

Aragon High School

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San Mateo Union High School District



A Self-Study Report
Western Association of Schools and Colleges
2012

Aragon High School

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Parent

Cafe

Special Education

Math

Math

Visual & Performing Arts

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English

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Cafe
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World Language
Special Education
Special Education
Special Education
Math
Music
Campus
Parent
Counseling
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Library
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Special Education
Social Science
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Social Science
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Math
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Special Education
World Language
Social Science
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Math
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Special Education
Special Education
Special Education
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Library

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Student Services

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Student

Science

Parent

Campus

Parent

Physical Education

Student Services

English

Science

Math

English

Student

Attendance

Social Science

Special Education

Cafe

Student

Dean

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CHAPTER ONE

STUDENT/COMMUNITY PROFILE SUPPORTING DATA AND FINDINGS

Demographic Data and School Background

Aragon's WASC Accreditation History

In 2006, the WASC visiting committee awarded Aragon a six-year-clear term of accreditation. In 2000 and in 1994, Aragon received a six-year accreditation with a three-year revisit. And the WASC visit in 1988 resulted in a six-year clear accreditation.

Aragon's Community

Brief Description

Aragon High School has just celebrated its 50th anniversary, having opened in 1961. Located approximately 20 miles south of San Francisco in a residential area of the City of San Mateo, Aragon is a four-year, comprehensive high school located in the southern part of the San Mateo Union High School District (SMUHSD) whose boundaries extend from Belmont to San Bruno. Though district policy permits families to request admittance to any of the six district schools, space permitting, Aragon primarily serves students coming from feeder schools in Hillsborough, Foster City and San Mateo. The school is consistently enrolled at whatever capacity is set and maintains a substantial waiting list every year.

Family and Community Trends

The US Census estimates that the 2010 population of San Mateo County was 718,451 with the following racial/ethnic breakdown: 53.4% Caucasian, 24.8% Asian, 25.4% Hispanic/Latino, 2.8% African-American, 1.4% Native Hawaiian and Other Pacific Islander, and 5.3% two or more races. Also, according to the US Census, the Caucasian population in San Mateo County decreased by more than 5% between 2000 and 2010, whereas the Hispanic/Latino population increased 3.5% and the Asian population by 2.7%, demonstrating an ongoing increase in the diversity of the county over the last 10 years. As detailed later in this report, Aragon's student body reflects these demographic trends, creating a rich and truly diverse student population.

Bond and Construction Work

Through three community-supported bond measures, the Aragon campus has undergone extensive changes over the last six years. Since 2006, the interiors of both wings of the school were completely remodeled, providing more spacious, clean and modernized classrooms. In 2008, the football fields and stands were renovated and an

all-weather field was installed. Crews also completed an overhaul of the student services building in 2010, making the layout and environment much more pleasant and user-friendly. Students now benefit from a new swimming pool and deck area completed in 2011. The school also installed solar panels on the roof last year. Because the push to move to solar energy in the district was led by an Aragon student, Jason Bade, the dedication ceremony took place on Aragon's campus in September of 2011. To celebrate the occasion, the community gathered at Aragon, along with State Superintendent of Instruction, Tom Torlakson.

Continuing this trend, construction and improvements on the Aragon campus are ongoing, with the following projects in the works. A new 650-seat theater should be ready for use in the fall of 2012. A newly constructed Career Technical Education building is slated for completion also in 2012 and will house programs in biotechnology, digital photography, multimedia and engineering. By August of 2012, athletic facilities will also undergo improvements, with a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area for all students. Finally, as part of its technology push, the school plans on moving towards using primarily wireless technology by the end of the 2011-12 school year.

Parent/Community Organizations

Parents play an active role in the life of the school, with members on the School Site Council that meets monthly to review data, to oversee the schoolwide improvement process, 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 that eliminates the costs of most other fundraising events by directly asking each family to donate \$600 each year. This streamlined and much more successful program has yielded approximately \$300,000 each year which addresses a wide variety of needs on campus. Teachers apply for funds for equipment, materials, field trips, etc. In addition, the funds have provided SMART Boards, computers, overhead projectors and document cameras to many of the classrooms on campus. These funds also subsidize the cost of support software such as Ebehavior, and Schoolloop. Starting in 2010, the group also provided funds for all tenth graders to take the PSAT in order to encourage all students to consider taking the SAT. In addition, five sections of electives in academic areas gain support from this funding, Engineering Technology, College Study Skills, a section of AVID, and Advanced Chinese among them. The funds also provide extended support for students and staff, including the funding of a computer lab aide, a library aide, a copy room aide, increased campus security and extended library hours.

Three active booster clubs- athletic, drama, and music- meet monthly and provide support for those programs in a variety of ways, including organizing volunteer efforts, planning events, managing finances, and working with the district office. The booster groups often initiate sub-committees assigned to oversee certain task such as buying equipment, helping with sets and costumes, and providing help with performances and

music competitions. An active and long-standing Asian parent group also works with the administration and staff to help support the success of all Aragon students.

Community Foundation Programs

A variety of community organizations have long-standing relationships with Aragon. The Rotary Club of San Mateo offers scholarships and leadership development programs to students, and Principal Kurtz is a member of the San Mateo Rotary. The Aragon Key Club works in conjunction with the Lions. An on-site counselor from the Peninsula YMCA provides counseling and mental health services to Aragon students in need. And an intern from the same branch works closely with an Aragon teacher to provide support in the teacher's Guided Studies class. Also, a representative from Peninsula Conflict Resolution has helped provide academic and personal counseling especially for Latino students, and there are plans to provide leadership training to parents of these students.

Scholarship Support

As part of their relationship with Aragon High School, many organizations provide guidance and material support to students, helping them achieve academic and personal goals. Nearly one hundred service organizations, individuals, and institutions provide scholarships to Aragon students. In the 2010-11 school year alone, Aragon students earned over \$1,500,000 dollars in scholarships and awards.

Aragon's Vision, Mission and ESLRS

Vision Statement

Aragon will be a comprehensive high school with a reputation for quality academic, career, and co-curricular programs. These programs serve as models of creative and innovative solutions that meet the changing emotional, physical and educational needs of its student population and professional staff. The culturally diverse staff will be dedicated to professional growth, innovation, and collaboration leading to improved instruction. The community will be enhanced through a variety of educational, social, recreational, and cultural activities. By making use of its district and community resources, Aragon will be a dynamic organization constantly searching for better ways to provide a broad range of services.

Mission Statement

The mission of Aragon High School is to guide students to become productive and contributing members of society. In a safe and caring environment, Aragon will provide a strong academic and co-curricular program. The staff shall coordinate the resources of the school and community in such ways that students respect themselves and others, appreciate the value of diversity and individual creativity, recognize the problems and

opportunities of change, seek a set of moral standards that allows them to thrive in the world they inherit, and experience the joy of learning as a lifelong process. The value system that underlies efforts to accomplish this mission includes these beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All members of the school community should work collaboratively. This process includes good communications, shared decision-making and accountability.
- Learning is a process in which all can participate and succeed. Inherent to the process is innovation, risk-taking, and the challenge of one's personal limits.
- Education must be responsive to the changing needs of our students, staff, and community.
- The school community should foster the intellectual, emotional, and physical well-being of each student.
- Diversity should be welcomed for the strength it brings to the education of all members of the school community.
- Education should be celebrated as a lifelong process that fosters personal and positive growth.

Aragon's Expected Schoolwide Learning Results (ESLRs)

Aragon's ESLRs were created during the school's 2000 WASC process and revised in 2005 and again in 2010. Through the most recent revision process, the Aragon community kept intact the four broad categories of the original ESLRs but made major edits to streamline their content and make them more accessible to students. After completing the revision process, staff, parents and students voted overwhelmingly to accept this most recent version of the ESLRs.

ARAGON HIGH SCHOOL'S
EXPECTED SCHOOLWIDE LEARNING RESULTS
KNOW THINK DEVELOP CONTRIBUTE

All Aragon graduates are expected to...

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can

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

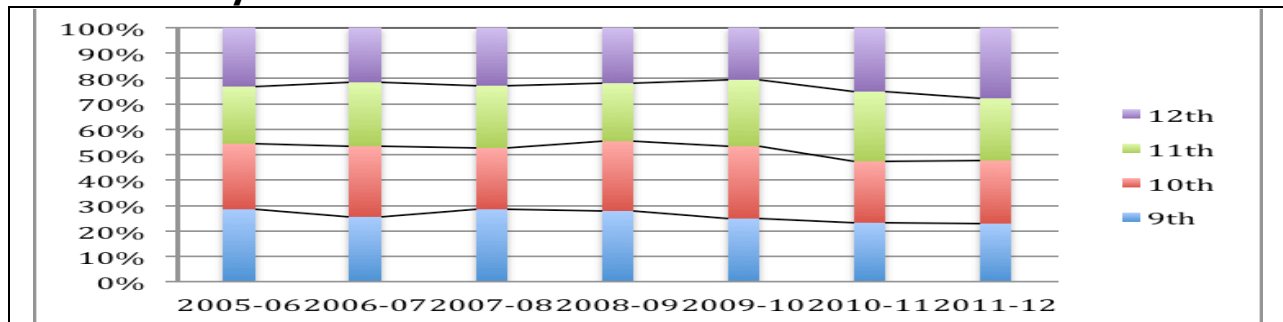
CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can

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

Aragon's Enrollment

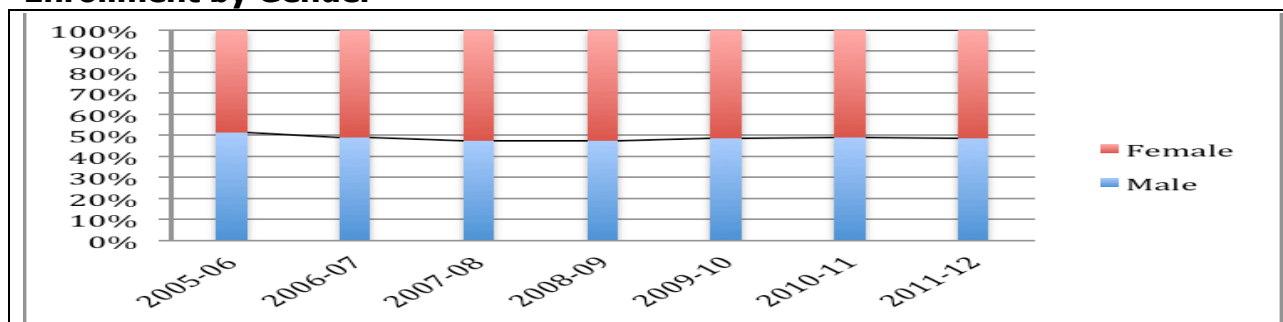
Aragon's enrollment is consistently at capacity with a waiting list. Recently, the district has more strictly limited the enrollment cap at Aragon, leading to a slight decline in numbers. Always in demand, admission to Aragon for students outside its attendance area is granted on a space-available basis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

Enrollment by Grade



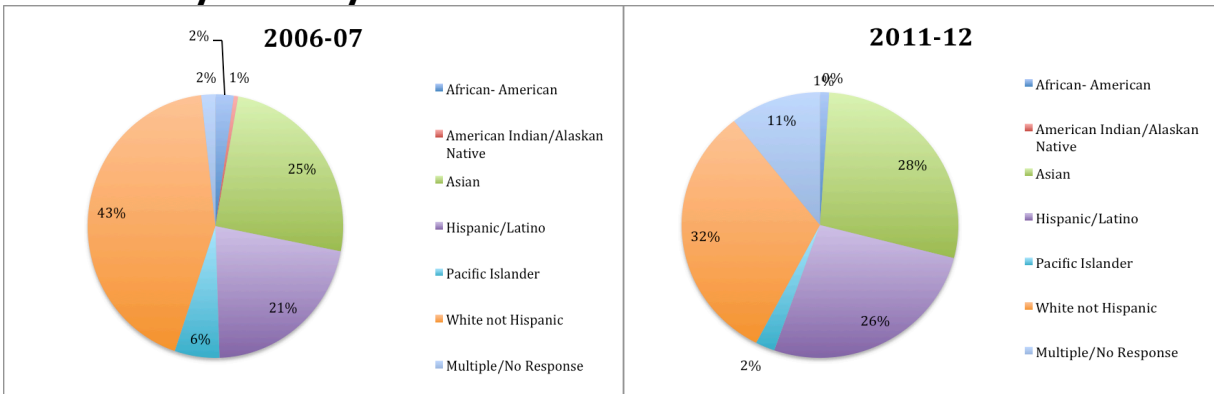
Grade	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
9th	447	387	456	464	406	369	342
10th	407	424	386	460	464	385	372
11th	352	385	395	381	425	433	368
12th	364	327	365	365	337	400	417
Totals	1570	1523	1602	1670	1632	1587	1499

Enrollment by Gender



Gender	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Male	804	744	758	791	795	777	730
Female	766	779	844	879	837	810	769
Totals	1570	1523	1602	1670	1632	1587	1499

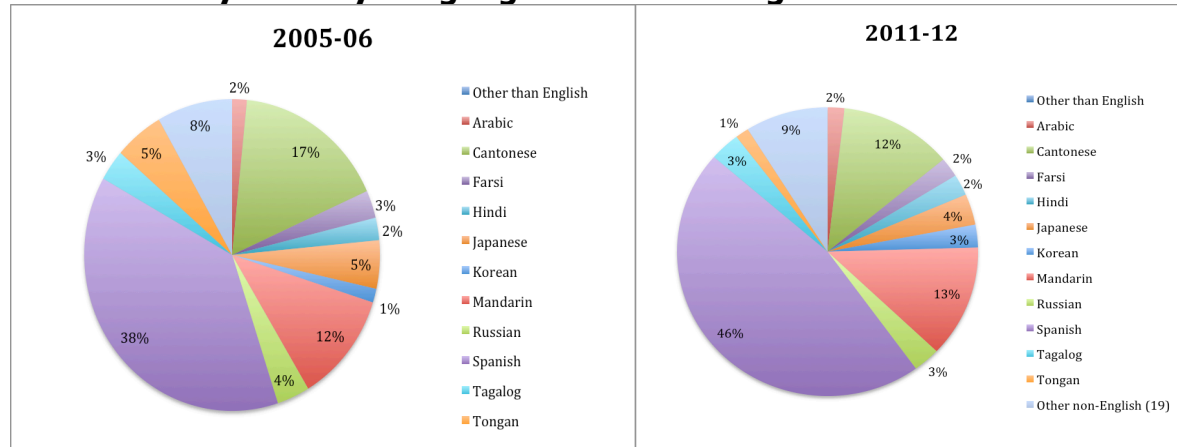
Enrollment by Ethnicity



Ethnicity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
African- American	47	34	39	44	32	16	16
Am. Ind./Alask. Nat.	5	8	9	10	11	1	0
Asian	382	370	414	432	454	382	419
Hispanic/Latino	302	314	315	335	346	385	395
Pacific Islander	78	83	90	83	74	46	34
White not Hispanic	678	632	628	629	627	492	475
Multiple/No Resp.	21	26	40	61	3	197	160
Totals	1570	1523	1602	1670	1632	1587	1499

* Large increase in Multiple/No Response due to a change in the data collection form.

Enrollment by Primary Language other than English



Primary Language	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Arabic	9	10	15	14	12	12	10
Cantonese	93	98	105	88	83	71	67
Farsi	16	16	13	12	13	13	12
Hindi	13	18	15	13	15	10	13
Japanese	28	25	30	22	18	22	19
Korean	8	9	14	15	23	16	14
Mandarin	64	63	62	70	71	72	69
Russian	20	19	16	16	13	15	16
Spanish	213	226	226	253	259	247	255
Tagalog	18	19	14	16	20	18	18
Tongan	30	33	29	27	22	13	8
Other non-English (19)	46	52	58	61	52	49	49
Totals	558	588	597	607	601	558	550

Enrollment in Special Programs

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
AVID	51	83	92	124	112	127	116
GATE	275	290	309	322	331	286	258
Special Education	194	240	170	176	126	132	110

Enrollment in Advanced Standing and Advanced Placement by Ethnicity

	Spring 2009	Spring 2010	Fall 2011
African- American	11	13	13
Am. Ind./Alask. Nat.	0	1	1
Asian	311	331	299
Filipino	44	47	37
Hispanic/Latino	100	88	115
Pacific Islander	10	8	5
White not Hispanic	327	324	319
Multiple/No Resp.	37	0	3
Total Enrollment in AS/AP	840	812	792
Percent of Students in AS/AP	53%	52%	52%

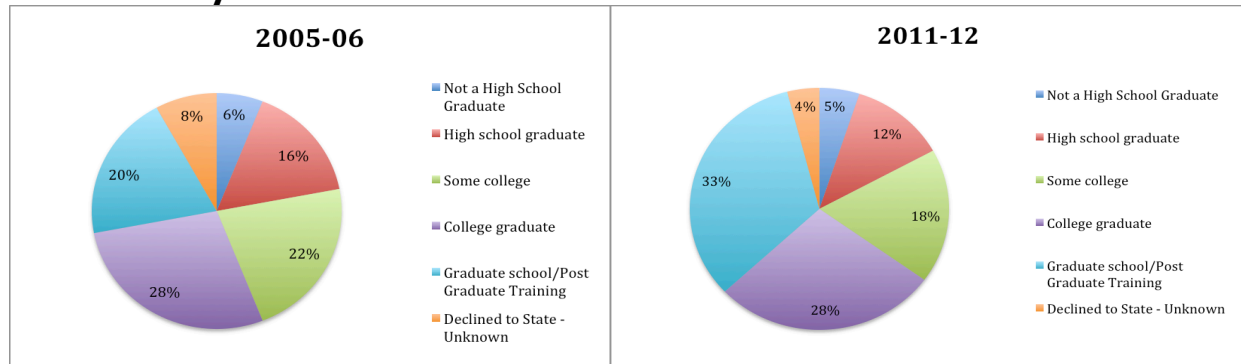
Socioeconomic Status of Aragon's Student Population

Percentage of Economically Disadvantaged Students 9th-11th grades*

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Percent of Enrollment	10%	12%	11%	12%	14%	13%

* Because data comes from CST resources, it is only available for 9th-11th graders.

Enrollment by Parent Education Level



Parent Education Level	2005-06	2009-10	2010-11	2011-12
Not a High School Graduate	6%	6%	5%	5%
High school graduate	16%	10%	12%	12%
Some college	22%	16%	17%	18%
College graduate	28%	30%	31%	28%
Graduate school/Post Graduate Training	20%	27%	33%	33%
Declined to State - Unknown	8%	11%	2%	4%

Language Proficiency Numbers at Aragon

Number of Students by Language Proficiency Level

Proficiency Level	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
English Learners (EL)	102	114	124	114	106	82
Fluent English Proficient (FEP)	458	485	473	493	505	477
Redesignated to FEP (RFEP)	16	19	3	9	16	23

Aragon's Attendance Statistics

Attendance and Truancy Rates

	2005-06	2006-07	2007-08	2008-09	2009-10
Aragon Attendance Rate	95.84%	95.80%	95.95%	96.58%	96.52%
Truancy Rate*	34.78%	28.23%	25.72%	11.86%	8.21%

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

Aragon's Safety, Cleanliness, and Facilities Conditions

Because Aragon is located in a suburban neighborhood, the campus is less vulnerable to criminal activity. Nevertheless, the dean and campus aides monitor the campus regularly to ensure the safety of students, staff and community members. Adults supervise the parking lot, bus stop, and road in front of the school at the beginning and end of the day. If any incident should occur, staff communicates by phone with the staff secretary, the dean, or the assistant principals. The school also takes part in interagency efforts and community activities and works closely with the San Mateo Police Department and San Mateo County Juvenile Probation. Community police monitor Aragon's neighborhood to return truant students to school and reduce crime in the vicinity. The custodial staff promptly corrects physical conditions that could lead to accidental harm, primarily broken windows or liquid spills. The school is committed to painting over graffiti before students arrive on campus.

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

Suspension and Expulsion Rates at Aragon

Number of Students Suspended or Expelled

Discipline	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Suspensions	374	341	409	120	95	115
Expulsions	4	5	10	10	16	4

Number of Suspensions by Type

Offense	Code	2006-07	2007-08	2008-09	2009-10	2010-11
Disrupt/Defy	k	144	183	57	18	21
Drugs/Alcohol	c	32	56	15	23	20
Force/Violence	(a)2	10	16	4	1	3
Fraud/Forgery		8	7	7	10	29
Injury/Fight	(a)1	18	32	16	14	18
Obscene/Profane	i	10	7	2	2	3
Paraphernalia	j	4	1	1	1	0
Property Damage	f	11	11	3	4	3
Receive Stolen	l	3	4	1	1	1
Sex Harassment	0.2	3	5	4	4	1
Stealing	g	21	38	7	6	5
Threat-Ind/Grp	0.4	6	17	2	3	7
Tobacco	h	5	12	0	5	0
Truancy/Cut		62	12	New BFL Procedures- no suspensions		
Bullying	r	N/A	N/A	N/A	N/A	1
Weapons/Objects	b	4	8	0	0	1
Aid and Abets	s	N/A	N/A	1	1	2
Hate Violence	0.3	N/A	N/A	0	1	0
Terroristic Threats	0.7	N/A	N/A	0	1	0
Totals		341	409	120	95	115

Aragon's Staff

Number of Staff Members

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Certificated	87	81	84	89	87	82	81
Classified	43	45	55	48	49	49	43
Qualified Counseling	2	2	3	3	3	3	3
Pupil Services	7	7	6	8	5	5	6
Administration	3	3	3	3	3	3	3
Totals	142	138	151	151	147	142	136

Disaggregated by Gender/Ethnicity

Number of Staff by Gender

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Certificated male	37	34	37	36	36	36	36
Certificated female	50	47	47	53	51	46	45
Classified male	11	12	14	13	14	15	14
Classified female	32	33	41	35	35	34	29

Number of Certificated Staff by Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
African- American	4	3	3	3	3	3	3
Am. Ind./Alask. Nat.	0	0	0	0	0	0	0
Asian	4	5	6	7	7	8	6
Filipino	0	0	0	2	1	1	1
Hispanic/Latino	1	1	2	3	3	3	3
Pacific Islander	0	0	0	0	0	0	0
White not Hispanic	77	71	71	72	73	67	68
Multiple/No Response	1	1	2	2	0	0	0

Number of Classified Staff by Ethnicity

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
African- American	0	1	2	2	2	4	2
Am. Ind./Alask. Nat.	0	0	0	0	3	0	1
Asian	4	3	4	4	1	4	3
Filipino	0	3	3	4	3	2	4
Hispanic/Latino	6	7	11	8	10	8	8
Pacific Islander	3	0	2	1	2	4	1
White not Hispanic	26	25	27	25	28	27	21
Multiple/No Response	4	6	6	4	0	0	3

Certificated Staff Details

Education Level of Certificated Staff

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Bachelor's	4	5	6	9	3	2
Bachelor's + 30	27	23	25	26	31	27
Master's	10	10	9	10	3	3
Master's + 30	36	34	34	33	40	40
Doctorate	2	2	3	3	2	2

Beginning Teacher Support Program

	2007-08	2008-09	2009-10	2010-11	2011-12
BTSA year one	3	5	2	4	1
BTSA year two	6	2	3	3	2

Teacher Credential Status/Experience

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Fully Credential	78	74	75	77	81	74	80
Emergency Credential	0	0	0	0	0	1	0
Interns	2	0	2	3	3	2	1
Waivers	0	0	0	0	0	0	0
Avg. Yrs. Teaching	12.3	12.1	12.4	12.3	13.3	12.7	12.9
Avg. Yrs. in District	8.9	9.2	9.3	9.4	10.5	9.9	10.1

Student Participation in Co/Extra-curricular Activities at Aragon

Aragon students have access to a wealth of opportunities to connect with the school, become inspired and develop good character.

A variety of dances held each year engage students in school related activities and promote social skills and interaction. Aragon offers 54 clubs in which a large percentage of the students participate.

Clubs

Aragon Clubs 2011-12		
All Cultures Club	Fashion Club	Mock Trial
American Cancer Association	Filmmakers' Union	Model United Nations
American Red Cross	Food for Thought	Mouse Squad of California @ Aragon
Aragon Dragon Boat Club	Gay/Straight Alliance(GSA)	Medical Open Discussion & Exploration
Aragon Film Club	Gentlemen's Club	Om Nom Nom
Aragon Glee Club	H ₂ O 4 Life	PC Gaming Club
Aragon Robotics Team	Harvard Model Congress	People for Animal Welfare (PAW)
Art Club	Hope Club	Photography
Beneficient Society of Runners	Improv Club	Pilipino Club
Breakfast Club	Independent Writers Club	Ping Pong Club
BSU (Black Student Union)	Indian Club	Polynesian Club
Catch the Giving Bug	Jabberwocky	Recycling Club
Christian Club	Japanese Conversation Club	SciFi Club
Coexist Club	Knitting Club	Screenwriting Club
Computer Programming Exploration	Korean Club	Society of the Oriental Game of Go
Cooking Club	K-Poppers	Speech Team
Education for All (EFA)	Latino Club	Tennis Club
End World Hunger	Math Club	Trading "Card Gamers Union"

The Physical Education Department offers elective courses in the junior and senior years to promote continued physical fitness. The athletic program has achieved post season Central Coast Section success in football, cross- country, water polo, golf, tennis, basketball, wrestling, softball, swimming, and track and field. Hundreds of Aragon students participate in the following varsity and junior varsity sports.

Sports

FALL	
<i>Girls</i>	<i>Boys</i>
Cross country (Varsity, Frosh-Soph)	Cross Country (Varsity, Frosh-Soph)
Golf	Football (Varsity, Frosh-Soph)
Tennis (Varsity, Frosh-Soph)	Water Polo (Varsity, Frosh-Soph)
Volleyball (Varsity, Frosh-Soph)	
Water Polo (Varsity, Frosh-Soph)	
WINTER	
<i>Girls</i>	<i>Boys</i>
Basketball (Varsity, Frosh-Soph)	Basketball (Varsity, Frosh-Soph, Fresh)
Soccer (Varsity, Frosh-Soph)	Soccer (Varsity, Frosh-Soph)
Wrestling (Varsity, Frosh-Soph)	Wrestling (Varsity, Frosh-Soph)
SPRING	
<i>Girls</i>	<i>Boys</i>
Badminton	Badminton
Softball (Varsity, Frosh-Soph)	Baseball (Varsity, Frosh-Soph)
Swimming (Varsity, Frosh-Soph)	Golf
Track & Field (Varsity, Frosh-Soph)	Swimming (Varsity, Frosh-Soph)
	Tennis (Varsity, Frosh-Soph)
	Track & Field (Varsity, Frosh-Soph)

Unlike many public schools challenged by ever-tightening budgets, Aragon offers a program rich in the visual and performing arts. The drama program serves beginning and advanced students and produces two full-scale productions per year. The visual arts program offers a wide variety of programs, including ceramics, photography, painting and drawing. In addition, Aragon employs two music teachers who provide instruction in choir, orchestra, band and other programs serving students at a variety of ability levels.

District Policies/School Financial Support

Expenditures per ADA

	2005-06	2006-07	2007-08	2008-09	2009-10
District	\$10,384	\$10,062	\$9,930	\$11,298	\$11,703
State Average	\$7,423	\$8,198	\$8,611	\$9,024	\$8,750

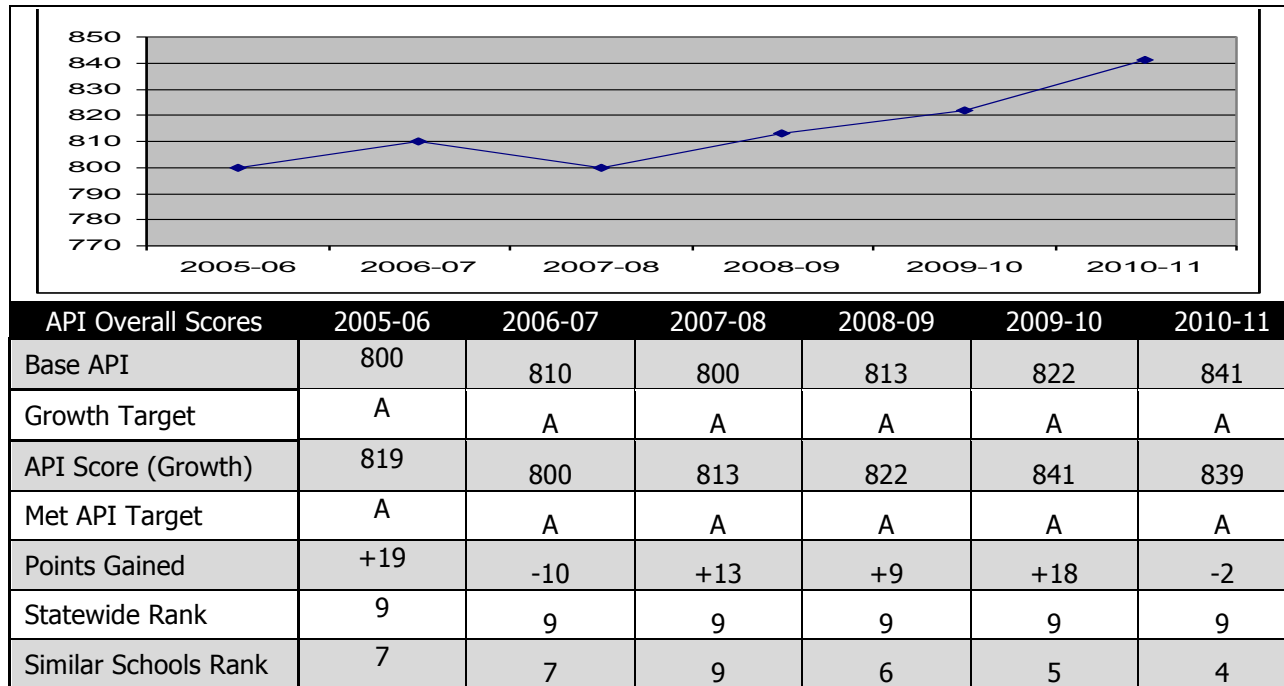
Student Performance Data

Academic Performance Index (API)

Having achieved the goal of an 800 API in 2005-06, Aragon still strives to achieve success for all of its students and has increased the school's API by 41 points over the subsequent five years. The school's API did go down by two points in the last academic

year, so staff has been engaged in analyzing the related data and strategizing about how to best support struggling students. Most significantly, the staff observed the drop of 67 points among Long-term English Learners, a new significant subpopulation.

Base API



API for Significant Subpopulations

	2008-09			2009-10			2010-11			2010-11		
	Base	Growth	Met	Base	Growth	Met	Base	Growth	Met	Base	Growth	Met
Asian	888	-1	Yes	887	+14	Yes	901	+8	Yes	909	-3	Yes
Hispanic or Latino	665	+13	Yes	678	+21	Yes	700	+36	Yes	738	-3	No
White not Hispanic	833	+9	Yes	842	0	Yes	843	+18	Yes	863	+12	Yes
Economically Disadvantaged	623	+10	Yes	633	+21	Yes	654	+50	Yes	707	-2	No
English Learners*	650	N/A	Yes	650	N/A	N/A	740	+33	Yes	775	-67	No

*English Learners only recently designated as a significant subpopulation, so some data is not available.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress

	2008		2009		2010	
	Aragon	District	Aragon	District	Aragon	District
All Components	Yes	No	Yes	No	No	No
English Language Arts	Yes	No	Yes	No	Yes	No
Mathematics	Yes	No	Yes	No	No	No
API	Yes	Yes	Yes	Yes	Yes	Yes
Graduation Rates	Yes	Yes	Yes	Yes	Yes	Yes
PI Status	Not T1	Not in PI	Not T1	Year 1	Not T1	Year 2

California Standards Test (CST)

The school makes every effort to have all Aragon students participate in CST testing. Each year, 99-100% of students take part.

Comparison of CST Scores for all Students – English Language Arts

2009-2011																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Meeting Standards		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9	49%	49%	53%	26%	28%	23%	16%	14%	13%	7%	5%	6%	3%	5%	5%	75%	77%	76%
Grade 10	36%	46%	46%	31%	29%	25%	23%	17%	20%	6%	5%	6%	5%	4%	3%	67%	75%	71%
Grade 11	40%	41%	43%	30%	26%	20%	11%	22%	20%	8%	8%	5%	11%	4%	4%	70%	67%	63%

Comparison of CST Scores for all Students – Algebra I

2009-2011																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Meeting Standards		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Grade 9	1%	3%	1%	22%	24%	23%	31%	29%	30%	31%	27%	30%	15%	17%	16%	23%	27%	24%
Grade 10	0%	0%	0%	12%	0%	2%	18%	17%	24%	44%	45%	52%	26%	38%	22%	0%	0%	2%
Grade 11	0%	NA	0%	0%	NA	18%	37%	NA	27%	37%	NA	36%	26%	NA	18%	0%	NA	18%

Comparison of CST Scores for all Students – Other Math Courses

2009-2011																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Meeting Standards		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Integrated Math I*	0%	0%	0%	0%	2%	5%	21%	21%	42%	71%	63%	47%	8%	13%	5%	0%	2%	5%
Geometry*	11%	11%	9%	32%	25%	34%	27%	35%	31%	22%	22%	20%	8%	7%	5%	43%	36%	43%
Integrated Math II*	0%	4%	4%	13%	35%	27%	65%	41%	57%	17%	18%	9%	4%	1%	4%	13%	39%	31%
Algebra II*	8%	17%	20%	25%	28%	26%	37%	34%	33%	20%	17%	16%	10%	5%	5%	33%	45%	46%
Summative Math*	29%	28%	22%	33%	35%	42%	22%	24%	20%	16%	12%	16%	1%	1%	1%	62%	63%	64%

* Data for end of course

Comparison of CST Scores for all Students – Social Studies

2009-2011																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Meeting Standards		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
World History*	33%	43%	39%	28%	25%	23%	20%	19%	19%	10%	5%	8%	10%	9%	11%	61%	68%	62%
US History- grade 11	44%	41%	41%	28%	34%	34%	16%	13%	16%	4%	8%	4%	9%	5%	4%	72%	75%	75%

* Data for end of course

Comparison of CST Scores for all Students – Science

2009-2011																		
	Percent Advanced			Percent Proficient			Percent Basic			Percent Below Basic			Percent Far Below Basic			Percent Meeting Standards		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Life Science- grade 10	33%	42%	41%	33%	24%	25%	20%	22%	22%	8%	5%	4%	6%	7%	8%	66%	64%	66%
Biology*	42%	37%	36%	27%	29%	28%	25%	25%	25%	5%	5%	6%	2%	4%	5%	69%	66%	64%
Chemistry*	11%	17%	18%	32%	34%	33%	42%	38%	40%	9%	6%	7%	5%	5%	3%	43%	51%	51%
Earth Science*	18%	18%	6%	47%	39%	33%	27%	25%	37%	5%	8%	16%	3%	9%	9%	65%	57%	39%
Physics*	63%	16%	30%	26%	40%	43%	11%	35%	22%	0%	5%	2%	0%	4%	2%	89%	56%	73%
Integrated Science I*	0%	0%	9%	7%	9%	35%	41%	47%	37%	22%	12%	11%	31%	32%	9%	7%	9%	44%

* Data for end of course

Disaggregated CST Scores – Asian Students

Percent Proficient and Above						
	2009		2010		2011	
	% Prof +	# Tested	% Prof +	# Tested	% Prof +	# Tested
English Language Arts- grade 9	89%	111	87%	92	88%	86
English Language Arts- grade 10	80%	118	86%	114	80%	82
English Language Arts- grade 11	86%	110	71%	111	77%	111
Algebra I- End of Course	34%	29	39%	31	42%	24
Geometry- End of Course	58%	84	59%	49	57%	47
Algebra II- End of Course	51%	102	66%	106	72%	64
Summative Math- End of Course	67%	120	77%	115	74%	129
World History- End of Course	78%	121	80%	115	77%	82
U.S. History- grade 11	87%	110	86%	110	87%	111
Life Science- grade 10	81%	118	80%	114	77%	82
Biology- End of Course	83%	157	83%	151	81%	119
Chemistry- End of Course	53%	85	61%	88	68%	73
Physics- End of Course	85%	20	63%	41	91%	43
Integrated Science I- End of Course	16%	19	N/A	2	67%	24

Disaggregated CST Scores – Hispanic/Latino Students

Percent Proficient and Above						
	2009		2010		2011	
	% Prof +	# Tested	% Prof +	# Tested	% Prof +	# Tested
English Language Arts- grade 9	53%	108	60%	96	49%	90
English Language Arts- grade 10	48%	82	57%	103	49%	101
English Language Arts- grade 11	38%	68	54%	68	61%	98
Algebra I- End of Course	13%	125	11%	121	7%	104
Geometry- End of Course	16%	61	24%	55	27%	74
Algebra II- End of Course	5%	38	31%	32	18%	33
Summative Math- End of Course	23%	13	41%	17	41%	27
World History- End of Course	36%	90	50%	105	33%	115
U.S. History- grade 11	40%	68	51%	68	59%	102
Life Science- grade 10	38%	82	46%	103	41%	106
Biology- End of Course	44%	68	51%	91	38%	133
Chemistry- End of Course	26%	31	32%	41	31%	35
Physics- End of Course	N/A	4	33%	12	47%	19
Integrated Science I- End of Course	6%	77	8%	49	14%	29

Disaggregated CST Scores – White Students

Percent Proficient and Above						
	2009		2010		2011	
	% Prof +	# Tested	% Prof +	# Tested	% Prof +	# Tested
English Language Arts- grade 9	79%	170	85%	153	89%	110
English Language Arts- grade 10	71%	161	80%	165	83%	118
English Language Arts- grade 11	77%	121	72%	143	74%	132
Algebra I- End of Course	22%	106	28%	94	28%	64
Geometry- End of Course	44%	146	35%	116	48%	98
Algebra II- End of Course	27%	126	36%	124	43%	81
Summative Math- End of Course	61%	56	53%	85	55%	83
World History- End of Course	68%	164	73%	165	77%	123
U.S. History- grade 11	81%	119	80%	141	80%	132
Life Science- grade 10	75%	158	73%	163	79%	119
Biology- End of Course	69%	163	70%	189	74%	140
Chemistry- End of Course	44%	108	52%	129	51%	93
Physics- End of Course	92%	25	57%	37	70%	44
Integrated Science I- End of Course	6%	54	18%	17	57%	30

Disaggregated CST Scores – Economically Disadvantaged Students

Percent Proficient and Above						
	2009		2010		2011	
	% Prof +	# Tested	% Prof +	# Tested	% Prof +	# Tested
English Language Arts- grade 9	42%	59	55%	71	40%	55
English Language Arts- grade 10	25%	55	50%	54	40%	55
English Language Arts- grade 11	15%	39	38%	55	49%	41
Algebra I- End of Course	13%	85	12%	82	5%	63
Geometry- End of Course	6%	36	20%	35	24%	45
Algebra II- End of Course	6%	16	39%	19	10%	20
Summative Math- End of Course	N/A	4	N/A	9	N/A	10
World History- End of Course	17%	61	45%	57	28%	64
U.S. History- grade 11	26%	39	44%	55	56%	43
Life Science- grade 10	25%	55	41%	54	22%	60
Biology- End of Course	29%	34	33%	64	34%	62
Chemistry- End of Course	9%	11	17%	23	8%	25
Physics- End of Course	N/A	1	N/A	9	N/A	4
Integrated Science I- End of Course	5%	59	5%	38	6%	18

Disaggregated CST Scores – English Learners Students

Percent Proficient and Above						
	2009		2010		2011	
	% Prof +	# Tested	% Prof +	# Tested	% Prof +	# Tested
English Language Arts- grade 9	16%	37	24%	34	7%	27
English Language Arts- grade 10	21%	39	22%	32	12%	26
English Language Arts- grade 11	10%	30	29%	21	0%	13
Algebra I- End of Course	7%	46	9%	47	3%	39
Geometry- End of Course	19%	16	N/A	10	25%	12
Algebra II- End of Course	26%	19	36%	12	N/A	4
Summative Math- End of Course	N/A	9	N/A	7	N/A	4
World History- End of Course	31%	43	23%	31	9%	35
U.S. History- grade 11	27%	30	48%	21	20%	15
Life Science- grade 10	28%	39	19%	32	11%	28
Biology- End of Course	21%	28	5%	19	29%	21
Chemistry- End of Course	N/A	10	38%	13	N/A	7
Physics- End of Course	N/A	1	N/A	1	N/A	N/A
Integrated Science I- End of Course	N/A	35	4%	25	0%	11

California High School Exit Exam (CAHSEE)

For the last three years, all Aragon students have been able to satisfy the CAHSEE requirement for graduation, whether by passing the exam or by special education waiver. The exam pass rate for the class of 2009 was 99.7% with 1 student receiving a waiver; for 2010 it was 99.2% with 3 students receiving waivers, and in the class of 2011, 99.5% passed with 2 students receiving a waiver.

CAHSEE – English Language Arts

Percent Passing on First Attempt English Language Arts						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Percent passing 10 th Grade	93%	89%	90%	94%	95%	92%

CAHSEE – Mathematics

Percent Passing on First Attempt Mathematics						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Percent passing 10 th Grade	95%	90%	88%	93%	92%	93%

Disaggregated CAHSEE Scores for English Language Arts

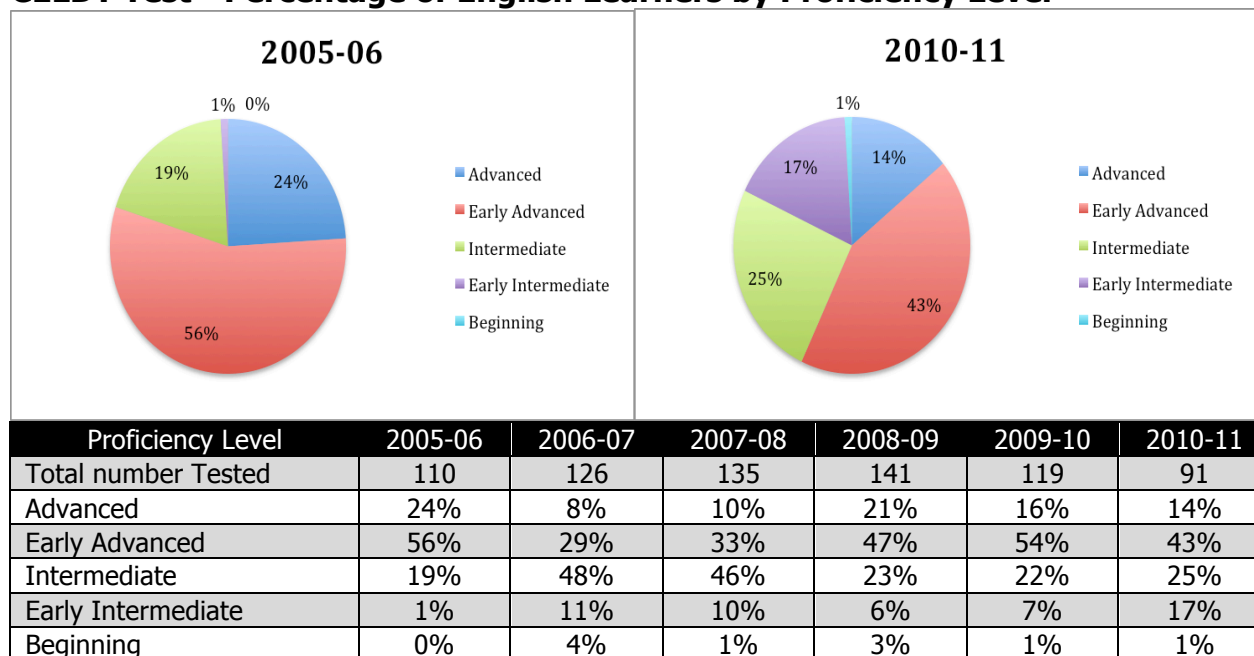
Percent of Students Passing CAHSEE 10 th Grade English Language Arts			
	Class of 2011	Class of 2012	Class of 2013
Aragon	94%	95%	92%
Statewide	79%	81%	82%
Percentage Passing by Gender			
Male	91%	93%	88%
Female	97%	97%	96%
Percentage Passing by Race/Ethnicity			
African American/Black	91%	N/A	N/A
American Indian/Alaskan Native	N/A	N/A	N/A
Asian	96%	97%	96%
Filipino	100%	100%	93%
Hispanic/Latino	90%	87%	85%
Pacific Islander	73%	100%	85%
White not Hispanic	96%	98%	97%
Percent Passing by Language Fluency			
Reclassified Fluent English Proficient	99%	95%	95%
English Learner	73%	61%	59%
Percent Passing –Special Education and Economically Disadvantaged			
Special Education	64%	77%	52%
Economically Disadvantaged	82%	82%	83%

Disaggregated CAHSEE Scores for Mathematics

Percent of Students Passing CAHSEE 10 th Grade Mathematics			
	Class of 2011	Class of 2012	Class of 2013
Aragon	93%	92%	93%
Statewide	80%	81%	83%
Percentage Passing by Gender			
Male	92%	91%	90%
Female	94%	94%	95%
Percentage Passing by Race/Ethnicity			
African American/Black	100%	N/A	N/A
American Indian/Alaskan Native	NA	N/A	N/A
Asian	99%	98%	99%
Filipino	100%	100%	100%
Hispanic/Latino	80%	82%	83%
Pacific Islander	73%	75%	83%
White not Hispanic	96%	95%	98%
Percent Passing by Language Fluency			
Reclassified Fluent English Proficient	96%	95%	94%
English Learner	64%	50%	66%
Percent Passing - Special Education			
Special Education	65%	48%	56%
Economically Disadvantaged	80%	76%	82%

California English Language Development Test (CELDT) Results

CELDT Test - Percentage of English Learners by Proficiency Level



Local Assessments

Reading Level Assessment – Gates-MacGinitie Reading Test

9 th Graders	Fall 2009 Form K	Spring 2010 Form L	Fall 2010 Form K	Spring 2011 Form L
Number Tested	369	362	344	330
Advanced	27%	35%	29%	39%
Proficient	28%	27%	33%	26%
Basic	30%	27%	22%	25%
Below Basic	14%	11%	14%	9%
Far Below Basic	2%	1%	2%	2%

District Common Assessments

Teachers from select departments across the San Mateo Union High School District created common assessments that evaluated students' competency on the California State Standards. The first of these tests were administered in the fall semester of 2003. Since that time, many more courses have created and administered common assessments, and the format and content of these tests has evolved over time. For this reason, it will take a few years before all common assessment results can be compared directly over time. Over the last two years, as the district has entered the Program Improvement process, the common assessment program has expanded even more, and some departments have expanded the testing to occur several times per semester. Because of these shifts, the amount of data available increases in later semesters.

District Common Assessments – English

Fall 2008-Fall 2011												
Course	# Tested	Far Below Basic		Below Basic		Basic		Proficient		Advanced		
		Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	
English 1 F 08	432	3%	N/A	11%	N/A	21%	N/A	43%	N/A	22%	N/A	
English 1 F 09	362	1%	N/A	11%	N/A	25%	N/A	36%	N/A	27%	N/A	
English 1 F 10	328/330	0%	3%	2%	12%	16%	27%	38%	42%	44%	16%	
English 1 F 11	307/322	1%	1%	7%	8%	35%	29%	44%	44%	13%	18%	
English 2 S 11	327/326	1%	1%	13%	7%	35%	20%	38%	35%	12%	37%	
English 3 F 09	436/409*	3%	-	11%	3%	32%	37%	39%	39%	16%	20%	
English 3 F 10	342/340	1%	1%	12%	7%	41%	29%	37%	37%	8%	26%	
English 3 F 11	342/341	1%	1%	4%	3%	18%	26%	30%	44%	46%	26%	
English 4 S 11	346/345	0%	0%	11%	10%	29%	31%	37%	40%	23%	18%	
English 5 F 09	312	5%	N/A	8%	N/A	29%	N/A	34%	N/A	24%	N/A	
English 5 F 10	351	1%	N/A	5%	N/A	30%	N/A	34%	N/A	30%	N/A	
English 5 F 11	331	0%	N/A	5%	N/A	17%	N/A	37%	N/A	40%	N/A	

Note: Pt. 1 indicates the first part of the semester, and Pt. 2 indicates the second part.

Note: N/A indicates that a common assessment was not given at that time.

*This test was in essay format

District Common Assessments – Mathematics

Fall 2008-Fall 2011											
Course	# Tested	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2
Algebra 1 F 08	245	2%	N/A	13%	N/A	47%	N/A	27%	N/A	12%	N/A
Algebra 1 F 09	239	2%	N/A	19%	N/A	36%	N/A	30%	N/A	13%	N/A
Algebra 1 F 10	192/193	3%	2%	23%	31%	27%	37%	21%	25%	27%	6%
Algebra 2 S 11	173/173	2%	6%	14%	46%	26%	32%	31%	15%	26%	2%
Geometry F 08	337	0%	N/A	5%	N/A	22%	N/A	33%	N/A	40%	N/A
Geometry F 09	262	0%	N/A	7%	N/A	25%	N/A	33%	N/A	34%	N/A
Geometry F 10	259	0%	N/A	7%	N/A	24%	N/A	30%	N/A	39%	N/A
Geometry F 11	246	0%	N/A	6%	N/A	22%	N/A	33%	N/A	39%	N/A
Algebra 3 F 08	343	2%	N/A	7%	N/A	23%	N/A	39%	N/A	29%	N/A
Algebra 3 F 09	270	0%	N/A	5%	N/A	21%	N/A	44%	N/A	30%	N/A
Algebra 3 F 10	285	0%	N/A	9%	N/A	30%	N/A	38%	N/A	23%	N/A
Algebra 3 F 11	262	0%	N/A	5%	N/A	27%	N/A	35%	N/A	31%	N/A
In Math 1 F 09	54	7%	N/A	56%	N/A	31%	N/A	6%	N/A	0%	N/A
In Math 1 F 10	53	2%	N/A	38%	N/A	57%	N/A	4%	N/A	0%	N/A
In Math 1 F 11	63	5%	N/A	67%	N/A	24%	N/A	5%	N/A	0%	N/A
In Math 3 F 09	64	6%	N/A	45%	N/A	30%	N/A	14%	N/A	5%	N/A
In Math 3 F 10	75	3%	N/A	53%	N/A	39%	N/A	5%	N/A	0%	N/A

Note: N/A indicates that a common assessment was not given at that time.

District Common Assessments – History

Fall 2008-Fall 2011											
Course	# Tested	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
MWH 1 2008-09	225/235	0%	8%	18%	8%	45%	26%	49%	24%	39%	35%
MWH 1 2009-10	235/185	8%	5%	8%	9%	26%	26%	24%	24%	35%	36%
MWH 1 2010-11	170/163	2%	1%	15%	18%	18%	25%	28%	24%	37%	33%
MWH 1 2011	175	5%	-	13%	-	33%	-	28%	-	21%	-
US History 2008	328	2%	N/A	10%	N/A	24%	N/A	35%	N/A	28%	N/A
US History 2009	395	3%	N/A	10%	N/A	27%	N/A	35%	N/A	25%	N/A
US History 2010	397	0%	N/A	6%	N/A	32%	N/A	37%	N/A	26%	N/A
US History 2011	341	0%	N/A	12%	N/A	30%	N/A	32%	N/A	26%	N/A

Note: N/A indicates that a common assessment was not given at that time.

District Common Assessments – Health and Food Safety

Fall 2008-Fall 2011											
Course	# Tested	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Health 2008-09	255/240	6%	3%	8%	2%	6%	4%	26%	16%	54%	76%
Health 2009-10	194/206	1%	3%	3%	1%	4%	5%	16%	17%	77%	73%
Health 2010-11	177/181	0%	1%	2%	2%	7%	3%	21%	12%	70%	82%
Health F 2011	210	0%	-	1%	-	9%	-	24%	-	66%	-
Food Safety S 11	118	1%	N/A	8%	N/A	41%	N/A	47%	N/A	4%	N/A

Note: N/A indicates that a common assessment was not given at that time.

District Common Assessments – World Languages

Fall 2008-Fall 2011											
Course	# Tested	Far Below Basic		Below Basic		Basic		Proficient		Advanced	
		Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2	Pt. 1	Pt. 2
Japanese 2 S 09	52/52*	0%	13%	17%	33%	19%	31%	33%	19%	31%	4%
Japanese 2 S 10	40/39*	8%	5%	3%	10%	25%	56%	53%	21%	13%	8%
Japanese 2 S 11	46/46*	2%	9%	26%	37%	22%	26%	26%	15%	24%	13%
Spanish 2 S 09	237/231*	1%	1%	3%	3%	10%	19%	29%	34%	57%	43%
Spanish 2 S 10	183/176*	2%	2%	4%	5%	12%	24%	23%	30%	58%	39%
Spanish 2 S 11	147/142*	0%	1%	1%	0%	11%	14%	22%	26%	65%	58%
Mandarin 2 S 09	42/41*	2%	2%	0%	5%	10%	5%	12%	10%	76%	78%
Mandarin 2 S 10	45/45*	0%	4%	0%	8%	4%	4%	24%	8%	71%	73%
Mandarin 2 S 11	25/25*	0%	0%	0%	0%	4%	8%	20%	16%	76%	76%

Note: Pt. 1 indicates the first part of the semester, and Pt. 2 indicates the second part.

Note: N/A indicates that a common assessment was not given at that time.

*This test was in essay format

District Common Assessments – Music Terminology

Fall 2008-Fall 2011						
Course	# Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Music S 09	346	3%	16%	32%	29%	20%
Music S 10	334	3%	20%	37%	33%	6%
Music S 10	322	2%	16%	32%	33%	17%

District Common Assessments – Science

Fall 2008-Fall 2011						
Course	# Tested	Far Below Basic	Below Basic	Basic	Proficient	Advanced
Integ. Sci S 09	154	13%	48%	33%	6%	0%
Integ. Sci S 10	87	9%	29%	55%	7%	0%
Integ. Sci F 10	52	2%	35%	40%	19%	4%
Integ. Sci F 11	86	8%	59%	27%	6%	0%
Biology S 09	197	2%	23%	33%	29%	13%
Biology F 09	383	6%	43%	32%	14%	5%
Biology F 10	342	2%	42%	37%	13%	6%
Biology F 11	301	5%	39%	36%	15%	6%
Chemistry F 08	260	0%	18%	47%	26%	9%
Chemistry F 09	304	1%	13%	40%	30%	16%
Chemistry F 10	240	0%	21%	43%	23%	12%
Chemistry F 11	157	0%	24%	45%	25%	6%
Physics F 08	129	2%	1%	14%	35%	49%
Physics F 09	133	5%	5%	30%	40%	21%
Physics F 10	216	0%	6%	44%	37%	13%
Physics F 11	150	0%	5%	32%	49%	15%

College Test Results

As with the Advanced Placement tests reported on later in this section, students' scores are rising while a higher percentage of students are taking the exam. The percentage of SAT takers has climbed to 65% over the last 5 years, and the percentage of students scoring above 1500 has climbed as well. To continue this trend, and to encourage more students to consider taking the SAT, Aragon has worked with its PTSO to provide PSAT testing for all 10th grade students.

Scholastic Aptitude Test Scores

SAT Scores						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number of 12 th Graders Tested	222	193	215	223	219	N/A*
Percent of 12 th Graders Tested	61%	59%	59%	61%	65%	N/A*
Critical Reading Average (verbal)	559	562	551	557	555	558
Math Average	592	580	585	582	593	593
Writing Average	563	558	551	550	569	570
Percent Scoring Above 1500	47%	46%	71%	77%	77%	N/A*

*Because this data was only recently available, the scope of the data was more limited.

ACT Test Scores

ACT Scores						
	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Number Tested	34	38	85	94	81	N/A*
Percent Tested	9%	12%	23%	26%	24%	N/A*
Average Score	25	24.84	24.14	24.16	25.84	24.2
Number Scoring 21 or higher	29	33	69	72	71	N/A*
Percent Scoring 21 or higher	85%	87%	81%	77%	88%	N/A*

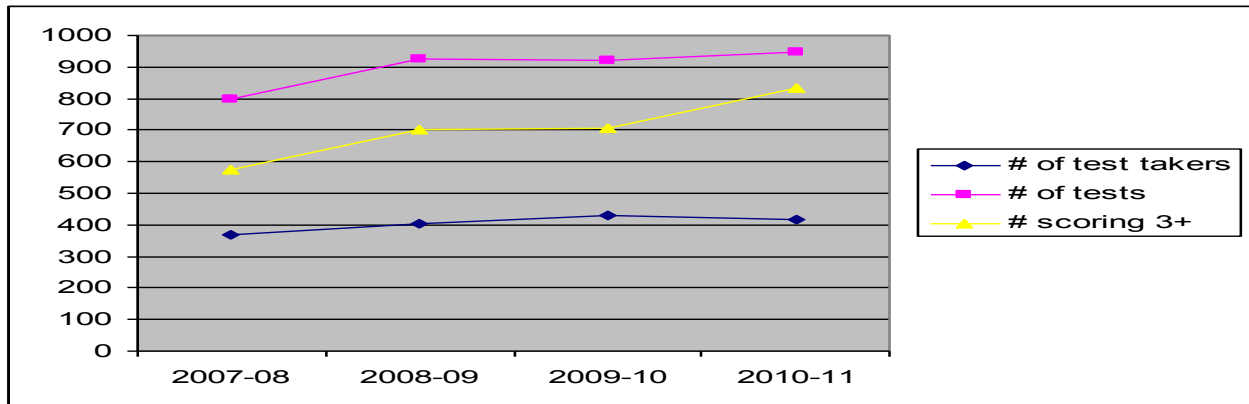
*Because this data was only recently available, the scope of the data was more limited.

AP Exam Results

Aragon's Honors/Advanced Placement program was the first one established in the district, and the program has grown in size and success ever since.

- In 2005-06, Aragon offered 12 AP courses; these offerings have grown to the current number of 17.
- In keeping with Aragon's performance since the AP program began, data from the last three years shows that even as the number of students and the number of tests have grown significantly, the percentage of students passing the exam continues to rise. For good reason, Aragon is very proud of its AP program and the students who participate in it.

AP Test Results



AP Exam	2007-08			2008-09			2009-10			2010-11		
	# in Class	# Tested	# scored 3+	# in Class	# Tested	# scored 3+	# in Class	# Tested	# scored 3+	# in Class	# Tested	# scored 3+
Biology	67	39	58%	65	49	75%	66	54	82%	57	57	80%
Calculus AB	52	42	81%	62	52	84%	61	50	82%	63	63	73%
Calculus BC	51	50	98%	34	34	100%	59	57	97%	55	55	94%
Chemistry	28	11	39%	N/A	N/A	N/A	33	20	61%	32	32	65%
Chinese	2	2	100%	6	6	100%	4	4	100%	26	25	100%
English Lang	118	85	72%	119	91	76%	110	93	85%	105	105	92%
English Lit	93	82	88%	103	82	80%	101	82	81%	91	86	90%
Environ Science	48	25	52%	122	84	69%	37	30	81%	55	53	88%
French	3	2	67%	12	7	58%	10	7	70%	N/A	N/A	N/A
Government	66	51	77%	75	59	79%	79	51	65%	77	75	85%
Japanese	11	11	100%	8	8	100%	9	9	100%	7	7	100%
Music Theory	20	13	65%	22	11	50%	N/A	N/A	N/A	23	17	100%
Physics	N/A	N/A	N/A	13	12	86%	N/A	N/A	N/A	23	23	83%
Psychology	60	36	60%	30	16	53%	66	39	59%	54	40	90%
Spanish	37	30	81%	49	39	80%	51	46	90%	39	39	97%
Statistics	21	18	86%	47	34	72%	55	38	69%	60	49	75%
Studio Art: 2D	5	5	100%	15	15	100%	29	26	90%	20	20	100%
US History	128	85	66%	128	96	75%	154	106	69%	184	184	79%
# of Test Takers	369			405			431			416		
# of Tests	799			925			920			946		
Total % with 3+	72%			76%			77%			88%		

Number of Students Taking Algebra by Grade Level

In the fall of 2004, Aragon began the implementation of the Academic Core, which requires all students to complete Algebra I and Geometry by the end of 10th grade, creating a dramatic increase- from 71% to 91% in 1 year- of 9th graders taking Algebra I or a more advanced math course. Seven years later, it is interesting to note the large increase in students taking mathematics at and above the algebra level as well as an increase in the percentage of students who eventually take the more advanced level courses, such as calculus.

**Percent of Students Enrolled in Algebra or Higher
Fall 2004 to Fall 2011**

	Algebra I-II		Geometry		Algebra III-IV		Precalculus		Calculus		Other Math		Total Percent Enrolled in Algebra I or Higher	
	2004	2011	2004	2011	2004	2011	2004	2011	2004	2011	2004	2011	2004	2011
9 th Grade	63%	44%	21%	35%	7%	15%	<1%	2%	0%	0%	0%	0%	91%	96%
10 th Grade	26%	7%	39%	30%	22%	31%	7%	15%	<1%	2%	3%	14%	97%	99%
11 th Grade	2%	1%	16%	19%	31%	18%	27%	18%	5%	16%	13%	27%	94%	99%
12 th Grade	<1%	<1%	4%	3%	16%	15%	11%	4%	14%	23%	35%	41%	80%	86%

Report Card Analysis

Percent of D and F Grades

	Spring 2009 - Spring 2011		
	Spring 2009-2010	Fall 2010-2011	Spring 2010-2011
World Language Ds	5.34%	4.25%	6.54%
World Language Fs	3.93%	2.42%	2.87%
English/ELD Ds	11.09%	10.05%	12.01%
English/ELD Fs	4.45%	3.03%	3.22%
Math Ds	12.54%	10.22%	12.66%
Math Fs	8.19%	3.67%	5.60%
Social Studies Ds	9.52%	8.11%	8.85%
Social Studies Fs	3.78%	2.27%	3.48%
Physical Education Ds	4.26%	3.76%	4.38%
Physical Education Fs	6.33%	2.50%	3.96%
Science Ds	11.56%	7.47%	7.16%
Science Fs	3.65%	1.64%	2.44%
Visual and Performing Arts Ds	2.40%	2.63%	2.63%
Visual and Performing Arts Fs	2.51%	0.92%	1.26%

Completion Rates and Post Secondary Plans

Graduation Rate

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Graduation Rate	96%	98.1%	96.5%	97%	97%	97%

Graduation rate formula is based on the NCES definition: number of graduates (year 4) divided by number of graduates (year 4) + dropouts from grades 9-12.

Single Year Dropouts by Ethnicity

Ethnicity	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
African- American	0	1	0	0	0	0
Am. Ind./Alask. Nat.	0	0	0	1	1	0
Asian	2	0	0	1	1	1
Filipino	0	0	0	0	0	0
Hispanic/Latino	3	4	5	4	2	5
Pacific Islander	0	0	2	0	2	0
White not Hispanic	3	4	2	4	4	3
Multiple/No Response	0	1	0	1	0	1
Totals	8	10	9	11	10	10

Students Meeting UC/CSU Requirements – 2009

Class of 2009						
	Male		Female		Total	
	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements
Am. Indian/Alaskan Native	0	N/A	1	0%	1	0%
Asian	48	64.6%	41	85.4%	89	74.2%
Pacific Islander	8	25%	12	25%	20	25%
Filipino	3	66.7%	6	66.7%	9	66.7%
Hispanic or Latino	24	37.5%	35	42.9%	59	40.7%
African American	6	50%	7	42.9%	13	46.2%
White (not Hispanic)	61	67.2%	91	71.4%	152	69.7%
None Reported	5	60%	6	83.3%	11	72.7%
Total	155	59%	199	65%	354	62%

Students Meeting UC/CSU Requirements – 2010

Class of 2010						
	Male		Female		Total	
	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements
Am. Indian/Alaskan Native	2	50%	2	50%	4	50%
Asian	53	76%	56	86%	109	81%
Pacific Islander	8	38%	7	57%	15	47%
Filipino	9	33%	10	50%	19	42%
Hispanic or Latino	23	26%	28	36%	51	31%
African American	4	100%	1	0%	5	80%
White (not Hispanic)	53	49%	58	67%	111	59%
None Reported	0	N/A	0	N/A	0	N/A
Total	152	55%	162	66%	314	61%

Students Meeting UC/CSU Requirements – 2011

Class of 2011						
	Male		Female		Total	
	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements	Number of Grads	Percent Meeting UC/CSU Requirements
Am. Indian/Alaskan Native	1	0%	0	N/A	1	0%
Asian	62	73%	55	89%	117	80%
Pacific Islander	11	9%	11	46%	22	27%
Filipino	12	50%	10	90%	22	68%
Hispanic or Latino	32	31%	44	52%	76	43%
African American	5	80%	4	50%	9	67%
White (not Hispanic)	58	52%	72	75%	130	65%
Total	181	53%	196	72%	377	63%

Post-Secondary Education Plans

Graduating Classes of 2009 - 2011			
	2009	2010	2011
U.C.	20%	22%	17%
C.S.U.	15%	13%	16%
Private/Out of State College	16%	21%	21%
Community College	45%	36%	42%
Specialty/Trade School	2%	3%	1.5%
Out of Country College/University	.6%	1%	.3%
Military	.5%	2%	.5%
Work	.5%	1%	.5%
Undecided/Unknown	1%	1%	.5%
Four Year Institution Total	51%	57%	54%
Two Year institution Total	47%	39%	43%
Total Graduates	348	306	374

Process and Perception Data

As part of the WASC process in 2006, the leadership committee designed a variety of surveys to gather feedback about Aragon from all stakeholders. In 2010-2011, as the school began to prepare this report, the group decided to keep most of the questions the same in order to have a snapshot of the current community's perceptions and to be able to compare these perceptions with those of six years ago. As a result, each table of results shows the percentages of responses in that category in 2005 and then indicates the percentages of current responses. The two sets of data are separated by an arrow (→).

Also, please note that there are a few questions that have been added that did not appear on the survey six years ago; those are noted in the tables with the statement (new in 2011) and are followed by only one percentage.

Survey Results – Students

1028 Student Responses				
a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know
	a and b 2006→11	c and d 2006→11	e 2006→11	
1. Aragon is a safe, clean and orderly place to learn.	78→90%	16→8%	6→2%	
2. I know the rules and expectations at Aragon.	85→93%	10→4%	5→3%	
3. The consequences for not following rules are clear and fairly enforced by teachers, staff and administrators.	79→72%	13→22%	8→6%	
4. The faculty and staff at Aragon think I can succeed and expect me to do so.	78→84%	13→11%	9→5%	
5. I am encouraged to take challenging courses.	66→71%	26→24%	8→5%	
6. I have access to the classes I need to take.	81→88%	14→10%	5→2%	
7. I have access to classes that spark my interest.	66→72%	28→24%	6→4%	
8. I have access to materials that I need to learn (e.g., books).	87→94%	10→4%	3→2%	
9. I have access to computers and other technology at school.	89→96%	7→3%	4→1%	
10. This semester my classes are organized and run well.	76→85%	18→12%	6→3%	
11. My classes are challenging.	84→75%	11→20%	5→5%	
12. I feel like I am learning at Aragon.	88→88%	7→9%	5→3%	
13. My classes help me attain California State Standards.	74→85%	6→6%	20→9%	
14. My teachers use real-world experiences regularly to expand my learning.	69→72%	23→22%	8→6%	
15. My teachers use technology regularly to expand my learning.	66→80%	25→15%	9→5%	
16. My teachers check that we understand a topic before moving on to the next one.	59→60%	34→35%	7→5%	
17. My teachers use a variety of ways to check that we understand the material (e.g., writing, tests, projects, calling on students in class, other).	82→83%	13→14%	5→3%	
18. My teachers review any items that we still don't understand thoroughly.	67→68%	25→28%	8→4%	
19. Schoolloop (Edline in 2006) is an effective tool that helps me do well in school.	68→77%	22→19%	10→4%	
20. My parents use Schoolloop (Edline in 2006) to keep track of my progress.	62→70%	25→23%	13→7%	
21. There is help available at Aragon for students who struggle academically.	83→80%	7→10%	10→10%	
22. There is help available at Aragon for students who struggle personally.	70→70%	14→15%	16→15%	
23. At Aragon, I have opportunities to grow personally (e.g., through extra-curricular and social activities).	77→85%	15→9%	8→6%	
24. I take advantage of academic and extra-curricular opportunities at Aragon.	64→71%	25→23%	11→6%	
25. I see how the ESLRs connect to daily activities at Aragon.	64→51%	19→20%	17→29%	
26. My experience at Aragon prepares me to achieve the ESLRs by graduation.	71→70%	19→8%	10→22%	
27. What I do and learn at school prepares me for the real world.	62→71%	33→22%	5→7%	
28. Faculty and staff at Aragon inform me about what I need to do to accomplish my post-high-school goals.	66→77%	25→17%	9→6%	
29. Faculty and staff at Aragon help me plan courses and activities to reach these goals.	57→74%	33→20%	10→6%	
30. Tardy and other discipline policies are enforced fairly and effectively. (new in 2011)	58%	36%	6%	

Survey Results – Parents

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

Parent Survey Comments – Most Appreciated

Parent Survey Comments- I/We most appreciate...
Dedicated faculty and staff. Excellent administration and counselors (38 comments like this)
Schoolloop is the BEST!! Good communication (6 comments like this)
Strong PTSO and Fair Share program (5 comments like this)
Academic excellence (5 comments like this)
Supportive/positive environment (5 comments like this)
I most appreciate everything Aragon has to offer!! (3 comments like this)
How much our daughter was welcomed and supported from the very beginning of her four years at Aragon. She has an IEP and the teachers have been great with implementing her learning accommodations. She has had some really excellent teachers and mentors and I can't say enough about the administrative and teaching staff and how wonderful they are to our daughter.
The administration and teachers are passionate about what they do and put in many, many extra hours to provide opportunities for the students to flourish. A great deal of attention is paid to "college readiness" and any student who has aspiration has plenty of support for finding the right path to further education.
Diverse student body, many caring teachers and counselors. It is a welcoming place; it is a community.
I appreciate teachers who support and encourage students who may have extraordinary circumstances that make school a difficult place to be.
The always quick responses from teachers and the fact that information on school loop is very current! really helps in making sure a student doesn't get the chance to fall behind and makes it very easy and more fresh in a students mind when there is an issue or help is needed.
The efforts of the Music and Drama department to foster appreciate for the performing arts and for their outstanding teaching staff.
Many of the teachers are just spectacular, and the administration has always been extremely supportive and responsive when we've (rarely) had any problems. The music program is extraordinary, as is drama. Robotics club WAS very good, prior to this year. The club landscape is great, and gives the kids who don't have a place to go (say, at lunchtime) a place to go, and people to hang out with.
The Music program, its excellent instructors and their devotion to the development of and nurturing of the students' musical abilities.

<p>We most appreciate the Schoolloop system at Aragon and the effort most teachers put into keeping it updated and useful for both students and parents. We appreciate a few teacher's teaching techniques that provide effective teaching and learning system for the students in the classroom, i.e., encouraging and welcoming questions during class without intimidating students.</p>
<p>The high quality of the teaching staff and the opportunities for academic development through classes and clubs.</p>
<p>Supportive Services for students, parents and families. Aragon does an excellent job at looking at the whole person and providing supportive services in a non-judgmental atmosphere.</p>
<p>How my daughter can go see any teacher and they are willing to help with anything she doesn't understand.</p>
<p>The support which our son received in the Resource Program. The support was tremendous and kept him on track.</p>
<p>My family literally sold our house and purchased a home in the Aragon school district so our children could attend Aragon. They were private school educated prior to there attending Aragon. We have NEVER been disappointed in saving \$20k a year in private school tuition and having them attend Aragon. The staff and education has been high caliber. The children can participate in activities at school that help them become involved in the Aragon community and allow for personal growth and development. This is an amazing school and should be accredited for the maximum amount of time allowed.</p>
<p>The quality of teachers and classrooms, the new technology boards, the diversity of the school population</p>
<p>The teachers who offer assistance to struggling students and who promptly respond to emails. I also find the counselors very responsive to student issues.</p>
<p>Our daughter is happy and adjusted well in 9th grade coming from small private school...</p>
<p>Very dedicated, capable teaching staff, advanced classes are encouraged and available, many extra-curricular opportunities available, excellent AVID program, Schoolloop keeps parents informed and allows students to monitor homework assignments</p>
<p>That our daughter is able to have encouragement on doing school work and having fun at the same time.</p>
<p>The fact that we have great teachers at Aragon. I can say that almost without exception, and I have had 3 children at Aragon (the eldest is in college, the youngest is a freshman at Aragon). The counseling staff is wonderful and very helpful to the students and parents. Principal and VPs also are very helpful, hard-working, always doing their best to create a positive learning environment for the students. Even when there was one less-than-satisfactory teacher, action was taken fairly quickly to rectify the situation.</p>
<p>The teachers' concern for the progress of the student. There are many options for the student to grow/learn and/or improve their current grade standing.</p>
<p>Accessibility and responsiveness of teachers to email - many parents also have busy schedules and email is something (like surveys) that can be managed outside of normal work/school hours</p>
<p>The diversity, number of AS / AP classes offered, number of electives, etc.</p>
<p>The new things that the students used inside Aragon like smart board and document camera. We appreciate the time of teachers sending us student's progress in e-mails and schoolloop.</p>
<p>Quality of honors/ AP classes, music program, athletics</p>
<p>Our son loves Aragon. He's active in several clubs, sports and music. School loop is a great motivator as he knows where he stands and what he needs to work on to achieve his goal. He is able to ask and receive help when needed.</p>
<p>Giving more info about opportunities available for student academic support. Cannot rely on son to take initiative to get help on his own.</p>
<p>The teachers at Aragon try to put in a lot of effort into helping students. The teachers have flexible schedules to help the students.</p>
<p>School vigilantly keeping track of student attendance and discipline.</p>
<p>I do think it's nice that there is support for under-privileged kids to go to college. The sports, theatre, music program, and clubs nicely round out the academics.</p>
<p>The staff KNOWS the students and monitor their progress. Also, discipline is handled well so the learning environment is safe. The administration cares about each student. We especially appreciate the teachers who teach the students life skills (like how to write properly, etc.).</p>
<p>We are new to Aragon and have had a very positive experience so far!</p>
<p>Football and Rugby</p>
<p>Sports opportunities</p>
<p>I really appreciate that the teachers have an open communication with us through emails, is easy and fast and the teachers are very good at returning my questions or comments. Another thing that I like is to get the calendar of events, news and grades on my email. The coaches are very enthusiastic and full of energy and they have been very nice to our children. I was very impressed when one of my children went to school at 7 am to review work and the teacher was very kind to help her.</p>
<p>The school web page and friendly phone reminders about school events.</p>
<p>I most appreciate that students are encouraged to advocate for themselves.</p>
<p>1) The effort put in by the Principal, teachers and counselors to help make our children be creative, knowledgeable, productive, responsible, and caring people in the world. 2) Having Schoolloop and ensuring the teachers keep it up to date, which can't be a very easy task. 3) Coaches that are good teachers, care about the students, and sacrifice so much personal time for our kids. 4) Retaining 7th period classes. Effort made to maintain school spirit. Aragon is great, one of the best!</p>

Everyone at Aragon is nice and supportive of each other; lots of opportunities for engagement in school learning and activities
WE most appreciated the tradition of excellence in the music department. In 2009-2010, my child felt challenged and proud to be part of a great jazz ensemble.
Multicultural programs and respect for all ethnicities and creeds.

Parent Survey Comments – Most Like to See Improved

Parent Survey Comments- Things I/We would like to see improved...
More consistent use of Schoolloop by all teachers (9 comments like this)
Ways to motivate students
Teachers need more coaching on how to deal with disruptive students.
Smaller class size, more support for kids struggling, improved funding for public schools, more counselors
The school is all about achievement- there's no fun, traditions, spirit, or a good supportive school that helps its students to grow in all ways (morally, socially, emotionally, physically and not just mentally). Also, Aragon is very bad at preparing students for college and life after high school. In general, the Aragon experience greatly lacks feeling and meaning.
Excessive homework and busy work, coordination between subjects and homework assignments, improve critical thinking skills and not just memorization for testing. Involvement of parents beyond their checkbooks.
Academically school all over the map. Parent volunteers to do the slave labor always welcome, no serious discussion of academic issues. No process to get parent input, except PTSO. Class size too big, academics suffer b/c individual needs aren't addressed in class. After class, teachers have too much to do to help kids. Can't assign meaningful projects and papers, b/c teachers can't take the time to grade them. No standards set for teachers to use the Schoolloop or other technology. Some do, some don't. Also the separate PTSO organizations for minorities seems outdated. Maybe OK for underrepresented groups such as Pacific Islanders, but the Asian organization should merge with the regular PTSO. There is student segregation (not school policy, just the way it is), at lunch, with friends, Aragon shouldn't do the same with its parent groups.
Access to changing classes according to student and parent preferences (i.e., scheduling less academic courses late in the day for athletes so they don't miss so much class) Consistency of teacher expectations, homework, grading across identical courses.
Alcohol & drug awareness--it happens at Aragon too.
The seriousness of the response to issues raised in "The Race To Nowhere" film. I would like to see a taskforce created to look at these issues, particularly the value of the homework assignments and educating Middle School parents on the impact of the math curriculum chosen in 7th and 8th grade on the math that must be taken in the last 2 years of high school.
A warmer, more welcoming sense of community at the school. More courses that are not as academically demanding as the APs but still intellectually interesting (some balance between the existing APs and the CP level courses) college counseling services that are more knowledgeable and helpful regarding non-UC (private and out-of-state) schools. Better communication from PTSO to parents (i.e. decent website). Better Aragon website (especially design and organization): announcements, whom to contact for what need, etc.
A better understanding of classes and choices for students! That parents and students should be more aware of their options and procedures to get into some of the classes. Also that more information is shared with schools like Abbott Middle school who don't end up with a lot of students at Aragon- but the few that Aragon do get- don't always get the information about Aragon in a timely manner!
One area we ask for some growth in would be for a few more options for electives and core classes that are not AP for juniors and seniors who are taking many AP classes.
By lessening the amount of homework and stress on the students.
There is a significant lack of communication between administrators and parents.
Some of the rules seem arbitrary - like no loitering. I am told that sometimes they are not allowed to stand in front of the library and talk. That strikes me as arbitrary. They are required to walk around aimlessly instead? Also, the Robotics club needs some real support. It's languishing this year - a pale replica of what it was even last year. They are in dire need of a new teacher mentor - one who can support them but not dictate (as the previous one did). It's so sad that this incredible club is doing so little this year. I'd like to see many more GATE activities, maybe some social ones.
More time for college prep/app counseling. Your system is barely adequate for students aiming at highly selective colleges
Bringing back French as a World Language (please!). And give the wrestling program the respect and funding it deserves. Football should not suck the life, resources and manpower out of every other sport on campus.
We would like to see less homework and less emphasis on AP classes. Aragon would better serve its student population offering Honors classes as an upgrade to the CP track vs. so many AP classes that suit only a narrow population of students.
Campus beautification....making the school a more pleasant environment for the students and less institutional looking. More non-intimidating methods of welcoming/encouraging parents and students to be in touch with the teachers regarding students' areas of strengths, weaknesses and their progress (personal growth opportunities and personal support systems).
The communication between the school and the parents (not including the teachers, who communicate quite well). The guidance department is a mystery and they don't do a good job of communicating with parents. I learn more from asking other parents than I do from the Guidance Dept. And this makes planning for a child's future very daunting and very confusing. Also, Aragon is a very high performing school, and it needs to make more effort to provide the classes necessary for high achieving kids' needs.
Teachers who take advantage of their position and try to influence students for political agendas (Proposition 8, for example).
Homework.... my daughter does homework till pass 2am sometimes. If there was a way that teachers would give homework

that would keep them up till midnight. I understand this is a world wide problem...
The response from teachers/counselors. As parents, we have the right to question and inquire about our son or daughter's grades, attendance, behavior, etc. within the classroom. A teacher and counselor should ALWAYS respond to the parent within a reasonable amount of time.
Only very few teachers seem to be biased in their behavior towards students
1. Intro language teachers. lack of enthusiasm and creativity pretty much kills any interest a student might have 2. The college counseling office needs more support. Need to begin contact/ discussions about 4 year college options much earlier.
Aragon is a very cold and negative place to be. I would like to see the staff be more engaged in how the students are behaving and treating one another. There is a very false sense of community at this school and for most of the students it is an extremely negative environment that fosters heavy criticism and bullying.
The Honor/AP class system. We need honors English/U.S. History in 11th grade.
The limited options of either CP or AP classes. There is too large of a gap between these two choices, with AP being extremely challenging, and CP not being challenging enough. Also, a negative stigma is associated with CP classes, which we believe the school needs to work to dispel. Finally, efforts should be taken to improve school spirit. This is something noted by active students, and incoming parents/students who attend district schools' expos/orientations note it as well.
The budget for academic and college counseling.
Maybe enforce the dress code. It still bothers me for instance to see students wearing flipflops. Offer more tutoring programs to help students with the English grammar.
Many teachers do not let students make up their own minds on today's issues. They push their own agenda. It is the responsibility of educators to show impartiality,
I would like teachers to be required to consistently use and enter information on schoolloop as it is the most effective way for me as a parent to monitor my child's progress while still allowing for independent self-discipline. When some teachers use it and others don't, it creates confusion and frustration.
Quality of teaching; individualized attention
The summer and college counseling services. I tried to borrow a binder or folder of summer enrichment opportunities and was told you didn't have any. I tried to discuss whether my child's planned courses for next year were too heavy a load and I was rushed off the phone. I tried to discuss with counselor requirements for getting into very selective schools (Stanford) and they didn't have much information on that. The school is geared towards getting kids into community college and UC.
The crowded classrooms.
On giving more enthusiasm on waking up my child in the morning to go to school. Also putting my daughter in a extra-curricular activity outside of school that the school cannot provide.
Better access to the school, cleaner bathrooms, more wipes and sanitizers around the school. In regards to teachers, 80% are very good but the rest tend to be very lazy. Administration should always check to make sure some teachers are putting enough effort to teach students the full curriculum, give them enough homework even though it might require them to spend extra time correcting papers or quizzes.
Busy-work for homework in some classes; too much homework all around for a non block-schedule school. Consider a block schedule in the future so that students don't have homework in every class every night and have more time to dedicate to the classes they do have on a particular day.
Encourage students to volunteer in their community. A lot of kids have too much time on their hands.
I wish there were more expert counselors - the ones that are there are excellent but I am certain that there are more student psycho-social needs in this very high-pressure world than can be met by a handful of individuals.
Test dates so there aren't 3 or 4 tests in one day.
More communication from office staff. The sometimes bi-monthly PTO emails are only about PTO events. I would like to see more information about important dates, school-related events, registration for classes, etc. in a newsletter or as part of the email blast. (i.e. there was no info on course sign-ups on the Schoolloop portal and conflicting information on deadlines from the Eng. teacher and what was printed on the reg. form.)
Having a basketball court for the students who want to play.
College prep courses aren't difficult enough and older child at Cal state was not prepared for college and we had to bring them home and monitor them at CSM until they got their act together. Other sibling who took honors/AP track doing fine at UC.
In the course offerings. Love to see intermediate options between AP and CP. Some of the AP classes have very little support (Chemistry, Physics, Calculus) and necessitate hiring tutors if assistance is needed.
Difference between AS English and CP English is too great, CP is too easy(for some) while the AS class is too challenging for those same students that find the CP class too easy. Also, athletic dept. should put stronger emphasis on academic eligibility (if student is not academically eligible the school policy should be strictly enforced !)
Contact between parent's and teachers. I would like to have more access to get help for student who is not willing to get help on his own. I feel I do not know enough about what is available for students, or how to best communicate with teachers.
When grades get down to a C, teacher should contact the parents and give input on how the student can improve their grades. Also some teachers are not up to date on posting assignment and test dates so the parent is unaware and cannot take appropriate action when needed. Improving this will be a real improvement.
Counseling staff
Teachers can work on e-mailing parents back faster. At times I don't get a response til 2 weeks later.
Communication with staff. It is very difficult to reach counselor, even though we leave phone messages and email.
Communication between counselors and parents for course planning

Foreign Language offerings
Personal attention to help students. Counselors seem to be very difficult to see.
The way some situations are handled with some teachers need to be more open and it should not be that hard to schedule a meeting with a teacher and talk to them when needed.
On the lack of school spirit.
Lunch clean up
A safe way for students to get to school and additional parking for those students that are driving themselves and others to campus.
The availability of administrators during student breaks to answer students' questions.
More opportunities for positive youth social skills development so that no one falls through the cracks.
Communication with the parents on preparing/strategies on a complete 4 year plan for college. There is much confusion regarding what is truly needed for state vs. the UC System vs. the private colleges.
I am incredibly disappointed in this school and do not plan on sending my other children to Aragon. I don't get the feeling that the staff actually likes the students and there is no effort at all to encourage participation in class or to get to know anything about the students. My son goes to private school and every year starts with how happy they are to have the students back and how the school is empty and lifeless over the summer without them around. They encourage individuality and care about my son and his success on all levels.
Ensure that students aren't buried in too much homework. This is the last time in their lives they'll be able to be kids. Things aren't too bad now, but it would be good to keep a balance between the enriching aspects of homework and letting students have some unstructured time. I realize this can be a risk for some students, but probably good for most. There are a lot of wonderful options at Aragon for non-homework activities: sports, music, clubs, etc., and elective courses.
Everything
The amount of homework
Would appreciate teacher initiated contact with parent when student is struggling academically and not sole reliance on parent initiated contact.
Counselors should meet with every student (whether the student believes s/he needs it or not) in March/April to discuss what classes they will be taking the following year and making sure the child is on track to finishing their work according to their plan.
Less homework to allow more personal time for emotional growth of the students. Teacher grading rubrics which are based upon class work, home work and tests should be more individualized to the abilities of the students, not designed only for the teacher's convenience.
Meetings where it will be in smaller group in classroom, because it is very hard to hear in the big gym.
Keep the momentum up!
1) Response time and follow-through from the School Counselor. 2) Drop off location for students in the morning. 3) Accuracy of documenting students' attendance (i.e., there are a couple of errors in the system that we have identified).
That athletic competitions move to a later start time, as was a general goal in the handbook, so that students can stay healthy and benefit from sports without missing important curriculum, OR require that students interested in sports not be scheduled to take a Core Class during 7th period. The following suggestions are non-curriculum related and should not be included if not applicable: Lower the yellow painted concrete traffic bump located just prior to the tennis courts...hits the undercarriage of car; re-do the turf and holes in baseball field; fill pot holes (even if special fundraiser, if possible).
More challenges for gifted students; use of the eBehavior link is not used for students doing a great job
SOME teachers' inability to make a student feel interested in learning.
The teachers are inconsistent with how they use schoolloop. I have found that about 60% update regularly which can be frustrating for both parents and students. I feel that some of the counseling staff lacks follow-through which can lead to mis-information for the parents and children falling through the cracks.
Unfortunately, some very misguided people have successfully dismantled the jazz program. Too bad for Aragon
Give appropriate classes to students according to their desired career path.
Between the six academic classes my daughter has enrolled in each semester she is given too much homework every night. She is diligent (she gets high grades) at starting her nightly homework early and thereafter doing the homework until completed, but because of the amount of homework she ends up staying up very late at night. She is exhausted every school day. Women's restrooms need more monitoring during the day (lack of soap, dirty floors, stopped toilets, out of paper). My child has had one or two teachers who show no patience when my child asks for an explanation of what was studied in class...teachers should show patience even if a particular student is known to ask questions. Finally, in some classes there are few students who disrupt the learning process which maybe corrected with better classroom management.
Robotics club is falling apart, and is pretty much pointless this year. What a shame. It's nothing like in years past. Also, Japanese instruction has consistently been awful, who we've oddly not had the pleasure to have as a teacher. A student consistently getting an A in Japanese should not be in danger of failing the AP exam. That's shocking to me, and a clear reflection on Aragon instruction in this area. Health class - yikes. A VERY unhealthy emphasis on telling kids to pickily count calories to prevent obesity. You could be doing real damage to the population of kids who are susceptible to eating disorders.

Survey Results – Faculty

78 Faculty Responses				
a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know
a and b		c and d		e
2006→2011		2006→2011		2006→2011
1.	Aragon is a safe, clean and orderly place to work and learn.	91→95%	6→5%	3→0%
2.	We promote an atmosphere of respect.	96→100%	3→0%	1→0%
3.	We have a clearly stated vision based upon student needs.	86→95%	10→5%	4→0%
4.	Our vision & purpose reflect the belief that all students can succeed.	96→95%	3→4%	1→1%
5.	We provide adequate support so that all students have the best chance to succeed.	87→80%	11→20%	2→0%
6.	We expect <i>all</i> students to achieve the ESLRS.	79→84%	16→12%	5→4.0%
7.	We expect <i>all</i> students to achieve the academic standards.	89→97%	9→3%	2→0%
8.	We make a concerted effort to support the success of underrepresented students.	88→84%	8→16%	4→0%
9.	We reach out to the parents of <i>all</i> students.	72→83.0%	18→14.3%	10→2.6%
10.	We involve the community in activities at Aragon.	63→81%	20→11%	17→8%
11.	We use assessment results to help us plan the school's program and use of resources.	80→83%	7→12%	13→5%
12.	We have input regarding school policies and procedures.	65→95%	35→5%	0→0%
13.	The administration communicates school policies and procedures to faculty and staff.	84→94%	12→6%	4→0%
14.	We communicate school policies & procedures to parents & students.	89→95%	6→4%	5→1%
15.	We consistently enforce school policies and procedures.	65→65%	27→35%	8→0%
16.	Aragon provides faculty and staff with funds for professional development.	79→83%	17→17%	4→0%
17.	We articulate with feeder schools and post-secondary institutions.	66→59%	13→29%	21→12%
18.	We use collaboration time constructively.	88→94%	9→5%	3→1%
19.	We constantly look for ways to improve as a school.	95→95%	4→5%	1→0%
20.	New teachers at Aragon receive support and training.	78→87%	6→3%	14→10%
21.	I regularly seek out professional development opportunities to improve my teaching or my subject area knowledge.	84→87%	13→8%	3→5%
22.	I receive sufficient training to use technology (e.g. Aeries, Schoolloop, Data Director etc.).	83→85%	14→15%	3→0%
23.	I make academic standards an integral part of my courses' curricula.	90→89%	3→3%	7→8%
24.	I use assessments to monitor student success in achieving state standards.	85→89%	6→4%	9→7%
25.	I use assessments to monitor student success in achieving the ESLRs.	49→51%	37→32%	14→17%
26.	I use a variety of assessments to evaluate student learning.	92→92%	3→3%	5→5%
27.	I modify instruction based on assessment results, reteaching when necessary.	91→88%	6→4%	3→8%
28.	I regularly use technology to support student learning.	81→91%	15→4%	4→5%
29.	I regularly design lessons to develop higher order thinking skills.	89→89%	6→3%	5→8%
30.	I regularly enrich student learning by including experiences beyond the textbook and classroom.	89→89%	7→7%	4→4%
31.	I communicate to students that I am available for extra help at specific times.	95→92%	4→3%	1→5%
32.	I contact parents regularly and return phone calls or emails from parents in a timely fashion.	89→99%	10→1%	1→0%
33.	I post grades to Schoolloop regularly.	90→91%	4→1%	6→8%
34.	I communicate grades to parents/students regularly in some way other than Schoolloop.	63→42%	27→43%	10→15%
35.	The BFL and other discipline policies support Aragon's vision, mission and ESLRS. (new in 2011)	82%	10%	8%
36.	The BFL and other discipline policies are enforced effectively. (new in 2011)	42%	47%	11%

Survey Results – Administration and Staff

19 Administration and Staff Responses					
	a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know
	a and b 2006→2011		c and d 2006→2011		e 2006→2011
1) Aragon is a safe, clean and orderly place to work and learn.	91→89%		12→11%		0→0%
2) We promote an atmosphere of respect.	100→95%		0→5%		0→0%
3) We have a clearly stated vision based upon student needs.	91→89%		0→11%		9→0%
4) Our vision and purpose reflect the belief that all students can succeed.	97→89%		3→11%		0→0%
5) We provide adequate support so that all students have the best chance to succeed.	75→79%		13→16%		12→5%
6) We expect <i>all</i> students to achieve the ESLRS.	93→90%		3→5%		4→5%
7) We expect <i>all</i> students to achieve the academic standards.	91→89%		9→11%		0→0%
8) We make a concerted effort to support the success of underrepresented students.	91→89%		6→11%		3→0%
9) We reach out to the parents of <i>all</i> students.	79→95%		9→5%		12→0%
10) We involve the community in activities at Aragon.	82→95%		9→0%		9→5%
11) We use assessment results to help us plan the school's program and use of resources.	79→69%		9→5%		12→26%
12) We have input regarding school policies and procedures.	67→95%		21→5%		12→0%
13) The administration communicates school policies and procedures to faculty and staff.	97→95%		3→5%		0→0%
14) We communicate school policies and procedures to parents and students.	91→95%		3→5%		6→0%
15) We consistently enforce school policies and procedures.	63→79%		34→21%		3→0%
16) Aragon provides faculty and staff with funds for professional development.	82→72%		6→6%		12→22%
17) We articulate with feeder schools and post-secondary institutions.	87→95%		6→5%		7→0%
18) We have ample time to collaborate with colleagues.	63→63%		24→16%		13→21%
19) We use collaboration time constructively.	60→63%		21→5%		19→32%
20) We constantly look for ways to improve as a school.	97→95%		3→5%		0→0%
21) The BFL and other discipline policies support Aragon's vision, mission and ESLRS. (new in 2011)	74%		5%		21%
22) The BFL and other discipline policies are enforced effectively. (new in 2011)	57%		11%		32%

Faculty, Staff, and Administration Survey Comments – Most Appreciated

Faculty, Staff and Administration Survey Comments
Things I most appreciate...
Aragon is a very welcoming atmosphere where I feel that my opinions are appreciated and valued.
Collegiality of faculty and staff; spirit of the Aragon community; a willingness to support new programs if it will help students.
Collegial atmosphere to promote the work of PLC's; Teachers who are willing to give of their time to help all students succeed; Teachers who help students at lunch and after school; Teachers who work together, look at data, and create new strategies and techniques to help all students succeed.
Aragon has a committed staff, but how much collaboration really does occur amongst staff. For example where teachers, staff, and instructional aides would discuss how to better educate and have clear classroom management.
Collegial atmosphere among staff
How well the faculty work together and support each other. They work as a team!
Great school culture
Supportive administration and collaborative departments.
The sense of family makes working at Aragon enjoyable. I think for the most part, all the adults are on the same page. There is always lively conversation with regards to changes...and teachers' opinions are valued by the administration.
I believe our staff is very collegial and truly care about our students and their families.
Open door policy with administration.

We do everything possible to make the students succeed and parent input is important. We are the public school that treats it's students and parents like they are at a private school. We give so many services to students and parents - I wish I had been so lucky!
Very supportive faculty that is willing to assist new teachers with curriculum and help.
People care and listen.
Collegial atmosphere Genuine concern for students and their learning. Professional attitude
An excellent faculty!
I appreciate the drive, devotion, and diversity of the Aragon Community
The amazingly caring and professional teachers and staff.
I appreciate the general collegiality shown by the staff.
A very collegial atmosphere, support from administration, availability of administration, genuine concern for the students' academic and social welfare
The teachers, administrators and the staff
We are not afraid to try new things that we believe will enhance student achievement.
The facility is great
Supportive faculty, administration and staff and great students.
Hard working staff
Collegiality of staff, general support of administration
Aragon values teacher collaboration and supports teachers in trying new teaching techniques.
I appreciate the focus we have on maintaining high academic and behavioral standards for all students. I appreciate that we have a highly qualified staff that works well toward common goals. I appreciate our collegiality. I appreciate that we have parent groups that are strong supporters of the school, the teachers and the programs and are involved in improving the quality of education at Aragon.
The willingness of the staff to collaborate with one another is one thing I most appreciate about Aragon.-Also, the fact that counselors work really hard to accommodate their students and the teachers is one thing that has not gone unnoticed.
Wonderful learning atmosphere.
I feel that the faculty and staff have a very good working relationship. From the first day I started here I felt the caring connection that the staff has for the students
Professionalism and friendliness; genuine passion for education/learning.
I enjoy working at Aragon, it is always makes me proud of our students when I see where they are going to college; if students apply themselves here, they can make their dreams come true!
Staff and supportive administration.
Warm and friendly atmosphere
I really feel that teachers, staff and administration really work to support each other and students on campus.
Supportive, collaborative faculty and the support of the administration. The counselors are also very helpful.
The professionalism of the staff and administration. The faculty is expected and trusted to our job and do it well.
Collaboration with Dept. members when given the time to do so
I appreciate the spirit of my colleagues. There is a spirit of togetherness about how we do things. The students come first. Teachers work hard to support the efforts of the students. Teachers, administrators and staff do not fear hard work.
The great staff and generally respectful students.
Very supportive environment
Diversity of our students. Overall, they are working well together.
The collaborative environment
Outstanding faculty and administration.
I appreciate the community of staff and teachers working together.
Supportive administration. Excellent department heads.
Supportive administration; excellent staff

Faculty, Staff, Administration Survey Comments – Most Like to See Improved

Faculty, Staff and Administration Survey Comments

Things I would like to see improved...

More communication between teachers & administrators in order to avoid unnecessary delay/trouble.
The enforcement of discipline policies. The manner in which it is administrated now fosters a climate of corruption and does not support the type of behavior BFL was intended to encourage.
Block schedule on Wednesday and Thursday
I would like the school to focus more on the underrepresented students and less on the AP students regarding the schools curricular offerings.
Vocational education program beyond the limited ROP program

The concern for the overall health of our students pales in comparison to the concern for academic achievement. Sleep, stress, and physical inactivity appear to me to be of little to concern when compared with constructing an impressive academic resume.
Closing the achievement gap for the economically disadvantaged, special education students, English Language Learners, Hispanic/Latino and Pacific Islander students
The communication between teachers and aides- aides are left out and yet, are needed in the classrooms. How can teacher and aide be better utilized?
Not to emphasize college, college, college!
Making curriculum accessible to underrepresented students and administrative enforcement of BFLs.
More time for collaboration. I would also like improvement in meeting the needs of our struggling students and underrepresented population. I wish we had more funding for mental health services on campus.
A little more student respect. In general, people are loosing respect for others and I think we should promote respect even more than we do, not that we don't already.
I think that it is important to allocate more resources and effort into reaching the low achieving students.
Re-look at the bell schedule to determine if it meets the needs of students and supports their success; Provide professional development for staff to utilize technology effectively in the classroom
Making curriculum accessible to underrepresented students and administrative enforcement of BFLs.
The lack of a sense of unity, spirit, and identity within the student body annoys me.
The discipline and school spirit.
I would like to see classes that prepared students for their chosen vocations.
More consistency in carrying out discipline policy, more consistency from teachers in enforcing the BFL rules (some are consistently enforced; some are not)
Enforcement of discipline continues to be an issue at Aragon. I don't understand why certain members of our staff are constantly protected by our principals when every year we say that there are issues with follow-through and favoritism. Students constantly mention: Getting released from Saturday School hours earlier than they are supposed to, preferential treatment by Saturday School administration because they are "cool with them", campus aides letting kids leave campus/cut as long as they bring them back food from wherever the kids go. EVERY YEAR different kids mention these happenings and every year our complaints and concerns fall on deaf ears. Was it ever even dealt with when our dean had the Saturday school kids write those accusatory letters to their teachers, blaming their teachers for "wasting a Saturday of my time?" No matter how many times we many try to adjust our behavior policy, the common (failing) denominator is always the same.
The tardy policy is not enforced on a regular and consistent basis.
Aragon needs to reach out to the local community more and improve school spirit (this can be done by making simple changes in the "look" of the school-murals, crests, banners, bulletin boards, etc...) and providing opportunities at events to entice the neighborhood to be present and honor students.
The tutoring program needs a great deal of improvement.
Less emphasis on AP classes. Support robust elective program Greater articulation with feeder schools and post secondary/ community college
Administration following through on the tardy policy; the return of the Recycling Club; students picking up after themselves and respecting school property.
The students have the school a mess after lunch and brunch. school spirt- 1 assembly
I would like there to be a physical space for students to eat lunch at. Examples: more picnic tables, and open Student Lunch Room.
Helping new teachers and veteran teachers learning how to work with one another and offer ideas and feedback- possibly more department time in the school day, not outside of work hours.
Consistent application of rules, expectations, etc., by all teachers and administrators.
A higher level of communication and transparency between administration and teachers in regards to disciplinary actions would be nice, i.e. memos detailing actions taken/consequences given when students are referred to the Dean's office, Saturday School dismissal time logged in eBehavior, etc.
A CONSISTENT DISCIPLINE POLICY needs to be at the forefront of Aragon improvements! Also, the success of underachieving students needs to be addressed, and not just in a cursory manner as it has been addressed in the past. Too often, students are given "exceptions" due to administration discretion. This is a problem especially when a student blatantly disregards the BFLs and there are no consequences, he/she will repeat the offensive behavior.
More curricular alternatives for those lower functioning students that fulfill graduation requirements
The atmosphere of the counseling office
I would like to see the faculty improve their communication and collaboration skills, our community is very departmentalized and we do not all play nice together!
It seems many of our 9th graders are entering the school scoring basic, below basic, or far below basic on their middle school CST's. More needs to be done to support these students through their 9th and 10th grade years to keep them on track for graduation. Also teachers need faster computers in their classrooms and workrooms.
I think we should have more assemblies that reflect achievements of students in academic and artistic endeavors
In reference to question #15. We consistently enforce school policies and procedures. While I believe many teachers and most of the admin try to consistently enforce policies, I am not sure that this happens with every student, every time.
I would like for the school to have more faculty support for the students who are functioning below grade level.
Smaller classes!!! Fewer students!!!!
More student assemblies on themes common to the school and student body at large.

I would like to see more software training available for the classified and counseling staff , i.e. Microsoft Exel, Word, Aeries (queries, etc). The limited amount of training that was provided when Office 2007 was implemented was not sufficient.
How are other staff members evaluated? Perhaps we should look into this
We need to offer more for the under performing students, ie., class variety, more hands on learning.
We should do more to help those economically disadvantaged. I feel poor reading abilities limit many students; focusing on that could help cross-curriculums.
There are inconsistencies in the enforcement of the tardy/truant
I do not believe all discipline policies are enforced equally, some students get "special deals" when it comes to Saturday School at AHS.
More support systems are needed for our lower-performing students.
Aragon's greatest weakness is in its discipline policy. While a tardy policy was implemented with much faculty work and input, the administration does not enforce the consequences.
Those in charge of discipline do not consistently and regularly enforce the policies. This creates a disconnect about student expectations TO the students and creates animosity within the staff and leads to frustrated teachers and often ineffective classroom management. - With Schoolloop, is there any other method we should utilize in contacting parents regarding grades? Isn't that what the progress report AND report cards are for?
This year we made a "big deal" about a new policy on tardies. I feel that the Administration has not followed through on what we teachers have preached to the students.
The campus is not always clean. Hallways and outdoor areas after lunch and brunch there is too much trash. Floors unclean in all areas of campus.
We could use some landscaping in front of the admin. building. We should try to make the campus more (physically) welcoming.

CHAPTER TWO

STUDENT/COMMUNITY PROFILE

OVERALL SUMMARY FROM ANALYSIS OF PROFILE DATA

Implications of the data with respect to student performance

Strengths

- Highly qualified, experienced and stable faculty- nearly 50% have masters degrees or beyond in training and the group averages more than 10 years in the district and 12 years of experience in teaching.
- Having achieved 800 API in 2005-06, Aragon has steadily increased its API to a high of 841 in 2010-11.
- Despite a drop in scores in 2010-2011, API scores have grown overall:
 - Latinos have grown from 645 in 2005 to 738 in 2011;
 - Asian students improved from 882 in 2005 to 909 in 2011;
 - White students have gone from 767 to 863 in the same time span;
 - Economically disadvantaged students went from 623 in 2007 to 707 in 2010;
 - English Learners went from 650 in 2007 to 775 in 2010.
- The percentage of students performing at or above standard on math CSTs has increased significantly.
 - For Integrated Math II, the percentage went from 13% to 31% since 2009;
 - Over the same period, the percentage of students achieving proficiency on the Algebra I exam went from 33% to 46%.
- Consistently, a high percentage of Aragon students pass the CAHSEE on their first attempt; between 90-95% have done so over the last 4 years, with 92% passing the English Language Arts section and 93% passing the math section in spring of 2011.
- Performance has improved dramatically on SAT tests- In 2005-06, only 47% of Aragon students scored 1500 or higher; In 2008-09 and 2009-10, 77% of students scored 1500 or higher.

- With the number of AP test takers climbing from 369 in 2007-08 to 416 in 2010-11, and with the number of tests taken in the same years growing from 799 to 946, the percentage of students scoring a 3 or higher has also risen from 72% in 2007-08 to 88% in 2010-11.
- Graduation rates have held steady at a high rate of 96% for at least the last 5 years.
- In 2011, 63% of Aragon graduates met UC/CSU requirements.
- The AVID (Advancement Via Individual Determination) program has grown from 51 students in 2005-06 to 127 in 2010-11.
- Aragon offers an outstanding number of co-curricular activities: sports, theater, music and clubs. In addition, each program offer a wide variety of options for students to explore as well as providing both beginning, intermediate and advanced levels for students' growth and development throughout their time at Aragon.
- Student, parent and staff survey data indicates strengths in a variety of areas, but those that stand out most significantly are as follows:
 - 90% of students, 94% of parents and 95% of the faculty agree that Aragon is a safe, clean and orderly place to learn;
 - 94% of students feels that they have access to the materials they need to learn, including technology;
 - 97% of parents feels that Aragon offers many opportunities for students to participate in co-curricular activities;
 - 97% of parents praises the use of Schoolloop to help them monitor their students' progress;
 - 95% of the staff agrees that Aragon promotes an atmosphere of respect;
 - 95% of the faculty feels that we have a clearly stated vision based on student needs, and that there is a commonly held belief that all students can succeed and can achieve the academic standards;
 - 95% of the staff felt that they have input on school policies and procedures and that Aragon constantly looks for ways to improve as a school.

Growth Areas

- Diversity of faculty and staff could better reflect that of the student body.
- API has dropped for the first time in several years, from 841 in 2010 to 839 in 2011; also, several significant subpopulations have experienced small drops in scores in 2011.
 - Asian students went from 909 to 906;
 - Latino students dropped from 738 to 735;
 - Economically Disadvantaged students went from 707 to 705;
 - Most significantly, the English Learner subgroup dropped from 775 to 708.
- There has been a recent drop in the pass rate on the first attempt on the ELA section of the CAHSEE exam for some significant subpopulations.
 - 73% of English Learners in the class of 2011 passed, while only 59% of the class of 2013 did so;
 - Special education students from the same years went from 64% passing to 52% passing.
- The percentage of students earning D's and F's has held fairly steady for the last 3 semesters, rather than shrinking as faculty and staff had hoped.
- While 72% of 2011 female graduates met UC/CSU requirements, only 53% of the male graduates from the same class achieved this goal.
- Only 72% of students felt that consequences for breaking rules were clear and fairly enforced; only 58% felt that tardy and other discipline policies are enforced fairly and effectively; only 69% of parents surveyed think that the Behaviors for Learning and other discipline policies are enforced effectively. Only 65% of the faculty and 79% of the staff feel that we consistently enforce school policies and procedures. Only 42% of the faculty and 57% of the staff feel that the BFL and other discipline policies are enforced effectively.
- Only 72% of students felt that their classes were challenging, sparked their interest and integrated enough real-world experiences.
- Only 60% of students felt that teachers check that all students understand the material before moving on; only 68% felt that teachers thoroughly review items that not all students understand.

- Only 74% of parents feel that students get enough personal attention and only 79% feel that students have access to enough help when they struggle academically.
- Only 59% of the faculty feels that we articulate effectively with feeder schools.

Critical Academic Needs

After close examination of Aragon's student outcome data, Aragon stakeholders identified two areas of critical academic need for students:

1. 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 all CSTs and the CAHSEE.
2. Enrich Aragon's program to better empower and engage students.

CAN 1: Achieving Academic Proficiency

Aragon's mission, vision and ESLRs all assert that Aragon will be a school where all students can succeed. While the school has attained a great deal of success in terms of test scores, API and student success in high school and beyond, Aragon's stakeholders do not feel that this level of success is enough. In the six years since our last WASC visit, the school community has made significant strides, but there remain some groups of students whom the school has not yet reached. Therefore, we set the goal of continual improvement in this area.

API, CST and CAHSEE Results

After attaining the state's goal of an 800 API in 2005-2006, Aragon has kept a steady focus on raising students' achievement and has monitored the school's progress by regularly analyzing API data. With this concerted effort, API data shows consistent and regular growth for the school overall; however, analysis of significant subpopulations reveals that some groups of students have been experiencing slower growth, namely, Aragon's Latino, Economically Disadvantaged and English Learner students.

Another factor that led to Aragon selecting this area of Critical Academic Need was the drop in API scores after the most recent academic year. The 2-point drop in the overall

score indicated a need to find new ways to maintain the continual growth and improvement Aragon had attained for the previous 3 years. But, most significantly, the drop in scores for significant subpopulations, most notably for English Learners, indicated a strong need to provide better support for these Aragon students.

API Overall Scores

	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Base API	800	810	800	813	822	841	839

API Scores of Significant Subpopulations

	2008-09			2009-10			2010-11			2010-11		
	Base	Growth	Met	Base	Growth	Met	Base	Growth	Met	Base	Growth	Met
Asian	888	-1	Yes	887	+14	Yes	901	+8	Yes	909	-3	Yes
Hispanic or Latino	665	+13	Yes	678	+21	Yes	700	+36	Yes	738	-3	No
White not Hispanic	833	+9	Yes	842	0	Yes	843	+18	Yes	863	+12	Yes
Economically Disadvantaged	623	+10	Yes	633	+21	Yes	654	+50	Yes	707	-2	No
English Learners	650		Yes	650			740	+33	Yes	775	-67	No

Analysis of CST data for significant subpopulations from the last two years reveals a drop in the percentage of students attaining proficiency in many subject areas.

CST Scores of Percent Proficient and Above

	Latino Students		Ec. Disad. Students		EL Students	
	% Prof +		% Prof +		% Prof +	
	2010	2011	2010	2011	2010	2011
English Language Arts- grade 9	60%	49%	55%	40%	24%	7%
English Language Arts- grade 10	57%	49%	50%	40%	22%	12%
English Language Arts- grade 11	54%	61%	38%	49%	29%	0%
Algebra I- End of Course	11%	7%	12%	5%	9%	3%
Geometry- End of Course	24%	27%	20%	24%	N/A	25%
Algebra II- End of Course	31%	18%	39%	10%	36%	N/A
Summative Math- End of Course	41%	41%	N/A	N/A	N/A	N/A
World History- End of Course	50%	33%	45%	28%	23%	9%
U.S. History- grade 11	51%	59%	44%	56%	48%	20%
Life Science- grade 10	46%	41%	41%	22%	19%	11%
Biology- End of Course	51%	38%	33%	34%	5%	29%
Chemistry- End of Course	32%	31%	17%	8%	38%	N/A
Physics- End of Course	33%	47%	N/A	N/A	N/A	N/A
Integrated Science I- End of Course	8%	14%	5%	6%	4%	0%

CAHSEE data for English Language Arts also indicates a need for further support of various subpopulations.

Percent of Students Passing CAHSEE 10th Grade – English Language Arts

	Class of 2011	Class of 2012	Class of 2013
Aragon	94%	95%	92%
Percentage Passing by Race/Ethnicity			
Asian	96%	97%	96%
Hispanic/Latino	90%	87%	85%
White not Hispanic	96%	98%	97%
Percent Passing by Language Fluency			
English Learner	73%	61%	59%
Percent Passing –Special Education and Economically Disadvantaged			
Special Education	64%	77%	52%
Economically Disadvantaged	82%	82%	83%

Report Card Analysis

Many factors can affect the distribution of grades assigned in any given semester. Changes in curriculum, shifts in course offerings or district course requirements, new teachers, etc. all could have affected the percentage of students receiving D's or F's at any given time. Still, Aragon stakeholders felt that a comparison of report card data from the time of the 2006 WASC visit and from the most recent academic year would yield some valuable insights. In examining this data, one notes that in some departments, the percentage of students earning D's or F's has declined, in some cases significantly. But what stands out the most is the lack of a pattern. Stakeholders note that numbers might shift somewhat dramatically within one academic year while some departments' percentage of Ds and Fs remain almost exactly the same. Aragon stakeholders feel that a more regular analysis of report card data and a systematic focus on improving results, similar to the approach the school has taken to API, CST and CAHSEE results, would support greater success for more students over the next few years.

Percent D's and F's Comparison

	2004-05 and 2010-11	Fall 2004-05	Spring 2004-05	Fall 2010-11	Spring 2010-11
World Language Ds and Fs		5.67%	14.57%	6.67%	9.41%
English/ELD Ds and Fs		20.68%	22.62%	13.08%	15.23%
Math Ds and Fs		18.84%	19.4%	13.89%	18.26%
Social Studies Ds and Fs		10.31%	12.81%	10.38%	12.33%
Physical Education Ds and Fs		11.8%	14.55%	6.26%	8.34%
Science Ds and Fs		12.99%	15.08%	9.11%	9.6%
Visual and Performing Arts Ds and Fs		2.25%	10.43%	3.55%	3.89%

Correlation of ESLRs with CAN 1: Academic Proficiency

Improving the proficiency levels of Aragon's students will especially support the accomplishment of the following ESLRs:

All Aragon graduates...

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

CAN 2: Enrich Program to Empower and Engage

As noted among the areas for growth in the first part of this chapter, stakeholders have noted room for improvement in a variety of areas, such as increasing the real-world content of course offerings, improving some aspects of school culture, providing more support for struggling students and building school spirit. While many of the topics noted may seem disparate, lengthy discussion in and out of focus groups has shown that many of these issues may have common solutions. Therefore, stakeholders identified the need of enriching Aragon's program to accomplish three goals: 1) to help students feel more in control of their own learning and their learning experiences, 2) to make the learning even more engaging and practical, 3) to harness more of the gifts and strengths of our higher-performing students in order to help the ones who struggle. This approach is most clearly outlined in the action plans presented in chapter five, but the rationale behind Aragon's selection of this Critical Academic Need is as follows.

Grade Distribution Report, API, CAHSEE and CST Data

The data cited in chapter one and in the first section of this chapter reveals that, while the school has continually improved the academic performance of its students, a segment of the student body still has not been able to gain academic proficiency according to any standardized test, nor have they been able to demonstrate their learning sufficiently to attain grades of C or better. If the school truly wishes to honor the goal that *all* students should succeed, stakeholders recognize that we must make some cultural and philosophical shifts and employ some creativity in order to make inroads into this persistent challenge.

Another point that emerges from this data is that the population that is succeeding at Aragon far outnumbers the population that has yet to attain proficiency or grades of Cs or better. Stakeholders, therefore, noted that successful students themselves may be an essential resource in finally making the difference for the ones who struggle.

Process and Perception Data

Much of the motivation for the creation of Critical Academic Need 2 also came out of the survey results discussed in chapter one and in the first part of this chapter. The charts below highlight the data that most strongly supports the identification of this Critical Academic Need.

Survey Results – Students

1028 Student Responses					
a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know	a and b totals
The consequences for not following rules are clear and fairly enforced by teachers, staff and administrators.					72%
I have access to classes that spark my interest.					72%
My classes are challenging.					75%
My teachers use real-world experiences regularly to expand my learning.					72%
My teachers review any items that we still don't understand thoroughly.					68%
There is help available at Aragon for students who struggle academically.					80%
There is help available at Aragon for students who struggle personally.					70%
What I do and learn at school prepares me for the real world.					71%
Tardy and other discipline policies are enforced fairly and effectively. (new in 2011)					58%

Survey Results – Parents

205 Parent Responses					
a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know	a and b totals
Students receive personal attention in their classes.					74%
Students have access to help when they struggle academically.					79%
Students have access to personal growth opportunities and personal support systems at Aragon.					77%
Aragon is doing a good job of preparing students to take their places in the real world.					82%
Behavior for Learning and other discipline policies are enforced effectively. (new in 2011)					69%

Survey Results – Faculty

78 Faculty Responses					
a) strongly agree	b) agree	c) disagree	d) strongly disagree	e) no opinion/don't know	a and b totals
We provide adequate support so that all students have the best chance to succeed.					80%
We consistently enforce school policies and procedures.					65%
We articulate with feeder schools and post-secondary institutions.					59%
The BFL and other discipline policies are enforced effectively. (new in 2011)					42%

Survey Results – Administration and Staff

19 Administration/Staff Responses	
a) strongly agree b) agree c) disagree d) strongly disagree e) no opinion/don't know	a and b totals
We provide adequate support so that all students have the best chance to succeed.	79%
We use assessment results to help us plan the school's program and use of resources.	69%
We consistently enforce school policies and procedures.	79%
The BFL and other discipline policies support Aragon's vision, mission and ESLRS. (new in 2011)	74%
The BFL and other discipline policies are enforced effectively. (new in 2011)	57%

Correlation of ESLRs with CAN 2: Enrich Program to Empower and Engage

Addressing this Critical Academic Need will support Aragon graduates to attain all of Aragon's ESLRs.

Important Questions Raised by Analysis of Student Data

Growth Areas

- Since Aragon had successfully raised its API for several years running, were all of the declines in scores in the last academic year indicative of a system-wide issue, or are the 2-3 point declines just an anomaly in the general upward trend?
- Given a significant decline in API scores for English Learners, Aragon staff has ascertained that the majority of the EL students who struggle the most are long-term EL students. Data on these students has only recently become available as a query in our data analysis systems, so a variety of questions arise. Have interventions like the Trans 9 course (an ELD course designed to support long-term English Learners) been successful? Why or why not? How can such courses be improved? What other interventions and support mechanisms will best ensure more success for these students?
- What can Aragon do to support elementary and middle schools to better prepare EL students before they arrive at the high school level? How else can Aragon improve articulation with its feeder schools despite the fact that we are not part of a unified school district?
- How can we account for the shifts in the percentage of students earning D's and F's in courses, from semester to semester and from year to year? What are the implications of these shifts for our goals of academic proficiency for all students?
- What are the implications of the discrepancy in the percentage of male students completing UC/CSU requirements upon graduation versus female students who have done so?
- How can we bring more clarity to all stakeholders about the tardy and other discipline policies at Aragon? How can we ensure that all stakeholders implement policies consistently? What steps need to be taken to make all stakeholders feel that enforcement occurs reliably and fairly?
- How can we further build students' interest in their courses and increase their sense that these courses connect to the real world?
- How can Aragon better follow up when students have not thoroughly mastered the material?
- What creative measures can we put in place to provide more personal attention and more academic support for our struggling students?

CHAPTER THREE
PROGRESS REPORT

Notes on Progress Report Format and Content

2006 Visiting Committee's Areas for Schoolwide Improvement

The 2006 WASC Visiting Committee identified these areas for schoolwide improvement:

- Continue to use databases like Edusoft to guide curricular and instructional choices to improve student achievement.
- Investigate ways to continue collaboration within the school day and strengthen the academic articulation with feeder schools and their faculty.
- All students have access to support classes that are highly structured and that have measurable outcomes.

Our 2006 WASC visiting committee endorsed the action plans created by the Aragon community as part of the 2006 self-study, feeling that they would fully address these schoolwide areas for improvement as well as other areas of focus identified by the school. In 2009, Aragon submitted a detailed three-year progress report to WASC.

Format and Content of this 2012 Progress Report

The progress report that follows reviews the highlights of Aragon's progress on each action step of each action plan since the 2006 self-study.

The format follows that of the action plans themselves. First the goal of one of the four action plans is reprinted. Then a series of charts follow, showing each major action step and its sub-action steps. The text that follows details the progress made on each of those action steps.

The goals and all action steps appear as originally written. Over time, some of the terminology has changed. For clarity, the chart below shows software and organizations that are mentioned in the action plans but whose names have changed since 2006.

Former Name	Current name
Bridges (career inventory)	Naviance (career/college online software)
Edline (software for grade reporting)	Schoolloop (grade reporting, email, website, etc.)
Parent Teacher Student Association (PTSA)	Parent Teacher Student Organization (PTSO)
Edusoft (data analysis software)	Data Director (data analysis software)

Implementation and Monitoring of Aragon's 2006 Action Plans

School Leadership

Administration members regularly refer to the WASC action plans and to the schoolwide areas for growth as they lead the staff. The Single Plan for Student Achievement, revised annually, also aligns with these action plans. In addition, the action plans are used in working with parents in the PTSO, in setting the agendas for department head and regular department meetings, in guiding distribution of the funds gathered through the Fair Share Program, in discussions and goal setting with the District Strategic Plan, and in setting the agenda for work with the Aragon School Site Council (SSC) and with the Aragon Strategy Committee (ASC).

2006 WASC Self-Study Coordinators

In addition, the Self Study Coordinators from 2006 kept their positions throughout the five years from 2006-2011. In order to ensure systematic follow through on these plans and goals, the coordinators led meetings of the Aragon focus groups each spring and fall to implement elements of the action plans, to discuss and evaluate progress toward our goals, to adapt the plans when new circumstances arose and to develop new steps once original steps were accomplished. One of those teachers continues in the coordinator position for the 2011-2012 self-study, providing additional continuity to the process.

Schoolwide Changes Since 2006

Changes in Aragon Leadership

Aragon's site administration consists of one principal and two assistant principals, in contrast with some neighboring schools that have one principal and three AP positions. In July of 2008, after six years as principal of Aragon High School, Kirk Black was promoted to the position of Assistant Superintendent of Human Resources for the San Mateo Union High School District (SMUHSD). In 2008, after fifteen years of experience in other positions with the SMUHSD, Principal Pat Kurtz took charge of the school. She has been welcomed into the Aragon community, and has continued to nurture Aragon's reputation for academic success while safeguarding the values of respect and collaboration for which Aragon has always been known.

Assistant Principal for Instructional Services, James Coe has held this position at Aragon since 1999, and also served as an AP at Capuchino High School, another SMUHSD school, for four years prior to that. Assistant Principal of Administrative Services, Joseph

Mahood, has served in this capacity since 2004. Prior to that, he taught at Aragon from 1992-2000 and held an AP position at sister school Hillsdale High School for three years. Because all three members of the administration have long-term experience in the district and at the school, Aragon enjoys the ancillary benefits of stability and the best circumstances to form and execute long-term goals.

New Superintendent

Since the 2006 WASC visit, the San Mateo Union High School District superintendent, Samuel Johnson, Jr. has retired. For two years after Mr. Johnson's retirement, Dr. Miller served as superintendent. In 2009, current superintendent, Scott Laurence, came to the SMUHSD after fifteen years of experience in a variety of roles in the Palo Alto Unified School District. Since taking charge, Mr. Laurence has begun a variety of initiatives in professional development, in teacher collaboration, in technology and in support classes as detailed later in this progress report.

School Site Council (SSC) and Aragon Strategy Committee (ASC)

Aragon maintains an active School Site Council (SSC), an umbrella group responsible for a variety of important budgetary and schoolwide decisions. While the members of this committee have changed since the last WASC visit, the SSC continues to have representatives from the faculty, parent and student communities. Also, the SSC has taken on a larger role by guiding the implementation of Aragon's Single Plan for Student Achievement (SPSA), developing STAR testing incentive strategies, reviewing library acquisitions, and increasing ways of using technology to better communicate with parents and students.

When Aragon completed its self-study in 2006, the Aragon Strategy Committee (ASC) drove many Aragon initiatives and then oversaw their implementation. ASC was founded by Principal Ann Rarden in the late 90's with support from the California School Leadership Association; it was part of a district-wide effort to bring school professionals together to discuss the changes inherent in standards-based education. Eventually, the ASC evolved into a group of teacher-leaders who would spearhead initiatives on campus; the change to a seven-period day in 2005, for example, began as an ASC initiative. In 2009-2010, however, when the SMUHSD entered Program Improvement, Aragon had to align its efforts more directly with those of the district office, so the committee was put on an informal hiatus. But, in fall 2011, the committee reformed under the leadership of Principal Kurtz and the school and district Professional Development Coordinator, Genevieve Thurtle. The group has been meeting regularly and discussion has primarily focused on what staff can do to take greatest advantage of the new professional development initiatives and how to create a schedule that meets student support needs and allows Professional Learning Teams to meet weekly.

Professional Development Initiatives

In the fall of 2011, district leadership allocated significant funding to increase teacher-led professional development. At each school site, the district funds one release period for a teacher to coordinate professional development activities. To oversee each site's efforts, one teacher in the district receives an additional two release periods; the person chosen to fulfill this coordinator role was a member of Aragon's staff, Genevieve Thurtle. As a result, Aragon has had a unique opportunity to take full advantage of these new professional development initiatives.

Aragon staff has been working in Professional Learning Communities (learning teams) for nearly ten years, but the new emphasis on professional development has expanded teacher collaboration beyond the department level to include cross-departmental sharing of ideas. In addition, the new initiative has expanded teacher's opportunities to take part in more regular and more meaningful peer observation and peer coaching programs. Also, the staff has had expanded opportunities to discuss teaching and learning at Aragon, and to take part in peer observation days and to receive training in peer coaching techniques, as described in more detail later in this report.

Also, in the fall of 2011, the district funded a release period for a Technology Coordinator and another release period for a Data and Assessment Coordinator to guide the staff in developing technology-based curriculum and to better utilize the feedback from assessments through the use of data analysis software. At Aragon, social science instructor, Jim Smith, holds both of these positions.

Support Classes and Blended Learning

For many years, Aragon has provided support classes for struggling students. Some of these courses still run at Aragon, although the support program has undergone many changes since the last full WASC report in 2006, as explained in detail later in this report.

In addition to the courses that existed in 2006, Aragon now offers several newer courses. In 2010-11, the district funded three courses designed to help students performing below grade level in English and math. Strategic English Support 9 (SES) and SES 10 both provide support curriculum specifically tailored to improve students' performance in their English classes at the 9th and 10th grade levels. Most students enrolled in either course are reading at the 6th, 7th or 8th grade level. The math department offers a similar program, Strategic Algebra Support (SAS), which is designed to support a similar population of students struggling in their algebra courses.

In the spring of 2011, the district provided additional funding for more new support courses at Aragon. **Blended Learning** allows credit recovery and includes use of the

computer-based Compass Learning program in conjunction with traditional support curriculum. **Intensive English**, designed for 9th grade students reading at the 5th grade level or below is a two-period course that provides English Language Arts curriculum as well as intensive literacy support. Intensive Algebra is designed for students scoring below basic and far below basic on the eighth grade CST. It is a two-period course that reviews pre-algebra concepts and teaches Algebra I curriculum. **Guided Studies** is a two-period course. The instructor provides traditional support curriculum during the first period, and then, during the second period, she works with Aragon's School Safety Advocate and an intern from the YMCA to provide social, emotional and therapeutic support.

Program Improvement Initiatives

Although Aragon was not one of the district schools whose scores required the SMUHSD to enter Program Improvement, the school has adopted measures in alignment with other schools in the district to support the success of the district overall and to continue improving Aragon's educational program. For example, the English and math departments at Aragon have worked with their colleagues across the district to create pacing guides. Also through these collaborative efforts, we have created more district-wide common assessments that are now given in math and English every nine weeks. Also, teachers take full release days in order to analyze the data provided by these exams and to plan curriculum to address any gaps in the students' attainment of the standards.

Action Plan I: Empower all students to be self-motivated and ethical learners so that they develop a strong academic identity.

1. Research and identify the leading causes of academic under-performance (Action Plan I)	a. Cross reference Gates-MacGinitie reading scores with GPA and CST scores to assess the impact of reading levels on academic performance
	b. Cross reference attendance rates with GPA and CST scores to assess the impact of attendance on academic performance
	c. Cross reference parent education level and eligibility for free and reduced lunch to assess the impact of socio-economic factors (i.e. financial stability, family academic history, etc.) on academic performance
	d. Cross reference feeder school with GPA and CST scores to assess the impact of feeder school on academic performance

In the spring of 2007, Aragon focus groups met to examine all of the data items listed above correlated with the GPAs of the target students. They determined that all of these factors impact students' success. They also found a particularly strong relationship between discipline, attendance and low GPAs; feeder school was also a strong predictor of success at Aragon. Staff decided to proceed with the Action Plans as designed since the data bore out our predictions.

Each student still takes the Gates-MacGinitie reading test at the beginning of the 9th grade year, and all teachers receive the results to inform their work with struggling readers.

Based upon our findings in this study and during subsequent data-analysis sessions, Aragon has revised its support program multiple times in a variety of ways. Please see the "schoolwide changes since the last WASC visit" section at the beginning of this report as well as the progress report on Action Plan II, sections 1 and 2 for a detailed explanation of these changes.

2. Train teachers to address motivation issues, especially those uncovered as a result of our research (Action Plan I)	a. Identify existing best practices for motivating students to perform academically and share through Learning Teams
	b. Create professional development activities to disseminate ideas and train teachers in best practices

Prior to the 2006 WASC visit, all teachers participated in Learning Teams which met at least twice a month to plan and share best practices. Teachers created learning team logs after each meeting to document the work. Some examples of work done through these groups include:

- Algebra 3-4 teachers sharing standards and benchmarking curriculum.
- Social Studies teachers collaborating to develop essential questions and outline units.
- English teachers revising vertical team goals for grammar and writing.
- PE teachers reviewing grade data and noting a drop during the swimming unit. They then piloted single-sex units in P.E. and moved the swimming unit to the spring, resulting in improved grades.

The focus of learning teamwork has shifted due to the district's response to Program Improvement requirements. Teams still meet, but with a greater emphasis on common benchmark assessments and pacing guides related to the PI process. In addition, as part of the new professional development initiatives, the staff is revising the learning team process and the learning team log itself to better support our professional development goals around peer observation, peer coaching and sharing best practices.

Teachers and staff have engaged in a wide variety of professional development activities to better address issues of student motivation. Some examples follow:

- In 2008, 20 Aragon teachers attended the Bay Area Global Education Program's Summer Institute, taking three days to learn how to better educate and work with minority groups, especially our Latino and Pacific Islander populations. To follow-up, one of the workshop leaders spoke at Aragon to help teachers better understand the cultural values and practices of our Pacific Islander students.
- In 2008, gang issues had been identified by district administration as a threat to student safety and academic success, so professional development time was devoted to work with experts in this issue. As a follow up, an Aragon teacher created a workshop that included presentations by two young women who had been involved in gangs during their early years at Aragon and who had overcome those ties to become successful students.
- In 2009-10, all Aragon teachers attended a series of workshops given by Kate Kinsella to learn more techniques to support students struggling with literacy, especially the EL students whose performance has lagged the most. The workshop emphasized the importance of developing academic language and taught a variety of techniques to do so and to build other literacy skills.

Throughout 2010-11, Aragon began to embrace peer observation as a powerful tool to improve teaching and learning. As part of a district-led initiative, teachers from across the school received training in "Walk Through" observation practices. This system has groups of teachers visit several classes for short periods of time, focusing on a specific

aspect of student performance or engagement. After each visit, the observing teachers hold a quick debrief. Then, when the observations are complete, all teachers involved meet for a formal debrief. In the first round, all Aragon teachers participated in walk-through observations within their departments. The next semester, Aragon teachers took the initiative to complete a second round of walk-through observations of teachers from different departments.

2011 has brought new developments in the arena of professional development, under the leadership of the new Professional Development Coordinator. In the fall, the coordinator surveyed Aragon staff to ascertain goals and needs around professional development. One goal that emerged was to develop a more structured and long-term approach to professional development. Rather than participating in stand-alone, one-day workshops, Aragon and the district are moving toward a long-term and focused approach in which professional development occurs more consistently and in a more in-depth manner. Other goals that emerged included a continued emphasis on peer observation and peer coaching and expanding opportunities to share best practices.

These two goals have led to major changes in the first semester of the current academic year. Beginning with the October faculty meeting, staff handles school business briefly and devotes the balance of the meeting to sharing best practices. For example, one teacher presented on his use of student response clickers to create quick formative assessments with immediate feedback. The next month, another teacher demonstrated how she uses a polling website to check for student understanding. Using their cell phones to text their responses, students watch on the screen as the results come in, leading to more student engagement and providing immediate feedback to the teacher about the success of her lesson. Many teachers report that they immediately integrated these suggestions into their own classroom practice with great success.

In fall of 2011, after the success of the walk-through observations, the Professional Development Coordinator organized a peer-observation week in which all classrooms would be open for drop-in observations throughout the entire week. Although participation was optional, over 80% of teachers completed observations during the allotted time, many of them spending all of their prep time each day to visit as many teachers as possible. The process created such insight and excitement that the faculty voted to have two days set aside each month to continue the practice. Also, they voted to have another full week of observations in the spring semester.

Building upon the success of this initiative, the Professional Development Coordinator offered teachers training in peer coaching. 18 Aragon teachers (nearly 20%) volunteered to take part in the formal peer-coaching program. They attended an all-day training in November and chose a partner for the rest of the year. Each teacher commits to a regular schedule of goal setting, observation and debriefing. In addition, a follow-up training is set for January, 2012, during which these teachers and any new teachers who wish to join the program will meet to receive more training.

As mentioned earlier, technology and data analysis are key elements of professional development. Starting in the fall of 2011, the district funded a Data and Assessment Coordinator on each campus to help teachers to use technology and other resources to improve their assessment and teaching practice. They also funded release time for a Data and Assessment Coordinator at the district level to oversee the work on all campuses. A member of Aragon’s staff, Andrea Gould, was hired for the position.

Data Director is the district’s software program that helps teachers design standards-based assessments and analyze data from these assessments, or from standardized tests such as the CSTs. In the fall, teachers were surveyed about Data Director; results showed that they found the program complicated and that they required more training to make it an integral part of their practice. Since that time, the Data Analysis Coordinator has provided training at faculty meetings and during a professional development day in the fall. Also, during the first day of spring semester 2012, teachers learned about the simplified, updated Data Director 4.0 and had the opportunity to attend any one of three workshops designed for the beginning, intermediate or advanced user.

3. Support students’ ethical and appropriate behavior through instruction, high expectations, and consistent rule enforcement (Action Plan I)	a. Communicate detention, cheating, behavior, etc., policies to all stakeholders. Collaborate with students on policies when appropriate
	b. Brainstorm ways to increase parent participation and presence on campus
	c. Have all staff agree upon and enforce a consistent set of expectations and consequences for cheating. Teachers include this common language in all courses’ syllabi
	d. Create an easy-to-use, computerized system to keep track of students’ tardies and incidents of cheating in all courses that all staff can access
	e. Develop and implement a system of positive reinforcement for ethical behavior

In the spring and summer of 2006, the Aragon evaluated and modified its discipline system to create a more comprehensive set of policies called “Behaviors for Learning” or BFL. Staff selected 5 key rules at the classroom level; violation of any of these 5 rules, dubbed the “Big 5,” would result in a detention for the offending student. The “Big 5” included a) disrespectful language, b) vandalism, c) cheating d) use of electronics such as phones or iPods, and e) tardiness. Beyond these five areas of discipline, teachers were allowed flexibility.

In order to support the success of this new program, Aragon made sure to communicate with parents and students, placing the new policies in the summer mailing, in the parent newsletter, in a parent mass-email, in presentations to all

students in English classes at the start of the year, and in grade-level BFL assemblies. The staff also promoted parent participation by reminding them to register in the system on Back to School Night. Computer labs were held open for parents wishing to do so immediately. Also, teachers all posted the BFL policies in their classrooms and included them on each course syllabus.

At this same time, Aragon worked with a parent to create a software tool to streamline the discipline reporting process. eBehavior, as the system came to be called, allowed staff to report and follow up about discipline and praises electronically.

After a year of having this policy in place, staff met to discuss and revise it. At that time, the substance of the Big 5 remained the same, but staff voted to eliminate in-house suspension and, instead, to use Saturday school and suspensions as methods to escalate discipline. In addition, staff wanted more direct control over the detentions they had issued, so eBehavior was modified so that students could serve the detentions directly with a teacher.

At the same time, staff decided to shift the focus towards positive reinforcement, and set itself the goal of issuing two praises to counter every detention issued. Also, they decided that 5 praises would clear a detention from a student's record (tardies and electronics detentions only). In 2007-2008, Aragon surpassed its 2:1 goal and in 2008-2009 as well. In another effort to create positivity, staff decided to allow students to clear detentions by performing community service.

In the fall of 2008, staff met again to review the BFL policies. Concerns emerged as teachers acknowledged not enforcing rules as consistently as before; some expressed concern about Saturday school practices. Also, staff expressed concern about the sheer number of detentions being issued for tardies, acknowledging that the system was not effectively changing student behavior.

Since 2008, the Behaviors For Learning have undergone a good deal of scrutiny and revision. A BFL committee formed and met several times during the 2010-2011 school year. They presented a revised program to the faculty that was tried for a semester and then revised again. At this juncture, having worked with so many systems in the recent past, stakeholders feel the need to regain the focus and consistency that existed in 2006. With this goal in mind, they have identified discipline as an area for follow up in the 2012 action plans so that the school can clarify its goals, communicate expectations more clearly and more frequently and provide more consistent follow-through.

To create more consistency, staff has regularly discussed cheating policies over the last five years. Teachers agreed upon a universal set of expectations and consequences for cheating, sending a more unified message to students. This policy has been reinforced and regularly communicated via the parent-student handbook, teachers' syllabi and through annual classroom presentations by administration.

To support Aragon’s anti-plagiarism policies, teachers began to use Turnitin.com. After a pilot of the program in 2008, the district has subscribed to the service ever since, and it is widely used among teachers across the school.

Administration continues to visit every English classroom at the beginning of the school year to communicate the discipline policies and expectations, along with Aragon’s Mutual Respect Policy. The tenets of this policy, “respect differences, respect personal space, respect property,” appear in every classroom. In addition, administrators remind students of their responsibility to speak up if they suspect trouble for themselves or others and of the resources they have in order to do so.

To streamline communication with parents and students, Aragon ended its subscription with Edline and purchased a program called Schoolloop instead. This system allows teachers to publish grades online just as Edline did, but it also allows for more direct communication between students, parents and staff as well as between staff members. Each member of the “loop” has email access to the other members. Staff can easily send group emails to parents, students or other teachers. If a parent has a concern about a grade, he or she may easily reach the teacher via email. Also, the program monitors grade trends for students, so teachers, parents and students may see if any grade is trending up or down. Finally, this program facilitates the work of support class teachers and counselors by allowing them to view students’ grades on a single screen.

Using Schoolloop, teachers also can upload assignments and class notes to their personal websites. In addition, the program provides bulletin boards for students to discuss and help each other understand the requirements of any given assignment. In addition, teachers can calendar assignments, and the program compiles them into one complete list of the work a student must complete.

4. Enhance the Academic Core with career-related opportunities that foster student motivation (Action Plan I)	a. Increase awareness and utilization of already existing career-related activities (i.e., field trips, ROP, 4-year plan, district school-to-career program, CSM concurrent enrollment, etc.)
	b. Increase student use of Bridges online career inventory program through promotion on the Daily Announcements and in all support classes
	c. Create a career exploration and development elective similar to the special education course Aragon already offers
	d. Form a committee to organize and reinstate a biennial Career Day

At the tip of Aragon’s “Pyramid of Interventions,” Aragon’s Special Education Department continues to provide in-depth analysis of each special education student’s entire academic and personal profile to ensure they receive the support that they need.

Parents and/or guardians, the student, a general education teacher, an administrator, the Special Education teacher and other specialists meet to create an Individualized Education Programs (IEP's) as befits the needs of the particular student. Aragon Special Education teachers also conduct a detailed intake process for students finishing the 8th grade year who are planning to come to Aragon.

In recent years, a variety of departments have developed activities with greater practical applications. Some examples include:

- Biology & Bio Tech students complete a 2-3 week "Gene Connection" Unit.
- Japanese teachers invite university professors to speak to their classes.
- A variety of subject areas sponsor field trips to promote practical understanding of careers, visual arts, biology, etc.
- Support class teachers have invited speakers from career fields as diverse as videogame programmer to attorney to scientific researcher.
- Special Education teachers prepare students for the interview process and then conduct mock interviews in class.
- Art students conduct research on careers in the arts and then present their findings to their classmates.
- Digital Photography students learn how to create ads and flyers using their digital images.
- Ninth grade English teachers put on a mock trial of William Golding with students filling the roles, of attorneys, judges, witnesses, etc.

Aragon's career center and counseling department continue to build student awareness about careers. They connect students with job shadowing opportunities and hold presentations by speakers from various careers, including the military. They guide students in developing a 4-year plan, participate in the district's School-to-Career Day, and support students who enroll concurrently at the College of San Mateo (CSM).

The AVID program has grown dramatically since its inception in the fall of 2005. The program now serves more than 120 students at every grade level with the goal of supporting underrepresented students, or those from families without a history of attending college, to succeed and attain a 4-year college degree. Many elements of the curriculum touch on real world, career-related skills, such as public speaking, self-advocacy, teamwork, note-taking, professional writing, recruitment, event planning and more. Also, AVID students make field trips to a variety of colleges each year.

One program that has grown significantly at Aragon is Digital Photography. Begun in 2006, the program has grown in popularity consistently and attracted enough funding to create a dedicated digital photography lab on campus.

The Biotechnology program at Aragon began with 1 section in 2006-07 and grew to 3 sections in 2007-08. The program proved to be wildly successful, and, by 2010-11, enrollment grew to fill 6 sections.

With the completion of the Career Technical Education building in late 2012, Aragon will have a much greater opportunity to expand its career-related course offerings. The building is slated to host courses in biotechnology, digital photography, multimedia, cinematography and engineering technology.

The biennial schoolwide Career Day has returned in full force to the Aragon campus. In March 2007, Aragon revived the program, allowing every student to choose three presentations from a variety of careers. In the spring of 2009, speakers representing 70 different careers volunteered their time to make their presentations, and the 2011 Career Day enjoyed even more success with 80 speakers presenting.

Two years ago, Aragon replaced its Bridges Career Exploration Program with a much more versatile program called Naviance. With this system, students and parents have increased access to a wider variety of support and services. Students use the program to explore potential careers, to take a career interest inventory, to explore colleges, to compile materials needed to apply to college, and to request letters of recommendation. Teachers use the system to upload letters of recommendation, streamlining the process significantly. Parents can easily monitor their students' progress through the system as well.

The Summer Opportunity Fair takes place each April. Parents from the PTSO organize a fair on campus, during which students may learn about summer opportunities for internships, educational camps and other career-related activities. Also at this time, students learn how they can apply for scholarships from the PTSO to cover any costs they may incur by taking part in one of these opportunities; six or more scholarships are given out each year.

Impact of Action Plan I on the accomplishment of the ESLRs:

<p style="text-align: center;">ARAGON HIGH SCHOOL'S EXPECTED SCHOOLWIDE LEARNING RESULTS KNOW THINK DEVELOP CONTRIBUTE</p> <p style="text-align: center;"><i>All Aragon graduates are expected to...</i></p> <p><i>KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can</i></p> <ol style="list-style-type: none"> a. Identify and understand key facts and concepts b. Speak and write effectively c. Read and listen actively d. Gather, process and communicate information using appropriate technology e. Transfer skills to emerging technologies <p>THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can</p> <ol style="list-style-type: none"> a. Gather, analyze and evaluate data b. Define problems, propose and implement solutions c. Generate their own ideas and organize material using a variety of techniques d. Think metaphorically and categorically e. See relationships within and between disciplines <p>DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can</p> <ol style="list-style-type: none"> 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 <p><i>CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can</i></p> <ol style="list-style-type: none"> 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 	<p>Action Plan 1 focuses on supporting all students to create a “strong academic identity.” This implies that students will enjoy academic success and achieve proficiency in all of the academic skills listed among the ESLRs, “knowing foundation skills”, “thinking creatively and using higher order thinking skills.” All data and evidence suggests that more students are achieving academic success since Aragon developed these action plans in 2006. While there is still room to improve in this area, by staff understanding the leading causes of underperformance at Aragon, engaging in professional development and exchanging best practices, the school has been able to graduate more academically prepared students than it did in 2006.</p> <p>In creating this action plan, Aragon also felt that a strong academic identity also means conducting oneself in a disciplined manner, behaving with integrity and being able to self-motivate, in other words to “develop effective methods of self-management” and to “contribute to a diverse democratic community.” Although Aragon still feels that there is room for improvement in our discipline systems and in showing students how their work connects to the real world, the community remains committed to continuing the work begun with this action plan, as revealed in the goals and action steps of our 2012 action plans.</p>
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Action Plan II: Evaluate Aragon’s program for support classes and under-performing students and find ways to improve areas of weakness and expand areas of strength.

1. Gather and examine data about support classes and support class students to determine the support program’s strengths and weaknesses (Action Plan II)	a. Create tools to quantify anecdotal evidence about support classes
	b. Collect/analyze/compare student data (i.e., GPAs, CSTs and other standardized test scores, graduation rates, Peninsula transfer rates, etc.) and anecdotal evidence from before and since the existence of support classes
	c. Research and share best practices of other high schools’ successful support classes

In 2006, the SMUHSD implemented a 7-period day district-wide with one of the primary goals being to create support classes to help motivate and build the academic identity of struggling students. The early program included many types of classes: Algebra Support, Developmental Reading, College Skills Review, AVID, First Step and Science Support.

To evaluate these courses, Aragon staff reviewed GPAs and CST scores of students involved. Also, one of the 2006 WASC coordinators, in partnership with the Aragon Strategy Committee (ASC), organized a survey of all support students and teachers to gather feedback about the various programs.

After a thorough review of this data in 2007, the Aragon leadership decided to complete a major overhaul of the support program. The goal was to retain the elements that worked best and make the program more unified with consistent policies and practices in every class. To this end, the First Step Support class and Science Support were discontinued. Six teachers were recruited and met to create a common vision for a single, improved, support course called “Bridges.” They agreed on policies and practices based upon the data. AVID teachers attended the meetings as well to give suggestions and to provide curriculum models. Despite the good intentions and the effort, a variety of challenges, from scheduling issues to a lack of curriculum, led teachers to conclude that they had still not developed a course that would provide truly meaningful support. So, at the close of the 2007-2008 school year, the Aragon Strategy Committee, again, collected student and teacher reflections to revamp the support program.

After completing this analysis, the math department opted to provide Algebra Support classes to struggling students instead of Bridges. Aligned with the standard algebra curriculum, these courses provide additional instruction and practice to students who

scored particularly low on the math portion of the CST. Two Bridges teachers felt their courses had succeeded in helping their students and recommitted to teach those courses again. Today, this class, unique to Aragon and funded through Aragon funds, has evolved significantly and is now called "College Skills Review." This course provides general support for 10th graders across the disciplines. It also teaches college preparatory skills, such as note-taking, academic vocabulary, academic writing, etc.

In addition, for the last three years, Aragon has offered CAHSEE support classes in English and in math during the fall semester of each year to review key concepts, re-teach content and teach test-taking strategies to 11th and 12th grade students who have not yet passed the CAHSEE exam.

Language challenges are a strong predictor of academic struggles. To address this, students with a long history in the United States who still are unable to achieve a reclassified designation on the CELDT exam have been placed in a Trans 9 course designed to supplement and remediate some of the students' skills while providing academic support for their current class load.

Since 2010, Aragon has sought to increase and diversify its support offerings to meet the unique needs of struggling students. The school has moved to the "Pyramid of Interventions" model through which students receive increasingly greater support as their need increases. In the fall of 2010, the district provided additional funding for Aragon to begin new support classes. Strategic English Support (SES) for 9th and 10th graders directly supports students to succeed in their regular English classes. Designed for students reading and writing 1-3 grade levels behind, the courses also offer extra practice in critical reading and academic writing, note-taking, etc. Math employs a similar program called Strategic Algebra Support (SAS) designed to accelerate the learning of students not yet ready for traditional algebra courses alone.

In fall of 2011, Aragon began offering Intensive English Support, a two-period course that satisfies the 9th grade English requirement, to support students reading at the 5th grade level or below. In addition to covering much of the 9th grade English curriculum, the course also provides intensive literacy and writing help for these students to close the achievement gap as quickly as possible.

Also in the spring of 2011, Aragon further diversified its offerings by piloting a two-period Intensive Math course. This class supports struggling students by reviewing pre-algebra concepts while working through algebra level concepts as well. Intensive math continued in the fall of 2011, when two other new support courses were first offered. Blended Learning provides credit recovery for students behind in units. Combining regular instruction with computer-based instruction the course provides a way for students who fell behind in units early in their high school careers to catch up.

The second course offered for the first time in fall 2011 is Guided Studies, a two-period class designed to help students with the most serious academic and personal challenges. Counselors enroll 9th graders who have performed poorly in middle school and who arrive with social, emotional or other challenges. Also, after three-week and six-week progress reports are compiled, any student failing three or more courses will be flagged for placement in this course. Guided Studies provides academic support and content in the first period and social, emotional and therapeutic needs in the second. The teacher works closely with the School Safety Advocate and an intern from the YMCA to provide help for students dealing with substance abuse, grief or anger issues and other personal barriers to their academic success. This course has made an immediate, remarkable impact. All students enrolled in Guided Studies are passing nearly all of their classes. Normally, after fall semester, Aragon has 15-20 freshmen failing in 5 or more classes, but this year that number has dropped to only 3 or 4 students.

Another unique support course that Aragon is offering for the first time this year is called Exploring the Social World. Created for students with high-functioning autism or Asperger's syndrome, the course utilizes the national speech and language standards as a foundation to prepare students to function well in high school and beyond.

To monitor progress and share best practices, Algebra 1-2 teachers from Aragon meet monthly to discuss support classes student data. These teachers also meet with Algebra teachers across the district twice each year.

Although the AVID (Advancement Via Individual Determination) program is not traditionally seen as a "support" class because of its stand-alone curriculum and its often high-achieving graduates, the course has effectively supported the success of many students at Aragon. Many of its practices and structures have been adapted for use in the more traditional support classes on the Aragon campus.

To share best practices across the district, teachers of Trans 9 and Developmental reading met every other month from 2008-2010. Now that Developmental Reading has been replaced by SES and Intensive English, teachers of those courses confer regularly. Also, district Guided Studies teachers have been meeting to share best practices.

The district has formed a 10th grade committee to look at escalated interventions needed for 10th grade students whose performance did not improve despite all of the interventions provided in the 9th grade year or students who continue to need support in 10th grade.

2. Determine need for changes in support program (Action Plan II)	a. Identify needs of unsuccessful support class students through grades, written evaluations, and/or surveys
	b. Explore scheduling options, especially shifts in periods when support classes are offered, to determine optimal support course schedule

Please refer to the Progress Report on Action Plan 2, Goal 1 for an explanation of steps that Aragon has taken to address this goal and these action steps.

Throughout the years of studying and revamping the Aragon support program, data and anecdotal evidence demonstrated that the way to schedule support classes that best met student needs was to spread the courses throughout the day. Ultimately, this provides the most opportunity for the students to have access to these offerings, while still being able to take the other courses that they need. In addition, when support classes are spread throughout the day, it maintains the heterogeneity of the other classes. If support classes occur during one part of the day, it limits the periods when support students can take other courses, causing unintentional clusters of ability levels.

Currently, the Aragon Strategy Committee (ASC) has begun exploring the possibility of altering the bell schedule to increase embedded Professional Development time and to provide more support time for all students.

3. Refine the system for placement in support classes (Action Plan II)	a. Formalize entrance criteria for each support class. Consider grades, parent input, teacher recommendations, etc.
	b. Create a system to decide which support classes would be best for students who fit the criteria for more than one
	c. Refine exit criteria for support classes. Consider grades, parent input, teacher recommendations, etc.
	d. Create a policy for students who need a support class but choose not to enroll

Please refer to the Progress Report on Action Plan 2, Goal 1 for an explanation of each support class' entrance criteria.

Aragon has adopted Rich Dufour's model of the "Pyramid of Interventions," as explained in his works, *Closing the Achievement Gap* and *Whatever it Takes*. Aragon counselors meet with counselors from feeder schools and compile counselor watch lists of students who will need support. They then use entrance criteria for each support class to work with families and students to place each student as indicated. Students can exit these courses based on grades, performance and teacher recommendation.

Students far behind in credits receive first priority for placement in the Blended Learning course. Criteria for exit include recovery of sufficient units and teacher, family and administration approval.

11th and 12th graders, including special education students, who have not passed the CAHSEE are placed in the CAHSEE review class. The course lasts a semester, so all are exited at the end of the course, but seniors who have not passed during the fall have received individual tutoring from a CAHSEE review teacher until they pass the exam. After the first three weeks of school, 9th grade teachers now submit three-week progress reports; the administration reviews these and flags students who may not have been placed in a support class initially. This second review of students provides a safety net for those who did not meet the criteria when they first entered Aragon. Staff repeats this review process again after the first six-week grading period, providing a third level of verification that all students needing support have the opportunity to receive it.

The AVID program has developed a clear set of guidelines for recruitment of their students: (a) a GPA of 2.0 or higher, (b) motivation to succeed, (c) family history of not attending college or being from an historically underserved background. AVID teachers actively recruit students to join; each year, they conduct interviews and review applications and teacher recommendations when students wish to join or to continue in the program. Also, there is a formal process for putting students on probation if a student's GPA falls below 2.0. If the student's GPA remains below a 2.0 for two semesters in a row, the student is exited from the program.

Families seldom opt out of the support program any more, but since 2006, when this action step was created, the policy has been to continue to offer the support, but to respect a family's decision should they choose not to accept the help.

<p>4. Increase resources for support classes (Action Plan II)</p>	<p>a. Research and prioritize ways to ensure the success of support classes. Examine reduced class size, increased aide availability, peer tutor use, teacher training, etc., with regard to "success stories"</p>
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Aragon has succeeded in keeping class sizes small in all support classes. While the cap on class size in the district is 35 per class, all support classes at Aragon have less than 20 students in them, and many have an enrollment closer to 10.

Blended learning courses are limited to 20 students maximum. The courses focus on only one content area, math or English, so that a highly qualified math or English instructor may provide curriculum to supplement online instruction.

Some support classes do have access to aides and other extra assistance. An aide provides additional help for students in one period of Intensive English Support. As

mentioned earlier, the School Safety Advocate and a YMCA intern support the efforts of the teacher in the Guided Studies course.

Since 2008-09, the AVID teachers have successfully recruited and trained a cadre of students to act as tutors and aides in the AVID courses. These students help with class activities and help lead the small-group, tutorial discussions required by the AVID program.

5. Strengthen and facilitate teacher communication about struggling students (Action Plan II)	a. Give teachers access to their students' Edline reports for all classes
	b. Encourage teachers to use the Edline master calendar to post major assignments, tests, etc.

Aragon has vastly improved its communication system by replacing Edline with Schoolloop. After making the switch in 2008, parents, students and teachers adapted to and used the system immediately. Unlike Edline, Schoolloop allows teachers to easily monitor their students' performance in all of their classes. This greatly facilitates the support teachers' efforts to monitor students' success in their primary courses.

Also, the system automatically tracks students' performance trend in each class and flags students with falling grades. Schoolloop displays a dashboard for the teacher showing "high priority" students, those who have a less than a 70% average in the class. Teachers also have their own individual websites where they can upload assignments, post notices, provide class notes, etc.

The Schoolloop program also allows all staff members, students and parents who have registered in the system to email each other. "Loops" of communication are setup in the system so that one teacher can easily email all of the other teachers of a particular student. Or, a student can easily contact any teacher for clarification or with a question about a grade. In addition, the system allows group messaging to all of the students or all of the parents of students in a particular course. Overall, the communication process throughout the school has been greatly streamlined with the purchase of this new program.

Schoolloop also allows teachers to calendar assignments, which automatically combine to provide a "master calendar" for each student. Not all of the teachers currently use this feature, so the school continues to have as a goal encouraging more teachers to use the Schoolloop calendar system.

To support the transition to this new technology, Aragon offered a summer technology institute where 20 teachers received advanced training on the new Schoolloop program. These teachers then acted as mentors and coaches during the full faculty orientation to

the new technology during a staff development day at the start of the 2008-2009 school year.

Staff also has access to Data Director to view CST and CAHSEE results for students in their classes. They may also view results broken down by standard to identify areas needing re-teaching. All district common assessment results are also available in this system for review and for use as formative assessments.

6. Expand all tutoring programs and encourage more able students to help those who struggle (Action Plan II)	a. Recruit students to join Tutor Club and keep track of numbers
	b. Place tutors in support classes for community service credit or Silver Sword points

Please refer Action plan II, Goal 4 for a description of Aragon’s progress in placing peer tutors in AVID classes.

When teachers piloted the Bridges program in 2007, they recruited peer tutors to serve in each of the Bridges classes. Teacher comments confirmed that these tutors were helpful, but that training and support for these tutors was time-consuming and had to be repeated yearly. Since 2007-08, no peer tutors have been placed in support classes, primarily because class sizes have been sufficiently small that teachers have not been overwhelmed by students’ needs for help, and also because of the training issue mentioned above. The action plans, developed as part of Aragon’s 2012 self-study, again advocate for more involvement by peer tutors, but not in the context of support classes. Please refer to the action plans for a description of Aragon’s next steps in this arena.

Aragon provides a quiet, safe, supervised setting for students to study by keeping the library open from 7:30am until 4:30pm each day, funded by Aragon Fair Share monies. Also, adult and peer tutors stay after school every Tuesday and Thursday to provide tutoring for students who need it.

Since the 2008-09 school year, service commissioners serve as peer tutors for students assigned to Saturday school. Rather than making Saturday school a purely punitive experience, student tutors attend each session to provide academic help to students receiving consequences for discipline issues.

The Tutor Club has been an important resource at Aragon since the mid-1990s. A volunteer teacher runs the program, and all of the tutors volunteer as well. Students in need of help submit a tutor-request form, and available tutors take on as many or as

few student “clients” as they feel they are able to handle. The school has greatly benefitted from this informal but efficient and well-run program. There have been attempts to grow the program over the last 5 years, but without more financial support and more formalized training and dedicated time, the program is limited in what it can achieve. Aragon has identified peer tutors as an untapped resource at the school and has made this program a focus of its 2012 action plans. Please refer to the action plans for more details.

7. Use professional development resources to help teachers share and develop strategies that raise students’ reading levels (Action Plan II)	a. Provide literacy training for teachers
	b. Inform parents about community literacy programs and encourage their participation

Teachers at Aragon consistently take part in literacy training sessions. Some examples include:

- During the spring 2009 Staff Development day, English teachers took part in a workshop where they learned techniques to increase reading comprehension and student engagement.
- All teachers attended the Kate Kinsella workshop, mentioned earlier, where they learned about integrating literacy instruction into all subjects.
- Math and science teachers participated in trainings to learn how to best use the new math and physics text books and how to best support and develop the reading comprehension of students.
- Social science teachers share best practices for how to teach historical thinking and how to read critically.
- Several departments also support the AVID initiative to use Cornell notes across the curriculum to support students’ comprehension and retention of what they read.
- All first and second year teachers at Aragon participate in the BTSA program, which incorporates literacy training throughout its curriculum.

Each year, teachers of CAHSEE Support present to the faculty, providing tips for how all teachers can improve students’ reading and writing. Teachers brainstorm potential activities and review the elements for success on the CAHSEE.

Parents regularly receive information about support interventions available at Aragon via the summer mailing, letters sent along with grade reports, online resources, or through direct communication with staff.

Impact of Action Plan II on the accomplishment of the ESLRs:

<p style="text-align: center;">ARAGON HIGH SCHOOL'S EXPECTED SCHOOLWIDE LEARNING RESULTS <i>KNOW THINK DEVELOP CONTRIBUTE</i></p> <p style="text-align: center;"><i>All Aragon graduates are expected to...</i></p> <p><i>KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can</i></p> <ol style="list-style-type: none"> a. Identify and understand key facts and concepts b. Speak and write effectively c. Read and listen actively d. Gather, process and communicate information using appropriate technology e. Transfer skills to emerging technologies <p>THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can</p> <ol style="list-style-type: none"> a. Gather, analyze and evaluate data b. Define problems, propose and implement solutions c. Generate their own ideas and organize material using a variety of techniques d. Think metaphorically and categorically e. See relationships within and between disciplines <p>DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can</p> <ol style="list-style-type: none"> 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 <p><i>CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can</i></p> <ol style="list-style-type: none"> 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 	<p>Aragon has made its support program a priority throughout the last six years. By examining data, exploring scheduling options, refining entrance and exit criteria, limiting enrollment, streamlining communication and sharing best practices, the support program at Aragon has become much stronger. Students arrive at Aragon with a wide variety of strengths and challenges. With the diverse support courses that Aragon now offers, students have access to the more precise type of support that they need. As a result, student performance has improved and our expectation is that it will continue to do so.</p> <p>The improved support program at Aragon has helped students improve in all of the areas related to knowing more foundation skills and information and thinking creatively using higher order thinking skills. In addition, the improved Aragon support program helps students develop effective methods of self-management, especially items a, b, and e.</p>
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Action Plan III: Improve student knowledge of, access to, and utilization of available resources that support student learning.

1. Provide programs for students without access to information technology and those who lack technology skills (Action Plan III)	a. Add a section to the course programming sheet to gather data about students' technology needs (hardware and skills)
	b. Design professional development to assist teachers in embedding technology into the core curriculum
	c. Provide technology training for students in support classes as part of the curriculum
	d. Solicit donations, volunteers and grants to provide technology support, hardware and training programs
	e. Increase before and after-hours access to the library and computer labs

In the fall of 2007, Aragon added an information gathering section to the course-programming sheet and began to gather data about students' access to technology. In the years following, the school took many steps (see below) to ensure access to technology for as many students as possible. With the advent of Schoolloop, teachers have much more frequent conversations with students about their technology access, and the needs are addressed more often on a case-by-case basis. Also, the increased access that students now have to labs, notebook carts, satellite mini-labs in classrooms and library computers have made the gathering of this data obsolete.

Since the last WASC visit, Aragon has focused much of its time and resources on technology and technology-related professional development. Over the last six years, Aragon consistently uses the model of training a group of teachers in new technologies and then having those mentors train their co-workers. In addition to frequent presentations during faculty meetings or informal meetings during the regular school day, these technology mentors also organize in-service days to improve teacher knowledge of the technology resources on campus. For example, during a 2007-2008 in-service day, teachers could attend breakout sessions on three of the following technology tools of their choice: SMART Boards, document cameras, Google Apps, Filamentality, internet resources, or Data Director. These types of trainings, led by mentors or by the Technology Coordinator, have occurred at least once per semester since 2006, with the most recent training in Data Director occurring in January, 2012.

Teacher mentors may seek out training on their own, but the most common tool used to incorporate new technologies or to spread the use of new technologies at the school occurs through two- or three-day technology institutes held during summer vacation. As compensation, teachers have received technology upgrades for their classrooms,

college credit and/or financial compensation. For example, 2008, teachers received in-depth training in the use of Schoolloop and the new attendance system, Aeries. In exchange for their participation, teachers received either a laptop or a document camera for use in their classrooms. Then, on the first day back that fall, these teachers trained their colleagues in the use of the two programs. This process has become the norm on Aragon's campus.

For many years, Aragon did have a Technology Coordinator available to support faculty members wishing to use technology in new lesson or in new student projects. However, as mentioned in the opening of this report, that role has evolved. Beginning in the fall of 2011, the Technology Coordinator no longer has responsibility for maintenance or repair of technology because the district now funds a technology support person to address these needs. His entire focus has shifted to supporting teachers in their use of technology in the curriculum. At the same time, Aragon received funding to have a Data and Assessment Coordinator, (at Aragon, both positions are held by the same person) whose job is to help teachers take full advantage of the data analysis and assessment creation software available to them via Data Director. In the first year in this position, he has already led trainings on professional development days, at faculty meetings, and at teacher in-service days.

Beyond these general technology trainings, teachers from various departments have been worked with technology related to their own subject areas.

- Life Science teachers participated in a Biotechnology Professional Development Day.
- World Language teachers engaged in professional development for the technology associated with the new textbook and curriculum.
- PE teachers received training in the new exercise lab, which uses technology to calculate calories, heart rate etc.
- The math department as attended trainings to facilitate their use of a wealth of software and hardware resources that they have made a daily part of their lessons.

As part of Aragon's plan to make technology an integral part of the support class curriculum, all support classes have a mini lab of computers in their classrooms. Since these students are most frequently the ones without regular access to word processing or the internet, this set-up provides basic access to technology to as many underserved students as possible.

In the fall of 2009, the school created a CAHSEE Support class to help prepare any juniors or seniors who had not yet passed the exam. During this course, students use a computerized tutorial program from "Revolution Prep" that provides individualized drills and instruction.

Aragon is fortunate to have support for technology development through its PTSO and its Fair Share program. As a result, all classrooms have mounted LCD projectors in them; the majority have SMART Boards and document cameras, and all have at least one desktop computer. In addition, the PTSO has been able to help with the purchase of approximately \$25,000 in Biotechnology equipment while another \$15,000 worth was secured through grant funding. Also, the new digital photography lab was paid for partly by funds secured from ROP and from the PTSO. In addition, Aragon has five classroom labs and has been able to upgrade the library computer lab as well as another lab through a combination of Microsoft funding and from the Measure M school bond funds.

To ensure access to labs, Aragon has channeled PTSO funds into extending the hours; the library remains open from 7:30am-4:30pm daily. Also, the PTSO funds pay for a full-time computer lab aide which allows another lab to be open for student use throughout the day and during lunch.

Other programs on campus provide training for students directly. For example, in the drama department, there have been donations and fundraising for lighting equipment, sound equipment and hardware for scene construction to support the technical theater course.

To help with the ongoing maintenance of the ever-burgeoning technology resources on campus, those in charge of technology have recruited and trained talented Aragon students, called the Mouse Squad, to assist in repairs and upkeep of the campus resources.

At one time, Aragon had a scope and sequence plan through which each department took responsibility for teaching a specific set of technology skills or for training students in the use of software. As time passed, the skills being taught became obsolete, and staff began to revise the program. But with the focus on changes in response to Program Improvement, this effort was tabled. It has now become part of Aragon’s 2012 action plans to revise and restructure the technology scope and sequence to reflect more modern technologies and the more advanced needs of the student body. A group of teachers participated in a workshop this summer with the Technology Coordinator to begin this process.

2. Increase teacher, parent and student use of Edline (Action Plan III)	a. Provide Edline training at parent orientation and to all parent groups
	b. Coordinate annual training in Edline for all students
	c. Develop a strategy to provide support so that 100% of teachers use Edline

As discussed earlier in this report, Aragon has switched grade-reporting software from Edline to Schoolloop. Because the program is very intuitive and user-friendly, after its first year in use the vast majority of students had at least one parent or guardian who had registered and who used the system to access information about the student's grades, assignments, course requirements, etc. To facilitate the use of Schoolloop, parents received mailings and were able to attend trainings at Back to School Night. During the first few years, the school also provided bilingual trainings at the first meetings of the Latino, Polynesian and Asian parent groups. At this time, only a very small percentage of parents do not use Schoolloop.

Even more than their parents, students have taken quite naturally to the Schoolloop. Within one year, all students used the program regularly. At this time, nearly all students log on at least once per day to monitor their grades, download assignments and class notes, or check the homework assigned for that night.

100% of teachers currently use Schoolloop, but the frequency and the scope of their use varies from teacher to teacher. During staff meetings and at new teacher orientations, leadership sets the expectation that teachers will upload grades regularly in the Schoolloop system, encouraging teachers to do so every two weeks. While the contract requires grade reporting only every six weeks, 90% of teachers update Schoolloop grades at least every three weeks, and nearly that number update grades every two weeks or more often. The vast majority of teachers also use the system to upload assignments and notes, to calendar homework or to provide links to enrichment activities.

3. Recruit and utilize bilingual staff to increase outreach to families for whom English is a second language (Action Plan III)	a. Create a list of bilingual staff including languages spoken
	b. Recruit and retain teachers who speak other languages

Aragon regularly calls on staff members whose bilingual skills facilitate communication with family and community members that may not have a strong command of English. The district office regularly gathers the names of all bilingual teachers and staff throughout the district and makes that list available to Aragon staff.

The English Language Learner aide who had been a part-time employee at Aragon, will become full-time as of February 1, 2012. He works with English Language Development 3-4 students and long-term English Learners. He is fluent in both English and Spanish. In addition, two counseling aides speak Spanish which facilitates any communications with parents uncomfortable speaking English.

As time has passed, priorities related to Program Improvement, professional development and other, broader goals have precluded this action step from becoming a high priority. Aragon does have a variety of staff who speak other languages, and those staff members are very willing to be of help in outreach whenever necessary.

4. Improve communication about all school resources (Action Plan III)	a. Create and widely publicize a multi-language chart of available student support resources
	b. Distribute the resource chart with the summer mailing, in presentations to parent groups, on the Aragon website, and in classrooms
	c. Publicize available library materials
	d. Acquire more library materials in other languages and publicize acquisitions upon arrival

Aragon has compiled and regularly updates a resource and intervention chart that is sent to faculty, staff and families. At this juncture, the chart appears only in English. It is distributed via email to all staff, to parents through the summer mailing, and it appears on the Aragon website.

The Aragon librarian has worked with faculty to increase the number and types of texts from a broader spectrum of ethnicities. For example, the librarian has acquired more resources on Polynesian mythology to support a multicultural mythology research project conducted in 9th grade English classes. Also, the number of texts in other languages has increased so that we now provide the student body access to a wide variety of texts in their primary languages.

Also, there is a link to the Aragon library website from the main Aragon page. This page leads to a wealth of resources, such as online encyclopedias, newspaper databases, etc. that are available for student use for free.

Other modes of communication include the daily AHS Hot News email, PTSO A-blast, guidance department newsletter, Schoolloop home page, athletic department newsletter, godons.com athletics website, and the digital signboard in front of school; these advertise upcoming events and opportunities at Aragon.

Students hear daily announcements over the PA during 5th period, and then the announcements are emailed out to the entire staff and posted on the Aragon website. The school hopes to use Google Translator to provide Spanish and Mandarin versions.

Also, the school has changed its meeting schedule with various groups on campus to facilitate communication. After noticing a drop in attendance at 9th grade orientation,

Aragon moved this event from the summer to the first day of school, before students from the other grades arrive. Starting in the fall of 2011, 10th, 11th and 12th graders were given a late start that day, and 9th graders got exclusive attention of the staff, an orientation to the campus and an opportunity to ask their questions before the older students arrived. This new system also ensures the maximum number of 9th graders will attend the orientation since they must be on campus to attend school that day.

Another change is that Aragon now conducts a lunch-time meeting for 11th and 12th graders to provide information for college counseling and college readiness. We also conduct a college preparedness meeting for parents of 12th graders. The AVID teachers have created a welcome and orientation meeting for new parents on Back to School Night, and the counseling department now regularly holds 1802 meetings to help students map out their academic courses through their senior year, to develop interventions and to create support structures for some of Aragon's most "at-risk" students. They also hold separate, evening meetings for parents and students at each grade level to provide school, college and career counseling.

Impact of Action Plan III on the accomplishment of the ESLRs:

<p style="text-align: center;">ARAGON HIGH SCHOOL'S EXPECTED SCHOOLWIDE LEARNING RESULTS <i>KNOW THINK DEVELOP CONTRIBUTE</i></p> <p style="text-align: center;"><i>All Aragon graduates are expected to...</i></p> <p><i>KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can</i></p> <ol style="list-style-type: none"> a. Identify and understand key facts and concepts b. Speak and write effectively c. Read and listen actively d. Gather, process and communicate information using appropriate technology e. Transfer skills to emerging technologies <p>THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can</p> <ol style="list-style-type: none"> a. Gather, analyze and evaluate data b. Define problems, propose and implement solutions c. Generate their own ideas and organize material using a variety of techniques d. Think metaphorically and categorically e. See relationships within and between disciplines <p>DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can</p> <ol style="list-style-type: none"> 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 <p><i>CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can</i></p> <ol style="list-style-type: none"> 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 	<p>Through action plan 3, Aragon set out to increase students' access to technology, to improve their ability to monitor their academic progress, to communicate about it and to know what resources they have available to help them with any challenge they may encounter. With the success we have attained in these areas, students are better able to, "gather, process and communicate information using appropriate technology" and to "transfer skills to emerging technologies."</p> <p>Access to labs and the more consistent use of technology in the classroom and as part of lesson plans have made students even more capable in the technological arena when they graduate Aragon. In addition, the access to Schoolloop with its calendars, homework emails and easier access to teachers has greatly helped students "develop effective methods of self-management" especially with regard to organization, time-management (b) and self-advocacy (e).</p>
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Action Plan IV: Communicate and collaborate around the Single Plan for Student Achievement and the ESLRs to guide Aragon’s direction.

1. Involve all stakeholders in the development and implementation of the Single Plan for Student Achievement (Action Plan IV)	a. Acquire faculty/staff input into the Single Plan for Student Achievement
	b. Print and disseminate a summary of the Single Plan for Student Achievement and post whole document online
	c. Provide set time for faculty/staff to review the Single Plan for Student Achievement

The Single Plan for Student Achievement (SPSA) is updated annually by looking at new test performance data for CAHSEE and CSTs and comparing current numbers to past performance, looking for positive or negative trends. Targeted populations for continued academic growth are Polynesian, Hispanic/Latino, Economically Disadvantaged, Special Education and EL students. New SPSA goals are developed annually after the data analysis. The School Site Council (SSC) annually reviews the SPSA and makes recommendations. Results are shared with faculty and staff for their input and to target interventions for specific groups.

Since the fall of 2007, all Aragon faculty and staff review and revise elements of the SPSA. As part of this discussion, staff also reviews district goals and ensures that Aragon’s SPSA aligns with San Mateo Union High School District objectives as well.

Faculty and staff also regularly examine data regarding student achievement and give input that is reflected in the SPSA as it stands now. Once the current version of the SPSA is ready, it is made accessible to all stakeholders via the Aragon webpage and the SMUHSD webpage as well.

2. Increase awareness and regular discussion of Aragon’s vision, mission, and ESLRs among all stakeholders (Action Plan IV)	a. Raise faculty/staff awareness of school vision, mission, and ESLRs <ul style="list-style-type: none"> o Discuss at new teacher meeting o Present at September faculty meeting
	b. Raise student and parent awareness of school vision, mission, and ESLRs <ul style="list-style-type: none"> o Include in summer mailing to families o Present in parent group meetings (PTSA, boosters, etc.) o Maintain space on the school website o Include key ESLRs in each course’s syllabus

Since 2006, the faculty has reviewed the mission and vision at each September faculty meeting. New teachers receive a copy of both documents and the ASC and the SSC review both documents annually to align our academic goals with them.

In keeping with this goal, Aragon’s vision and mission statements and ESLRs also go out in the summer mailing to each family and appear on the school website. Parent groups review the documents as well. The School Site Council also reviews the 2006 WASC Action Plans as part of their goal setting and the ELAC meeting provides information about Aragon’s mission and vision.

Aragon’s ESLRs were updated in 2006 and, recently, in 2010. They appear in each classroom and on the Aragon website. Many teachers include ESLRs and/or State Standards on course syllabi and address their connection to the course content on a regular basis.

3. Make the goals and expectations of all ESLRs an overt part of Aragon’s curricula (Action Plan IV)	a. Revise and simplify the language of the ESLRs
	b. Designate teacher planning time for making ESLRs an overt part of teacher curricula
	c. Highlight for students the ESLRs relevant to each unit

In the fall of 2010, the Aragon community revised their ESLRs into a simpler form that students and staff could more readily embrace.

The ESLRs directly align with the school’s vision, mission, state standards, and district goals. Teachers have these goals and outcomes in mind in every lesson and activity that they plan. Administrators, counselors and other staff have these tenets in mind as they set policy, or work with or advise students and families. In the last few years, however, priorities have shifted and Aragon has not made the overt teaching of the ESLRs, as outlined in these action steps, the focus of our work. Nonetheless, we feel that the full program that we offer our students gives students every opportunity to achieve Aragon’s Expected Schoolwide Learning Results.

Impact of Action Plan IV on the accomplishment of the ESLRs:

<p style="text-align: center;">ARAGON HIGH SCHOOL'S EXPECTED SCHOOLWIDE LEARNING RESULTS <i>KNOW THINK DEVELOP CONTRIBUTE</i></p> <p style="text-align: center;"><i>All Aragon graduates are expected to...</i></p> <p><i>KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can</i></p> <ol style="list-style-type: none"> a. Identify and understand key facts and concepts b. Speak and write effectively c. Read and listen actively d. Gather, process and communicate information using appropriate technology e. Transfer skills to emerging technologies <p>THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can</p> <ol style="list-style-type: none"> a. Gather, analyze and evaluate data b. Define problems, propose and implement solutions c. Generate their own ideas and organize material using a variety of techniques d. Think metaphorically and categorically e. See relationships within and between disciplines <p>DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can</p> <ol style="list-style-type: none"> 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 <p><i>CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can</i></p> <ol style="list-style-type: none"> 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 	<p>The aim of action plan 4 was to make students more explicitly aware of the content of the ESLRs, mission, and vision. The progress Aragon has made in these areas would impact students attainment of all of the ESLRs.</p> <p>Also, action plan 4 aims to involve more of the staff in the development and implementation of the SPSA. Because the SPSA focuses on Aragon's underperforming students, any gains we have made in this area most directly impact the ESLRs related to students knowing foundation skills and information and thinking creatively and using higher order thinking skills.</p>
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CHAPTER FOUR
SELF-STUDY FINDINGS

Focus Group A

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

CRITERION A1a

To what extent does the school have a clearly stated vision or purpose based on its student needs, current educational research and the belief that all students can achieve high levels?

CRITERION A1b

To what extent is the school's purpose supported by the governing board and the central administration and further defined by Expected Schoolwide Learning Results and the academic standards?

Every fall, Aragon's staff reviews the school's mission, vision and ESLRs. All three documents clearly embody the philosophical stance of the school and its staff. They all speak to the high expectation staff holds for our students and they communicate the belief that all Aragon students can succeed.

During the annual review, in the fall of 2010, staff decided to reword the ESLR's to make them more concise and accessible, especially to students. Also, staff decided to modernize the content to emphasize more technology, to align with shifts in curriculum and in student needs. Each document is available to all stakeholders and is clearly communicated via the Aragon website, the Aragon EXPO handbook, the Parent and Student Handbook, postings in classrooms, and presentations to various parent groups.

The mission statement guides students in becoming productive and contributing members of society. As outlined in the mission, the staff coordinates school resources to ensure that students will respect themselves and others, appreciate and value diversity and creativity, recognize the problems and opportunities for change, seek a set of moral

- Vision
- Mission
- ESLRs 2006 & 2010
- Staff meeting agendas
- EXPO handbook
- Parent and Student Handbook
- Aragon Website
- Classroom ESLR posters

- Mission
- Vision
- ESLRs
- Master Schedule

standards that allow them to thrive in the world, and experience the joys of learning as a life long process.

The vision focuses on delivering standards-based instruction to prepare students for a variety of college and career pathways. Aragon seeks to prepare young people for a dynamic world where they will have to be lifelong learners with academic skills, core knowledge and an ethical foundation that respects others. The school district's board of trustees has supported the vision by approving new courses, raising graduation standards and enabling alternative scheduling.

Aragon works in concert with the San Mateo Union High School District (SMUHSD) office and School Board to ensure that the mission, vision, ESLRs and State Standards are accessible and attainable for all students. Aragon's principal presents the school's goals to the board annually.

- District Goals
- Single Plan for Student Achievement
- Aragon 2012 WASC Action Plans

Last year, the SMUHSD Board approved a new Strategic Plan, and, in accordance with this plan, in the fall of 2011, the SMUHSD Board adopted a new set of 10 goals. 1) supervise and evaluate new support course offerings, 2) supervise and evaluate new coordinator positions, Professional Development Coordinator, Data and Assessment Coordinator and Technology Coordinator, 3) build culture of continuous improvement, 4) improve communication structures and make sharing best practices a priority, 5) prepare for the implementation of Common Core Standards, 6) increase articulation with feeder schools and community colleges, 7) improve efficiency of operational systems, 8) continue planning around Measure O and future use of the Crestmoor Site, 9) undertake a review of athletics, 10) examine consistency and standards of homework policies. The vast majority of these goals are in alignment with the prioritized growth needs identified by Aragon focus groups. In addition, Aragon's Single Plan for Student Achievement (SPSA) and the WASC action plans that appear in chapter 5 of this self-study also directly align with SMUHSD's stated goals.

Based on the mission and vision statements, AP courses have been increased to accommodate the increasing number of students wishing to enroll in them. On the other hand,

- Learning team logs
- Master schedule
- Course syllabi for

more support classes have been added for those students struggling and/or at-risk. Teachers are more involved in creating and evaluating these classes. More professional development has been made available to assist teachers.

Implementation of a standards-based curriculum has involved changes at the department level. Aragon has adopted the learning team model, recommended through current educational research. Made up of instructors and other staff, these learning teams guide curriculum and instruction, review student results and plan units and assessments. They also take into account changes to the overall curriculum. Those changes include a variety of new course offerings including Blended Learning, Strategic English Support (SES), Intensive English Support, Guided Studies, Strategic Algebra Support (SAS), and several new AP offerings.

Furthermore, Aragon continues to innovate as it takes on new professional development initiatives such as peer observation weeks, peer coaching, increased work with data analysis software and increased integration of technology into the curriculum.

- Support Classes
- Professional Development Day Agendas
- Professional Development Committee Agendas and Minutes

CRITERION A2a

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 Expected Schoolwide Learning Results and academic standards-based on data-driven instructional decisions for the school?

CRITERION A2b

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

CRITERION A2c

To what extent does the governing board regularly monitor results and approve the single schoolwide action plan and its relationship to the Local Educational Association (LEA) plan?

As described in the response to Criterion A1 above, Aragon's

- SMUHSD Goals

purpose and goals are closely aligned with the SMUHSDs ten objectives that were approved by the Board in the fall of 2011. In addition, Board bylaws and policies support the Aragon’s efforts to best serve its students. The funding of the 7-period day, of new professional development initiatives, and the forward looking approach to the Common Core Standards all ensure that Aragon will continue on its path of providing its students with a rigorous curriculum and the support that all students need to be able to succeed.

- Board Bylaws
- Board Meeting Minutes
- Single Plan for Student Achievement
- Professional Development Meeting Agendas

Aragon Single Plan for Student Achievement (SPSA) is updated annually with the latest data figures which department heads and school committees review at that time. The school board annually approves Aragon’s SPSA at the discretion of the Associate Superintendent of Instruction and in conjunction with the district’s development of the Local Educational Agency (LEA) Plan. The district is in the process of writing a new LEA plan to be completed by June 2012; the plan will reflect district goals.

As mentioned earlier, the board of trustees have enacted a number of policies that convey the district’s focus on raising student achievement through standards-based practice and high expectations for all students, including open-enrollment for Advanced Standing (AS) and Advanced Placement (AP) courses, stipulating that any student who wishes to enroll in an AS or AP class has the right to do so.

- Open-enrollment policy
- AP test data – Profile Data and Findings
- AS/AP enrollment data

The district aligned graduation requirements with the UC/CSU requirements. The 9th and 10th grade Academic Core curriculum requires all students to take courses that would put them on track to fulfill entrance requirements for CSU and UC through their sophomore year.

- Graduation requirements
- Academic Core curriculum

The SMUHSD has delegated a great deal of responsibility for carrying out its initiatives to the teacher-leaders at each school site.

- Professional Development Meeting Agendas
- Professional Development Goals
- Professional Development Committee Meeting Agendas and Minutes
- Learning team logs

Recent initiatives in professional development are being led by teacher-coordinators at each site who are overseen by a district level teacher-coordinator. This is true of the Professional Development Coordinator, Data and Analysis Coordinator and the Technology Coordinator Positions. In addition, the professional development goals in each area

have been chosen and voted upon by teachers at each site. Though efforts are coordinated and overseen by the district office, sites are permitted the autonomy to identify their own objectives.

- District Common Assessments
- Pacing Guides

Also, the majority of the standards-based instruction has been designed and implemented by site-based teams of teachers in learning teams. Also, district pacing guides and common assessments have been created, administered, evaluated and revised by teams of teachers across the district.

CRITERION A3a

To what extent, based on student achievement data, do the school leadership and staff make decisions and initiate activities that focus on all students achieving the Expected Schoolwide Learning Results and academic standards?

CRITERION A3b

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

Administration, teachers and staff work in concert to consider data and other factors to continually improve Aragon's program and to give every student the opportunity and the support they may need to achieve Aragon's ESLRs and the academic standards.

Student achievement data is shared in a number of contexts, such as School Site Council meetings, faculty meetings, professional development days, department meetings, learning team meetings, parent group meetings and presentations to students as well. Therefore, all stakeholders have an opportunity to evaluate, discuss and respond to the student data findings. This year, for example, staff has noted that despite several years of improvement in testing performance among most significant subgroups, some groups continued to lag behind others. Also, Aragon's overall API score and that of some subgroups dropped last year, most notably, English Learners API scores experienced a significant drop.

- School Site Council Agendas
- Department and Faculty Meeting Agendas
- Disaggregated API scores - Profile Data
- Disaggregated CAHSEE scores - Profile Data
- SPSA

Staff and administration take quick action to address issues revealed by data and by other sources. For example, several new support courses (as described above) have been put into place to support students overcome whatever barriers block their academic success. Also, new professional development initiatives and peer coaching work aim to spread best practices throughout the school to ensure all students have access to the highest quality of instruction. As mentioned earlier, to ensure continued improvement, the staff annually assesses gains and revises the Single Plan for Student Achievement (SPSA). The SPSA is aligned with district and school goals and action plans and drives many of the initiatives taken at the school site. The Aragon School Site Council (SSC) also monitors and provides input on the SPSA and its objectives as well.

- Support Offerings
- Master Schedule
- Professional Development Agendas
- SPSA

CRITERION A4

To what extent does a qualified staff facilitate achievement of the academic standards and the Expected Schoolwide Learning Results through a system of preparation, induction, and ongoing professional development?

CRITERION A5

To what extent are leadership and staff involved in ongoing research or database correlated professional development that focuses on identified student learning needs?

Aragon has a highly qualified and experienced staff, with 98.5% holding full credentials and 55% holding a Master's degree or a doctorate. Aragon's teaching staff has an average of 13 years teaching experience (10 years average in the district) and newer teachers have come from some of the most rigorous and well-respected teacher preparation programs in the state. Aragon has strong relationships with the Stanford Teacher Education Program (STEP) and that of Notre Dame de Namur; Aragon's reputation attracts high quality candidates from these programs as student teachers and, often, as new employees. All teachers new to Aragon and the profession receive support through the two-year BTSA program that supplies a mentor, workshops and curricula training.

- Faculty credential data – Profile Data and Findings
- Faculty experience data - Profile Data and Findings
- BTSA materials

The Aragon Professional Development Committee and the administration, with the input of other key leadership committees such as the Aragon Strategy Committee (ASC) and School Site Council (SSC), oversee and direct the formal training of Aragon's teachers and staff. The administrators themselves regularly attend trainings and use the research-based practices they learn to guide the direction of Aragon's professional development. The committee also uses Aragon's standardized testing and other school-related data to determine the most urgent student needs, which then help the committees to design the content of formal training opportunities.

- ASC and SSC Meeting Agendas
- Professional Development Day agendas

The district also coordinates the use of professional development time, most recently, having teachers meet department groups to analyze data and develop curriculum based upon student needs, work on pacing guides, or develop common assessments to ensure that all students receive the best possible instruction to gain proficiency in the academic standards and to achieve Aragon's ESLRs. The district's administrative teams also take part in leadership training seminars after school on a monthly basis.

As mentioned earlier, Aragon is working in concert with the district on restructuring the site-based professional development activities. As of this year, Aragon has a new Professional Development Coordinator, Technology Coordinator and Data and Assessment Coordinator. These individuals meet monthly with school leadership to plan a cohesive approach. Based upon staff input, the coordinators have set priorities around sharing best practices, increasing peer observation and coaching, using technology to create a variety of assessment types and to analyze the results and integrating more technology into student curriculum.

- District Goals
- Professional Development Survey Results
- Professional Development Day Agendas
- Professional Development Committee Meeting Agendas

Aragon continues its work with learning teams (professional learning communities) and changing the culture of professional development to one that provides consistent, focused time for teachers to work on a long-term goal, rather than stand-alone days with only short-term impact. In addition, beginning this fall, Aragon has changed the content of its faculty meetings so that the majority of each meeting focuses on the sharing of a best practice, followed by discussion. Teachers recognize great potential in this shift

and have identified continued progress in this area as a goal for the 2012 WASC Action Plans.

Part of the work of the Technology and Data and Assessment Coordinator (the same individual at Aragon) is to ensure that all teachers have access to data about their individual students through the use of the Data Director Software. Teachers receive regular training and opportunities to work with the program on professional development days. But the goal is now to have teachers make Data Director a more regular part of their teaching practice to create a more focused approach. The objective is that all teachers will use Data Director to inform instruction rather than just the few who do so now. Facilitated by recent improvements in the software and the increased emphasis on Data Director training, teachers are beginning to take more advantage of the system, but continued growth in this area is a part of Aragon's 2012 WASC Action Plans. Again, these steps ensure that instruction decisions are based upon student needs and that the staff does all it can to facilitate the students attainment of the academic standards and the ESLRs.

- Data Director
- Professional Development Day Agendas
- WASC Action Plans

CRITERION A6

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) to support students in accomplishing the academic standards and Expected Schoolwide Learning Results?

The school and district administration carefully and responsibly manage Aragon's financial and human resources. In 2009-10, the district's per pupil spending was \$11,703, nearly \$3,000 more than the state average of \$8,750. Also, San Mateo Union High School District teachers are appropriately compensated, as compared to their peers in neighboring districts.

- District budget
- District pay scale
- Master schedule
- School budget
- Master schedule

In addition, recent bond measures have allowed for extensive remodeling of the school site to ensure that the site provides students with the resources they need to attain academic standards and the ELSRS. Since 2006, the interiors of both wings of the school were completely remodeled. In 2008, the football fields and stands were renovated and an

- Construction Plans
- School Budget
- School Site

all-weather field was installed. The Student Services building in was remodeled in 2010, improving the layout. A new swimming pool and deck area was completed in 2011, and the school also installed solar panels on the roof last year.

Current construction projects include the construction of a new 650-seat theater and a Career Technical Education building, both slated for completion in 2012. By August of 2012, athletic facilities will include a new large gym, a renovated small gym, a new fitness center and dance studio and an updated locker room area for all students. Finally, as part of its technology push, the school plans on moving towards using primarily wireless technology by the end of the 2011-12 school year.

Aragon is fortunate to be able to rely on parent donations collected through the Aragon Fair Share program to supplement its program. This fundraiser has yielded approximately \$300,000 each year, and the school leadership works closely with the staff and the PTSO to responsibly manage these monies, used to addresses a wide variety of needs on campus. Teachers apply for funds for equipment, materials, field trips, etc. In addition, the funds have provided smart boards, computers, overhead projectors and document cameras to many classrooms. They provide software such as eBehavior, and Schoolloop, and they also provide funds for all tenth graders to take the PSAT. In addition, the funds provide five sections of electives in academic areas: Engineering Technology, Guided Studies, College Skills Review, a section of AVID, and Advanced Chinese. The funds also provide extended support for students and staff, including the funding of a computer lab aide, a library aide, a copy room aide, increased campus security and extended library hours.

- School Budget
- Fair Share
- Informational Materials
- Resources Visible on Campus and in Classrooms

Criteria A Areas of Strength:

- Board meetings are regular and consistent, and minutes are accessible to all.
- Aragon has well-defined vision and mission statements and ESLRs aligned with the District; the district provides support via resources and guidance.
- The district's per pupil spending is \$3,000 above the state average.
- Aragon is a data-driven institution where data is regularly shared with all stakeholders to increase student academic performance.

- The Academic Core curriculum and the 7-period day schedule demonstrate a commitment to rigor and to supporting all students to succeed.
- An annual process is set to revise the Single Plan for Student Achievement.
- Aragon's Professional Development Committee makes decisions in alignment with board-approved school and district goals.
- New Coordinators of Technology, Data and Assessment and Professional Development collaborate with leadership to provide exceptional training opportunities.
- Teachers collaborate to create standards-based lessons and assessments.
- All new teachers participate in the BTSA program for their first 2 years in the district.

Criteria A Prioritized Growth Areas:

- Increase observation and debriefing of best practices & cross-curricular observation.
- Continue building culture of comfort with observation and open conversations regarding improving pedagogy and best practices.
- Create a formal on-site teacher peer mentoring program.
- Hire a diverse staff that more closely reflects student population.
- Improve clarity and consistency of communication and enforcement of school discipline policy.
- Continue professional development, especially in areas related to technology.

Focus Group B Curriculum

CRITERION B1

To what extent do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the academic standards and Expected Schoolwide Learning Results?

The California academic standards form the foundation of all instruction and assessment at Aragon. Not only are there curricular learning teams of teachers who work to align district-wide courses of study to the broader state standards, but we are supported with standards-based textbooks and extra time to allow collaboration to work toward our goal. Teachers also work on committees to create district-wide common assessments to evaluate student learning. There are specific course descriptions for each academic class that are aligned with the state standards. In addition, there are vertical teams in each department that work toward evaluating the success of the programs and revising them when data or other factors indicate that they should be changed.

Also, teachers meet in learning teams, at least two times per month to plan, share best practices and to create standards-based lessons and assessments. For the first several years after teachers formed learning teams, standards-based work was the primary focus, and after each meeting, teachers submitted a log form describing what they had accomplished in that time and attaching any materials created. Today, in response to PI requirements from the district, work has been more directed toward reviewing data and creating pacing guides and common assessments.

The requirements for graduation from Aragon are rigorous. In addition to completing a minimum of 220 units. Upon graduation, students will have completed 4 years of English, 3 years of math, 3 ½ years of social science, 2 years of physical education, 2 years of science (physical and biological), 1 year of fine arts, 1 year of world language, 1 semester of health, and 10 semesters of elective courses. We also offer AP classes in 18 subject areas, and a diverse

- District Courses of Study
- Course Syllabi
- Instruction councils
- Common assessment tests and results
- Standards-related workshop materials
- Vertical team meeting materials
- Standards-based lessons/assessments
- Learning Team Logs
- Common Assessments

- Graduation Requirements
- Academic Core curriculum
- Master Schedule
- Course Descriptions

selection of elective courses to meet the needs of all students.

In individual subject areas, students gain experiences that are both rigorous and relevant, offering real-world applications for their standards based education and for attainment of the ESLRs. For example, in English there are several projects that expose students to real world models. 9th graders prepare for a mock trial after reading Golding's *Lord of the Flies*. Sophomore year, students learn to do public speaking and also participate in a consumer unit from which they learn to evaluate marketing appeals and rhetorical devices. Juniors prepare a formal debate on a current event, researching and speaking persuasively. And then senior year, students research careers, prepare resumes, and present their learning to the class.

Social science also offers a relevant, standards based curriculum. For example, economics teachers use simulations to show students the real-world applications of the economic theories they study. Government students all participate in a Supreme Court simulation, and there is a Street Law class which focuses on real life application of our laws.

In math and science, teachers strive to make their subjects relevant to help students see connections between their subjects and the real world. These courses also strive to integrate experiences with emerging technologies used in the fields they study. For example, students have the opportunity to take bio-tech and engineering. The offerings of this type will be more plentiful upon completion of the CTE building in fall of 2012. Also, students participate in the robotics program after school, building a robot that they then take to competition.

Physical education and health teachers work together, instructing students about good habits and how their physical and mental health is affected by nutrition and exercise. Health teachers invite guest speakers to work with their classes, discussing the practical implications of the issues they discuss each day. Teachers also work toward the fitness standards, preparing students to pass the state fitness tests.

- Lord of the Flies Trial packet
- Consumer Unit
- Debate unit
- Career research unit
- Street Law Syllabus
- Economics assignments
- Courses of Study
- Articulated PE standards
- Culinary Arts Assignments
- Digital photography Student Work

In the elective courses students have many opportunities to develop real world skills. In the culinary arts class, students learn how to run a kitchen for a restaurant, learning about safety and sanitation procedures, cooking techniques, and cost analysis. In digital photography, students learn the art of advertising and graphic design. AVID classes teach students how to create a resume and cover letter and how to conduct a successful interview.

CRITERION B2

To what extent do all students have access to the school's entire program and assistance with a personal learning plan to prepare them for the pursuit of their academic, personal, and school-to-career goals?

The teachers and counselors at Aragon are committed to making sure that all students have access to the school's entire program to prepare them to achieve their goals.

- Guidance calendar
- SST/504/IEP records
- Meeting agendas
- Counseling Protocols

Counselors begin the process of creating a plan for students upon entrance to Aragon. There are meetings with students at feeder schools and counselors provide guidance toward choosing appropriate classes. After discussing academic and personal goals, counselors work with families to have each student create a four-year plan.

Counselors do an academic review for all sophomores, they monitor transcripts, and they give individual counseling each spring. In addition, the counselors speak to groups of parents before scheduling juniors to make them aware of the stress of junior year and enable their students to make sound academic choices.

Counselors and administrators visit English classes twice a year to talk to students about appropriate academic choices. In the fall and spring of each year, guidance personnel visit all English classes of all grade levels to review high school graduation requirements. Each spring, students meet with advisors to review transcripts and four-year plans, make adjustments, and choose the next year's classes. Aragon has a unique counseling model in that each grade level has an advisor, in addition to the three credentialed counselors on

staff, allowing students much easier access to advice about courses or other counseling-related matters.

Seeing a counselor ensures that all students have access to the school's entire program. To make sure that students can be successful, Aragon offers many support classes. The math department offers Strategic Algebra Support and Intensive Algebra Support for students struggling with Algebra-readiness. In English there is Strategic English Support (SES) for students reading at the 6th-8th grade level, Intensive English Support for those reading at the 5th grade level and below. For credit recovery, Aragon offers English and math Blended Learning courses which combine direct instruction and the use of the online course, Compass Learning. College Skill Review and Guided Studies both offer general support in all courses, but Guided studies has an additional component, an additional period in which the teacher works with the School Safety Advocate and an intern from the YMCA to address students' social, emotional and therapeutic needs. Finally, for students from underrepresented backgrounds or who are from families without a history of attending college, the Advancement Via Individual Determination (AVID) courses offer the college preparatory support and skill building to help students be prepared to attend four-year colleges.

- Support Class Course Descriptions
- Support Class Syllabi

To ensure that students have every opportunity to enroll in the courses they wish or need to take, the district and Aragon have taken a variety of steps. In 2005, Aragon was the first school in the district to pilot the 7-period day. This shift allowed students access to more classes, especially Aragon's support offerings. There are 18 types of Advanced Placement classes offered at Aragon, and access to the courses is allowed to any students wishing to take them due to the District's open-enrollment policy.

- Summer school/APEX
- List of AP classes
- Open Enrollment Policy

To provide every opportunity for students to access and to complete the entire high school program, the district also offers summer school, Blended Learning, independent study, home schooling, credit recovery and night school classes for students who may have fallen behind in units or for those who have been sidetracked by other life circumstances.

To supplement the Academic Core and to help students see the relevance of the work they do in high school, Aragon promotes as many career-related activities as possible. Every two years Aragon parents and counseling staff provide a career day for our students. An entire morning is devoted to providing the opportunity for students to experience a wide variety of career options. AVID students also attend field trips to colleges. Although the funding has diminished over the years, the district still offers ROP classes. All special education students have an Individual Education Plan (IEP) which provides a foundation for their four years of study which is annually reviewed and updated. Special Education teachers are also committed to advising their students about career goals. While participating in Aragon's rigorous academic program, special education students have opportunities to visit various businesses and educational programs.

- AVID field trip list
- Special Education Individualized Education Plans (IEPs)
- 2011 Career day Brochure
- District ROP classes

Many classes and clubs provide pre-professional education to students. Drama, music, art, culinary science, environmental science, bio-tech, and engineering all offer pre-professional curriculum. Clubs such as the Medical Service Club, Fashion Club, Mock Trial, Robotics, Harvard Model Congress, and Model UN all promote hands-on learning in a variety of areas.

- List of courses
- List of clubs

CRITERION B3

To what extent are students able to meet all the requirements of graduation upon completion of the high school program?

Students at Aragon have the academic and personal opportunities and support they need to meet all of the requirements of graduation upon completion of Aragon's program. For the last three years, Aragon has had a 97% graduation rate. Over the same period, 100% of Aragon students have passed the CAHSEE requirement via exam or via special education waiver, and the number of students passing by waiver has been a maximum of three in one year.

- Profile Data

Aragon counselors and guidance staff provide all students with the information and opportunities they need to be able to meet these requirements successfully. As mentioned previously, the Guidance Department members meet with

- Guidance calendar
- Guidance Student Handbook
- Four-year plan

students and parents during the freshman year to plan and to explain all courses needed for graduation from Aragon, as well as for college entrance. Each spring semester, the guidance staff meets with students individually to review their course selections in order to verify that their choices satisfy graduation requirements. At the end of each semester, counselors examine transcripts in order to affirm that students are on track for graduation and determine whether they need to drop or repeat a class. They subsequently notify the families of students in jeopardy and place them in makeup courses or summer school as appropriate.

- Sample parent notification letter

Many academic support classes have been created in order to bolster student achievement and ensure all students will successfully reach graduation. Please see the response to criterion B2 for more detail.

- Support class offerings
- Master schedule
- Schoolloop
- Progress Reports
- Counseling Protocols

In addition, Aragon offers many alternative methods for students to graduation requirements. Aragon offers the opportunity to repeat classes, concurrent enrollment with the community colleges, independent study, adult school and home teaching.

Aragon also ensures that students and families are constantly aware of the students' progress via a variety of communication methods, such as Schoolloop, 3 and 6 week progress reports, monitoring by counselors, and frequent conferences with parents. Finally, we have several referral programs to help students, such as 504 and Student Study Team meetings.

Criteria B Areas of Strength:

- Staff meets regularly to collaborate and to create standards-based activities.
- All courses include rigorous standards-based instruction and assessments.
- Aragon maintains a 97% graduation rate while requiring students to meet a challenging set of requirements.
- Aragon's support program addresses the needs of many different types of students, providing many avenues for students to get the help they need to be successful.
- Special education students have access to rigorous curricula by highly qualified teachers and are placed in the least restrictive environment.

- All graduates meet the requirements of the Academic Core and 63% of 2011 graduates met UC/CSU requirements.
- Aragon's Guidance Department provides a comprehensive support program to help students create a personal education plan, successfully execute it and graduate.

Criteria B Prioritized Growth Areas:

- Offer more pre-professional courses and skilled labor classes, especially those relating to technology.
- Increase cross-curricular integration, especially as benefits special education and EL students having full access to mainstream curriculum.
- Increase career exploration in earlier years of high school across the curriculum.
- Offer more elective classes in subject areas.
- Increase frequency and substance of articulation with feeder schools.

Focus Group C Instruction

CRITERION C1

To what extent are all students involved in challenging learning experiences to achieve the academic standards and Expected Schoolwide Learning Results?

As described in Aragon's response to Criterion B1, Aragon strives to design the master schedule to ensure that all students may take the courses they wish or need to take to satisfy Aragon's graduation requirements, meet state academic standards and attain Aragon's ESLRs. Other pertinent policies that are explained thoroughly in the responses to Criteria B1 and B2 include the Academic Core curriculum and the open-enrollment policy. The responses to B1 and B2 also discuss the new series of support courses designed to ensure an equitable education at Aragon, one in which all students have the same opportunities to meet state standards and attain the ESLRs.

- Master Schedule
- Open-enrollment Policy
- Academic Core Requirements

With a diverse student body, Aragon believes that it is important to differentiate instruction so that all students can learn. Teachers strive to implement a variety of activities in their daily lessons. These activities activate a range of learning styles, tapping into the students' strengths and preferences. Such activities include games, pair work, board work, fishbowl discussions, technology programs, lecture, multi-media presentation, Socratic seminar, discussion, simulations, internet research, and presentations, etc. When applicable, students are offered choices for how they wish to complete a task. Students in action-learning activities are able to learn new skills through self-assessment, observation, and performing the skill. Learning tasks are varied depending on students' interest, readiness, and ability. 85 % of students surveyed indicated that their classes "help them attain California State Standards."

- Lesson Plans
- Student Work Samples
- Data Profile

Aragon strives to have all students actively involved in their own learning. Teachers use various techniques to help students' discover their own learning styles and their strengths and weaknesses. Classes at Aragon scaffold

- Learning Style Interest Inventories
- Syllabi stating the value of class

curriculum to build on students' prior background knowledge and experiences to help them better understand new material. For example, World Language teachers ask students to refer to their own cultural backgrounds to make connections to the new culture being studied. Students are also assessed daily, informally and formally, to guarantee their involvement in their own learning.

participation

At the beginning of every semester, all Aragon students receive a detailed course syllabus. The syllabi state the course objectives, class expectations, and grading scales. Many course syllabi state the standards. At the beginning of every unit, teachers communicate the unit objectives and expected learning outcomes. Many teachers provide sample work from previous students as examples of what the current students are expected to be able to do by the end of the unit. Teachers post the daily agendas and include a daily learning objective or essential question. Teachers also provide detailed homework calendars so that students can check and be responsible for their learning outside of class. Rubrics, many of them tied to state standards, are commonly used for major projects and essays so that students understand the expectations of the assignment and can perform their best.

- Course syllabi
- Student Work Samples
- Unit Guides
- Classroom Observations
- Homework calendars
- Grading Rubrics

Aragon's teachers work diligently to align curriculum to State Standards. For example, in the English Department, the 9th, 10th and 11th grades use an anthology aligned to state standards, as well as full-length novels. Collaborative learning team time has led to the creation of a standards-based "Portrait of a Humanitarian" research project for all 9th grade English students. 10th grade teachers deliver a standards-based speech unit, followed by a controversial issue debate unit for juniors. They also maintain student portfolios of writing samples that follow the students throughout their high school careers, enabling other teachers to better address individual needs while supporting the expectations of standards-based instruction in composition.

- Textbook list
- Humanitarian Project handouts
- Speech unit handouts
- Debate unit handouts
- Student work samples

In mathematics, all course curriculum and assessments are aligned with standards. Department members have

- Sample standard-based unit plans and

developed detailed pacing calendars and common assessments. Math department members also have worked with feeder middle schools to discuss expectations for entering high school, in addition to sharing standards-based work.

- activities
- Sample assessments
- CPM Framework

CRITERION C2

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?

All Aragon Teachers are highly qualified and NCLB compliant. Teachers maintain best practices and are committed to learning new and innovative teaching skills. Teachers meet regularly in learning teams at Aragon. Conferences and workshops focusing on current best practices are well attended. Aragon teachers connect with student teachers, maintain connections with local universities and keep abreast of recent research and new techniques taught at teacher training programs. Teachers also visit and observe exemplary programs.

- District records of NCLB compliance
- Learning Team Logs
- Professional Development Participation

Collaboration of teachers is an essential part of Aragon's culture. Aragon includes the entire learning community, (i.e. parents, classified staff, faculty) in its collaborative model. For example, the entire learning community shares an active role in developing the WASC report. Teachers are also encouraged to observe each other's teaching. This year Aragon is implementing a new peer coaching program, pairing teachers together to observe and discuss each others' teaching and student learning. Also new in 2011, faculty meetings focus on sharing best practices followed by pedagogical discussions. Teachers also work together to review student achievement on assessments given within departments to improve students' learning.

- Classroom observations
- Peer Coaching training agendas
- Sample Peer Observations
- Faculty meeting agendas

Students at Aragon actively use technology to support their learning. They utilize a range of technology tools to complete their class assignments, including word processing for writing, presentation software for in-class presentations, library databases and internet search engines for research,

- Student work samples
- Student created website and blogs
- Online textbook CD-

and online textbooks to access the curriculum from any computer. In some classes, students use advanced programs such as Photoshop, InDesign, Lightroom, Google SketchUp, and Flickr. They also create websites and blogs to assist them in achieving the academic standards. In other classes, students use computer-based formative assessment tools to demonstrate achievement in an interactive classroom environment. Teachers also have students submit papers through Turnitin.com, reminding students to avoid plagiarism and to take ethical behavior seriously.

Aragon students engage with class subject matter beyond studying what is in the textbook. In classes such as digital photography and World Language courses, students produce projects utilizing computer software, Web 2.0 programs, Google Docs and informational resources. By using these tools, students are learning practical skills that they can use in the real world to approach everyday issues related to current events, employment, health, and education. Athletes and Visual and Performing Art students publicly demonstrate their talents through exhibits, plays, concerts, and contests. Students also become familiar with college, career, and scholarship information using advanced software such as Naviance.

Students have access and opportunity to participate in various career exploration, higher education, and lifelong learning activities, on and off campus. For example, every other year, the Aragon community organizes a Career Day. Students are able to learn and ask questions about different careers from working professionals in the Bay Area. Aragon also holds a Summer Opportunity Fair for students to find out about local summer jobs and internships. Students are also able to learn about different educational opportunities after high school. Every year Aragon hosts representatives from many colleges and universities. AVID and Special Education students also take field trips to visit several colleges and universities. Students are also exposed to many activities that promote lifelong learning. Every year students can participate in the International Food Fair that promotes an array of cultures. Music students partake in exchanges with other schools. This year, the World Language Department is welcoming a group of students

ROM

- Results from in-class assessments using the Student Response System (clickers)
- Student projects
- Student blogs, websites, and wikis
- Photographs from art students exhibition and sports competitions
- Naviance
- Career Day information
- List of college representatives who visit
- List of colleges that AVID students visit
- List of Summer Opportunity Fair positions
- List of International Food Faire participants
- Schedule for Japanese Exchange Students
- List of Community Service opportunities

from Japan as part of a cultural exchange. These students will stay with Aragon students and attend class with them. Teachers also arrange dynamic field trips so that students can become engaged in their surrounding community. There are cultural outings to San Francisco's Chinatown and Mission District, as well as community service activities such as beach clean up in Half Moon Bay. Also, Aragon's Gay-Straight Alliance Club (GSA) held a conference for the leadership of similar organizations from throughout the Bay Area on Aragon's campus. The highly successful event received television and newspaper coverage. Also in 2011, the GSA arranged for Aragon to display a portion of the AIDS quilt for students to view. Teachers arranged visits as part of their classes and built lessons around viewings of the quilt.

All social science courses are aligned with state standards, and teachers create innovative, interactive lessons to engage students. Teams of teachers develop rubrics to determine which students are meeting the standards, and the results guide re-teaching and re-evaluation of the curriculum. Teachers engage students in note-taking, lectures, simulations of historic events or government practices, primary source work, analysis of political cartoons, debates, Socratic seminars, and metaphor projects, among other things.

The library offers a variety of resources for students, teachers and staff to enhance learning opportunities. Teachers frequently collaborate with the credentialed librarian to take advantage of the Internet-connected computers, research databases and print resources that give students a chance to apply concepts they study in the classroom in a more real-world context.

Aragon's focus on excellence and equity includes the offering of several classes and clubs that combine high-level skills and the application of those skills in a real-life context. For example, the popular and successful Robotics Team requires students to combine science, mathematics, and technology skills to accomplish the central goal of constructing a robot capable of competing. Technical Theatre students design and build stage sets for the visual and performing arts productions, giving them hands-on experience in their field

- Sample rubrics
- Sample social studies lesson plans, activities and assessments

- Sample library-related lesson plans

- Aragon club list – Profile Data
- Course descriptions
- Course syllabi

of interest. In addition, peer tutors earn community service hours through their tutoring. Aragon's Service Commissioners earn community service hours by performing duties designed to help keep the school community running smoothly. Aragon's required Health course has service learning options in its curriculum; students can choose to volunteer hours in a local community agency and write about that experience as their semester project. Over 220 students will participate in Aragon's School Community Service program throughout the year.

Criteria C Areas of Strength:

- The faculty presents a rigorous, standards-based curriculum and assessments in a wide variety of forms.
- Students in all programs have access to Aragon's challenging program, and are supported to achieve at high levels and to graduate.
- Teachers use creative activities and assessments that appeal to students with a wide variety of learning styles, backgrounds and interests.
- Teachers use technology to present ideas creatively, and they ensure that students become proficient in its use.
- Lessons and assessments across the curriculum contain real-world connections.
- Teachers meet in professional learning communities (PLCs) to analyze data, review best practices and develop action plans.

Criteria C Prioritized Growth Areas:

- Continue to build the culture of peer observation, peer coaching and the sharing of best practices; ensure there is regular time to complete this work.
- Ensure that all learning teams have clear structure and objectives and the time to complete their work.
- Provide focused and in-depth professional development for teachers to increase their repertoire of instruction and assessment techniques.
- Increase opportunities to connect curriculum to the world of work and post-secondary opportunities.
- Make the presentation of learning objectives a more consistent and integral part of lesson plans.
- Provide students a meaningful way to give teachers feedback about instruction and assessment techniques.

Focus Group D

Assessment and Accountability

CRITERION D1

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

Aragon makes every effort to ensure that 100% of students participate in all required assessments, such as the CAHSEE, CSTs, and district common assessments. Beginning in 2010, the Aragon PTSO paid for all sophomores to take the PSAT; any juniors wishing to take the test were also allowed to do so but at their own cost. Common assessments are administered in all subject areas at least once annually. In some subjects, district common assessments occur once per semester and in English and math, they occur two times per semester. In addition, the district requires all 9th graders be tested in reading with the Gates-MacGinitie Reading Test at the beginning and end of the freshman year.

- Profile data on CSTs, CAHSEE and District Common Assessments

To create and revise district common assessments, teachers meet within departments at their sites and, at times, with colleagues from across the district to ensure assessments are of high quality and assess appropriate standards. Teams also meet regularly to evaluate assessment results and to study and interpret results by district, by school and on an individual basis. Teachers also use this time to evaluate their instruction, note areas they must re-teach, and plan follow up lessons.

- Professional development day agendas
- District Common Assessments

Every Aragon teacher has access to the assessment data analysis software, Data Director. The program contains data on all students' CAHSEE, CST and common assessment results. Users may view assessment data by class, by individual, by standard, etc. In addition, teachers may also create standards-based assessments using this software; the program provides a bank of questions by standard. Users may also create their own assessments, process student responses through the system and analyze that data through Data Director as well. Teachers receive regular training in

- Data Director
- Professional Development Day Agendas
- Profile Data

the use of the system, and, as mentioned previously, departments meet regularly to analyze common assessment data.

The school informs parents about statewide and district-wide testing data through the Aragon web page, email communication, the electronic billboard, mailed results, the Aragon EXPO booklet, the Parent and Student Handbook Back-to-School Night, Open House Night and meetings with parent groups (PTSO, for example). Staff members review and discuss data at faculty meetings, professional development days, department meetings and learning team meetings. Also, administration emails comprehensive and disaggregated data to staff on a regular basis. Teachers share common assessment results with students in class, and state testing results also appear on student transcripts. Prior to CAHSEE testing, 10th grade students receive a printout of the results of a practice CAHSEE exam taken in the 9th grade year. Shortly before CST testing, students receive a printout of their results from the previous year with a handwritten note of encouragement from a counselor or grade advisor.

- Webpage
- Transcripts and Report Cards
- EXPO booklet
- Parent and Student Handbook
- Meeting Agendas
- Sample students printouts

In addition, Aragon uses its assessment data to develop and modify the Single Plan for Student Achievement, the School Accountability Report Card (SARC) and the School Safety Report. These reports and summaries are available to the community via Aragon's website and presentations at parent meetings. Each summer, Aragon's administration and the District staff review the school's mission statement and goals. The administration develops a school-site plan based on the District Strategic Plan, standardized test results and data collected by Aragon teachers and staff. Data is also shared with booster and other parent groups, with individual parents as requested, or as the administration deems it important to do so.

- Single Plan for Student Achievement
- SARC
- School Safety Report
- Website
- School-site plan

CRITERION D2a

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

CRITERION D2b

To what extent do students and teachers use these findings to modify the teaching/learning process for the enhancement of the educational progress of every student?

Aragon teachers use formal and informal assessments regularly for formative and summative purposes. Students may be assessed using traditional quizzes and exams or they may be assessed through any one of the following: self-assessments, group tests, e-portfolios, scavenger hunts, student response systems, interviews, skits, essays, presentations, practical exams, discussions, etc.. This variety affords all Aragon students the opportunity to showcase what they have learned, while also giving teachers a better understanding of their students' strengths and areas for growth. Based upon the results of these assessments, teachers know when to follow up with individuals who are struggling with the material. Also, when a large portion of the class does not understand a topic or has not attained a certain skill set, teachers then know that they must review and re-teach that material.

As mentioned earlier, teachers have access to the Data Director software for the design of standards-based assessments and for the analysis of assessment results. Through the Data Director test-creation component, teachers may indicate the standards the assessment should cover and choose relevant questions. Once students take the test or quiz, teachers can use the program to interpret the results, to learn which specific students need additional help or to evaluate the class's overall performance. Teachers also use this program to interpret the results of the District common assessments and the Gates-MacGinitie reading tests mentioned previously.

One of Aragon's strengths is the prevalence of teacher collaboration. Teachers meet regularly in subject area and grade level teams, at department meetings, during learning

- Item Analysis for Multiple-choice Tests
- WL Oral Assessments
- Sample Assessments
- PE 9th Grade Test
- California Modified Common Assessment (Special Education)
- Online Learning (Compass Learning, ALEKS, Apex)
- Student Response Systems
- Exit Cards
- Science Lab Practicals

- Data Director
- Sample tests and results

- Department meeting agendas
- Vertical Team

team time, during prep periods or on their own time, to plan curriculum and lessons. At these times, teachers refer to formal and informal assessment results to create or revise lessons based upon students needs.

Meeting Materials

- Learning Team Meetings

As mentioned earlier, all departments at Aragon use planning time to create common assessments, often with colleagues from other schools. School and district collaboration helps ensure that assessments are fair and guarantees that students are studying material in alignment with school, district, and state expectations and standards of excellence. The common protocol for creating school or district assessments is to look at district and state standards and create an assessment that best allows students to demonstrate their understanding of a particular set of skills or content matter. The assessment thus becomes the driving force for curriculum delivery.

- Common Assessments
- District Common Assessment Score
- Profile Data
- Meeting agendas

Teachers use the school's student and parent web-based communication program, Schoolloop, to communicate student performance. Students, parents, guidance staff and teachers may access Schoolloop grades, including those for individual assignments and assessments, from any computer with internet access. Because the program facilitates communication about how a student has performed on a class assessment or how a student is doing in a class overall, Schoolloop communication helps faculty, staff and parents collaborate to help struggling students. Furthermore, Schoolloop has a direct email function so that teachers, students, and parents can all communicate directly with each other about any academic needs.

- Schoolloop system
- Teacher Websites
- Course Syllabi

CRITERION D3

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 and Expected Schoolwide Learning Results?

As mentioned earlier, Data Director makes CST scores and CAHSEE results available to teachers. After students have taken the CSTs, teachers can use Data Director to pinpoint their students' strengths and weaknesses in English Language Arts, mathematics, social studies, or areas of

- Data Director
- Profile Data

science by creating group profiles of students in their classes. Teachers can also see which students are far below basic, below basic, basic, proficient, or advanced in each content standard. These results provide teachers with the information necessary to re-teach important standards when necessary. They may also adjust their instruction to help students gain proficiency before taking the CSTs again in April.

Since 2004, the schools of the San Mateo Union High School District (SMUHSD) have developed and administered district level common assessments. Initially, only core departments participated, but at this time, all departments administer and analyze district common assessments. In addition, several departments now administer district common assessments up to 4 times per year. In recent years, teachers have also collaborated to create pacing guides for use across the district to ensure that students receive consistent access to standards-based instruction in each class and at every school. Departments and course level teams of teachers also create common assessments or even portions of assessments to measure students' attainment of the standards.

- District common assessments
- Pacing Guides

Through the diverse assessments described in earlier portions of this report, Aragon teachers monitor students' progress towards all of the ESLRS related to *knowing foundation skills and information in each discipline* and those related to *thinking creatively using higher order thinking skills*. On a weekly or perhaps on a daily basis in every class, students must demonstrate the ability to "identify and understand key facts and concepts" or to "speak and write effectively" to "read and listen actively" or to "define problems, propose and implement solutions." These ESLRs relate to the daily business of each and every class on campus.

- Aragon ESLRs
- Graduation requirements
- Course descriptions
- Course syllabi

With regard to the ESLRs listed under "develop effective methods of self-management" and "contribute to a diverse democratic community", graduation and course requirements ensure that Aragon graduates must attain these results to earn an Aragon diploma. For example, students must pass the physical education and health requirements in order to graduate. In order to pass these

courses, students will have had to be able to “set appropriate goals for physical fitness, hygiene, nutrition, and emotional health.” As an additional example, students who have met with counselors and grade advisors at least two times per year, who have used Schoolloop for four years to monitor grades and assignments, and who have satisfied Aragon’s rigorous graduation requirements will have had to successfully “Identif[ied] areas of personal challenge and self-advocate[d] to manage them constructively.”

Furthermore, students have access to clubs that promote appreciation of diversity, and Aragon’s Mutual Respect Policy is posted in every classroom.

Aragon teachers also use Schoolloop to post grades to the web so that parents and students may stay informed about assignments, test scores, projects and grades achieved. Parents and students can then email teachers if they have questions or concerns over grades.

- Schoolloop

CRITERION D4

To what extent does the assessment of student achievement in relation to the academic standards and Expected Schoolwide Learning Results drive the school’s program, its regular evaluation and improvement and usage of resources?

On the schoolwide level, staff meets regularly to discuss state and district level assessment results, in department meetings, at faculty meetings and on professional development days. When assessments reveal an unmet student need, Aragon will revise any aspect of its program in an effort to meet those needs. Some examples include, implementation of the seven-period day to allow students access to more courses and to support when needed. Another policy that resulted from the analysis of data include the district’s open-enrollment policy that allows students and their families to choose placement in regular college prep courses or in Advanced Standing or Advanced Placement courses. Also, the district’s academic core policy, arose from data analysis.

- Data Director
- Profile Data
- Open Enrollment Policy
- Academic Core Policy
- Counseling Office Protocols

On the individual student level, the counseling staff (counselor and aides) consistently contact parents of

students who are struggling academically. Parents and students are invited to one-on-one meetings, and decisions and changes are made to ensure that the needs of that individual student are met.

A major goal resulting from Aragon's and the District's assessment program in 2011 has been to continue to decrease achievement gaps by creating appropriate support classes. Especially in light of last year's drop in Aragon's overall API and the significant drop in the API of the English Learner subgroup, staff sees support as an especially high priority in the coming years. The support classes give students the opportunity to spend more time on a subject with a knowledgeable teacher while they practice and learn the material.

- Support Class Offerings
- Course Syllabi
- Course Descriptions
- Profile Data

Other new courses that have been created based upon data analysis include Strategic Algebra Support for students identified as low-achieving in math. Also a two-period, intensive mathematics course was created to provide students with important pre-algebra skills to be successful in passing algebra. Students with Low CST scores in English Language Arts are assigned to a Strategic English Support Class, for those reading at the 6th, 7th or 8th grade level, or to Intensive English Support for those reading at the 5th grade level or below. Also, Aragon has CAHSEE review classes for juniors or seniors who have not yet passed this exam. Support classes continue to be monitored to evaluate their effectiveness.

Another major development is the increased use of online and blended-learning models of credit recovery for students who have failed courses previously. These classes were piloted in 2010-2011, and there are currently two sections allocated to blended learning at Aragon. In addition, a new Guided Studies support class was introduced in fall 2011 to meet the needs of 9th grade students who had failed two or more courses on their 3-week and 6-week progress reports. One period of Guided Studies is an academic support period and the other provides social, emotional and therapeutic support.

Per district guidelines, a new Data and Assessment Coordinator was added to Aragon this year to help all faculty

and staff with assessment protocols and procedures. This further ensures that data and assessment will be an integral part of Aragon's regular review of its program

Criteria D Areas of Strength:

- Data Director software provides standardized test results, identifies students' performance levels, and offers help in creating standards-based assessments.
- Aragon, in cooperation with the district and the governing board, changes curriculum based on student assessment results, student needs and student interests.
- Teacher learning teams use student results to evaluate their instruction, adjust assessments, and review when needed.
- Three-week progress reports identify struggling students when they still have the best chance to improve their work and their grades.
- Teachers develop and use a wide variety of creative assessments.
- The administration regularly discusses assessment results with school committees, faculty, department heads, parent groups, and students.
- 100% of the faculty uses Schoolloop regularly to communicate assessment results to parents, students and other authorized stakeholders.
- Teachers create common assessments in all core academic subjects and district-wide common assessments are used at least once a year in all subjects as well.

Criteria D Prioritized Growth Areas:

- Share best practices and provide more training on quick formative assessments, such as student response system clickers.
- Provide more time to learning teams to allow them to do more consistent work.
- Help parents use Schoolloop more effectively.
- Help students use Schoolloop more effectively.
- Continue to train teachers in the use of Data Director to optimize their use of all of the program's features.
- Improve communication with parents who do not use Schoolloop.
- Teach students how to use data to modify their learning.
- Give students the opportunity to give teachers feedback about most effective instructional practices.

Focus Group E

School Culture and Support for Student Personal and Academic Growth

CRITERION E1

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

Aragon supports a wide variety of programs that involve parents and the community. Aragon's PTSO works closely with the administration to ensure clear two-way communication between the school and the parent community. The PTSO solicits teacher requests for additional instructional materials such as classroom calculators, music department instruments, field trips, supplemental textbooks, guest speakers, classroom technology or PE equipment, and fulfills them through parent support.

- PTSO Agendas
- PTSO Fair Share

Parents are involved in the school through groups focused on extra-curricular activities. Aragon has active music, drama and athletic booster groups. Participants in these groups enrich student programs by providing volunteer hours, food, and financial support. Much of Aragon's success in these enrichment programs can be attributed to the strong parent presence and involvement.

- Music Booster Materials
- Drama Booster Materials
- Athletic Booster Materials

The increase in technological resources and skills of Aragon's faculty has greatly facilitated parents' involvement in their children's education. For example, the Naviance system allows counselors, teachers, students and parents to collaborate in the preparation of college applications. Also, the Aragon website on Schoolloop allows any community member to find out about general school activities, schedules and policies. The website also provides the email addresses of all faculty and staff and links to individual teacher web pages where they can find weekly calendars, homework

- Website
- Naviance
- Schoolloop Program
- Phone "Dialer"
- Progress Reports
- Final Grades

assignments and classroom policies. Schoolloop, the grade-reporting program, provides constant feedback for parents and students about student progress as well as up-to-date attendance. However, since all households do not have access to Internet resources, teachers and administrators reach out to all parents through other methods such as phone calls home, attendance and general information calls from the "Blackboard Phone Dialer", an automated phone message delivery system.

Progress report grades are mailed at six and twelve weeks of each semester. Also, teachers complete 3-week progress reports for 9th and 10th grade students earning a D or F. Administration and counselors make contact with these families to offer interventions and support to get the student back on track. End of the semester final grades are also mailed home at which time, students earning a 2.0 or below are mailed a list of interventions available for support.

Aragon also makes an effort to communicate with every parent through multi-language mailings about progress and college admissions. In addition, the Guidance Department provides two bilingual academic advisors to translate for Spanish-speaking families regarding academic and emotional concerns, and bilingual financial aid information is available for all families. The Guidance Department and administration invite parents on campus for a wealth of other activities, some of which are described in the response to Criterion E3 that follows. Aragon is exploring the use of Google Translator to assist in communicating with parents who primarily speak other languages.

In addition to encouraging community involvement with the school, Aragon provides students with opportunities to interact with the local community through volunteer projects, job training programs, and informational sessions with college representatives. At Aragon, students have many opportunities to provide service to their communities

- Handouts of School Information in Spanish and English

- College Admission Meetings
- College Representative Informational Meetings
- Job and Volunteer

and to practice the skills mentioned above. Partnerships with community agencies include: Boys' State, Girls' State, Rotary SMART program, Northern California Youth Leadership Conference, Rotary Club luncheons, The YMCA Youth Leadership, San Mateo Police Athletic League, Local/Regional Youth Advisory Committee, San Mateo County Youth in Government, and political internships. Community organizations also contact Aragon's career center to request students' help, including San Mateo Haunted City Mansion, Senior Citizen food delivery, Boys and Girls' Club, Humane Society, Filoli ambassadors, local churches, recreation centers, Samaritan House, and many others. Through these experiences, students take on leadership roles that prepare them for a future in politics or social service.

- Posting Area
- Community Volunteer Programs
 - R.O.P. Information

CRITERION E2a

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

CRITERION E2b

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?

The Aragon community insists upon a safe and secure learning environment. Each year the assistant principal in charge of administrative services updates the Safe Schools Plan. During the summer, students receive the student handbook that defines the philosophy of safety at Aragon, states the important safety rules and regulations, and outlines consequences. In the second week of school, administrators visit all English classes to review safety information with every student. In order to maintain physical safety, teachers clearly communicate rules for behavior in all classes. Aragon is a closed campus. To ensure a safe environment for all students, the principal, assistant principals, dean, and three campus aides supervise students before school, at brunch and lunch, and after school. The three campus aides continue to supervise the students

- Safe Schools Plan
- Student Handbook
- Course syllabi
- Master List of Faculty Supervision Assignments
- Campus aides
- Camera tapes

throughout the school day. In addition, 24 cameras monitor the buildings and grounds of the campus.

Aragon's faculty maintains high expectations of students in a variety of ways. They place a significant emphasis upon mutual respect on campus, and they promote the Mutual Respect Policy. The Gay Student Alliance sponsored a Bay Area Youth Summit at Aragon High School and invited well known personalities to speak to the theme of anti-bullying and advocated for LGBT issues and rights. Over 150 students attended a day of workshops, speakers and fun activities. The GSA plans to make this a tradition.

In order to encourage students to behave in an ethical manner, academic dishonesty is not tolerated.

Administrators inform students of consequences for dishonest behavior at the start of each school year. Like many schools, the Aragon community has struggled lately with the issues of plagiarism and cheating. The school has responded by reviewing cheating policies with students, discussing issues around cheating and creating an academic honesty database, supporting the entire staff in the enforcement of the academic honesty policy.

The administration at Aragon maintains an "open-door" policy that promotes an atmosphere of collaboration and mutual respect. Aragon is known in the district as a school with a strong teacher-leader culture as well as a collaborative spirit between the faculty, staff and administration. A particular strength of the administration is that they welcome suggestions. There has been a renewed interest in teacher generated professional development such as learning teams collaboration time, writing strategies, reciprocal teaching, and peer observation and coaching.

To promote continuous school improvement, Aragon has revitalized the Aragon Strategy Committee, made up of teachers across discipline areas and the administration. These groups will meet quarterly to generate teacher driven initiatives and create action plans. The action plans will be brought before the School Site Committee, department heads, and the faculty for continued refinement before implementation.

- Mutual Respect Posters
- Academic Honesty Database
- GSA Bay Area Youth Summit Posters
- Safe Space Group

- Learning Team Logs
- Peer Coaching Trainings
- Observation Week
- Observation Forms
- Walkthrough Protocol Forms

- ASC Agendas or Minutes

CRITERION E3

To what extent do all students receive appropriate support along with an individualized learning plan to help ensure academic success?

Aragon helps students succeed academically in a variety of ways. All students have open access to guidance and counseling services with the support of assistant principals, academic/grade level advisors, a college career advisor, a financial aid and scholarship advisor, and a School Safety Advocate in one integrated facility.

- Administrative and Guidance offices

Aragon is unique within the district for providing four grade-level advisors, dedicated to supporting the success of every student. This team works collaboratively to inform, advise and support students into, during and beyond their high school careers. The guidance staff creates a welcoming atmosphere where all students enjoy a personal connection with trustworthy adults. The counseling office documents over 1,200 formal contacts with students or parents annually, with the number of informal contacts being much higher.

- Guidance Department Contact Records

The Guidance Department begins its effort to support student success even before students arrive at Aragon by reaching out to the five public feeder schools and a variety of private schools. Guidance staff visit all feeder schools in early spring, providing an in depth presentation regarding the transition to the high school environment and create the "counselor watch" list of students who will need extra support. The staff also presents valuable information regarding course offerings, high school graduation requirements, college entrance requirements and extracurricular opportunities. Aragon annually holds the Aragon Expo, an evening dedicated to introducing faculty and staff and informing newcomers about life on campus, academic requirements, and graduation and college requirements. Twice a year, eighth grade students may "shadow" an Aragon freshman to experience high school for a day. In the middle of spring, the incoming students with a parent attends a meeting to make course selections for the upcoming school year. The morning of the first day of school is dedicated to a Freshmen Orientation with registration rooms, tours and acclimation to the high school environments.

- Guidance Department Calendar and Memos
- Aragon Expo Program
- Shadow Request form and Memos
- Freshmen Orientation Agendas

Each fall and spring, Guidance Department members visit all English classes to review graduation and college entrance requirements, as well as to answer questions for students and remind them of the wealth of resources available to them in the guidance office. Orientation and programming occur in the spring as students meet with an advisor or counselor to review their transcripts, future plans and and sign up for classes for the following year.

- Freshman Counseling Handouts
- Junior & senior surveys on Naviance

The guidance staff and faculty work together to monitor student progress. Counselors and advisors review CAHSEE, and California Standards Test results and then educate parents and students about the meaning of the scores. Teachers utilize test scores and Data Director information to evaluate benchmarks and student progress and to meet educational standards. A guidance office document informs the faculty of Aragon's programs for identifying and supporting special needs students. For students that have a GPA below 2.0, Aragon includes a list of intervention strategies with their report cards. They also do four other mailings each year that offer helpful tips for the families of these struggling students.

- Profile Data
- Data Director program
- Guidance Memos to Teachers Regarding Special Education
- Intervention Strategy List

Aragon has created many intervention and support mechanisms for students who are not succeeding. One example would be the Student Study Teams and 504 planning meetings that meet with at-risk students and their parents in a formal, proactive process to provide needed academic and support strategies. Counselors and teachers meet in learning teams about seniors in danger of not graduating to determine what tactics will help them graduate. The desire to provide support for all Aragon students of diverse needs and abilities led to the movement to have a 7-period day a broad spectrum of support classes. A variety of tutoring programs are also available, including peer tutoring and adult tutoring after school. AVID classes are available to assist students in all grades to meet college requirements. Aragon also supports identified special education students with an Specialized Academic Instruction (SAI) program including both Intensive and Non-intensive components.

- Student Study Team/ 504 Plan Materials
- Master schedule
- AVID Course Syllabi
- Sample SST & 504 Plans

Several of the support options at Aragon extend outside of

- Chart of Tutoring

regular class time. Many teachers offer informal tutoring during lunch or after school. An after-school study session takes place in the library on Tuesdays and Thursdays from 3:15 – 4:15 p.m. where teachers and peer tutors are available. The Tutor Club matches student tutors with those who need assistance in any academic subject. Credit recovery is available via summer school, adult school, concurrent enrollment at CSM, online class offerings and Blended Learning in math and English. Students attending Saturday school receive tutoring peer tutoring.

- Availability
- Summer School Offerings
 - Adult School Schedules
 - Compass Learning

Aragon staff helps special education students achieve their IEP goals and objectives in many ways, most of which are based on state curricular standards. Special education counselors place students in the least restrictive environment where they can succeed. Students are placed in the Non-intensive program typically take less than 50% SAI courses or the Intensive program whereby they have more than 50% SAI courses. The special education staff informs teachers of the strengths, areas of need, accommodations, modifications and goals for each special education student in their classes. Qualifying students have access to a school psychologist, a speech pathologist, and free in-school therapy; the County Mental Health program also provides counseling. As students no longer need special education services, an IEP is held to ensure a successful transition through proper support and monitoring of the student's progress. Also, many non-special education students receive accommodations through 504 plans.

- Master Schedule
- Sample IEP's
- Sample Thumbnail on Special Education Students
- Sample Modified Lesson Plans for Special Education Students

The district's English Learner Master Plan guides Aragon's support of English Language Learners (ELLs). All students who indicate at registration that they speak a second language are assessed with the CELDT. Based on the assessment results, some students are enrolled in ELD 3-4, a course equivalent to CP English 1-2. Students who do not yet qualify for this course choose another school in the district with a beginning English program and are encouraged to return to Aragon afterwards. Students exiting this program into mainstream English may take Transitional ELD to continue grammar work and receive support in their mainstream courses. ELL students may enter higher-level courses as soon as they feel able; several are currently in AP Chemistry and AP Calculus. The English

- CELDT results – Profile Data and Findings
- Master Schedule
- Sample ELAC letter

Learner Advisory Committee (ELAC) at Aragon meets three times a year and writes a letter to the principal each spring to inform her about the committee's yearly activities and to give their input about how the school can continue to support English language learners. The ELD teachers use academic assessments, CST's, the ELD writing rubric, the district writing common assessment and other tools to assess student progress individually and in comparison to the general population.

Aragon is deeply committed to supporting students from groups traditionally under-represented in colleges and universities. Aragon's Advancement Via Individual Determination (AVID) program recruits and supports students throughout the four years at Aragon. In addition, Aragon's open-enrollment policy encourages all students to consider advanced standing and advanced placement classes as an option.

- Open-enrollment Policy
- AVID Course Description

CRITERION E4

To what extent do students have access to a system of personal support services, activities and opportunities at the school and within the community?

Aragon offers a wide array of activities that provide opportunities for students to learn and grow personally. Elective course offerings include Visual and Performing Arts, Leadership, and Career Technical Education. Extracurricular activities include Yearbook, a student-run newspaper, Athletics, Robotics, Dance Team, Model United Nations, Mock Trial, Harvard Model Congress, and drama. Aragon has 72 clubs, including the Gay Straight Alliance, Cooking Club, Catch the Giving Bug, Poverty Project, Filmmakers' Union, and Latino Club, among others. Students help supervise extracurricular activities through the Service Commission that supports athletic teams. Aragon connects with the community to provide even more activities that students can join, such as career and college field trips, Outdoor Education, and the Sojourn to the Past Civil Rights trip.

- Master Schedule
- Course offerings
- Club list – Data Profile
- Flyers for Outdoor Education
- Flyers for College Representatives on Campus
- Flyers for Scholarship Opportunities
- Flyers for Newspaper
- Naviance materials

Guidance staff, teachers or parents may initiate a referral to

- SPM materials

the Student Progress Meetings (SPM), a formal proactive process to provide needed academic strategies for at-risk, regular education students. The SPM meetings take place early in a student's educational career at Aragon to motivate that student and her/his family to take high school seriously and be successful. Counselors, teachers, parents, and the student meet to discuss academic history, attendance and current progress reports. The team facilitates the student's desire to improve academically and creates a list of interventions. Teachers implement interventions and provide feedback to the SPM team who then may make further recommendations such as special education testing or referrals. Counselors continue to monitor students' academic progress through Academic Review Meetings.

- Academic Review Materials

To promote healthier life choices at an earlier age, all students take two years of physical education requirements that address state standards. Aragon has moved the required Health course from the 10th to the 9th grade year, giving students a better chance at a healthy start to their young adult lives. On large signs posted at the entrances to the school and near the athletic fields, performance art areas, and the gymnasiums, Aragon advertises that it is a drug and smoke-free zone.

- Academic Core Curriculum

Aragon also provides counseling services to help students through difficult times. A full-time School Safety Advocate works to create a positive school environment, mediates conflicts between students, and connects students and parents to relevant resources on and off campus. CALM/ Effective Communication groups are offered throughout the year to assist students in need. A grief counselor who helps students through the bereavement process is also available when the need arises. And crisis interventions and counseling and community resources are listed on the Aragon website.

- School Safety Advocate Brochure

The School Safety Advocate also oversees a comprehensive program that identifies and assesses students whose behaviors affect their academic success. The Safety Advocate facilitates weekly meetings of the assistant principals, dean, counselors, and the school health clerk to discuss individual student concerns and to make appropriate recommendations for in-school services and outside service

- School Safety Advocate Brochure
- Kid Talk Group Materials

referrals. The Kid Talk group is the cornerstone for Aragon's coordination of services to support the physical, mental and social/emotional health of students. The group works in unison with County Probation, San Mateo County Human Services Agency, Kids Learning Empathy and Respect (KLEAR), the Youth Services Bureau of the YMCA, and Intensive Outpatient Programs (IOP) for youth at the local hospitals to ensure the social and emotional welfare of all students.

Aragon High School is dedicated to meet the special needs of pupils with school attendance and/or school behavior problems by providing intensive guidance and coordinated community services. Student attendance is closely monitored by the Attendance Clerks, the Dean and the Assistant Principal of Administrative Services, and every effort is made to work with the student and family to address the attendance and/or social behavior issues. If alternatives have failed to produce needed changes in a student's problem attendance or behavior, a referral to the School Attendance Review Board (SARB) may be made (E.C. 48263). SARB screens pupil referrals to determine if appropriate guidance and community services have been utilized on behalf of the pupil prior to scheduling SARB hearing. This board is composed of, but not inclusive of, educators, community representatives, parents, and members of law enforcement, probation and welfare agencies. This panel attempts to understand why students experience attendance problems and makes every effort to assist in correcting the problem(s).

- Attendance System
- Attendance Records
- Sample Truancy Letter
- SARB Policies

Criteria E Areas of Strength:

- The Aragon community supports the school's activities, its academic mission and its efforts to keep students safe and healthy.
- Struggling students have access to a wide variety of academic interventions and support mechanisms.
- Aragon provides many personal support programs tailored to student needs.
- Students have a wide range of opportunities to get involved with the school, volunteer in the community and achieve personal growth.

- The school is known for its spirit of collegiality and respect between members of the administration, faculty and staff. The atmosphere extends to the student body and community as well, creating a very pleasant environment.
- The Guidance Department provides outstanding support to all types of students as they plan and execute their high school careers and the time beyond.
- The school grounds are ample, clean, and safe; renovations and new facilities provide students with state-of-the-art facilities.
- Aragon benefits from a large group of dedicated parents of diverse backgrounds who are generous with their time and financial resources.

Criteria E Prioritized Growth Areas:

- Harness the abilities and energy of successful students to help students who struggle; recruit successful students to build Aragon's tutoring programs and increase peer-mentoring opportunities, especially with regard to course loads, scheduling and managing stress.
- More consistent communication of and follow through on discipline procedures and communication by all adults.
- Revitalize school spirit and encourage students to improve campus cleanliness.
- Create more opportunities for academically successful students to help each other.
- Beyond the library, provide more safe, social spaces for students to spend free time.
- Explore ways to allow counseling more individualized time with students to discuss and revise Individualized Educational Plans for each student more often.

CHAPTER FIVE
SCHOOLWIDE ACTION PLANS

Introduction

The Creation of These Action Plans

Focus groups completed their study of evidence, including student work, sample assignments and assessments, and the School Community Profile, among other items. After drafting responses to the WASC/CDE Criteria, focus groups created a list of the school's strengths and prioritized areas for growth. Shortly thereafter, the leadership team convened and, in light of the focus group work, drafted three Action Plans. Focus groups gave feedback on and redrafted the plans. Two of the plans were combined into one; further revisions were made, and focus group members reviewed and revised the plans once again. These plans truly represent the collective vision of the Aragon community.

Content and Format of the Plans

The leadership team involved in this self-study process looked to the future and attempted to streamline and ensure the success of these action plans. To this end, we have added a column on the far right of each action plan to specifically state how the responsible parties will monitor the progress of each step. This column also states how the school plans to extend and build upon each step as it is successfully completed. This format ensures regular follow up and accountability on the execution of these action plans. Also, it allows Aragon to set ambitious goals for the next few years and then to build upon them and adapt them to future circumstances so that we accomplish more over the next six years than possibly can be foreseen right now. These plans keep everyone focused on long-term success while striving to accomplish the shorter term-goals. Also, the plans were aligned with San Mateo Union High School District (SMUHSD) goals and with Aragon's Single Plan for Student Achievement (SPSA). Action Plan goals, or goals within each plan that align with the SPSA are marked with an asterisk (*). Goals that align with the District goals are marked with a two asterisks (**).

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Schoolwide Plan for Monitoring and Revising These Action Plans

Although each action plan includes steps for monitoring and extension, the Aragon staff wishes to ensure that we discuss progress on these plans consistently and that we make any revisions or changes to the plans that are indicated as time passes and circumstances change. The school community also felt that the review and revision should be completed in the same focus groups that worked together to make these plans. To this end, the 2012 WASC Coordinator will remain in her role over the next six years, continually updating the Community Data Profile and keeping track of progress on the plans. The Coordinator will lead at least one release-day meeting per semester with all staff to discuss action plans, evaluate progress, create next steps for items that have been completed and revise items that have become obsolete. This process will go on in addition to all of the other steps and monitoring systems described in the action plans in Chapter Five of this self-study. In addition, these action plans directly align with the SMUHSD's goals and with Aragon's SPSA. Therefore, time used to monitor and advance the goals of the district or of the SPSA will also apply to these action plans.

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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 all CSTs and the CAHSEE.

Rationale for Action Plan I

Aragon High School’s vision, mission and ESLRs all express the school’s commitment to the success of every student. While Aragon’s API has surpassed the State goal of 800 to rest at 839, and while many subgroups on Aragon’s campus excel on CSTs, the CAHSEE exam and in API scores, there remain some cohorts of students who still have not attained proficiency in grades or on CSTs. Aragon’s Latino, Polynesian, Economically Disadvantaged and English Learner populations have been identified as lagging in all measurable areas. Other individuals outside of these groups, also, are falling behind and have been unable to attain proficiency thus far in their academic careers. An analysis of grades over the last three semesters also reveals that a significant portion of the population still earns Ds and Fs, jeopardizing their ability to graduate and to have the widest range of options after high school. For all of these reasons, Aragon has made students achieving proficiency a Critical Academic Need and the goal of Action Plan I.

Connection between Action Plan I and the ESLRs

Action Plan I mainly addresses the ESLRs where students are expected to “know foundation skills and information in each discipline” and to “think creatively using higher order thinking skills.” These ESLRs align closely with the academic standards and with Aragon course objectives in all subject areas. Therefore, when Aragon students attain proficiency on CSTs and earn grades of C or better in their courses, they will also have attained the ESLRs under the headings mentioned above, namely: identifying and understanding key facts and concepts, speaking and writing effectively, reading and listening effectively, gathering processing and communicating information using appropriate technology, gathering, analyzing and evaluating data, defining problems and proposing and implementing solutions, generating their own ideas and organizing material using a variety of techniques and thinking metaphorically and categorically.

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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 all CSTs and the CAHSEE. *

Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
1. Regularly identify students who are not attaining proficiency, and communicate this information to staff.**	a. Distribute and discuss disaggregated data about students not attaining proficiency on the CAHSEE, CSTs, district common assessments or those with more than one grade below a C-.	Annually/ Every six week grading period	Admin, Data & Assessment Coordinator, Faculty	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a and c are monitoring mechanisms. • Step b will be evaluated through CAHSEE scores. • Step d will be evaluated through learning team logs. • Steps a-d will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Develop common assessments based upon the new Common Core Standards. • Collect data on improved students to identify what helped them improve.
	b. Administer the practice CAHSEE to 9 th graders and distribute detailed reports of results to 10 th grade teachers and students.	Annually		
	c. Explore making CAHSEE and CST data available as one of the functions in Schoolloop.	Spring 2013	Data & Assessment Coordinator	
	d. Begin discussions and curriculum revision to integrate the Common Core Standards.	Spring 2013	Admin, PD Coordinator, Faculty	
2. Expand tutoring and community service programs.**	a. Explore converting the tutor club into a formal tutor-training program with built-in time for students to meet. <ul style="list-style-type: none"> • Explore funding streams to run as a class • Explore offering a class for credit • Research best practices for such programs. 	Spring 2013	Admin, ASC, Tutor Club Advisor, Service Commission Advisor	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-b will be monitored through evaluation in the ASC and the leadership team. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Use trained tutors to assist with counseling and course programming events.
	b. Continue to expand the use of service commissioners as tutors.	Fall 2012		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
3. Maximize the effect of current programs for groups identified through CST and GPA data.**	a. Review placement processes and ensure all students needing support receive it. <ul style="list-style-type: none"> Support class placement process (College Skills Review, Strategic Algebra Support, Strategic English Support, Intensive Algebra & English, Guided Studies, Blended Learning) Student Study Team (SST) process to identify interventions for struggling students (504 plans and assessment for Special Education) 	Fall 2012, then annually	Admin, Guidance, Faculty	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> Step a will be evaluated through analysis of grade, CAHSEE and CST data. Step a will be evaluated through our ability to meet SPSA growth targets. Step b will be evaluated through workshop evaluations and parent surveys. Step c will be evaluated by exit surveys. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> Revitalize Hispanic and Pacific Islander parent groups. Modify placement and outreach after analysis of grades and/or surveys.
	b. Increase outreach to parents by increasing their use of existing resources. <ul style="list-style-type: none"> Emphasize attendance at PTSO meetings. Continue encouraging Schoolloop use via mailers, and phone messages. 	Fall 2012, then semiannually	Guidance, ELD Assistant, Faculty	
	c. Increase outreach to parents of struggling students by augmenting the resources available to them. <ul style="list-style-type: none"> Offer parent education workshops in conflict resolution, career/college planning, school technology (Naviance, Schoolloop), elements of student success, etc. Have EL Aide communicate school goals, support resources, etc. 	Fall 2013	Admin, Guidance, Faculty, Support Teachers, ELD Outreach Aide	
4. Continue to evaluate and revise the support course offerings and other interventions. Improve or end unsuccessful programs; use successful ones as models. **	a. Compile and evaluate CST, CAHSEE and grade data for students in support classes (College Skills Review, SAS, SES, Intensive Algebra & English, Blended Learning, Guided Studies) and revise support program as needed.	Spring 2012, then annually	Admin, Data & Assessment Coordinator, Faculty	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> Steps a-c are monitoring mechanisms. Steps a-c will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> Develop 10th grade Guided Studies course Expand Blended Learning to social science, health and 9th grade English. Add a transition support mechanism for students leaving support classes.
	b. Compile and evaluate CST, CAHSEE and grade data for students in SST process and with 504 plans.	Spring 2012, then annually		
	c. Use data to evaluate effectiveness of each item in the Pyramid of Interventions.	Spring 2013	Admin, Guidance	

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
5. Provide a variety of interventions for every student identified in Goal 1 of this plan. **	a. Based upon data from Goal 4, action steps a-c, revise the Pyramid of Interventions to eliminate unsuccessful programs and develop a system to ensure that every identified student receives the interventions needed.	Fall 2013	Admin, Guidance, ASC, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a and b will be monitored through Goal 4, steps a-c and through 6 week grade reports. • Step c will be monitored through CST, CAHSEE and grade data. • Step d will be evaluated through admin/counselor review semiannually. • Step e will be monitored through the spring WASC focus group meetings. • Steps a-e will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Research co-teaching models. • Research best practices for embedding support/tutorial time into schedule. • Consider implementing a lunchtime study table program for homework completion. • Teach students to use data to improve their own learning. • Add a transition support mechanism for students leaving support classes.
	b. Research and compile proven intervention strategies; replace items deleted from Pyramid of Interventions with proven strategies.	Fall 2013		
	c. Explore new course configurations to ensure that all students have the opportunity to succeed in mainstream classes and to complete the academic core.	Fall 2013	Admin, Guidance	
	d. Develop a chart to track all identified students, the interventions used with them and the impact on grades and CST data.	Fall 2013		
	e. Publicly recognize/reward students who improve enough to attain proficiency in grades and CSTs.	Fall 2013	Staff	
6. Re-institute regular articulation meetings with primary feeder schools with a focus on <i>gathering</i> information so that Aragon can adjust its curriculum to feeder school strengths and deficits.**	a. Document best practices from math department's successful articulation process.	Spring 2013	Admin, Departments, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-c will be monitored through agendas and notes from articulation meetings. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Use the same information-gathering model to work with post-secondary institutions to learn how to best prepare Aragon students for success.
	b. Use math model to plan articulation in other departments.	Spring 2013		
	c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.	Fall 2013		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
7. Provide the professional development (PD) needed for staff to execute these goals.**	a. Build the culture of observation at Aragon and facilitate the sharing of best practices. <ul style="list-style-type: none"> • Observation weeks • Observation open houses • Peer coaching teams • Best practices faculty meetings 	Fall 2012	PD Coordinator, ASC, Peer Coaches, Faculty, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-f will be monitored through analysis of CAHSEE, CST and grade data. • Step a will also be monitored through statistics on the level of participation. • Steps b-f will be monitored through learning team logs • Steps a-f will be evaluated through our ability to meet SPSA growth targets. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Continue training in Data Director and development of course level common assessments. • Increase the number of peer observation teams.
	b. Research best methods and provide training on quick formative assessments	Spring 2013		
	c. Train teachers in new Common Core Standards to support goal 1, action step d.	Spring 2013		
	d. Continue training for teachers in technology, such as Data Director, required to support achievement of these goals.	Fall 2012		
	e. Send learning teams to peer schools to learn about best practices in interventions, support programs, instruction and assessment; have them share findings.	Fall 2013		
	f. Continue to research, share best practices and provide training through effective learning teams.	Fall 2013		
8. Provide more structured, built-in, and focused time for learning teams to meet to support staff to execute these goals. **	a. Revise systems for accountability of learning teams. <ul style="list-style-type: none"> • Collect a list of learning teams, when and where they meet. • Each semester, establish clear objectives for each learning team. • Redesign learning team log in digital format, and re-institute its use. 	Fall 2012	Admin, PD Coordinator, ASC, Learning Teams	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Step a is a monitoring mechanism. • Step b will be monitored through evaluation in the ASC. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Discuss findings and implications from goal 8, action step b. Determine next steps.
	b. Research best practices for embedding PD time into bell schedule.	Fall 2012		

* These items are directly aligned with Aragon's Single Plan for Student Achievement.

** These goals are directly aligned with the San Mateo Union High School District's 2011-2012 Goals.

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

Rationale for Action Plan II

As part of the focus group work, Aragon stakeholders have noted room for improvement in a variety of areas, such as increasing the real-world content of course offerings, improving some aspects of school culture, and addressing student stress levels. While the topics noted may seem somewhat disparate, lengthy discussion in and out of focus groups have shown that many of these issues may have common solutions. Therefore, stakeholders set the goal of enriching Aragon's program to make the learning even more engaging and practical for students and to improve the overall wellness of the student body by clarifying some important policies and by overtly examining and addressing some of the stressors that inhibit students' success. The data cited in chapters one and two reveals that, while the school has continually improved the academic performance of its students, a segment of the student body still has not been able to gain academic proficiency. Also, the perception data cited in Chapter Two of this Self-study highlighted areas for improvement that are addressed by this plan. If the school truly wishes to honor the goal that *all* students should succeed, stakeholders recognize that we must make some cultural and philosophical shifts; this plan outlines the work we plan to undertake to make these shifts occur.

Connection between Action Plan II and the ESLRs

Action Plan II most obviously addresses the ESLRs related to "developing effective methods of self-management" and "contributing to a diverse, democratic community." In fact, the plan sets specific goals related to building a more "safe, clean and caring environment" and "developing personal goals for career." But, ultimately, this plan aims to remove distractions and inhibitors that keep students from succeeding, thus the plan actually connects to ESLRs under every category, know, think, develop, contribute. Even the ESLRs relating to purely academic goals such as gathering, analyzing and evaluating data will be supported through elements of this plan. And with goals and action steps such as the plan to create a new scope and sequence for technology, Action Plan II will support students to "gather, process and communicate information using appropriate technology" and to "transfer skills to emerging technologies" as well.

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

Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
1. Expand course offerings to better meet students’ interests and needs.	a. Revise WASC student survey with student input to gather more data about program effectiveness, and students’ interests, needs and suggestions.	Spring 2013	WASC focus groups, Admin, Guidance	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a and b are monitoring mechanisms. • Steps c, d and e will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Continue to add electives in other subject areas. • Explore possibility of more electives options for freshmen.
	b. Administer student survey annually and use data to shape Aragon’s program and professional development.	Spring 2013		
	c. Explore the development of more elective classes in subject areas.	Fall 2014	Admin, Departments, Guidance	
	d. Take steps to integrate elective courses into the English program at the 11 th and 12 th grade levels.	Fall 2014		
	e. Increase career technical education (CTE) course offerings.	Fall 2013		
2. Develop a scope and sequence of technology skills and career-exploration activities that is integrated into the curriculum across all departments. **	a. Revise the scope and sequence for technology; include software such as Schoolloop and Naviance.	Fall 2013	Technology Coordinator, Departments, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Steps a-d will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Explore adding a life-skills and/ or a technical skills scope and sequence. • Create laptop lending/ gifting program, if feasible. • Implement communication with parents via text messaging or other technology, if feasible. • Explore textbook delivery via mobile technology. • Expand the Silver Sword Program and increase volunteer opportunities for students.
	b. Create a scope and sequence for career exploration.	Fall 2013	Guidance, Departments	
	c. Explore ways to provide supplemental technology for home use to students in need.	Fall 2013	Technology Coordinator, Staff, PTSO	
	d. Research how other schools use text messaging and other technology to communicate with parents about attendance, discipline, etc.	Spring 2012	Technology Coordinator, ASC	

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
3. Help students identify and manage stressors while better caring for their health and wellness needs.	a. Form a wellness committee to oversee plans and initiatives.	Fall 2012	Admin, Guidance, WASC Focus Groups	<u>PLANS TO MONITOR:</u> <ul style="list-style-type: none"> • Steps a-g will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. • Steps e and f will also be monitored through disaggregated enrollment data. • Steps c-g also will be monitored through the results of the Healthy Kids Survey (goal 3, action step b) and through evaluation by the wellness committee (goal 3, action step a). • Step g will also be monitored through department discussions. <u>ACTION STEP EXTENSION:</u> <ul style="list-style-type: none"> • Review nutritional selections and menus. • Explore possibilities for campus beautification projects: gardening, adding more tables, etc. • Develop a schoolwide homework policy. • Explore why at-risk students leave Aragon and go to Peninsula and explore how to mitigate this. • Explore how to help students limit the number of AP courses they take when it is in their best interest to do so.
	b. Use results of Healthy Kids California Survey to inform work on goal 3.	Annually		
	c. Develop a parent education program to address students’ stress levels.	Spring 2013	Wellness Committee	
	d. Increase number of safe, welcoming places for students to congregate. <ul style="list-style-type: none"> • Re-open Student Lunch Room. • Explore creating a teen lounge. 	Fall 2012	Wellness Committee	
	e. Identify the stressors causing students from underrepresented groups to not enter or to drop AS/AP courses.	Spring 2013	Admin, Learning Teams, Faculty	
	f. Develop and implement support interventions to address the stressors identified in Goal 3, action step e.	Fall 2013		
	g. Discuss homework and grading policies, to provide consistent expectations within departments and across the school. **	Fall 2013		

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Goals	Action Steps	Complete By	Responsible Parties	Plan to Monitor and Extend Action Steps
4. Increase communication and transparency in the discipline process for all stakeholders; build consensus and consistency among staff about understanding and enforcement of policies.	a. Review discipline policies and procedures with staff at the first faculty meeting of each year, if policy has changed; review each semester.	Semiannually or annually	Dean, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Step a is a monitoring mechanism. • Steps b-e will be monitored by administration on a regular basis. • Steps b-e will also be monitored through Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Explore alternatives to punishment for certain infractions such as defiance of the mutual respect policy or bullying. Consider: student mediation/ conflict resolution, restorative justice, etc.). • Explore Saturday School alternatives, such as assigning campus beautification. • Discuss reviving a praise-based system or other method for providing positive reinforcement.
	b. In addition to classroom visits at the start of the year, revive grade-level discipline assemblies, as done when Behaviors for Learning (BFL) first introduced.	Annually	Admin, Dean, Faculty	
	c. Review discipline policies with parents annually.	Annually	Admin	
	d. Return to the goals of BFL and the Big 5. Determine where we still have consensus and revise policies accordingly.	Fall 2012	Admin, Dean, Faculty	
	e. Agree on a consistent communication system for teachers to report discipline issues and for administration/dean to communicate what consequences were assigned and when they were carried out.	Fall 2012		
5. Provide the professional development (PD) needed for staff to execute these goals. **	a. The PD outlined in Action Plan 1 also supports this plan.	Fall 2012	PD Coordinator, Data and Assessment Coordinator, Departments, Faculty	<p><u>PLANS TO MONITOR:</u></p> <ul style="list-style-type: none"> • Step a will be monitored through the items noted in the “plans to monitor” for Action Plan I, Goal 7. • Steps b and c will be monitored through evaluation of progress during Aragon’s spring WASC focus group meetings. <p><u>ACTION STEP EXTENSION:</u></p> <ul style="list-style-type: none"> • Continue to seek embedded time for PD to meet the goals of these action plans.
	b. Provide PD for teachers to be able to deliver scope and sequence from step 2 above and to keep up with technological innovation.	Fall 2013		
	c. Provide any PD teachers need to carry out the career education scope and sequence from step 2 above.	Fall 2013		
<p>* These items are directly aligned with Aragon’s Single Plan for Student Achievement. ** These items are directly aligned with the San Mateo Union High School District’s 2011-2012 Goals.</p>				