

SELF-STUDY VISITING COMMITTEE REPORT

**ACCREDITING COMMISSION FOR SCHOOLS,
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
CALIFORNIA STATE DEPARTMENT OF EDUCATION**

FOR

Aragon High School

**900 Alameda de las Pulgas
San Mateo, CA 94402**

San Mateo Union High School District

March 13-15, 2018

Visiting Committee Members

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NOTE: To submit to ACS WASC, go to File -> Download as -> PDF Document (.pdf) and create a PDF file. Submit the pdf file via the Document Upload on the ACS WASC website at www.acswasc.org/document-upload/.

Preface

Comment on the school's self-study process with respect to the expected outcomes of the self-study.

- **Include a copy of the school's schoolwide learner outcomes.**

- **The involvement and collaboration of all staff and other stakeholders to support student achievement**
 School reports that all members of staff are actively involved in the processes and programs that support student achievement.
- **The clarification and measurement of what all students should know, understand, and be able to do through schoolwide learner outcomes and academic standards (*note the selected schoolwide learner outcomes examined by the school*).** The school utilizes their PLCs and TSG (Teacher Study Groups) to ensure the first two SLOS that all students "Know foundation skills and information in each discipline," and "Think creatively using higher order thinking skills." The last two SLOs, "Develop effective methods of self-management," and "Contribute to a diverse democratic community," were observed in classrooms, in particular Guided Studies classes, Intervention classes, and AVID classes spend significant amount of time working on these SLOs.
- **The gathering and analyzing of data about students and student achievement.**
 The school uses a wide variety of data from a number of sources to analyze student data to revise current program and create new opportunities for its students.
- **The assessment of the entire school program and its impact on student learning in relation to schoolwide learner outcomes, academic standards, and ACS WASC/CDE criteria**
 Aragon High has consistently used the WASC process as a guide to assess and revise its entire school program. Critical areas for follow up are woven into its action plans and help drive its program.
- **The alignment of a long-range action plan to the school's areas of need; the development and implementation of an accountability system for monitoring the accomplishment of the plan.**
 The long range action plans are completely aligned to the needs of the students. There are multiple accountability and data systems in place and in use by staff. They have a process to build specificity in their action plan.

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

All Aragon graduates are expected to...

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can

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

CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can

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

Chapter I: Progress Report (2 pages)

Since the last self-study:

Comments on the school's major changes and follow-up process.

Aragon High has undergone a substantial amount of change in terms of new programs and facilities to support student academic success and student wellness. These changes include:

- Professional Development, Technology, English, math and science Teachers on Special Assignment (TOSA's)
- Monthly Teacher Study Group (TSG) meetings in which all faculty meet to improve curriculum and instruction focused on a different standard each semester.
- Computer-adaptive assessments provide a reading lexile score, along with other data, and a math quantile score. Beginning in the spring of 2016, the district began administering these tests at the end of the incoming students' eighth grade year as part of their transition into the San Mateo Union High School District (SMUHSD). Ninth and tenth grade English students take the test again at the start of end of each school year to help teachers monitor progress and to inform curriculum and instruction. Math also administers the mathematics inventory at the beginning, middle and end of algebra and geometry courses.
- Flex Time Tutorial, targeting students with multiple D's and F's. The block day schedules were changed so that on Wednesdays and Thursdays, students have 35 minute periods during which they may visit any classroom to work toward the academic goal they deem most important; common activities include getting help from a teacher, meeting with group members to work on a project, and working on homework. Teachers check students into Flex Time by scanning the students' ID cards. This allows the school to track student attendance while still allowing students the flexibility to go where they think they will use their time best. Students with D's and F's are assigned to specific spaces for a minimum of 6 weeks.
- After-school tutoring in the Aragon library that can be assigned to struggling students.
- Aragon has also developed a robust and varied selection of support classes to address the variety of needs demonstrated by struggling students, including Guided Studies now in place at all grade levels, Strategic English Support for ninth and tenth graders, Intensive English for ninth graders, reduced class sizes in all algebra courses and an intensive algebra course in which two classes of no more than 15 students meet simultaneously, and in which students may move fluidly between the two instructors based upon the specific need being targeted on a given day.
- Support teachers monitor grades constantly and meet with students on an individual basis to look at all grades and discuss plans for addressing the lower grades (e.g. teacher meeting, Flex Time, request tutor, etc.)
- Culturally Relevant Teaching Committee was created to examine literature and practices to further engage all students.
- The Aragon Fair Share fundraising drive has taken place annually each year since 2005. The drive now raises an average of \$425,000 per year, with an exciting bump this year to nearly \$500,000. Aragon Fair Share funds support programs that reach a wide variety of Aragon students. One of the most important contributions is funding reduced class size to an average of 31 instead of the district cap of 35. These reductions occur in core ninth and tenth grade English, math and science courses. These monies also fund several electives, such as Creative Writing, AP Chemistry, Biotechnology, and a second section of Introduction to Computer Principles. Additional purchases from these funds in the last few years include items such as additional Chromebook carts, microscopes and supplementary texts in science courses to better address the Next Generation Science Standards (NGSS), Fitbits for PE classes, expanded independent reading texts for English classes, history field trips to Angel Island, art field trips to the San Francisco Museum of Modern Art, and more.
- Formal and ongoing articulation meetings between many departments and feeder school staff occur.

- Aragon has added several new electives and CTE course offerings to address student interests and needs. These include:
 - Creative Writing/Speech (speech dropped after first year due to lack of enrollment)
 - The Math 190 path to Statistics at the community college level
 - Principles of Computer Science (2 sections)
 - Advanced Engineering Technology
 - Art of Video
 - Leadership Renaissance
 - Biotechnology II
 - Dance
 - Spanish for Native Speakers II (3 sections)
 - Spanish for Native Speakers III (1 section)
- Aragon students now have access to 33 mobile carts with 1,155 laptops in classrooms across campus. There are also 3 general use laptop carts in labs available for checkout, and 4 stationary computer labs also available for student access just by teachers signing up. Aragon makes graphing calculators available for students to check out from the library, and there are now 60 Chromebooks that students can check out to take home for use outside of school.
- A second leadership class called Leadership Renaissance to focus on monitoring student morale and to help students and “staffulty” feel appreciated and connected.
- Public Relations Commission makes connections with community organizations.
- Campus Connection Commission regularly organizes free events in which the entire student body participates
- Health and Wellness Commission organizes a monthly event that connects to a specific health target, usually related to improving mental health or decreasing stress. This commission was created in collaboration with the SMUHSD health and wellness team and with a health teacher at Aragon who brought mental health curriculum back to Aragon from a Berkeley workshop.
- “Staffulty” Recognition Commission focuses on appreciating and building morale among the faculty and staff
- Student Recognition Commission organizes similar activities to improve student morale and connectedness
- Executive Council oversees the day-to-day running of the class and ensures that each commission communicates well and performs its assigned tasks.
- Publicity Commission ensures that the students, faculty and staff know about events through posters, cafe signs, announcements, etc.
- Big Buddy program. Every incoming 9th grade student is grouped with 4 or 5 others and matched with an upperclassman.
- In 2015-16, a group of volunteer teachers conducted research into the theory and practice of Standards Based Grading (SBG). It is still being piloted in several classrooms
- Online Dean's Office Referral Google Form for faculty and staff to easily refer students for discipline issues.
- Aragon and the SMUHSD have made health and wellness an important focus over the last few years which has included the addition of 3 full-time wellness counselors, the building of a Wellness Center and the initiation of the Bring Change 2 Mind Club.

Facilities Changes:

- Both wings of the school were completely remodeled inside; football fields and stands were renovated; crews redesigned the student services building and updated the swimming pool and deck area, and the school installed solar panels on the roof.
- A new 650-seat theater and a Career Technical Education building was completed. In late 2012, athletic facilities underwent improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area for all students. The school made the transition to schoolwide access to wireless technology by the start of the 2012-13 school year. In 2017, the school created a digital photography lab with a video production studio.

And, the school completed renovations to add a multi-purpose room to provide space for large-scale instruction, meetings and other activities.

- **Discuss how the school through its action plan has accomplished each of the critical areas for follow-up, including the impact on student learning.**

The Critical Areas of Follow Up are:

- Continue to support students' social and emotional health and wellness needs.
- Create a plan for addressing the needs of Long-Term English Language learners over time
- Continue the progress made in bringing in Common Core standards across the curriculum.
- Continue to investigate strategies for struggling students to get help during the school day.
- Continue the focus on the Restorative Justice program that has been started here, communicating the strategies involved in full implementation.

As noted in the changes section above, each of the two very broad action plans attempts to fully address each of the critical areas of follow up. Nearly all of the new program and process in place has required 100% staff buy-in. Aragon's decision-making process is laudable for its focus on student wellness and achievement. The action plans themselves are dense but manageable. The only area of critical follow up that is not being addressed is the focus on Restorative Justice. It does not appear that Aragon meant to use these practices as a standalone product. It also appears that this was the brainchild of a single assistant principal who is no longer at the school.

Action Plan I: Support all Aragon students to achieve academic proficiency.

- Raise the percentage achieving a C or better in all courses.
- Raise the percentage achieving "proficient" or better on the CAHSEE.
- As it becomes available, use CAASPP data to inform curriculum and instruction

Action Plan II: Enrich Aragon's program to better empower and engage students.

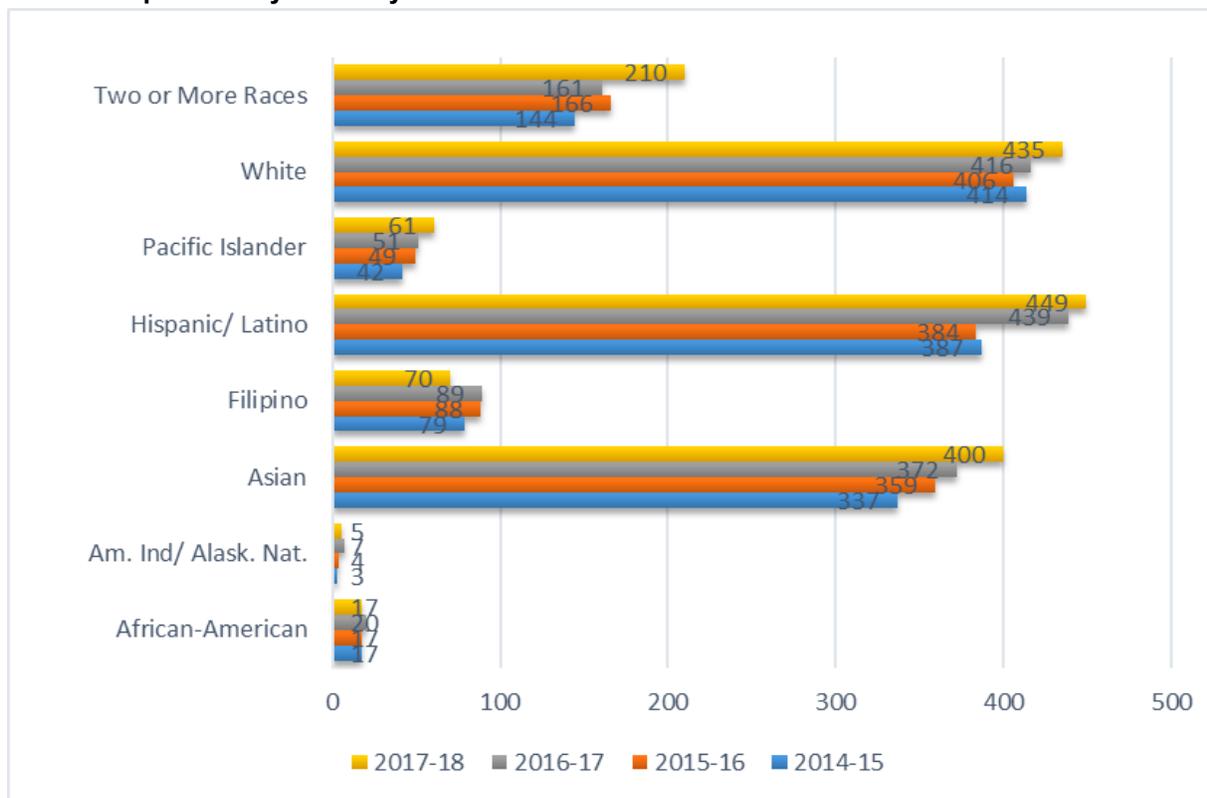
Chapter II: Student/Community Profile (2 pages)

Briefly summarize the most critical information from the student/community profile that impacts the school. Include the following:

- **Brief description of the students and community served by the school.**

Aragon primarily serves students from feeder schools in Hillsborough, Foster City and San Mateo. In the last two years, enrollment has swelled from 1473 in 2015-16 to 1647 in 2017-18. Space at Aragon is in demand, so the school is consistently enrolled at whatever capacity is set by the district and maintains a substantial waiting list every year.

Student Population by Ethnicity



Enrollment in Special Education, AVID and GATE

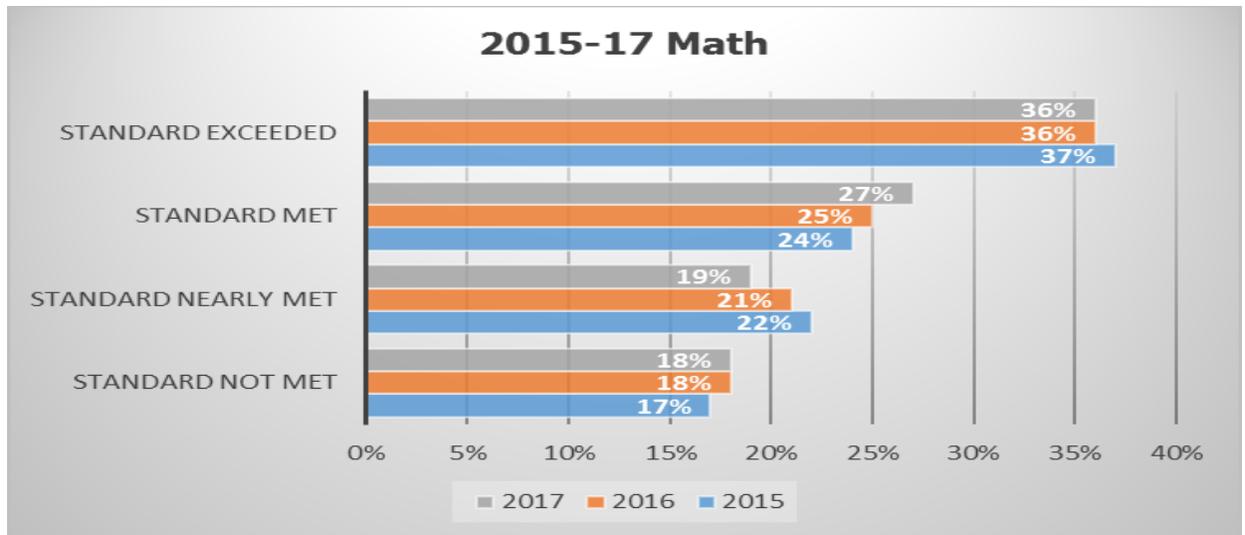
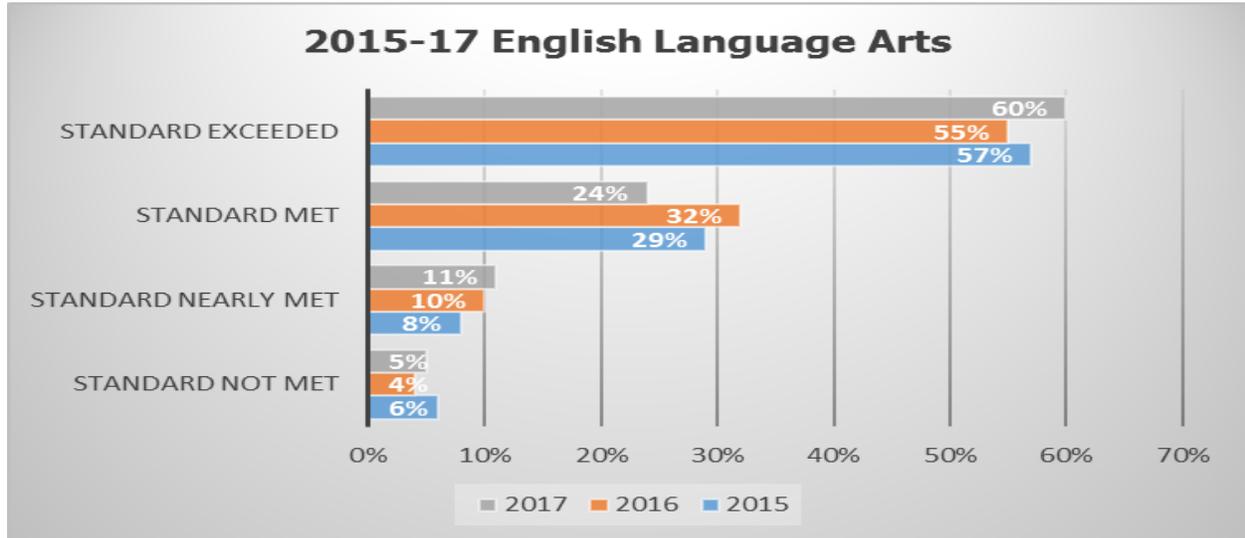
AVID	119	122	145	149
GATE	393	350	369	363
Special Education	96	102	101	114

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

Foster Youth	7	3	2	3
Homeless Youth	4	5	5	3
Students with Disabilities	78	99	88	111
Socioeconomically Disadvantaged	304	244	301	377

Parents play an active role in the life of the school as members on the School Site Council that meets regularly to review data, to oversee schoolwide improvement, and to give feedback on the culture of the school. A strong Parent Teacher Student Organization (PTSO) holds monthly meetings and oversees the Fair Share fundraising drive, a program started in 2007 to eliminate the costs of holding fundraising events by simply asking each family to donate \$600 each year. This successful program now yields approximately \$400,000 each year (\$500,000 in 2017) and funds a wide variety of needs on campus.

California Assessment of Student Performance and Progress (CAASPP)



Students Meeting UC/CSU Requirements

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

- **School's analysis of student achievement data (e.g., AYP, API, AP, college SAT, graduation rates, and program improvement status).**

Testing, grade and perception data all indicate that Aragon does an excellent job of preparing the majority of its students. General CAASPP, SAT and AP scores for the entire student body demonstrate that Aragon students have performed above State and SMUHSD levels. Strand and subject area scores also support this perception, as does overall report card analysis, enrollment in AP courses, completion of a-g requirements and more.

There is an equally compelling and consistent picture that emerges upon examination of disaggregated data. English Language Learner, Socioeconomically Disadvantaged, Special Education, Latino, Polynesian, and African-American students are not performing nearly as well by any of these measures. Despite many targeted efforts in the past, and despite some modest gains in limited areas, Aragon is determined to do better by these students

- **Other pertinent data (e.g., attendance rates, size of EL/LEP population, teacher credentialing, class size, dropout rates, programs for students).**

The overall attendance rate of 97% and low truancy rate of 4% is perfectly aligned with students' survey indicating their satisfaction and engagement with the school and its program. There is very little staff turnover.

- **Appropriateness of identified critical learner needs and their linkage to schoolwide learner outcomes.**

The critical learner needs are a result of much reflection and analysis of multiple types of achievement and other student data.

Chapter III: Quality of the School's Program

CATEGORY A. ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

A1. Vision and Purpose Criterion

To what extent does the school have a clearly stated vision and mission (purpose) based on its student needs, current educational research, current educational research, the district LCAP, and the belief that all students can achieve at high academic levels?

To what extent is the school's purpose supported by the governing board and the district LCAP and further defined by schoolwide learner outcomes and the academic standards?

Aragon has a clearly stated vision and mission statement that is driven by students needs, educational research, the district LCAP and reflective teaching practices and a passionate belief that all students can succeed at high academic levels. The process of drafting a vision and mission statement involves faculty, staff, students and parents. Evidence includes documentation of the process. Evidence includes Aragon's revised SLO's and older versions of the vision and mission statements. Meeting minutes document the revision process and several drafts of the vision and mission statement were openly shared and voted upon resulting in a majority vote for the final version.

Students, parents, and other members of the school and business community demonstrate understanding of and commitment to the vision, mission, the schoolwide learner outcomes, and the District LCAP.

Aragon leadership reviews the vision, mission and SLO's at the start of every school year. Every spring, the WASC Coordinator leads the faculty in an evaluation of progress towards the WASC action plan goals. It was actually in one of these meetings, a year before the start of the WASC self-study process, that some faculty members began to express concerns about the former vision and mission statements that were then targeted for revision the next year. Aragon always conducts a formal review of the vision, mission and SLO's both during a WASC full self-study and while preparing the interim three-year report and revision of action plans.

As described in the response to prompt A1.1, the school staff and faculty, parent/community representatives and students had input during discussions to assess the SLO's, the vision and the mission. They also all took part in the entire process of revising and finalizing the new vision and mission statements. As part of the revision process, the groups examined vision and mission statements from the SMUHSD, other SMUHSD schools, and from successful businesses such as Target, Amazon and Google. Aragon's WASC Coordinator attended regular meetings with the district's Director of Curriculum and Assessment and the other district WASC Coordinators to share this revision process and receive feedback on progress at Aragon.

A2. Governance Criterion

The Governing board has policies and bylaws that align with the school's purpose and support the achievement of the SLO's academic, college and career standards based on data-driven instructional decision for the school; (b) delegates the implementation of these policies to the professional staff; and monitors results regularly and approves the single schoolwide action plan and its relationship to the Local Control and Accountability Plan.

SMUHD complies with all state Education Codes and has an attendant set of local policies and administrative regulations posted on the district website. Evidence includes an SMUHSD handbook, SMUHSD PR& R, Aragon Handbook, MPG meeting agendas and minutes. All policies are translated in multiple languages.

Technology use and online learning policies are included in the TSG section of the SMUHSD website and include a district wide acceptable use policy. Aragon includes these in the handbook and there are separate meeting minutes and site tech coordinators ensuring structured online curriculum, instruction and support enhance success and ensure internet safety. The VC observed devices being used in a relevant and effective manner during class visits.

To what extent does the governing board have policies and bylaws that are aligned with the school's purpose and support the achievement of the schoolwide learner outcomes and academic, college, and career standards based on data-driven instructional decisions for the school?

To what extent does the governing board have delegate implementation of these policies to the professional staff?

To what extent does the governing board monitor regularly results and approve the single schoolwide action plan and its relationship to the Local Control and Accountability Plan?

The district clearly states the duties of each department and how it relates to the staff at Aragon. SMUHSD complies with all state education codes and has a set of local policies and administrative regulations posted on the district website. The roles of the staff and governing board are available for viewing on the SMUHSD website.

Stakeholders include students, community members, staff and parents.

The PTSO oversees school improvement, historically contributing up to \$400,000.00 and more per annum for support of programs. Teachers apply for funds to support specialized equipment.

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

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

At the district level, the eNews, letters from the superintendent, postings in the offices, and other more targeted communications encourage parents and other community members to become involved. An important way that community members and families provide input is through district advisory committees such as Budget Oversight, Homework Policy Task-Force, Construction Oversight and the District English Learner Advisory Committee (DELAC). In addition, two students sit on the Board to provide their input, and Board meetings are open to the public and provide time at the start for public comment; agendas and minutes are also made available to the public. The Superintendent meets monthly with PTSO/PTA presidents. Finally, contact information for all SMUHSD district staff is provided on the SMUHSD website.

At the site level, each of these opportunities to participate is widely publicized through the Aragon website, PTSO e-blasts, Schoolloop emails, and recorded Dialer calls that go to each parent or guardian. To encourage involvement from new community members, the PTSO sends representatives to several school events annually to encourage parent participation and volunteerism. Also, information about Booster and other parent groups appears in the Student handbook and the Family Engagement Coordinator reaches out to new families to inform them and welcome them to participate.

A3. Leadership: Continuous Planning and Monitoring Criterion

To what extent based on student achievement data, does the school leadership and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes and academic, college, and career standards?

To what extent does the school leadership and staff annually monitor and refine the single schoolwide action plan and make recommendations to modify the LCAP based on analysis of data to ensure alignment with student needs?

Aragon has a culture of open-mindedness and innovation where staff members are transparent with one another and have meaningful conversations around any initiatives and good faith implementation of any new interventions.

Aragon leadership participates in annual analysis of data and seeks input from all stakeholders. Evidence exists documenting the activities that support the SLO's and the reexamination of the entire process and stakeholder input.

Internal Communication and Planning includes email via Google or Schoolloop. Administration is making progress in monitoring discipline referrals and is working with the Dean's Office to require timely follow up. There is discussion of how confidential student information can be shared in a respectful and simple manner.

Adults resolve differences through direct conversations with one another. For more serious issues, they appeal to department heads. There is not much internal conflict but there are processes outlined in the staff handbook should employees need to report more egregious problems.

A4. Staff: Qualified and Professional Development Criterion

To what extent does a qualified staff facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development?

To what extent is there a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research?

SMUHSD ensures that its certificated employees are properly credentialed and has procedures in place to ensure that in situations where candidates do not have a proper credential, that they obtain one prior to beginning work. The staff is well prepared with the average teacher having 13 years of experience. Aragon instructional coaches work with all staff to support ongoing professional development. Faculty credentialing statistics are available on the SARC.

Prior to assigning positions, departments consider experience, expertise and preference in assigning teachers to positions. Administration and Department Heads make efforts to match teachers to assignments to maximize student learning.

New teachers are introduced to PLC teammates.

The district has BTSA, Health and Wellness, and supports four professional development days scheduled for Aragon teachers to engage in professional development activities. Additional scheduled collaboration time occurs weekly, and contemporary methods such as peer observation, literacy training, teacher study groups, and training in Constructing Meaning.

Certificated staff is evaluated on expedited or full evaluation. Supervision duty is assigned in a fair and equitable manner.

A5. Resources Criterion

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

Through three community-supported bond measures, the Aragon campus has undergone extensive changes between 2006-2012. Both wings of the school were completely remodeled, as were the football fields and stands, the student services building, and the swimming pool and deck area; the school also installed solar panels on the roof. A new 650-seat theater and a Career Technical Education building were completed and the athletic facilities underwent improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area. Finally, as part of its technology push, the school made the transition to schoolwide access to wireless technology. In 2017, the school created a digital photography lab with a video production studio and added a multi-purpose room.

Security cameras also provide additional security. All classroom doors can be locked from the inside in case of emergency, and the school carries out all required security drills. A card key system has recently been installed to allow faculty and staff access while still keeping the building locked. The campus is well lit and safe in the after school hours. Finally, the School Safety Plan is updated annually and submitted to the Board of Trustees for review and approval

The SMUHSD maintains high quality instructional materials for all students in all subjects at all school sites. In line with this, the district complies with the Williams Act timelines and ensures that each student has sufficient instructional materials. The Board requires an annual report within the first two months of each school year to demonstrate that materials meet all guidelines.

While sites do have some autonomy in the selecting materials, and purchasing has been streamlined to speed delivery and implementation, the SMUHSD has protocols and requirements in place that then allows librarians, Instructional Technology Coordinators, department heads, lab science teachers to work with the Aragon's Accounting Technician to make purchases that meet site needs efficiently. The Accounting Technician manages the collection of receipts, creation of purchase orders and other record keeping to present to SMUHSD Fiscal Services.

The district is beginning the process of updating textbooks and other materials. In science, new textbooks for core courses will be evaluated and adopted by department over the next 4 years. In math, textbook/curriculum pilots were implemented last year and new books are being used. Social science and history textbooks are not yet slated for replacement, but should be soon as content is becoming dated. Athletics have been replacing uniforms and other equipment over the last 3 years. Aragon's Excellence Fund has helped to supplement new purchases such as new microscopes for Biology classrooms and other lab materials.

Booster Groups for music, drama, and athletics also provide supplementary financial support for updated equipment

As of 2014-15, the district utilizes the new process of the Local Control Funding Formula (LCFF) and attendant Local Control Accountability Plan (LCAP) to identify critical student learning and social-emotional needs to allocate resources to address those needs. While the District still has work to do to tightly align these processes, it has worked with stakeholders to identify common student needs, establish a set of common measurable student outcomes, and coordinate the site-planning and resource allocation process to align with the LCAP continuous improvement procedures

CATEGORY A: ORGANIZATION: VISION AND PURPOSE, GOVERNANCE, LEADERSHIP, STAFF, AND RESOURCES

Areas of strength for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

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

Key issues for Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources (if any):

- Evaluate support systems for struggling students and revise accordingly
- Provide options other than 4 year university track
- Expand the wellness program
- Prioritize school goals
- Communicate better with middle schools
- Target areas for support to narrow the achievement gap
- Continue to develop the connection between school and social services
- Use explicit language that conveys the monitoring of school goals

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- It is stated by many staff members that they experience support from the governance, leadership and the spirit of collaboration is palpable.
- Counseling has expanded services and created a student wellness counseling office
- Leadership students express understanding of their role at Aragon and readily know the day to day activities that they plan to engage all students
- The library is occasionally used for academic support space used by students during flex time
- The visiting committee saw community members taking a yoga class on Sunday
- Master scheduling is discussed and revised annually to facilitate collaboration, co-teaching, student support classes and department time
- It was stated that new teachers segue into the school organization as equal team members
- Staff members express gratefulness for the professional respect given to them from administration and district members
- Staff stated that teachers have role modeled a growth mindset by sharing their challenges as a developing professional openly in front of the entire staff and leadership.
- Aragon pioneered Culturally Relevant Teaching by introducing it with students as the first presenters
- Subgroups give input to guide decision making for resources to serve their students. These groups include parents/guardians and students. There is strong awareness of the impact that issues outside the campus such as presidential election results, nationwide school issues and incidents and how these impact the quantity of participation.

- PLC exist on campus along with Co-teaching that foster the connection for conversation and empowerment across subject areas and foster a shared vision for staff-to-administration
- Support classes are being evaluated for expansion
- Students make positive comments about support systems such as Renaissance, Big Buddies
- The office support staff is completely engaged in student success and support
- Students express gratefulness for the support they receive from the academic counseling staff and the wellness counseling staff
- Students express gratefulness for Flex Time and late start as it influences their energy levels and ability to have extra time to make up work and meet with teachers or staff

CATEGORY B. STANDARDS-BASED STUDENT LEARNING: CURRICULUM

B1. Rigorous and Relevant Standards-Based Curriculum Criterion

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

To what extent through standards-based learning (what is taught and how it is taught), are these accomplished?

Aragon High has various systems in place that helps them provide a rigorous, relevant and coherent standards-based curriculum to their students as shown through their self study. The Team found that one system that guides the work is the Teacher Study Group (TSG). This group uses data and research based professional development to drive calibration of curriculum and instruction across disciplines. Teachers in every subject area assigned a piece of writing, used rubrics to evaluate student work individually, shared the work with colleagues using a student work examination protocol, and created a second writing assignment based upon what they learned from this process. These were tied to the College and Career Readiness Standards. This made sure that as curriculum for content areas was developed, it also met the College and Career Readiness standards. This is a huge positive for the work that Aragon is doing. It is a prime example of making sure the connections are there for staff and students across all standards. And while the group participated in each of these research-based activities, the work served as a vehicle to teach the elements of the Cycle of Inquiry. The team found that these process helps build and revise curriculum to make it rigorous, relevant and coherent along with being standards-based. They have tied this to their action plan I on equity and achievement. They have done this through having the TSG along with the administration work to implement Constructing Meaning (CM) schoolwide. When looking at the data, it appears that the implementation of the TSG has impacted the achievement of students on the CAASPP. From 2015 to 2017, the ELA scores have risen from 57% exceeded to 60 % exceed. However, a possible key issue would be the decrease in students who have met standards. That percent decreased from 29% to 24% for the same time frame. A question would be what other factors are contributing to the decline, if any? In math, we see a decrease in exceeds from 2015 to 2017 of only 1%, however we see an increase in students who were meeting the standard by 3%. As the TSG continues to build capacity in the PLCs, and the PLCs continue to go through the cycle of inquiry, the data will hopefully increase in the coming years.

With the diverse student population that Aragon High School has, another strength found by the team of the school is the voluntary Culturally Relevant Teaching Group. This group was formed by teachers after they attended a conference. The purpose of the group was to lead the staff through professional development, once per semester, on a topic that helps them in working with a diverse student population. However, in the last year, the focus has shifted to a reading group. With this shift, there may be an issue in how many students are actually impacted. The shift also raised several questions, including how it is

funded, how are the participants picked or is it voluntary and how are the ideas the group learns disseminated to the whole staff in a way that is impactful? The team found that the group is voluntary and they are working through the process for how they will disseminate their learning to the rest of the staff.

As previously stated, Aragon has been insightful in working to build a strong correlation between content standards and College and Career Readiness standards. This emphasis is also seen in the school Student Learning Outcomes (SLOs). They incorporate both College and Career learning outcomes for students. Although it states in the self study, "Aragon, too, has devoted a great deal of time and resources to the adoption of the academic standards, the CCRS and the SLO's. The school has poured resources – time, funding and manpower -- into developing teacher leaders, providing training and creating space for faculty members to complete their work," a potential issue is how is this work shared with new staff. Having a wealth of lessons, units and assessments is only a strength if there is dedicated staff available to bring new staff members into the fold and work with them to bring them to the level of understanding that the long term staff members have developed. In speaking with teachers, the team found that first year teachers really felt brought into the fold by the veteran staff and supported in curriculum and instruction.

The changing of the bell schedule at Aragon seemed to be a positive shift to make sure that the PLCs had dedicated time for collaboration. Having the dedicated time makes sure that course alike PLCs can "re-evaluating objectives, unit plans, texts, lessons, assignments, assessments, rubrics, grading techniques, and even how they work together to plan these items." By far, one major strength is the team effort to make sure that literacy skills are being built across content areas, including PE and Health. All content areas are working to assure that students have the literacy skills needed to be successful contributors in the 21st century. This really brings the integration into the curriculum across disciplines. One of strengths of the TSG is the "explicit cross-curricular work" that happens there. Having that additional structure in place on top of the PLCs, allows Aragon to really delve into true cross curricular alignment. This includes CTE teachers, which often get left out of curriculum discussions and trainings.

A challenge for Aragon is articulation with their feeder schools. Since they are not part of a unified school district, they receive students from several school districts. They work primarily with the one district that provides them with about 75% of their students. However, from the self study it sounds like most of the meetings are between administration and not necessarily between teachers. Although any articulation is beneficial, to really align curriculum, teachers should be meeting. The staff does work to bring incoming students into the Aragon community in many ways. The AVID staff goes to the feeder schools to conduct interviews and recruit students. Special education staff work to do intake meetings for students with IEPs. Counselors meet to make sure students who need extra support are identified and not lost in the shuffle of transitioning to a new school.

They also articulate with their local community college in a very positive way. "The college even hosts a SMUHSD program called Middle College, which allows which some Aragon students to complete their junior and senior years at CSM, taking only English and Social Studies classes from SMUHSD teachers on the college campus and all other courses from CSM instructors." Because of this, Aragon teachers have met with professors at the college to make sure that Aragon was preparing students the best way for college. Aragon also offers some articulated classes with the local community colleges so students can not take remediation classes upon entering the college.

Another thing that Aragon does to build its program for students is when they have recent graduates back to talk about their thoughts on the Aragon program after they have spent some time in college. This would allow Aragon to get real input from students about how to improve their instruction and curriculum

to meet the needs of students so they can be successful upon graduation, however the team found that this information is not shared with the staff. Aragon could consider dissemination of the feedback from graduates to the staff in order to help drive curriculum.

B2. Access to Curriculum Criterion

To what extent do all students have equal access to the school's entire program and are provided assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and career goals? Summarize an analysis of what currently exists and its impact on student learning.

With the diverse student population that Aragon serves, the school has been working on making sure all students have equal access to the school's program. One of the big changes they did a decade ago, was to move from 6 to 7 periods a day so students could have more choice. To assure equity Aragon lets students choose if they would like to take advanced classes or not. The guidance departments, the team found, really works diligently with students to make sure they are taking classes to benefit them. Along with each grade level having a counselor, they also have a grade advisor. The school also has wellness counselors for students who need more therapeutic counseling. The team found that these wrap around services are working well for students.

One of the challenges facing Aragon is they have opened up the discussion with the staff regarding grading practices. This is an area that often impedes equity in schools. Currently, staff that were interested in standard based grading, explored the topic and some have implemented the practice, including AVID, World Languages and CTE. The team found that the teachers who are using standards based grading find it helpful, because students can reteach and retake until they reach mastery. However, from the student view point, there are mixed feelings about the standards based grading. Some students feel that this type of grading makes it harder for students to get an A in a class.

One thing to note, Aragon does not offer English Language Development (ELD) classes, so those students go to another school. The District has consolidated the ELD program to best use resources. When students have been redesignated, they are allowed to return to Aragon. There are LTEL at Aragon who are in support classes. The self study addresses the many support classes offered at Aragon, but no data indication if these supports are successful for students. This would be a key issue for the school. The team found that the staff feels like the support classes are vital to helping students be successful. The school just needs to more accurately track the grade data for these students, since anecdotal evidence points to the support classes being extremely helpful to students doing well and staying on track.

The team found that one true success for students is the flex tutorial offered on the school block days. These tutorials provide an avenue for assistance for students that helps to prepare them for the pursuit of their academic, personal, and career goals. Students have choice in what tutorial they attend and this also gives built in time for group projects. These are true skills that students will need for both college and career success in the future.

CATEGORY B: STANDARDS-BASED STUDENT LEARNING: CURRICULUM**Areas of strength for Standards-Based Student Learning: Curriculum (if any):****Areas of Strength**

- Teachers participate in Teacher Study Groups (TSG) once per month which provides the opportunity for teachers to look at the coherence between standards and what they do in the classroom, especially through backwards mapping.
- All teachers are a part of a PLC and go through the Cycle of Inquiry (COI).
- The culture of collaboration among teachers is positive and professional.
- Aragon students attend a Career Day every two years.
- Flex Time has turned out to be a positive use of time. Students are able to complete homework, make up tests, and get extra help.
- The Wellness Program offers a range of in-depth services for students.
- Aragon offers a variety of co-curricular activity options for all students, including a variety of clubs, athletics, music, and drama.
- There are two leadership classes that involve many students-- the traditional Leadership Class and the new Renaissance Leadership Program.
- The GATE program hires speakers to address college preparedness, mental health and other topics.
- School announcements are more interactive and invite more participation in school activities.
- Aragon has a positive school culture.
- Extra-curricular events include the entire Aragon community (Tailgate, Halloween Carnival, Lip Dub, Giants game).
- There is an after-school tutoring program to help struggling students.
- In addition to adult tutors, there is peer tutoring.
- Aragon exceeds a 98% graduation rate.
- Parents, students, and the community are involved in a variety of activities.
- The school campus is beautiful, and the facilities and resources are well-maintained
- Course curriculum is often developed directly out of student needs.
- Aragon offers successful co-taught classes in English, Biology, Chemistry, and Algebra that help make core content in the mainstream classes accessible to students with learning differences while providing support.
- Aragon staff engage in continuous assessment and reflection.
- Aragon has a strong positive culture among teachers.
- The coaching staff at Aragon is strong, addressing the academic and social development of the student athletes.
- Aragon provides an abundance of resources and support for new teachers.
- Teachers are willing to try new things and reflect on the effectiveness of the programs (e.g. Flex Time, Block Schedule).
- Aragon has strong lines of communication between teachers, administration, students, and parents.
- We have increased the amount of technology in each classroom, almost to 1-1.
- More teachers are using technology in the classroom.

Key issues for Standards-Based Student Learning: Curriculum (if any):

- The school needs to provide more support and options for students for who may not choose to go to college.
- Aragon needs to provide more opportunities for personal collaboration between students, staff and parents to explore post-secondary education and career.
- Aragon needs to find more creative methods of reaching over-stressed or unavailable families to ensure that all know about the processes involved in making college and career choices.

- We need to expand the CTE program and offer a wider variety of classes related to practical skills and career. We also need to expand the CTE sequences in the 2nd and 3rd year.
- Teachers need to use technology for effective collaboration and meaningful learning without exposing students to too much screen-time throughout the day.
- The school needs to verify students' ability with technology tools.
- The school could engage in more cross-curriculum integration and allow more time to plan with other schools and common departments.
- The school could do more to ensure students know what it means to be career ready.
- We need to better meet the needs of struggling students from high-priority groups (e.g. EL, Special Education, Socio-economically Disadvantaged, Latino, African-American, and Pacific Islander).

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- Teachers participate in Teacher Study Groups (TSG) once per month which provides the opportunity for teachers to look at the coherence between standards and what they do in the classroom, especially through backwards mapping.
- All teachers are a part of a PLC and go through the Cycle of Inquiry (COI).
- The culture of collaboration among teachers is positive and professional.
- Flex Time has turned out to be a positive use of time. Students are able to complete homework, make up tests, and get extra help.
- There is an after-school tutoring program two days a week in the library to help struggling students.
- Guided Study classes use students as tutors.
- Parents, students, and the community are involved in a variety of activities.
- Aragon offers successful co-taught classes in English, Biology, Chemistry, and Algebra that help make core content in the mainstream classes accessible to students with learning differences while providing support.
- Aragon provides an abundance of resources and support for new teachers.
- The school need to provide more support and options for students for who may not choose to go to college.
- Continue to build capacity and accountability in the PLC structure.
- With a lack of an ROP center in the county, the school sees the need to build more CTE courses on the site.
- The school can continue to work on articulation with their feeder schools.
- A system of dissemination of information from recent graduates who are come back to speak about their college experience needs to be built.

CATEGORY C. STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

C1. Challenging and Relevant Learning Experiences Criterion

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

Student involved in challenging curriculum -

Self-Study report indicates that AP course enrollment increased from 965 to 1,071 in last two years, that 9th grade intensive English and Math courses are provided, and that English 9 and 10 support classes are available. According to school data, 71% of 2017 class completed a-g requirements. AVID classes provide a rigorous curriculum for 145 students.

For English Language Learners, ELD courses are available at various sites in the district depending on enrollment.

Focus group indicated that Chemistry is required for all sophomores.

Observation/examination of student work

Self-Study report indicates that Teacher Study Groups (TSG) - once per month teachers collaborate to assess student learning through lesson planning. School data indicates that college prep assessments such as PSAT's/SAT's/ACT's/CAASPP are among the highest in the district and significantly higher compared with statewide scores.

Faculty collaborate in Cycle of Inquiry (COI) each semester to "examine flaw or gaps in lesson planning" to address student needs. Faculty Peer observation occurs for one week per semester.

For Special Education students, IEP's help determine student placement in less restrictive learning environments. Aragon HS, additionally, assists students identified with high anxiety in their KEY program instruction. Visitation team observed that KEY instruction includes MFT, teacher, and aide who assist students in group therapy and academic instruction on an individual basis.

Online Instruction

Self-Study report indicates Compass Online is used for student credit recovery.

Self-Study report indicates that some teachers include key/target standards in syllabi and beginning of units.

"As Aragon continues its work with the Cycle of Inquiry, we anticipate that teachers will do this more and more consistently."

Additionally, Visitation team observed that many teachers use rubrics/modeling to demonstrate proficiency for in-class assignments and guided practice using graphic organizers with presentation instruction.

Differentiation of Instruction: The school's instructional staff members differentiate instruction, including integrating multimedia and technology, and evaluate its impact on student learning.

Self-Study report indicates staff differentiates instruction with emphasis on teaching academic language through a variety of pedagogical devices such as diagram, design, and drawing. Visitation team also observed verbal response of vocabulary.

Also, Teacher Study Groups (TSG) emphasize student speaking and listening skills in lesson planning while Constructing Meaning (CM) emphasizes speaking, reading, and writing for EL students. All teachers have participated in CM professional development, according to school.

"Examples of CM in the classroom includes summarizing, supporting an idea with evidence or challenging an idea. The idea is that these structures are the same across disciplines, so teaching them explicitly can greatly accelerate students' abilities in all classes."

AVID students create Socratic seminars twice a week. Strategic English Support provides tutorials to learn English and Intensive Math provides two teachers working simultaneously allowing students to move between classes depending on need.

Self-Study report indicates the following multimedia/technology resources available at Aragon:

- Teachers have laptops, document cameras, and some Smartboards
- Schoolloop allows students to post notes and assignments for students and parents.
- Aragon has 33 Chromebook carts
- On-site Instructional Tech Coordinator - .4 position
- Students have access to G Suite accounts
- Google sharing is widely used by teachers/students
- Some teachers use Vocaroo or Screencastify

Self-Study report indicates evaluation of impact on student learning with technology by using Turnitin.com to address plagiarism. Newsela research database available to students as are teacher/student evaluation tools such as NoodleTools, Edpuzzle, Mathspace, Padlet, Poll Everywhere, Quizlet, and Kahoot.

Team observed use of student ID cards which allow students to sign in with teachers during FLEX enabling administration to assess effective use of this time.

C2. Student Engagement Criterion

To what extent do all teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom that actively engage students, emphasize higher order thinking skills, and help them succeed at high levels?

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

Self-Study report indicates that faculty is current in instructional content taught/methodology as Aragon HS and the district have provided professional development which includes Learning Forward Conference, Restorative Justice Practices, and Culturally Relevant Teaching Conference.

However, school acknowledges Restorative Justice is not currently used because of personnel changes and is making a determination if it is needed in the future.

Additionally, SMUHSD and San Mateo Office of Education regularly offer content-specific trainings for faculty.

According to the Self-Study Report, most teachers have had extensive training in Cycle of Inquiry which emphasizes backward planning.

Thirty-three teachers have Bachelor's degrees with 30+units, eight have Master's, and one has a Doctorate.

Teachers as Coaches: Teachers facilitate learning as coaches to engage all students.

Self-Study report indicates that teachers also facilitate learning in the classroom through academic talk and small group discussion. Teacher coaching of Socratic Seminars is most often used in AVID but "some general education teachers have adopted the practice for certain assignments."

Teachers coach creating small groups, jigsaw, and pair student assignments. Coaching of students in PBL most often takes place in Visual and Performing Arts, Career Technical Education, and Science classes.

Self-Study report indicates that faculty has been given Depth of Knowledge training with Common Core Standards. Visitation team observed the Common Core standards of claim/evidence reasoning in several disciplines.

Also, the Self-Study report indicates that Smarter Balance testing results are routinely shared with teachers who are encourage to revise lesson plans and instruction so that higher levels of DOK among students are realized in the future.

Examples of examination of student work:

- a. World language vocabulary into sentence structure and use of conversational language
- b. Math's Desmos program requires students to write their reasoning for solving equations
- c. Science labs allow students to "hypothesize, problem solve and make conclusions based upon evidence."
- d. PE's Health classes require students to complete a community service project
- e. English teachers incorporate more synthesis writing to reflect CAASPP expectations.
- f. Social Science teachers incorporate research and debate with mock Middle East Peace Summit or retrying historic Supreme Court Cases.

3. Students use a variety of materials and resources beyond the textbook AND Students use technology to support their learning.

Self-Study report indicates that primary source documents are routinely used in Humanities. Visitation team observations overwhelmingly substantiated this. Further, Science utilizes more online materials to support Next Generation Science standards.

Self-Study report indicates that Computer Information Networks are often utilized for research and available to students along with Library research databases.

- (Refer to technology use above)

Real World Experiences: All students have access to and are engaged in career preparation activities.

Self-Study report indicates that Naviance is used by Counseling staff and students annually. Four year plan for each student created with help from Counseling department. Every two years, Career Day created by parents and Counseling. Community Service opportunities provided and/or required voluntarily or through ASB.

Aragon HS requires that each student completes 10 unit CTE for graduation. CTE courses include Engineering and Technology I and II, Foods and Nutrition, Culinary Arts, Digital Photography I and II, The Art of Video, Principals of Computer Science, AP Computer Science, Biotechnology I and II. Students completing the Engineering and Technology sequence receive a credential in AutoCAD and students completing the Foods and Nutrition Sequence are eligible to earn their Food Handler's License.

Music professionals also come to perform and work with kids. Visual arts students complete research projects on careers in art while updating their resume profiles. The Technology Education and Literacy in Schools (TEALS) volunteers are professionals in computer science that bring relevant industry expertise to Aragon's computer science classes.

College and Career Advisor and Financial Aid and Scholarship Advisor connect students with internship opportunities. Also, concurrent enrollment at community college is offered and some field trips to Bay Area technology campuses are provided throughout the year.

CATEGORY C: STANDARDS-BASED STUDENT LEARNING: INSTRUCTION

Areas of strength for Standards-Based Student Learning: Instruction:

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

Key issues and Areas for Growth for Standards-Based Student Learning as identified in the Self-Study Report:

- **“the focus groups concluded that (career exploration) is an area for improvement going forward, so expanding career-exploration is a focus of Action Plan III.”**
- **To serve all students, Aragon needs to increase CTE and elective course options.**
- **The school needs to track students after graduation to better understand the school's performance.**
- **The school needs to better support LTEL's and EL's.**
- **Students need more opportunities for job shadowing.**
- **Teachers need to provide more examples, models and instructions.**
- **The school should offer ethnic studies courses.**
- **The school should solicit student input to determine what they want offered for electives.**
- **There is room to improve the connection to the world of work.**
- **The field trip policy needs to be more flexible.**

Important evidence from the self-study and the visit that supports these strengths and key issues include the following:

- **Chromebook carts in many classrooms**
- **Forty chromebooks are available for students to check out and take home.**
- **PLC culture is very strong and administrative support for continuation is strong**
- **PLC, TSG, and Instructional Coaching all support teacher's lesson planning to maximize student academic success.**
- **FLEX time twice a week gives students opportunities to work with teachers one on one to makeup assignments, clarify content, and review classroom expectations.**

CATEGORY D. STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

D1. Using Assessment to Analyze Monitoring and Report Student Progress Criterion

To what extent does the school use a professionally acceptable assessment process to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders?

According to the self study report, staff uses LCAP process to collect and disseminate the following data: LCAP measures include data items such as CAASPP test scores, a-g completion rates, the percentage of students “ontrack” for graduation by having 110 units and a 2.0 GPA or better by the end of the 10th grade, the percentage of students having C’s or better in 9th grade English, the percentage of students rated college-and-career ready, and a variety of data points gauging student wellness on the California Healthy Kids Survey.

PLC’s regularly examine course level data. Performance in classes and SRI are used to move students between intensive English support places.

Student grades are the main way that progress is reported to all stakeholders.

SPSA and SARC are created and shared with relevant stakeholders.

The culturally relevant teacher group monitors data for performance gaps.

GPA data is continuously monitored to trigger flex time intervention.

Although grading policies differ between departments, courses with multiple teachers use common syllabi, common calendars, and common rubrics to ensure that all students are proficient with regard to core skills and content. Evidence of this work was seen the common documents and the work being done in classrooms.

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

To what extent do teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning?

To what extent do students and teachers use these finding to modify the learning/teaching practices to improve student learning?

Online Programs: iNACOL Standard L: Assessment of Student Performance: A quality online program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives, with timely, relevant feedback to all stakeholders. [iNACOL Standard L, 2009]

Cycle of inquiry process is used to develop common summative assessments.

Evaluation criteria includes goal setting around formative and summative assessments.

Teachers in English and Math have common assessments and rubrics for their classes. Some Social Studies and Science classes also have common assessments. Common assessments may also be used in other classes but were not verified. These assessments are used to verify that students have mastered essential skills and content and to determine which skills need additional support.

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

“Student survey data indicates that they do not always feel that teachers return to re-teach what they do not understand, so, going forward, Aragon needs to build in more time to loop back to difficult concepts, and we need to make it more explicit when we are re-teaching something because of formative

assessment results.” This was reiterated by teachers in the focus group meeting and was different depending on the PLC. Some groups allowed time to re-teach and modified the curriculum. Others did not. The teachers that were not adequately re-teaching expressed concern about this.

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

“Every year, Aragon invites a panel of recent graduates to return after their first year of college to talk about how prepared they felt for college and to provide tips for being successful in college.”

Students report need for more career related experiences. The school could create its own specific survey for students in general or create surveys specific to departments or courses.

D3. Using Assessment to Monitor and Modify the Program Schoolwide Criterion

To what extent does the school with the support of the district and community have an assessment and monitoring system to determine student progress toward achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes?

School Assessment and Monitoring Process: The following stakeholders are involved in the assessment and monitoring process of student progress: district, board, staff, students, parents, and the business and industry community.

Curriculum-Embedded Assessments: The school regularly examines and analyzes standards-based curriculum-embedded and standardized assessments for English language and mathematics in all subject areas.

As mentioned above, courses in English, Math, Social Studies, and Science have common syllabi, calendars, assessments, and rubrics, all of which are scrutinized each year and revised as necessary. This coursework forms the foundation for the skills and content taught in the academic classes and provides clear information about students progress toward mastery of these skills and content.

Schoolwide Modifications Based on Assessment Results: The school uses assessment results to make changes in the school program, professional development activities, and resource allocations demonstrating a results-driven continuous process. The school periodically assesses its curriculum and instruction review and evaluation processes. The school employs security systems that maintain the integrity of the assessment process.

The school used the standardized math and reading tests to help place students in appropriate classes. This information is used to help determine the number of sections needed each year for specific courses, including intervention classes.

CATEGORY D: STANDARDS-BASED STUDENT LEARNING: ASSESSMENT AND ACCOUNTABILITY

Areas of strength for Standards-Based Student Learning: Assessment and Accountability (if any):

- The staff is very collaborative, valuing and providing a common experience in core academic classes. The cohesiveness of the staff is a cultural strongpoint of the school.
- Many PLCs and courses have and work off of common syllabi, calendars, assessments, and rubrics.
- The PLC work has significantly helped struggling students. The common work developed by the the PLCs has allowed the support classes to focus on the core assignments since they are all aligned. The positive impact of the PLC work on student performance cannot be overstated.
- The following statements were verified through conversations and examination of supporting documents:
 - “Course-alike PLC’s determine a grade scale at the beginning of the year, and nearly all teams produce a common syllabus for the course that sets clear expectations for how the type of work the students will be producing and the grading system that will be used to evaluate that work.”
 - “Most PLC’s report that the team develops and uses common assessments throughout the course and that they work together in PLC time to develop a common rubric, at least for major assignments.”
- All major standardized tests, surveys, and aggregate level information are monitored and reported.
- The school uses standardized data to place students in appropriate classes.

Key issues for Standards-Based Student Learning: Assessment and Accountability (if any):

- Time for collaboration among PLCs to continue calibrating grading practices, reviewing student work, creating common grading rubrics, and developing high-quality common assessments.
- HW, Grading, and Plagiarism Policies.
- A set of school-wide student skills, such as note-taking, that is used in the majority of classes.
- Monitoring and documentation of the success of support and intervention classes and the success of students on key course assignments and assessments, graduation rate, and student surveys.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

Many teachers were at the section D report out, no parents were present at this meeting, but they did say that parents were involved in the process. A student was involved and present at this meeting. Teachers and the student present all stated their involvement in the development of section D and voiced clear knowledge and support for key elements of the section.

Multiple teachers noted that Guided Studies and intervention classes have helped immensely. Teachers thought that the classes helped students connect to the school and many voiced the need for more spaces in the Guided Studies. Guided Studies is like AVID with some social emotional support, created by a 9th grade task force.

Individual meetings with English, Math, Science, Social Science teachers, examination of documents, and observations of classrooms show that:

- The vast majority of English and Math classes are aligned with their course-alike PLCs and have common calendars, common grading practices, and common assessments and major work products.
- Social Science classes are at different places. Some PLCs have some common assessments and work assignments. Others are at different places. All are working towards the development of

- common high level assessments and assignments.
- Science - Driven by implementing CM (Constructing Meaning) and NGSS at the same time. Physical Sciences have developed about 50% common curriculum and common assessments that supports re-teaching. Previous trainings have put Physical Sciences ahead of the Life Sciences, which are aligned conceptually, but work is still being done to figure out common experiences and common assessments.

Placement tests are used for placement in reading and math. The school uses RI (Reading Inventory) and MI (Math Inventory).

CATEGORY E. SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

E1. Parent and Community Engagement Criterion

To what extent does the school leadership employ a wide range of strategies to encourage family, business, industry, and community involvement, especially with the learning/teaching process?

Use of Community Resources: The school uses business, industry, and community resources to support students, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations.

Aragon High School holds orientation meetings for new families in August. Back-to-School night is held every fall where every teacher presents an overview of the year's academic objectives and of the content the students will study. In spring, Open House is held where families are invited to see their students' work and to discuss the class' accomplishments. An annual Expo is hosted to allow prospect students and their families a chance to meet some faculty members, ask questions about curriculum and to learn about the school's clubs and programs that are offered. Parent groups along with an administrator, meet monthly where they support families in having a role and voice in the direction of the school. The Guidance and Wellness departments also hold several meetings for families to assist with the college application process, to educate families about the Wellness efforts at the school and to gain their input on ways to improve Aragon's program. There is also an evening welcome and orientation meeting held by Guidance for the families of incoming Special Education students. Other family involvement also occurs on an individual basis.

Many of Aragon's connections to business and industry occur at the school events since most parents are also members of the local business community. Strong relationships are cultivated with local businesses by administrators, the College and Career Advisor and the Scholarship and Financial Aid Advisor. Students also benefit from a wide variety of scholarships provided by community organizations and businesses. A large-scale career day is hosted at Aragon, where many of the local business people visit and help educate Aragon's students about possible career paths. Aragon students are also offered job opportunities, internships, job shadows or field trip opportunities by local businesses. These opportunities are showcased in the Summer Opportunity Fair each spring to connect Aragon students with community businesses and organizations. College representatives visit Aragon High School each week in Fall to provide an overview of their schools' offerings and advice on the application process. Students are taken on college field trips to visit campuses through the AVID program. The San Mateo Unified School District also holds a district-wide College and Career Fair where many presenters are available to answer students' questions and provide information about the requirements and opportunities open to students. The Technology Education and Literacy in Schools volunteers bring relevant industry expertise to Aragon's computer science classes. The Robotics team has advisors from the local business community coaching their efforts. Professionals in theater also work with Aragon's drama students on the technical aspects of their productions. Leadership works closely with community organizations, including the San Mateo Firefighters, Samaritan House, Challenge Day and Real Leadership.

E2. School Environment Criterion

To what extent is the school a safe, clean, and orderly place that nurtures learning?

To what extent is the culture of the school characterized by trust, professionalism, high expectations for all students, and a focus on continuous school improvement?

Aragon's campus ensures a safe environment by dedicating attention to monitoring students' whereabouts and safety. Faculty, staff and campus aides all assist in monitoring during the day. A School Resource Officer also provides an additional layer of security and works proactively with students to keep the campus safe. Other measures of security adopted by Aragon include security cameras, enabling classroom doors to lock from inside, a new card system to allow staff access while keeping building locked and a well lit campus after school hours. Security, fire and earthquake drills are carried out as required. The California Healthy Kids Survey is conducted to gain more insight into the safety concerns brought up by students. In addition to the above, a School Safety Plan is updated annually. The campus is kept clean and running smoothly by the custodial staff. The custodial team responds to all issues in a timely manner to assure the campus is safe and clean. Aragon has a wireless network with security filters and controls for the students safe use. All students and parents are informed about the Acceptable Use Policy to clarify expectations of internet use. Although security filters and controls are in place for the wireless internet; some extremely tech-savvy students seem to be able to log onto alternate networks without the security measures. This issue has been brought to the attention of the Technology Support Group.

In 2016, Aragon added a leadership class called Leadership Renaissance to focus on student morale and help students and staff feel appreciated and connected. This group also partners with the Samaritan House and oversees the Toys-for Tots toy drive. Some of the free events for the student body include whole-school lip dub and assemblies with motivational speakers. Events related to improving mental health or decreasing stress are held monthly. These types of events also extend to staff as they deliver hot chocolate, write thank you notes, make pancake breakfasts, or provide babysitting during Back-to-School Night or Open House. This class also organizes other activities where they use earned "dollars" as a reward on spirit days. In another effort to decrease stress at Aragon, the leadership classes hold week long activities during finals week. In the future, the Aragon Wellness Department plans on working with leadership to develop more mental health related workshops. The visiting committee has spotted Aragon's Mutual Respect Policy posters in every classroom along with the Student Learner Outcomes. Another one of Aragon's programs that demonstrates care and concern for their students, is the Big Buddies program. This program supports incoming freshman in a variety of ways to make their transition to high school as comfortable as possible. In other efforts to increase school spirit, student morale and connectedness, the Leadership Renaissance class leads live and video announcements, solicits student feedback, and holds Town Hall Meetings with randomly chosen students.

The WASC Visiting Committee has also observed a strong Gender and Sexuality Awareness Club at Aragon. This leader and some members have collaborated with an organization called Gender Spectrum in order to provide training for faculty and students. A Culturally Relevant Teaching Group was formed by a group of teachers that brought back ideas from a conference they had attended. Topics for this group included the need to know how to properly pronounce students' names, the need to understand student genders, the impact of poverty, achievement gap data and other such topics. Recently, in 2017-2018, the focus of this group has shifted to become a reading group and think tank. This group will also have an important role in carrying out some of the 2018 Action Plans. The International Food Fair and Polynesian dance shows are also beginning an International Cultural Appreciation Week.

The Visiting Committee has observed a strong atmosphere of trust, respect, and professionalism throughout the campus. A collaborative spirit between the faculty, staff and administration, as well as a strong teacher-leader culture is also visible. Teachers are continuously empowered to create new

programs and welcome suggestions. The adoption of Flex Time amongst other professional development relied on both the administration and teacher leadership. Teacher leaders regularly structure professional development days to feature teacher-led workshops and work closely with fellow teachers. Although Aragon is definitely a school where administration and teachers work together, there is still a desire to streamline communication in a few areas. It is apparent that the discipline department needs to improve the consistency, accuracy and the follow up on the outcome and consequences assigned to students.

E3. Personal and Academic Support Criterion

To what extent do all students receive appropriate academic support and intervention to help ensure school, college, and career success?

Aragon certainly has adequate services to support students' personal needs. In a multi-high school district, Aragon is the only school in the district that provides four grade-level advisors who are dedicated to supporting their students. The advisors work with the counselors and have created a personal connection with trustworthy adults. The Guidance Department begins their support even before students arrive at Aragon by visiting all five public feeder and private schools in early spring. They provide an in-depth presentation regarding the transition process and making a list of students who will need extra support. Aragon thinks ahead in allowing eighth grade students to "shadow" an Aragon student for half a day to allow them to see a glimpse of what they can expect the next year. To ensure that all students are aware of the wealth of resources available to them, the Guidance and Wellness Department members visit all English classes to review graduation and college entrance requirements and how to go about it. Aragon's faculty is informed of the programs for the identification and support for students with special needs. Any student earning a "D" or "F" on progress reports or their report card, will receive an additional letter by the Guidance Department.

With the addition of the third wellness counselor in the second year of the Wellness Program, Aragon is able to reach to all students regardless of their official status. This program has also assisted in the increase of the amount of social and emotional learning for all Aragon students. The Wellness Program has accomplished several things including bringing down the number of students being hospitalized for self-harm from the 2015-2016 school year. With improvement in the area of mental health, Aragon is looking to address the growing number of students qualifying for free/reduced lunch. The health clerk has begun calling in students that qualify for free or reduced lunch to walk them and their parents through the process. Aragon acknowledges that regardless of their efforts, there are still students that struggle with hunger. Aragon's hope is that they are able to address this issue through the expansion of the Wellness Program.

It is evident that through the use of equitable support, all students have access to a challenging, relevant, and coherent curriculum. Aragon has a number of resources to offer for a variety of student needs. Intensive English, which focuses on reading strategies, note taking skills and literary analysis to improve students' ability to perform well in English classes. The SES program is available for the 10th graders after the Intensive English to help transition out of the the support group. A similar program is also available for Math. A Guided Studies program for students with academic struggles in multiple subjects, is also available. Other methods to address student needs include Student Progress Meetings, 504 plans meetings, teacher-counselor meetings to discuss seniors in danger of failing, or meeting with individual students to discuss issues and help to support them. Many Aragon teachers offer tutoring during lunch or after school. There is also a Tutor Club available to students who need academic assistance. Credit recovery is available via summer school, adult school, concurrent enrollment at CSM and OSCR classes.

Flex Time is also a good way to help support student success. Students and teachers both agree that this time is helpful in allowing students to reach out for extra help or to make up any missed work. The co-taught classes are helpful in providing special education students with instruction adapted to support these students' needs. All teachers are informed of any accommodations or modifications for each special education student in their classes. Students with anxiety are also supported by allowing them to take some courses in a more intimate environment. Aragon provides a school psychologist, a speech pathologist, free in-school therapy and access to the County Health Mental program to its qualifying

students.

With the low ELD student number, SMUHSD only offers ELD courses at select sites. Aragon students are sent to one of those select schools until they attain the language skills needed to attend Aragon.

The AVID program at Aragon is also a successful program used to address the needs of students whose families have not attended college. The number of students in the program has increased to 145 students from diverse backgrounds. All Aragon students are encouraged to take advanced and AP courses to embrace the district's policy stating, "The district is committed to providing an environment in which students have equal accesses to classes including AP, Honors, and Advanced Standing classes. Classes will be open to all students who have made an informed decision and understand the course expectations."

Aragon reaches its GATE designated students through its thriving Gifted and Talented program with over 350 students involved. GATE funds and grants are available to teachers who have enrichment projects in mind. The GATE Coordinator also plans field trips and on-site events throughout the year.

Aragon students have access to 33 mobile carts with 1,155 laptops in classrooms across campus, 3 general use laptop cars and 4 stationary computer labs available for teachers to reserve. These labs and the library are also open for use and printing at lunch and Flex Time. Google accounts provide all students access to email. 60 chromebooks are reserved for any students to check out to take home for use outside of school. Although chromebooks are available for students to take home; Aragon is exploring how to ensure internet access for students that do not have access outside of school.

Aragon ensures that there is a high level of student involvement in curricular and co-curricular activities that link to the academic standards and the schoolwide learner outcomes through the many leadership-organized opportunities for students to get involved. It is very evident that Aragon has thriving drama, music and sports programs, as well as over 50 clubs catering to a large variety of student interests. To encourage involvement, Aragon awards Silver Sword Points to students who participate in these activities. Students that earn the required amount of points wear a unique silver tassel at graduation to recognize this achievement.

Uniquely, Aragon is able to offer a program rich in visual and performing arts to its students. The drama program serves beginning to advanced students and also produces two full-scale productions per year. There are many more programs available in the visual and performing arts area such as ceramics, digital photography, painting, drawing, choir, jazz, orchestra, and many others.

The Physical Education Department at Aragon also offers elective courses for the junior and senior students. The competitive athletic program has achieved post season Central Coast Section success in almost all sports areas.

CATEGORY E: SCHOOL CULTURE AND SUPPORT FOR STUDENT PERSONAL AND ACADEMIC GROWTH

Areas of strength for School Culture and Support for Student Personal and Academic Growth (if any):

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

Key issues for School Culture and Support for Student Personal and Academic Growth (if any):

- Aragon needs to increase communication between administration, guidance and teachers, and between teachers and parents.
- School needs support families, students and teachers in the transition from Schoolloop to Canvas to Aeries.
- Cafeteria or space for eating is needed.
- Despite their efforts Aragon still has students going hungry.
- Discipline follow-through is inconsistent.
- Not all students are effectively using Flex Time; they sometimes go where they feel most comfortable rather than where they need to go for help.
- Students have little quiet space to work.
- Rules are in constant flux and not consistently followed or enforced.
- Cafeteria food needs improvement.
- Consider ways to allow teachers to have the ability to see all student grades after the transition to Canvas.

Important evidence about student learning from the self-study and the visit that supports these strengths and key issues include the following:

- The Visiting Committee was able to observe the “Summer Opportunity Fair” to help educate students about possible career paths.
- Security Cameras and the School Resource Officer were on campus to provide security and keep the campus safe.
- Leadership calendars and announcements were evident and posted around campus.
- The Big Buddy Program evident as both students and staff talked about the support received through this program.
- The Gender and Sexuality Awareness Club is vocal and takes part in school activities as observed during our meeting and conversations with the club’s leader.
- The Asian, Polynesian and Latino parent groups are also involved with the school as evident from our meetings with some of the members.
- The team found that Flex Time is a valuable program for both the students and teachers.
- From the Focus group meetings, to conversations with students, it is evident that the Guidance and Wellness program is highly beneficial to students.
- The Kid Talk shows that intervention of students’ 504s and IEPs are supported at Aragon.
- The high-level of student involvement in curricular and co-curricular activities is evident and displays the feel of inclusion on campus.
- The large variety of clubs on campus display equality on campus for students.

Chapter IV: Synthesis of Schoolwide Strengths and Critical Areas for Follow-up

Synthesize schoolwide areas of strengths and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Areas of Strength (list numerically)

1. The school has a strong reputation of excellence with full enrollment and a long waiting list.
2. Facilities are modern and clean, and they support thriving theater, music, sports, CTE and academic programs.
3. Aragon enjoys strong community support, especially in the form of fundraising support, scholarship awards and participation in parent organizations.
4. The school works well in concert with the district office; for the most part, they have a shared vision of what students need and how to achieve this.
5. Graduation requirements encourage students to excel and ensure that they are prepared to pursue any post-secondary path that they choose.
6. While Aragon still has room to grow in succeeding with all students, the faculty and staff demonstrate a willingness to experiment and try anything that they believe may help students.
7. Enrollment is growing, as is the diversity of the student body.
8. The AVID program continues to grow, from 119 in 2014-15 to 145 in 2016-17, with all students who stay in the program through senior year earning acceptance into four-year universities.
9. The CTE program has expanded its offerings, and more students take advantage of the offerings.
10. The faculty is well-prepared and experienced, with an average of 13 years in teaching, and stable, with an average of 9 years in the SMUHSD.
11. The SMUHSD and Aragon value professional development, supporting 2.4 FTE worth of coordinators and coaches to support the growth of Aragon's staff.
12. The school has shown serious and long-term commitment to adopting the Common Core State Standards through development of PLC's, the TSG, a revamped leadership team structure, and the professional development structure mentioned above.
13. Overall performance on the ELA and Math CAASPP tests exceed California and SMUHSD levels, and scores have improved steadily over time.
14. Universal PSAT participation in 10th and 11th grades has led to Aragon having the greatest number of National Merit Scholars in the SMUHSD for the last 5 years.
15. Aragon students perform well above state and district levels on the SAT exam.
16. More students are enrolling in AP courses. 65% of all upperclassmen take at least one AP class with an increase in the percentage of Latinos, Pacific Islanders, English Learners and Students with Disabilities taking AP courses.
17. While the number of AP tests taken increased from 965 in 2015 to 1,071 in 2017, the percentage of students scoring 3 or higher increased from 82% to 83%.
18. While there is still room to improve, Aragon's Chronic Absenteeism Rate (4%) is significantly lower than that of the SMUHSD (9.3%) and of the State (10.8%).
19. Aragon has an excellent graduation rate, reaching 98.4% last year.
20. There is still room for improvement, but Aragon has a relatively low number of suspensions each year and only 3 expulsions in the last 3 years.
21. Aragon offers a rich variety of sports, music, arts programs, theater and clubs to suit any student interest.
22. The percentage of students meeting the UC/CSU a-g requirements upon graduation has grown to nearly 71% as of 2017.
23. Student, parent and staff survey data indicates strengths in a variety of areas, but those that stand out most significantly are as follows:
 - a. 90% of students, 94% of parents and 100% of the faculty agree that Aragon is a safe, clean and orderly place to learn;
 - b. 94% of students feels that they have access to the materials they need to learn, including

- technology;
- c. 92% of parents feels that Aragon offers many opportunities for students to participate in co-curricular activities;
 - d. 96% of parents praise the use of Schoolloop to help them monitor their students' progress;
 - e. 100% of the administration and staff agree that Aragon promotes an atmosphere of respect;
 - f. 93% of the faculty feels that we have a clearly stated vision based on student needs, and 98% say that there is a commonly held belief that all students can succeed and can achieve the academic standards.
24. According to the California Healthy Kids Survey, 72% of 9th graders feel a high degree of school connectedness; 85% of 9th graders and 84% of 11th graders perceive the school as safe of very safe; only 1% report smoking cigarettes.

Synthesize schoolwide critical areas for follow-up and list numerically. Be sure that these can be documented by other sections of the report.

Schoolwide Critical Areas for Follow-Up

The visiting committee concurs with the school's identified critical areas for follow-up that are outlined in the schoolwide action plan. These are summarized below. The Visiting Team has noted which of the current action plans address the Critical Areas for Follow-Up, listed as I, II, and/or III:

1. The diversity of the faculty, administration and staff could better reflect that of the student body. (II/III)
2. Enrollment of Students with Disabilities and Socioeconomically Disadvantaged students has increased, so the school will need to expand its services to accommodate growing needs. **Paraprofessionals are an important part of the school program. With increased enrollment the district will continue to adjust staffing as needed. Currently paraprofessional start and end times do not always align with the day's schedule. This can make it difficult for them to support students at key times, particularly at the end of the day. Paraprofessionals are not currently attending monthly Thursday morning faculty meetings leaving them less informed and disconnected from the teaching staff.**
3. While the student body as a whole performs well on the ELA section of the CAASPP, several high-priority groups do not perform at the same level. (I/III)
 - a. In 2017, only 61% of Latinos, 5% of English Learners, 75% of reclassified English Proficient students, 23% of Students with Disabilities, and 59% of Socioeconomically Disadvantaged students met or exceeded standards, compared to 84% of all students.
4. In math, stakeholders noted that the percentage of students meeting or exceeding standard did grow from 61% to 63% in 2017, but they identified math as an area of focus for improving the performance of all students. High-priority students also need extra support in math as they do in English. (I/III)
 - a. In 2017, only 27% of Latinos, 5% of English Learners, 48% of Reclassified English Proficient students, 0% of Students with Disabilities, and 27% of Socioeconomically Disadvantaged students met or exceeded standards, compared to 63% of the general population.
5. This pattern of disparity appears in most other sets of assessment results, including PSAT's, SAT's, and AP's. (I/III)
6. Grade data from Spring of 2017 revealed that students from several high-priority groups are also much more likely to earn D's or F's. While the student body earned 8% D's or F's, English Learners earned 25% D's or F's, Special Education Students earned 16%, African-Americans earned 12%, and Latino students earned 12% D's or F's. (I/III)
7. Discipline referrals indicate a drop in incidents, but tardiness still stands out as a chronic and time-consuming problem. (II)

8. Overall, Aragon received a “very high” rating on the College and Career Readiness Indicator, but Socioeconomically Disadvantaged students were at the “medium” level, Students with Disabilities at the “low” level, Latino students at the “medium” level and Pacific Islanders and English Learners were also scored in the “low” range. (III)
9. A similar pattern emerges in the percentage of students completing the UC/CSU a-g requirements by graduation. 50% of English Learners, 30% of Socioeconomically Disadvantaged students, 11% of Pacific Islander students, 47% of Latino Students, and 50% of African-American students completed the requirements in 2017, compared to 71% of the entire graduating class. (I/III)
10. With regard to Discipline, (II)
 - a. Only 69% of students felt that consequences for breaking rules are clear and fairly enforced, and only 55% felt that tardy and other discipline policies are enforced fairly and effectively.
 - b. Only 59% of parents surveyed think that the Behaviors for Learning and other discipline policies are enforced effectively.
 - c. Only 32% of the faculty and 26% of the staff feel that the BFL and other discipline policies are enforced effectively. 5y need to do to achieve their post-high-school goals, and only 65% feel the school helps them plan courses and activities to reach those goals. (III)
11. Only 64% of parents feel that students get enough personal attention, and only 68% feel that students have access to enough help when they struggle academically. (I/II/III)
12. The California Healthy Kids Survey alerts the school to several health and wellness concerns (percentages are provided for 9th/11th graders surveyed). **Guidance and Wellness counselors are currently operating at capacity. An increase in population and/or wellness needs may overwhelm staff or require additional personnel.** (II)
 - a. 31/32% of students experienced harassment or bullying in the previous year.
 - b. 6%/18% had used drugs or alcohol in the previous 30 days.
 - c. 20/27% experienced chronic hopelessness or sadness in the previous year.
 - d. 9%/14% had considered suicide in the previous year.

Finalized Critical Student Learning Needs

- 1) Provide students and families a comprehensive social and emotional learning program that helps them to manage stress, achieve a better school/life balance and improve their social/emotional wellness. (II)
- 2) Make Aragon’s discipline and academic ethics policies, practices and communication systems more clear and consistently enforced to maximize the school’s productivity, integrity, and physical and emotional security. (II)
- 3) Significantly increase the percentage of students in high-priority groups (English Learners, Special Education, Socioeconomically Disadvantaged, Latino and Polynesian students) who earn C’s or better and who meet or exceed standard on all portions of the CAASPP exam. (I/III)
- 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. (I/III)

Chapter V: Ongoing School Improvement (1–2 pages)

- **Action Plan I Equity and Achievement**
Improve the academic performance of all students, especially those in high-priority groups,* and increase the consistency and equity of Aragon’s academic policies and practices.
- **Action Plan II Wellness, Discipline and Academic Integrity**
Improve student wellness and morale; improve and clarify discipline practices; streamline and strengthen communication systems for wellness, guidance and discipline.
- **Action Plan III Creating a More Inclusive and Inspiring Program**
Make the academic program more inclusive and inspiring by focusing on students’ career goals and interests and the many possible paths they may take to achieve those goals.

Adequacy of the schoolwide action plan in addressing the identified critical areas for follow-up Do the action plan sections address the critical areas for follow-up?

The three action plans are both broad enough and contain enough specificity to address all critical areas for follow-up.

Will the action plan steps enhance student learning?

The action plans are student-focused and, though focused on different aspects of the student’s experience, are all oriented towards the goal of enhancing student learning.

Is the action plan a “user-friendly” schoolwide action plan that has integrated all major school initiatives (e.g., *II/USP*, *technology plan*, *staff development plan*)?

The action plans, developed with input from all stakeholder groups, are grassroots documents that are goal focused but broadly worded enough to allow Aragon staff the autonomy to continually edit these plans in realtime while retaining their focus.

Is the action plan feasible within existing resources?

The action plans have been developed with an eye on continuing reform and enhanced learning while utilizing existing resources. Although the school depends upon parenting groups (PTSO, Boosters, etc...) for many of its supplemental services and staff, this appears to be a stable source of funding. The school is experiencing population growth at a time when other district schools are experiencing declining enrollment. The district is committed to continuing to allocate resources to schools based upon the rise and fall of their population. Aragon has created plans that allow it to live within its budget and do not require significant amounts of outside funding.

Is there sufficient commitment to the action plan, schoolwide and systemwide?

Existing factors that will support school improvement

- The broad support of the community and staff and steadfast commitment to its efforts.
- Support and commitment to its student body, combined with relatively low turnover in school staff and leadership
- Constant reflection on program and analysis of data by all stakeholders
- A willingness to strive to serve all students and be accountable for their achievement, no matter how small the population and how large the opportunity gap

Impediments to improvement that the school will need to overcome

- The team believes that it is laudable that Aragon, in its drive to reflect on and analyze its data, has identified 19 critical areas for follow-up and four Critical Student Learning Needs. That number, however, means that the school will have to keep up with and report out on each, which might be overwhelming.
- The student population continues to rise. This year saw the enrollment of nearly 1,700 students, up over 200 from three years prior. The school believes that this number may rise another 100-200 over the next five years. Given limited class space and stretched support and guidance

staff and resources, it may be difficult to realize some of the goals it has created for itself. Although the school and district believe they know from where this growth may come, a sudden influx of any particular subgroup may force Aragon to shift its resources in another direction. This is all speculation at this point but could represent a substantial impediment to the plans in place.

Soundness of the follow-up process that the school intends to use for monitoring the accomplishment of the schoolwide action plan.

The follow-up process that the school has put into place confines itself to the next 1-3 years which the visiting team believes is prudent given that there is very likely to be a great deal of change occurring, at least in the size of its population over the next three years. The Visiting team appreciates that Aragon has created action plans that, while specific in terms of what and how they will impact student learning, are also broad enough to be utilized for nearly any population. The team also recognizes Aragon's willingness to utilize student focus groups to determine on which population to target first and how to use what it learns there to impact learning for other students.