [Back to School Night](#) facilitates teacher-parent communication about academic standards in all classes.

The [AVID program](#), with eight sections, successfully educates 9-12 grade students on college preparation expectations and equips them with the necessary knowledge and skills to navigate the path toward higher education and future careers.

The [College and Career Center](#) offers additional resources about college visits, presentations, and scholarships. Counselors conduct senior presentations to inform students about post-secondary options and expectations.

Most teachers provide [rubrics](#) to students ahead of major assessments, clarifying evaluation criteria.

Subject-specific approaches to provide a deeper understanding of the expected [performance levels](#) include the following examples: "Essential Knowledge" targets in Math classes; exemplar free responses and solution algorithms in [Computer Science](#); and showcasing [exemplar models](#) guided by rubrics across various classes.

[Ethnic Studies](#) emphasizes that assignments are mandatory (not mere requests from teachers), reinforcing the importance of completing assignments on time and positively impacting grades. Students in [AP science](#) courses are guided through various "science practices" such as asking questions, developing and using models, planning and carrying out investigations, and analyzing and interpreting data. They cultivate critical thinking skills essential for success in advanced scientific inquiry.

Summary analysis: Aragon ensures that all students have a comprehensive understanding of the standards and performance levels expected in each area of study, ultimately preparing them for success in higher education and future careers. This is demonstrated through various strategies.

This group notes not all assignments have a rubric. This is an area of growth to potentially look at in PLCs.

Criterion C2: Student-Centered Instruction through a Variety of Strategies and Resources

All teachers use a variety of strategies and resources to create an equity-centered learning environment that actively engage all students in creative and critical thinking, problem solving and application of learning.

C2.1 Teachers Facilitate Learning: Teachers use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

C2.3 Digital Learning and Problem Solving: Teachers use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Findings and Evidence

Teachers effectively use a variety of evidence-based instructional methodologies and encourage student agency within an equity-centered environment.

Teachers highly effectively use technology and digital learning tools to enhance and support student learning and help students solve real-world problems.

Aragon employs a comprehensive approach to facilitate learning and problem-solving, combining evidence-based instructional methods and technology integration in an equity-centered environment.

[Flex time](#), twice weekly, allows students to seek personalized academic assistance. The introduction of the [Student Success Coordinator](#) and the "[Tutors to You](#)" program supported by our further support this flexible learning model.

In Math, a [support structure](#) in the classroom and as a pull-out model provides additional instruction for Algebra 1 and Geometry, emphasizing differentiated teaching. Students struggling with Math are enrolled in [Physics instead of Chemistry](#), as it provides a more accessible learning experience.

The [Strategic English Support program](#) (SES) aids Long-Term English Learners (LTELs) and students struggling with their literacy development across subjects, focusing on academic language skills and Social-Emotional Learning (SEL is in partnership with the Wellness Department). Many SES lessons help students develop their academic identities. Students in these classes have shown [growth](#).

Aragon teachers received CM training (during and prior to 2020) and provide language supports in their classrooms, using [CM practices](#) or other [literacy development tools](#). Multiple subjects utilize academic conversation sentence frames and protocols, as well as graphic organizers to enhance comprehension. World Language aligns with current language acquisition trends and utilizes the Communicative Language approach.

[Project-based learning](#), [standards-based grading](#) and [retake or test correction](#) opportunities across multiple subjects illustrate how classes at Aragon deepen student understanding.

Incorporating technology, Aragon has a 1:1 Chromebook policy and extensively uses the Google Suite and Canvas for information sharing, assessments, and class discussions. [Digital tools](#) supported by the [District](#), like Kahoot, Padlet, FlipGrid, and Edpuzzle, support self-paced learning and formative and summative assessments, while specific subjects integrate relevant [online resources](#), interactive labs, and authentic media sources to enhance the curriculum. New Smart Boards, a select group of teachers testing Hapara software, and the use of turnitin.com across departments reflect Aragon's commitment to interactive and integrity-focused education.

See additional evidence [here](#).

Summary Analysis: Aragon focuses on inclusive, effective instruction with a strong emphasis on digital tools, enhancing learning and problem-solving.

However, it's important to address the need for more resources for support classes and programs:

- The Math support structure has been successful, yet there is no certainty of allocated sections. We hope the school maintains its support for this program by ensuring support sections for Algebra 1 and Geometry.
- While Intensive English for students with lower reading levels was discontinued, there is a call to reinstate this program given the evidence of its positive impact on LTELs, demonstrated by significant growth on recent CAASPP tests.
- There has been a recent shift by the district away from academic literacy. This group noted they'd like to revisit PD focused on literacy and other instructional strategies like CM, Cycle of Inquiry, academic conversations through SST (structured student talk), annotations, and note-taking.

C2.2 Student Voice and Agency: Student voice and agency are equally applicable for all students, empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

C2.4 Career Preparedness and Applied Learning: Teachers provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of knowledge, and prepare them for college and careers.

Findings and Evidence

Student voice and agency are equally applicable for all students, highly effectively empowering them to be meaningfully engaged in decision making about their own learning, strategic thinking, and problem solving.

Teachers effectively provide learning opportunities that extend beyond the textbook and classroom, deepen students' depth of

knowledge, and prepare them for college and careers.

Instructional approaches at Aragon emphasize student involvement, [choice](#), and real-world readiness. Students actively participate in their learning through various avenues like [self-assessments](#), choosing elective courses based on interest, [FLEX time](#) for personalized academic support, and [peer-tutoring programs](#).

Students engage in collaborative and [critical thinking](#) activities like Socratic seminars and [note-taking](#), and have platforms like the Student Equity Council ([More info in E1](#)) and [Panorama surveys](#) to voice opinions and influence school improvements. Most programs offer revision opportunities for assessments, fostering student ownership of learning.

Experiential learning is a key focus, with classes extending beyond traditional methods to include [real-world applications](#) and project-based activities. Our Career and Technical Education (CTE) program assigns class projects to mimic real-life decision-making processes. Modern World History classes debate controversial issues related to current events. Senior English and AVID students complete career projects and interviews. [Science labs](#) use specialized laboratory procedures and equipment.

Some programs offer [field trips](#) like Sojourn to the Past (Social Science) and college tours (AVID). Every year Aragon students travel abroad with CIEE and share their experiences with language classes when they return.

Our [AP Program](#) is vigorous and [continues to grow](#), with many students enrolling in at least one AP class. Growing Dual Enrollment and Middle College initiatives provide practical, career-oriented experiences. The College and Career Coordinator disseminates information about opportunities related to various fields like the trades, sciences, and health care.

[Guest speakers'](#) presentations to classes like AP Environmental Science and US History, and events like [Career Day](#) and the [College Fair](#), connect classroom learning to professional paths. See College and Career coordinator Queenia Hua and the [calendar](#) for information.

[Cultural celebrations](#) in our language programs enrich the curriculum. For example, Chinese language classes partner with Leadership students and the Asian Parent group to decorate the school for Lunar New Year. Chinese language classes, Orchestra, and Choir students perform songs and dance. One year an organization performed lion dances. Spanish classes learn about Day of the Dead. [After-school activities](#) (different from [clubs that meet at lunch](#) but both equally important) like Robotics, Mock Trial, Model UN, and Speech and Debate offer additional learning opportunities.

Regular surveys and data collection ensure student needs and preferences guide school improvements, reflecting Aragon's commitment to a dynamic, student-centered educational environment. When completing this WASC process, we conducted multiple student [Focus Groups](#) that included students of the following programs: SES, SSE, AVID, and Leadership. Their opinions are embedded into Chapter Three and many of their ideas shared with staff.

[Extensive evidence here.](#)

Summary analysis: Aragon is focused on empowering all students with voice and agency, involving them in decision-making about their learning, strategic thinking, and problem-solving. Teachers offer extensive learning experiences beyond traditional methods, deepening students' knowledge and preparing them for college and future careers.

This group observed that despite the availability of elective choices for students, there is a need for an expanded range of elective options, especially in the area of trade-related subjects. In addition to this, executive functioning and emotional regulation skills should be explicitly taught for increased career preparedness.

ACS WASC Category C. Learning and Teaching Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Robust technology integration through the use of Canvas, one-to-one computers, Smart TVs, in CTE classrooms, etc.
2. Rigorous course opportunities at Aragon: robust AP, bigger presence of CTE (Career Technical Education), drama/music program and classes with curriculum reflects real world experiences
3. Pedagogical strategies to make learning targets/expectations clearer (e.g. modeling, rubrics, PLC shared assessments, etc.).

Areas of Growth

1. We need to have a school-wide discussion on school grading policies; there is room for a more consistent grading policy.
2. We want professional development that emphasizes the sharing of best practices and strategies that help support student learning and executive functioning for students (specifically MLL + LTEL students).
3. We want to foster our students to have a healthy sense of identity, whether that's pursuing trades/career out of high school as well as college ready students. This could mean more student choice in electives and content within classes.

Chapter 3: WASC Criteria and Indicators

Category D: Assessment and Accountability

Criterion D1: Reporting and Accountability Process

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report schoolwide student performance data to the school staff, students, parents, and other stakeholders/educational partners. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

D1.1 Professionally Acceptable Assessment Process: The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

D1.3 Assessment of Program Areas: School teams use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Findings and Evidence

The school leadership and instructional staff use effective and equitable assessment processes to collect, disaggregate, analyze, and report student performance data to all stakeholders/educational partners.

School teams effectively use assessment results to make changes in the school program, implement professional development activities, and allocate resources demonstrating a results-driven, continuous school improvement process.

Aragon employs a rigorous [assessment process](#) for continuous school improvement, involving various stakeholders. See a detailed [list of our course offerings](#), [master schedule](#), and our [school profile](#). Multiple assessments, including Reading Inventory (SRI) for 9th and some 10th graders and common Algebra and Geometry assessments, inform student placement in Math and English [support programs](#). A Math placement test is available for incoming 9th graders interested in enrolling in the accelerated Math program. The CAASPP system evaluates student performance annually, and the English Language Proficiency Assessments of California (ELPAC) determine English language proficiency. ([More info](#) on standardized testing)

ELlevation platform is used for tracking English learner progress and FITNESSGRAM® for assessing physical fitness PE. [AP course enrollment](#) and success rates are monitored, with 90% of students scoring 3 or above in AP exams.

[Attendance tracking](#) through Aeries and A2A informs interventions for student attendance issues. Canvas, our online learning management system, is utilized for grade reporting, class and assignment info, and communication with families. Progress reports are sent digitally every six weeks to all families. [D and F rates are tracked by the MTSS](#) and Administration team, and interventions are implemented through FLEX periods and tutoring support.

Assessment data, including pass/fail rates and grade distributions, guide [instructional](#) and programmatic decisions. [Innovative Tier II practices](#) like Check-In Check-Out (CICO) for student goal-setting and the use of [common rubrics](#) across departments enhance the assessment framework. See AP Shannon Lane for more info.

Staff and teachers analyze various assessment results to guide instructional practices, targeting specific needs in all subjects. The readings from *Grading for Equity* continue to influence some of our teaching methods. In several courses, test retakes and/or corrections are permitted. Additionally, many disciplines weight assessments more heavily over daily assignments to facilitate learning over compliance.

Much of Aragon's [professional development](#) is data-driven ([D1.2](#)), focusing on staff and student needs, including social and emotional learning, based on surveys and performance metrics.

Summary analysis: Our comprehensive assessment approach supports Aragon's goal of continuous improvement and student success.

There is room for improvement. In recent years, we have not deeply examined our practices as they relate to student performance on the CAASPP and CAST. Focus group members expressed a desire to revisit this practice.

Additionally, Department Heads are emailed grade distribution reports for each class, and by teacher, but there has been little discussion of these at department meetings or Department Head meetings.

We'd also like to note that the [Wellness program](#) tracks the numbers of kids that access wellness, but progress from students on a drop-in basis is extremely difficult to measure. It would take a significant increase in training and staffing to improve the analytics of mental health.

D1.2 Basis for Determination of Performance Level: The school leadership and instructional staff have agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

D1.4 Schoolwide Modifications Based on Assessment Results: School leadership partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Findings and Evidence

The school leadership and instructional staff have somewhat effectively agreed upon the basis for students' grades, growth, and performance levels to ensure consistency across and within grade levels and content areas.

School leadership somewhat effectively partners with district leadership to periodically assess programs and expectations for students' academic growth and progress.

Aragon incorporates consistent and effective student assessment. Teachers have established clear criteria for grading and student performance. PLCs play a crucial role, meeting weekly to [develop and align assessments and rubrics](#), with some utilizing shared [grading policies](#) (More info on PLCs in [C1.1](#)).

[Co-teaching models](#) in various departments promote consistency in grading and assessments, and collaborate on weekly plans for scope & sequence. Teacher-led initiatives have brought about significant changes such as the Math department's minimum % grading policy and the implementation of four-point grading scales in several departments.

School-wide professional development (PD) has been influenced by these teacher-led initiatives, like the 2022-23 PD that was based on the book *Culturally Responsive Teaching and the Brain*. We have shifted our current focus away from Universal Design for Learning (UDL) to address campus issues related to dehumanizing language ([link to see the process on how we changed our focus](#)).

The district enforces [GPA and unit requirements for extracurricular activities](#), supporting academic standards. New initiative, [Athletic Study Hall](#), has been well-received by students. Athletes are monitored by a district committee. The Board also shares [memorandums on student data](#) like [attendance and discipline](#).

The school's Counseling department and Administration regularly hold separate [Tier II and Tier III meetings](#) to address student needs with [supports](#). A hired consultant helps optimize the structure of these meetings.

Though the SPSA is no longer required of us at the state level, the district office also utilizes the annual SPSA revision process (usually carried out yearly in the fall) to conduct a data-driven evaluation of programs and initiatives. Given that each school's goals are aligned with the District's LCAP Goals and metrics, programs, and initiatives are evaluated through that collaborative review process. Once school sites have gone through their respective evaluation and planning processes, District leadership reviews and provides recommendations and input as needed. The process is concluded by formally submitting the plans to the Board of Education for approval.

Summary analysis: Aragon has a solid framework for evaluating student grades, growth, and performance, but lacks uniform grading criteria across all grades and subjects. There is also uncertainty within this group about how

our programs are assessed for staffing and resource allocation (ie Support Programs, co-taught classes, etc.). Lastly, the focus group also wants to revisit PD on CM and there's an identified need for PD for co-teachers.

Criterion D2: Using Student Assessment Strategies to Monitor and Modify Learning Progress

Teachers employ a variety of appropriate assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning within and across grade levels and departments.

D2.1 Monitoring Student Growth: Teachers determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Findings and Evidence

Teachers effectively determine and monitor all students' growth and progress toward meeting the schoolwide student goals/graduate profile, academic standards, and college and career readiness expectations.

Teachers diligently [track student growth and progress](#) in alignment with schoolwide objectives, academic standards, and college/career readiness. Strategic course placements, like in Math, English, [World Language](#), and Science, are made based on students' past performance, with a focus on providing appropriate challenges for each student. See [C2.1/C2.3](#) for more info on [Math and Science pathways](#) and [support class placement](#) flowchart.

As mentioned in [C1.1, PLCs are vital](#) for curriculum alignment, standards-based education, and monitoring student progress. In [support classes](#), like Self and Social Empowerment Class (Guided Studies) and the literacy support classes, teachers conduct regular check-ins, monitor grades, and plan social-emotional curriculum.

Counseling is integral, working closely with [students and families](#), for scheduling, course selection and grade-level presentations, ensuring alignment with post-high school plans. This approach emphasizes individualized educational pathways and open access to a range of courses, including Advanced Studies (AS) and Advanced Placement (AP).

Summary analysis: Aragon prioritizes continuous monitoring and support to ensure students' growth and progress towards academic and career goals. It could be beneficial to review the process for assigning students to Physics or Chemistry to ensure students are accurately placed.

Additionally, Math teachers noted that Geometry does not receive the same amount of supports as Algebra. Therefore, Geometry teachers use FLEX to support students to ensure they see the same gains as those in Algebra. Lastly, students who need support in Math should be distributed into both sections and not just one as what is current happening with scheduling.

D2.2 Teacher and Student Feedback: Teachers provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

D2.3 Demonstration of Student Achievement: Teachers use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Findings and Evidence

Teachers effectively provide timely, specific and descriptive feedback in order to support students in achieving learning goals. Teachers effectively use student feedback and dialogue to monitor progress and learn about the degree to which learning experiences are understood, relevant, and prepare students for college and careers.

Teachers effectively use the analysis of formative and summative assessments to guide, modify, and adjust curricular and instructional approaches.

Teachers emphasize timely, specific, and descriptive feedback to aid student learning, such as using [rubrics](#), Canvas comments, and [paper assessments](#). They regularly update grades on Canvas and use [formative and summative assessments](#) to refine teaching methods.

Student feedback is gathered through surveys, exit tickets, and reflections to inform instructional changes. Multiple classes have students [write goals and reflections](#) for self-assessment. In PE students show individual skill mastery.

As mentioned in multiple sections, [PLC time](#) is vital for teacher-teams to discuss student progress and instructional strategies, actively engaging in student progress discussions and assessment redesign. Many teachers meet one-on-one with students when necessary to support their progress.

Summary analysis: While feedback from students is actively sought and utilized for instructional improvement, this focus group expressed a need for a more unified approach to connect learning experiences with college and career pathways at Aragon.

ACS WASC Category D. Assessment and Accountability Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. Strong PLC's (curriculum is aligned, rubrics/expectations are aligned in most subject areas)
2. PD is designed to respond to teacher & student needs
3. Teachers prioritize student learning/performance, and most students perform well on both internal and external assessments.
4. Many teachers offer multiple ways to show mastery (lots of variation i.e. retakes, spiral content, etc.)

Areas of Growth

1. Interpersonal communication between teachers and admin regarding students who are struggling with executive functioning/communication skills and academics, and how we are using our resources to make the classroom experience better for these students.
2. School leadership team (MTSS, admin, PD) should engage in data analysis (standardized testing, placement testing, SRI, CAASPP, CST, etc.) and pick some plan skill development areas to work on strategically during schoolwide PD.
3. Continue to give space for our conversations on grading and assessment. Encourage PLC's to align on grading/assessment practices.

Chapter 3: WASC Criteria and Indicators

Category E: School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

Criterion E1: Family and Community Involvement

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

E1.1 Strategies and Processes: School implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

E1.2 Inclusive Cultural Understanding: School leadership values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

E1.3 Rapport and Trust: School leadership develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Findings and Evidence

School effectively implements a range of culturally sensitive strategies and processes for ongoing family and community involvement in the learning and teaching process for all students.

School leadership effectively values the cultures of students and adults through the learning opportunities and materials provided to develop an inclusive cultural understanding.

School leadership somewhat effectively develops rapport and trust with students, staff, families, and the community, valuing the identities of all individuals.

Aragon, with its diverse student body, actively implements culturally-sensitive engagement strategies for [family and community involvement](#). The [Student Equity Council](#), consisting of ~40 students, meets weekly, focusing on issues like racial injustice, mental health, and gender equity (e.g. sports), with opportunities to receive college credit for participation.

Aragon established the [Cultural Commission](#) in Leadership in 2022. It celebrates various cultural groups through events such as Lunar New Year, Polynesian Dance performances, International fairs, and the Dia de los Muertos *ofrenda* by La Raza. Additionally, video announcement segments cover diverse cultures, food, and celebrations. This commission is currently working with BSU to create events for Black History Month and with the AAPG and two teachers to plan Lunar New Year celebrations.

Efforts to foster inclusive [cultural understanding in the classroom](#) include reading diverse authors in English classes. World Language classes incorporate cultural lessons from countries of the target language. Notably, student educators from GSA (Gender and Sexuality Awareness Club) teach all Health classes about sexuality, identity, and allyship and all Ethnic Studies classes about LGBTQ+ people's struggles for equality in the US.

Aragon also has an annual [Pride rally](#) during school and a Pride Football game. Class of 2022 organized the painting in rainbow colors of the entrance [steps to school](#).

Aragon maintains [active parent groups](#) with involved families, such as [ELAC](#), [Latino Parents Group \(OPLA\)](#), Aragon Asian Parent Group, and [communicates with families](#) in various languages digitally. However, the lack of Tongan translation and the shift to digital communication post-pandemic present challenges for some families.

Building rapport and trust has faced challenges due to leadership reorganization and confusion over decision-making processes. Concerns include the need for more community-focused communication and the limited access to information for families without online access.

The school's diversity and administrative structure have been noted for a [lack of representation](#), though the addition of a Spanish-speaking administrative assistant and efforts to diversify the curriculum are positive steps.

Post-COVID, there are noticeable differences in rapport and trust levels with [staff](#) compared to [pre-pandemic times](#). Transparency issues and a focus on district vision over individual school needs are concerns.

Faculty feedback highlights a need for better follow-up on [student attendance and discipline](#), clearer administrative roles, and more opportunities for staff discussions, especially given the constraints of the "full block" schedule which limits collaboration time.

Summary analysis: While Aragon High School is committed to cultural sensitivity and inclusive practices, there are areas for improvement in communication, leadership clarity, and staff collaboration to better support its diverse community.

Criterion E2: School Culture and Environment

The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and develops a culture that is characterized by trust, inclusivity, professionalism, and high expectations for all students.

- E2.1 Policies and Resources:** The policies, regulations, and resources ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.
- E2.2 Trust, Respect, and Equity:** The school culture demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.
- E2.3 School Culture:** The entire school community has an atmosphere of trust, respect, equity, and professionalism.

Findings and Evidence

The policies, regulations, and resources somewhat effectively ensure a safe, clean, and orderly place that nurtures learning for all students, including internet safety.

The school culture effectively demonstrates caring, concern and high expectations for all students in an environment that honors individual differences, social emotional needs and is conducive to learning.

The entire school community effectively has an atmosphere of trust, respect, equity, and professionalism.

Aragon High School's policies, resources, and culture play a critical role in creating a safe and nurturing learning environment. [Safety protocols](#) for [our school](#), led by Assistant Principal Andrew Hartig, and regular [emergency drills](#), including the Big 5 from the County, ensure student security. Students' active use of campus facilities like the library and weight room outside school hours reflects their sense of safety and belonging.

Internet safety is prioritized with tools like [BARK](#) for content filtering and [Hapara](#) for focused browsing. Pilot teachers also use Hapara as a lockdown browser for formative assessments. See Vince Bravo for more info.

Collaborative efforts among Leadership students and [Student Equity Council members](#) to address various campus issues and [uphold CARES values](#) showcase a positive aspect of the school community. See the evidence links for [HEW](#), [SEC](#) and [other student-led commissions](#) and [clubs](#) for more info. Our HEW Crew (Health and Earth Wellness Crew) Commission does a monthly event for the student body (like stress ball giveaways, essential oils, and a hydration station). They oftentimes support our Wellness Dept's events such as Suicide Prevention Awareness Month. Building on these initiatives is further strengthening the overall atmosphere of trust and respect.

Summary analysis: Aragon's commitment to professional development and equitable learning opportunities further strengthens our culture, but there are notable challenges that need to be addressed to maintain a culture of trust, respect, equity, and an ideal learning environment.

- Post-COVID shift in student behavior, with instances of disrespect and targeted harassment. This behavior needs to be stopped and disciplinary measures implemented. Campus Language and Culture Committee is currently being formed for staff and students.
- Unclear policies, [inconsistent enforcement of behavior rules](#), and lack of clarity and communication regarding students being out of class during instructional time.
- Maintaining a clean campus mostly due to lunchtime garbage (potentially because of insufficient trash cans and students' lax attitude towards waste disposal).
- Internet safety education for students is needed.

Criterion E3: Multi-tiered Personal, Social-Emotional, and Academic Support

All students receive appropriate multi-tiered personal, social-emotional, and academic support to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to an equitable system of personal support service, activities, and opportunities at school and in the community.

E3.1 Multi-tiered Support: School leadership implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

E3.2 Multi-tiered Support Effectiveness: School leadership assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

E3.3 Student Involvement: The school ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

E3.4 Student Self Advocacy: Students deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Findings and Evidence

School leadership somewhat effectively implements personalized, academic multi-tiered support and alternative instructional approaches to meet student needs.

School leadership somewhat effectively assesses the effectiveness of multi-tiered support for students' social-emotional learning needs.

The school highly effectively ensures a high level of student involvement in curricular and co-curricular activities that link to schoolwide student goals/graduate profile, academic standards, and college and career readiness.

Students effectively deepen their sense of self and make personal and community connections that are meaningful and relevant and allow students to become advocates for their own needs and supports.

Aragon adopts a comprehensive, student-focused approach with a multi-tiered support system addressing academic, career, and social-emotional needs for all students. Our [counseling office](#) has five counselors, with a 338-1 ratio, who follow students throughout their four years at Aragon. The [College and Career Center](#) provides extensive post-high school planning assistance. [Wellness counselors](#) (since 2016), enhance the social-emotional support system with drop-in sessions, one-on-one counseling, and therapeutic group sessions with themes such as grief, stress, art, and gender non-conforming spaces.

Collaborative efforts, as seen in weekly Tier II and III meetings, coordinate academic and social-emotional support, with active involvement from multiple stakeholders with various [transition programs](#) for post high school success. The [AVID](#) program uses [high school tutors](#) to help students with organization and classwork. Both AVID and Co-taught classes ([D1.2/D1.4](#)) illustrate effective alternative instructional methods. [FLEX](#) further demonstrates a flexible and supportive learning environments where students exercise agency over their learning journey.

[SES and SSE Tier III courses, and CLA Tier I course](#), target specific student literacy and social/emotional needs. The addition of ELD sections for the 2024-25 school year will further support the growing multilingual learner population. Summer School and [OSCR](#) programs offer credit recovery options.

Staff access student IEPs and 504 plans through [AERIES](#) and receive [tutorials](#) on how to access this data.

Aragon is enhancing its [Tier II program](#) with new interventions and feedback mechanisms to address specific needs like grades, discipline, and absenteeism. See AP Shannon Lane for more info. The Panorama survey plays a crucial role in assessing the effectiveness of the school's support initiatives from student, family, and staff perspectives.

Student involvement in [extracurricular activities](#) is encouraged, with over 80 clubs, sports, and inclusive events. The school actively promotes college and career readiness through events like College Talks, Career Day, counselor sessions, and programs that support academic tracking and personal growth.

The school's focus on student self-advocacy is evident in initiatives encouraging community service and personal development. [Programs like SSE, SES, AVID, CLA, and Directed Studies](#) emphasize building a strong sense of self focusing on self-advocacy and academic identity, integral to students' academic and personal success.

Summary analysis: Aragon is dedicated to an integrated, multi-tiered support system, fostering student engagement and advocacy.

This focus group does seek to reevaluate support programs to better cater to individual learning requirements, emphasizing areas like teacher training, IEP processes, and class accessibility. The discontinuation of Intensive English for lower-level readers is a notable issue, as well as adhering to a realistic ratio of special education students and students with 504s in co-taught classes (no more than 25-30%). Additionally, exploring vocational and elective courses to cater to a wide range of student interests and career goals should be considered.

ACS WASC Category E. School Culture and Support for Student, Personal, Social- Emotional, and Academic Growth Summary

Prioritize and list the strengths and growth areas for the criteria and indicators in this category based on the school's identified major student learner needs.

Areas of Strength

1. We are committed to supporting and collaborating with one another across all staff positions and departments.
2. Students who are identified as struggling academically, socially, and/or emotionally are treated with grace and respect and get the support of staff.
3. Our staff is purposeful and dedicated to connecting all students to the school through activities including, but not limited to leadership events, clubs, drama, music, and athletics.

Areas of Growth

1. Staff and students desire clear and consistent consequences for students who are not following school policies.
2. Our school needs to stay committed to supporting the student groups who continue to struggle linguistically, academically, socially, and/or emotionally.
3. There needs to be more connection within the entire school community. Building relational capacity needs to be a priority as students and staff deal with the challenges of a post-pandemic education.

Chapter 4: Summary of Identified Major Student Learner Needs

Strengths by Focus Area	
Chapter 3: A Organization	<ul style="list-style-type: none"> ● Staff work with students to further their individual potential in a way that is academically rigorous. ● CARES values have currency and are reinforced in a variety of ways. ● Current Vision represents holistic outcomes for our students (i.e. not just academic success). ● Regularly scheduled Department Head meetings and subsequent department meetings allow for dissemination of information and discussion of best practices across disciplines and of school-wide policies. ● Some decision-making processes have resulted in positive changes on our campus that filled needs like expanded mental health resources and increased campus security. ● The culture of collaboration and shared decision making happens frequently on a smaller scale throughout our school. All departments including academic departments, counseling, campus security, and Wellness meet on a regular basis and examine different forms of data to inform decisions.
Chapter 3: B Curriculum	<ul style="list-style-type: none"> ● Rigorous, academic programs that prepare students well for entrance into 2-year and 4-year postsecondary programs. ● There are multiple pathways in different content areas for students to access the curriculum and reach their post-secondary goals. ● Curricula changes are embraced well when evidence supports that the change is beneficial.
Chapter 3: C Teaching & Learning	<ul style="list-style-type: none"> ● Robust technology integration through the use of Canvas, one-to-one computers, Smart TVs, in CTE classrooms, etc. ● Rigorous course opportunities at Aragon: robust AP, bigger presence of CTE (Career Technical Education), drama/music program and classes with curriculum reflects real world experiences like UDL. ● Pedagogical strategies to make learning targets/expectations clearer (e.g. modeling, rubrics, PLC shared assessments, etc.).
Chapter 3: D Assessment	<ul style="list-style-type: none"> ● Strong PLC's (curriculum is aligned, rubrics/expectations are aligned in most subject areas) ● PD is designed to respond to teacher & student needs ● Teachers prioritize student learning & performance, and most students perform well on both internal and external assessments. ● Many teachers offer multiple ways to show mastery (lots of variation in how...retakes, spiral content, etc.)
Chapter 3: E Culture	<ul style="list-style-type: none"> ● Our school climate is positive and committed to supporting and collaborating with one another across all staff positions and departments. ● Students who are identified as struggling academically, socially, and/or emotionally are treated with grace and respect and get the support of staff.

	<ul style="list-style-type: none"> • Our staff is purposeful and dedicated to connecting all students to the school through activities including, but not limited to leadership events, clubs, drama, music, and athletics. • The student body continues to have a culture of tolerance, acceptance, and support with a willingness to reflect and identify areas of improvement.
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Growth Needs by Focus Area	
Chapter 3: A Organization	<ul style="list-style-type: none"> • More transparency in decision-making between admin and staff for section allocation and for how departments are funded • More resources from the district for tech support • Regular process for establishing the vision/purpose/mission and evaluating progress. Community members not really aware of what vision/purpose/mission. It should reflect the importance of connection and relational capacity. • Administration and staff need to engage in analysis of different forms of data to determine effectiveness of programs and to what extent we are meeting students' needs. • Stop dehumanizing language that makes the student body and staff feel unsafe.
Chapter 3: B Curriculum	<ul style="list-style-type: none"> • Providing a comprehensive career-exploration and readiness program where students engage in career development activities every year. • Continue to integrate curriculum vertically, and connect curriculum to the world outside of school. • Reestablish and maintain strong curricular partnerships laterally with district schools and vertically with elementary and community college districts. • Increase support classes and structures for literacy, communication, and math skills. • Engage in ongoing examination of curricula across all departments to craft curricula with better representation of all identities.
Chapter 3: C Teaching & Learning	<ul style="list-style-type: none"> • We need to have a school wide discussion on school grading policies; there is room for a more consistent grading policy. We'll need to examine research for and against new grading policies to determine their effectiveness and need to be implemented. • Professional development that emphasizes the sharing of best practices and strategies that help support student learning and executive functioning for students but specifically MLL + LTEL students. Strategies include Constructing Meaning (like SST: structured student talk, annotations, note-taking, project-based learning, strategies for 90 min block periods, etc.). • We want to foster our students to have a healthy sense of identity, whether that's pursuing trades/career out of high school as well as college ready students. This could mean more student choice in electives and content within classes.
Chapter 3: D Assessment	<ul style="list-style-type: none"> • Student feedback use (how? How often? Should we get training on eliciting feedback?). • Helping students who don't know how to ask for help/use feedback (executive function skills/communication skills). • Having flexibility in our programming to serve student needs. • Interpersonal communication between teachers and admin regarding students who are struggling and how we can pool/are using. our resources to make the classroom experience better for these students.

	<ul style="list-style-type: none"> • School leadership team (MTSS, admin, PD) should engage in data analysis (standardized testing, placement testing, SRI, CAASPP, CST, etc.) and pick some plan skill development areas to work on strategically during schoolwide PD. • Continue to give space for our conversations on grading and assessment. Encourage PLC's to align on grading/assessment practices.
Chapter 3: E Culture	<ul style="list-style-type: none"> • Staff and students desire clear and consistent consequences for students who are not following school policies. • Our school needs to stay committed to supporting the student groups who continue to struggle linguistically, academically, socially, and/or emotionally. • There needs to be more connection within the entire school community. Building relational capacity needs to be a priority as students and staff deal with the challenges of a post-pandemic education. • The culture of collaboration needs to be restored through more sustained and consistent meeting time, so staff can better serve students.

Identified Student Learner Needs

Our analysis of our programs confirms our identified student learner needs identified below:

1. Aragon staff identified a need to eliminate the use of hate speech and dehumanizing language and insults used by students to help foster a more empathetic, compassionate and emotionally safe community. This must include common agreements, clear and consistent consequences, and expectations from ALL staff.
2. Aragon staff identified a need for refocused, school-wide use of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.

Evidence to support our findings includes analysis of the Panorama survey, Healthy Kids Survey (CHKS), student focus group data, and anecdotal reports from students and staff. In the CHKS, there is a percentage of students in all four grade levels that indicated they Strongly Disagree, Disagree, or Neither disagree nor agree that they feel safe at school. The same for the question about Perceived Safety. During the student focus groups, the majority of students noted they hear dehumanizing language on campus between peers. Members of the Student Equity Council acknowledge and are affected by the use of dehumanizing language and hope to eliminate its use on campus.

We have an increase in MLL enrollment patterns from the last WASC cycle and the District projects the numbers to continue to rise. According to CAASPP, we have seen an increase in over 35 MLL students. The CAASPP results show a 7.8% increase in MLL not meeting the ELA standards. The Performance data from the 2022 California Dashboard shows MLLs scoring low in both ELA and Mathematics in comparison to other students. This is also true for Economically Disadvantaged and Latino students. There has been an overall increase in all students tested not meeting ELA or Math standards from 2017-2018. Native Hawaiian or Pacific Islander, Socioeconomically Disadvantaged, English Learners, Students with Disabilities all showed a decrease in meeting the A-G Completion Rates.

Priorities for Schoolwide Growth & Continuous Improvement

As a result of our self-study findings the following schoolwide growth areas for continuous improvement are our priorities.

1. Develop skills within and outside of the classroom that prepare students to be successful in the various paths they may take post-high school.
2. Support and build relationships with all students, staff, and families with the intention of creating a safe community for all, particularly BIPOC, LGBTQ+ individuals, and those who struggle socially and/or emotionally.
3. Renewed commitment to implement Tier I practices to help all students develop academic identity, skills, and literacy, particularly MLLs (Multilingual Learners) and historically underrepresented students.
4. Strengthen relationships among staff and the community to facilitate strategic planning and more effective decision-making processes in support of student learning.

Chapter 5: Schoolwide Action Plan/SPSA

The goal statements for Aragon High School are purposefully broad and short to enable the faculty and staff to keep them in mind as we work toward improving our school program and culture. There are a handful of strategies under each goal statement - these strategies indicate major areas of focus for the Action Plan.

The following is a brief listing of our goals:

- [Goal 1](#): Connect all students to academic and skill-based success.
- [Goal 2](#): Connect all stakeholders to school culture and community.
- [Goal 3](#): Create Common Tier I Instructional Agreements.
- [Goal 4](#): Streamline Site Leadership Teams to Support Collaborative & Effective Strategic Planning

Statement - Area of Improvement
<u>Goal #1: Connect all students to academic and skill-based success.</u> Full Goal Statement: Develop skills within and outside of the classroom that prepare students to be successful in the various paths they may take post-high school.
Connections:
Connection to Major Student Learner Needs: <i>Aragon staff identified a need for refocused, school-wide use of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.</i>
Connection to FG Identified Schoolwide Growth Areas: Area B: <i>Provide a comprehensive career-exploration and readiness program where students engage in career development activities every year.</i> Area C: <i>Foster our students to have a healthy sense of identity as learners, whether that's pursuing trades/career out of high school as well as college ready students. This could mean more student choice in electives and content within classes.</i>
Current Data & Measurable Ways to Assess Progress:
Current Data: 83.3% of students were 'prepared' for college/career per the California Dashboard in 2023. <ul style="list-style-type: none"> → 34.3% Students with Disabilities → 46.2% Pacific Islander Students → 46.7% English Learners → 60% Socioeconomically Disadvantaged → 68.4% Latino Students 97.7% of students graduated per the California Dashboard in 2023. <ul style="list-style-type: none"> → 94.3% Students with Disabilities → 94.7% Latino Students → 100% English Learners → 100% Pacific Islander Students 23% of students noted that what they learn in class often/almost always helps them outside of school - Fall 2023 Panorama Survey Data
Measurable Ways to Assess Progress: <i>Increase in 'prepared' students on California Dashboard.</i> <i>Maintain high percentages of students graduating from Aragon High School.</i> <i>Increase in positive outcomes on Panorama Survey Data</i>

School Counselor Calendar - Documentation of presentation items aligned with ASCA Standards and where counselors are accessing students.
 Flex Calendar - Annual planning of FlexTime usage and programmatic offerings
 Alumni Survey (preparation skills for college/career success)

Means to Monitor and Report Progress:

Pull data quarterly to review and report data to site leadership teams, School Site Council, and appropriate additional stakeholders.
 Review calendars for inclusion of targeted events in schoolwide curriculum (surveys, etc.)

Actions to be Taken to Reach Goal #1: Specific Steps	Timeline	Person(s) Responsible
Strategy #1: Offer more student choice in electives offered.		
Offer students reflective resources to help them explore and identify interests, and connect them to real-world opportunities → Counselor presentations → Career Days → Career Fair with a variety of foci: civil service/military, trades and vocations - including schools that focus on trade options.	Spring 2024: Planning SY 2024-25: Implementation	School Counselors Case Managers CTE Coordinator AP - Counseling
Use student course feedback as a basis to build and create additional vocational courses of interest. [Fund vocational classes at Aragon] → Survey students to identify student career interests - potentially as part of a CARES lesson/CARES time. [Survey] → Identify realistic staffing options with currently tenured teachers on campus and facilities capabilities prior to floating new CTE courses.	Spring 2024: Student survey SY 2024-25: Planning SY 2025-26: Implementation	School Counselors CTE Coordinator CTE Dept. Head Activities Director AP - Counseling
Build career-focused lessons strategically into the full school curriculum → PD time for collaboration within department ◆ Use of Naviance (or replacement software) to support vocational lessons and exploration → Explore creative uses of FlexTime - common lessons delivered by grade level or interest level as needed.	Spring 2024: Discussion SY 2024-25: Fall: Planning Spring: Implementation	Department Heads PD TOSA AP - Counseling
Strategy #2: Fully embed the School Counselor ASCA Requirements into our schoolwide curriculum. Allow for more time for counselors to come into the classroom.		
Counselors to meet with students in each grade level 3 times per year in classroom setting for curriculum delivery, one to be course selection in the spring	Spring 2024: Planning SY 2024-25: Implementation	School Counselors Department Heads AP - Counseling
Career Exploration within School Counselor lessons	Spring 2024: Planning SY 2024-25: Planning & Implementation	School Counselors
Explore the use of the four-year plan in Aeries (or another data collection application) for future course planning projections.	Spring 2024: Planning SY 2024-25: Planning & implementation	School Counselors Site Administration Directed Studies teachers
Strategy #3: Increase hands-on learning that explicitly show a connection to life outside of school (projects, performance tasks, etc)		
PD to support teacher creation of authentic assessments instead of traditional assessments. → Project-Based Learning → Problem-Based Learning → Project Menus	Spring 2024: Discussion SY 2024-25: Planning Spring 2025: Potential	PD TOSA Department Heads

→ Continue with UDL PD - encourages different models for assessing student skills and knowledge	implementation of one activity in all classes SY 2025-26: Implementation	
Explore off-campus learning opportunities for elective credit → Work Experience / Internships → Volunteer Experience** → Service learning → Staff/community mentors and presentations to panels as a summative event. → TIP (Trade Introduction Program) and BCSI ** Discuss continuation or alteration of Silver Sword Points Program	Spring 2024: Discussion SY 2024-25: Planning & Implementation SY 2025-26: Continued implementation & Progress Check	School Counselors Department Heads AP - Counseling CTE Teachers CTE Coordinator
Explore options to support student learning in additional life skills areas: → Financial Literacy → Living Skills → Executive Functioning Skills	SY 2024-25: Planning SY 2025-26: Implementation	AP - School Counselors CTE Teachers CTE Coordinator
Explore the inclusion of curriculum (like Civic Online Reasoning) to help students separate fact from fiction online and make better sense of news and current events	SY 2024-25: Planning Spring 2024-25: Planning & Implementation	Librarian/LMT Tech TOSA Department Heads Social Science teachers
Strategy #4: Reestablish and maintain strong curricular partnerships laterally with district schools and vertically with elementary and community college districts		
Continue to partner with our local community colleges with concurrent enrollment, dual enrollment, and college outreach	Ongoing Spring 2024-2025: Progress Check	School Counselors Department Heads AP - Counseling DO C&I Support
Continue to partner with local feeder schools to support student transition to high school via counselor visits, Parent Expo, Open House	Ongoing Spring 2024-2025: Progress Check	Department Heads AP - Counseling DO C&I Support
Strategy #5: Explore creative ways to make use of FlexTime to complete some of the cross-curricular activities listed above		
Review current uses of FlexTime → Student Feedback → Teacher Feedback → Counseling Calendar → Tier 2 Calendar → Wellness Counselor Calendar	Spring 2024: Discussion SY 2024-25: Planning & Implementation	MTSS TOSA Tier 1 Team Tier 2 Team AP - MTSS Tier 1 AP - Counseling Wellness Lead
Identify schoolwide activities that are pushed into classes and determined if these lessons would be better delivered schoolwide during FlexTime → Panorama Surveys → Counseling Activities → Life Skills Lessons → Executive Functioning Lessons → CARES Lessons	Spring 2024: Discussion & Planning SY 2024-25: Planning & Implementation End of Spring 2025: Progress Check	Department Heads Activities Director Site Administration

Statement - Area of Improvement

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

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

Connections:

Connection to Major Student Learner Needs:

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

Students would benefit from refreshing kindness skills, to increase compassion and reduce othering.

Connection to FG Identified Schoolwide Growth Areas:

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

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

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

Current Data & Measurable Ways to Assess Progress:

Current Data:

Panorama Survey Data - Cultural Awareness

- [52% Students](#) report that teachers encourage them to learn about people from different races, ethnicities, or cultures
- [77% Students](#) report caring about other people's feelings.
- [79% Students](#) report getting along with students who are different from them.
- [53% Students](#) report that their school does well in helping students speak out against racism.
- [78% Students](#) report that it is common for students to have close friends from different racial, ethnic, or cultural backgrounds
- [100% Staff](#) agree that they feel confident to effectively support BIPOC and LGBT+ students in their classes.

Panorama Survey Data - Hate-Motivated Speech/Safety

- [53% Students](#) report that adults respond to hate speech in a way that makes them feel safe.
- [85% Students](#) report that they have been the target of hate-motivated speech or behavior.
- [90% Students](#) reported in 2022 that they think their friends of different sexual orientation, race, or religion feel safe at AHS. [this question was removed from the 2023 survey]
- [98% Staff](#) (Fall 2022) agree feeling confident that they can respond appropriately to instances of hate speech; [89%](#) report seeing other adults respond appropriately.

Panorama Survey Data - Connection/Relationships

- [24% Students](#) report feeling connected to the adult at AHS.
- [38% Students](#) agree that they matter to others at AHS.
- [92% Students](#) report that teachers are respectful to them.
- [49% Students](#) agree that, when teachers ask them how they are doing, they are really interested in their answer.
- [83% Staff](#) agree that staff and students care about each other.
- [79% Staff](#) agree that staff and administrators care about each other.
- [90% Staff](#) agree that when they bring a concern about school climate or culture, there is follow through by leadership.
- [68% Staff](#) feel their voice/perspective is heard at school.

Measurable Ways to Assess Progress:

Increase in positive responses on identified key indicators.

Creation of Site-Specific Dehumanizing Language Response Protocol

Communication of Protocols - At-A-Glance, Parent Square Communications, Updated Family Handbook

Professional Development Calendar

Means to Monitor and Report Progress:

Pull data quarterly to review and report data to site leadership teams, School Site Council, and appropriate additional stakeholders.

Review calendars for inclusion of targeted events in schoolwide curriculum (surveys, etc.)

Actions to be Taken to Reach Goal #2: Specific Steps	Timeline	Person(s) Responsible
Strategy #1: Establish expectations for humanizing behaviors on campus with a focus on dramatically decreasing the use of dehumanizing language on campus.		
Form an anti-dehumanizing language committee → Empower them to guide vision and initial actions to address dehumanizing behaviors and language on campus → Include SEC, Leadership Students, Staff	Spring 2024: Planning & Implementation SY 2024-25: Continued Implementation & Progress Check	Ad Hoc Committee MTSS/SEC TOSA MTSS Tier 1 Team Site Administration
Create and communicate protocols for responding to hate speech, bullying, and other harassment → Adjust Tier I Expectations and agreements for classroom/staff response to behaviors → Adjust Tier II & Tier III administrative response to referred behaviors → Explore restorative practices to support students they return to campus post-learning or post-consequence → Work with student groups to develop on campus campaigns and activities to eliminate dehumanizing language and behavior	Spring 2024: Follow up after above is done SY 2024-25: Implementation	AP - Website AP - Counseling Site Administration
Communicate information to community and families → Include in family handbook → Update website → Include in family/counseling newsletters	Spring 2024 - Planning SY 2024-25 - Implementation Ongoing Work	Ad Hoc Committee MTSS/SEC TOSA PD TOSA Site Administration
Professional Development for Staff that focuses on inclusive and humanizing practices across campus. → Discussion of practices that help to build a culture of inclusion and empathy within classrooms - PD → Discussion of practices that help build a culture of inclusion in common work spaces - Staff Meeting	Spring 2024: Planning & Implementation SY 2024-25: Continued Implementation & Progress Check	Ad Hoc Committee MTSS/SEC TOSA MTSS Tier 1 Team Site Administration
Strategy #2: Define the role of staff in supporting implementation of CARES.		
Offer PD on community-building activities that support connections amongst students in the classroom → "Getting to Know You"/Name Games → Classroom Norms based on CARES → Supporting student-led lessons in the classroom (like CARES lessons, Live Announcements, Video Announcements)	Spring 2024: Implementation of some bullets & Planning SY 2024-25: Fall-Implementation End of Fall semester-Progress Check	PD TOSA PT Team Activities Director
Align CARES messaging with staff 'look-fors' → Create a calendar that includes when CARES values are highlighted and discussed by Leadership Students → Include behaviors staff should be rewarding at any particular time → Communicate this information with reminders to staff via staff meetings and weekly At-A-Glance emails	Spring 2024 Planning SY 2024-25: Implementation	Activities Director Leadership Stus. Site Administration
Explore ways to recognize staff for participating in the CARES acknowledgement process.	SY 2024-25: Planning & Implementation	Activities Director Department Heads Site Administration

Statement - Area of Improvement

Goal #3: Establish Common Tier I Instructional Agreements

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

Connections:

Connection to Major Student Learner Needs:

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

Connection to FG Identified Schoolwide Growth Areas:

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

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

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

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

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

Current Data & Measurable Ways to Assess Progress:

Current Data:

CAASPP - English/Language Arts

82.69% of all students met/exceeded standard 2023 [52.6% Exceeded in Reading; 52.6% in Writing; 30.2% Listening; 44.2% Speaking]
→ 71.3% English Learners [38.6% Exceeded in Reading; 42.5% Writing; 19.8% Listening; 38.7% Speaking]
→ 65.7% Latino Students [33.6% Exceeded in Reading; 29.9% Writing; 16.8% Listening; 27.1% Speaking]
→ 42.8% Students with Disabilities [-- in all skills areas]
→ 58.9% SED Students [29.7% Exceeded in Reading; 25.0% Writing; 12.5% Listening; 26.4% Speaking]

CAASPP - Mathematics

61.1% of all students met/exceeded standard 2023 [43.0% Exceeded in Concepts & Procedures; 37.9% in Problem Solving; 30.2% Communicating Reasoning]
→ 37.8% English Learners [28.3% Exceeded in Concepts & Procedures; 40.1% in Problem Solving; 24.5% Communicating Reasoning]
→ 26.0% Latino Students [10.1% Exceeded in Concepts & Procedures; 11.1% in Problem Solving; 10.2% Communicating Reasoning]
→ 19.5% Students with Disabilities [-- in all skills areas]
→ 19.6% SED Students [8.4% Exceeded in Concepts & Procedures; 14.1% in Problem Solving; 9.9% Communicating Reasoning]

Graduation Rates: 97.7% of students graduated from Aragon HS in 2023.

A-G Completion Rates: 74.0% of students met A-G requirements in 2023.

- 15.4% Pacific Islander Students
- 34.3% Students with Disabilities
- 40.0% English Learners
- 48.2% Latino Students

Measurable Ways to Assess Progress:

Increase in positive responses on identified key indicators shown above.

SRI Scores (increase for MLs & HUGS)

ELPAC Scores (increase) & Reclassification Rate (increase)

Means to Monitor and Report Progress:

Pull data quarterly to review and report data to site leadership teams, School Site Council, and appropriate additional stakeholders.

Review calendars for inclusion of targeted events in schoolwide curriculum (surveys, etc.)

Actions to be Taken to Reach Goal #3: Specific Steps	Timeline	Person(s) Responsible
Strategy #1: Share best practices and strategies that help support student literacy, communication and executive functioning for students, specifically MLL + LTEL students. (e.g. Constructing Meaning, structured student talk, annotations, note-taking, project-based learning, strategies for 90 min block periods, etc.)		
Provide the time during staff meetings in order to communicate and discuss focus students or class groups (ex. All grade 9 teachers) → Create a staff meeting calendar with specific grade level foci	Spring 2024: Planning SY 2024-25: Implementation	PD TOSA Site Administration
Provide Constructing Meaning training during PD or staff meetings instead of new teachers having to take a “day off” → Create a staff meeting calendar → Model use of CM strategies during PD & Staff Meetings → Identify trainers to support this work during PD or Staff Meeting Time	Spring 2024: Planning SY 2024-25: Planning & Implementation	PD TOSA
Consider having a PLC that includes all support-type teachers (DS, SES, AVID, etc) to discuss common strategies that are successful	Spring 2024: Discussion	Site Administration
Discuss common/best practices for design/use of Canvas, especially for 9th and 10th grade classes	Spring 2024: Discussion with staff SY 2024-25: Implement starting fall semester	IT TOSA
Strategy #2: School-wide discussion on equitable school grading policies.		
Exploration of best practices for grading across the curriculum. → Examine research for and against grading policies to determine their effectiveness. → Best Practices shared by faculty who have implemented Grading for Equity strategies → PLC’s align on grading/assessment practices <ul style="list-style-type: none"> ◆ Determine a common grading scale for teachers who use a 4 point grading scale ◆ Create common terminology for grading categories 	SY 2024-25: Discussion & Planning SY 2025-26: School-wide implementation	MTSS TOSA PD TOSA Tier 1 Team Grading for Equity Team Department Heads Site Administration
Identify common agreements for grading as a school, including the following topics: → Homework value → Test/Assessment remediation strategies → Extra Credit value (if equitable and included at all)	August 2024: Discussion SY 2024-25: Discussion & Planning SY 2025-26: School-wide implementation	MTSS TOSA Tier 1 Team Department Heads Site Administration
Strategy #3: Address disparities in A-G completion rates by race/ethnicity and socioeconomic status. (e.g. Asian students have the highest A-G completion rate (95%), while Multilingual Learners (16.7%), Native Hawaiian or Pacific Islander students (10%), and Students with Disabilities (26.7%) had the lowest completion rates of 2023.)		
Identify trends across A-G non-completers: → Are there specific curricular areas that are serving as boulders in achieving A-G completion for students in these subgroups? → Explore options of offering Biology for incoming 9th grade to build foundational skills → Add foundational math for upper grade students (i.e. Finite Math)	Spring 2024: Discussion and Planning SY 2024-25: Planning & Implementation	School Counselors SDA Department Heads AP - Counseling

Strategy #4: Improve communication between teachers, administration and counselors regarding students who are struggling.		
Explore shifting one School Counseling position to primarily focus on supporting students in designated programming like Special Education, our Multilingual learners, or At-Promise students	Spring 2024: Discussion and Planning SY 2024-25: Implementation	School Counselors AP - Counseling
Create a PLC that includes all support teachers (DS, SES, ML programs, etc.) to discuss common instructional and engagement strategies that are successful → Create a PLC meeting schedule to include a monthly meeting for check-in → Consider using a PTSO section as an Intervention TOSA to support these programs.	Spring 2024: Discussion SY 2024-25: Planning & Implementation	Department Heads Support teachers
Consider assigning a common meeting time for teachers that have the same struggling students in common to share best practices.	Spring 2024: Discussion SY 2024-25: Planning Spring 25: Implementation	Tier 2 Team AP - Counseling
Strategy #5: Engage in ongoing curricular review in all departments to support inclusion and representation of all identities.		
Use of PD Time to discuss best practices for inclusion and representation within lesson and unit plans.	Spring 2024: Planning SY 2024-25: Planning & Implementation	PD TOSA Department Heads Site Administration
Course-alike time to: → Review current curriculum → Identify potential curricular needs → Create new curriculum and/or identity supplemental material purchasing needs	Spring 2024: Planning SY 2024-25: Planning & Implementation Ongoing	PD TOSA Department Heads Departments

Statement - Area of Improvement
Goal #4: Streamline Site Leadership Teams to Support Collaborative & Effective Strategic Planning Full Goal Statement: Strengthen relationships among staff and the community to facilitate strategic planning and more effective decision-making processes in support of student learning
Connections:
<p>Connection to Major Student Learner Needs: Aragon staff identified a need for refocused, school-wide use of strategies to develop academic identity, executive functioning skills, and literacy in all classes for all students, particularly for historically underrepresented students and our rising MLL (Multilingual Learner) population.</p> <p>Connection to FG Identified Schoolwide Growth Areas: Area A: [1] Create a process for establishing the vision/mission and evaluating progress that reflects the importance of connection and relational capacity; [2] Develop practices to strengthen teacher-admin partnership to increase Aragon’s ability to have agency around decisions affecting our campus. Area D: [1] Interpersonal communication between teachers and admin regarding students who are struggling with executive functioning/communication skills and academics, and how we are using our resources to make the classroom experience better. [2] School leadership team engage in data analysis-pick some plan skill development areas to work on strategically during PD. Area E: There needs to be more connection within the entire school community. Building relational capacity needs to be a priority as students and staff deal with the challenges of a post-pandemic education.</p>
Current Data & Measurable Ways to Assess Progress:
<p>Current Data: Panorama Survey Data - Connection/Relationships → 83% Staff agree that staff and students care about each other. → 79% Staff agree that staff and administrators care about each other. → 90% Staff agree that when they bring a concern about school climate or culture, there is follow through by leadership. → 68% Staff feel their voice/perspective is heard at school.</p>
<p>Measurable Ways to Assess Progress: Increase in positive responses on identified key indicators shown above. Re-formation of Site Leadership Team</p>
Means to Monitor and Report Progress:
<p>Pull data quarterly to review and report data to site leadership teams, School Site Council, and appropriate additional stakeholders. Review calendars for inclusion of targeted events in schoolwide curriculum (surveys, etc.)</p>

Actions to be Taken to Reach Goal #4: Specific Steps	Timeline	Person(s) Responsible
Strategy #1: Reexamine/revise our vision and mission and define what we truly want for our community post pandemic. What do we fundamentally want for our students? concepts, ideas, and outcomes		
<p>Set aside time in August PD Day OR Staff Meeting time annually to review the Mission & Vision Statement → Complete a campus-wide survey in May prior to the end of the school year regarding the Vision & Mission ◆ What’s working? ◆ What needs review → Review outcomes of the survey in August to review the mission/vision and identify appropriate changes for the current school year. → Recommit to campus-wide vision and mission annually.</p>	<p>Spring 2024: Survey August 2024: Discussion SY 2024-25: Implementation</p>	<p>PD TOSA Site Administration</p>
<p>Explore the potential or need for creating a Graduate Profile for Aragon High</p>	<p>SY 2025-26</p>	<p>Department Heads</p>

School. → Use as a reference as we review curricular offerings, behavior interventions, restorative practices, and community norms.		Site Administration
Strategy #2: Establish a school leadership team that incorporates multiple stakeholders and collaborates between the various teams on campus.		
Review all current teams on campus: → Identify meeting types & levels of oversight → Identify need for an additional leadership team OR restructure a team that currently meets to serve this purpose.	Spring 2024: Planning SY 2024-25: Implementation	Site Administration Department Heads TOSAs Activities Director Athletics Director
Strategy #3: Streamline Behavior matrix implementation and communication.		
Develop clear and consistent communication and implementation of the established behavior matrix for all stakeholders. → Improve follow-through of discipline issues → Include teachers in communication of follow up actions of students with attendance and behavior issues. → Review of behavior response matrix → Review consequence matrix with staff	Spring 2024: Implementation SY 2024-25: Progress Check	Site Administration
Create a system of communication and transparency that's aligned with common priorities. → Identify common priorities: what should be communicated, how, and to whom.	Fall 2024: Implementation Spring 2024-25: Progress Check	Site Administration TOSAs Department Heads

Appendices

The following are links to relevant additional evidence:

- A. [Local Control and Accountability Plan \(LCAP\)](#)
- B. [California School Dashboard Summary performance indicators](#)
- C. [Results of student questionnaire/interviews](#)
- D. [Results of parent/community questionnaire/interviews](#)
- E. [The most recent California Healthy Kids Survey Summary Results](#)
- F. [Master Schedule](#)
- G. [Approved AP course list](#)
- H. [UC A–G approved course list](#)
- I. [AHS Course Catalog](#)
- J. [School Accountability Report Cards \(SARC\): 2023 / 2022 / 2021](#)
- K. [School Profile: 2024 / 2023 / 2022 / 2021](#)
- L. [Single Plan for School Achievement \(SPSA\): 2023 / 2022](#)
- M. [Graduation requirements](#)
- N. [Summary of School Budget](#)
- O. [Aragon CARES poster](#)
- P. [AHS CARES Behavior Management Chart](#)
- Q. [AHS Behavior Consequence Chart - Admin](#)