

# **Aragon High School**

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San Mateo Union High School District

## *Appendix*

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Western Association of Schools and Colleges  
2018

## APPENDIX TABLE OF CONTENTS

• Link to SMUHSD LCAP	<a href="https://www.smuhsd.org/Page/3584">https://www.smuhsd.org/Page/3584</a>
• Results of Student Questionnaire	Please see Ch. 2: Community Profile
• Results of Parent Questionnaire	Please see Ch. 2: Community Profile
• CA Healthy Kids Surevy Results	Please see Ch. 2: Community Profile
• School Programs	Please see Ch. 2: Community Profile
• Graduation Requirements	Please see Ch. 2: Community Profile
• Progress Report 2012-2015	Section A
• Spring 2018 Master Schedule	Section B
• Approved AP Course List	Section C
• UC a-g Approved Course List	Section D
• School Accountability Report Card (SARC)	Section E
• CBEDS School information Form	Section F
• Budgetary Information	Section G

**A**

**Progress**

**Report**

**2012-2015**

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2012-2015

## **PROGRESS ON THE CRITICAL AREAS FOR FOLLOW-UP WITHIN THE ACTION PLAN**

### **Introduction**

For clarity and simplicity, we have included the content of the original action plans in condensed form, removing timelines and responsible parties. Please look in the appendix to this report to see the 2012 action plans in their entirety. For this section of the report, each goal appears together with its related action steps in the greyed-out sections; the white sections contain Aragon's progress report on each action step and on the Critical Areas for Follow-Up.

**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.

Goal 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-.
- b. Administer the practice CAHSEE to 9<sup>th</sup> graders and distribute detailed reports of results to 10<sup>th</sup> grade teachers and students.
- c. Explore making CAHSEE and CST data available as one of the functions in Schoollloop.
- d. Begin discussions and curriculum revision to integrate the Common Core Standards.

With the advent of the CCSS and the refinement of our PLC structure, Aragon's strategy for examining data has evolved significantly since these plans were written in 2011-2012. We have used faculty, department and PLC meeting time to examine and discuss trends in schoolwide testing data. Despite the many improvements in Aragon's students' performance, we do still see a lag in our success with certain groups of students, most notably our Long Term English Learners (LTEL's). While we have made some progress while working in these large group settings, we have found

that it is not the optimal place for a close examination of the data, nor for the kind of planning that would make the most impact on curriculum and instruction. For these reasons, our revised plans have shifted this type of data examination to the context of the PLC's. Please see Plan 1, goals 1 and 2 for a more detailed outline of our revised approach.

Another set of changes that have occurred since 2012 is that CST's and district common assessments have been eliminated as they do not align with the CCSS, so we have been unable to examine those results as the plans stated. Also, it was determined that the practice CAHSEE test did not result in the kind of quality data that would warrant the high cost of administering it to all 9<sup>th</sup> graders. For these reasons, we have shifted our attention to the CAHSEE results and to grade data for analysis of student progress. Once the CAASPP results become available, we will plan to integrate examination of that data as well.

Another way in which Aragon has continued its work on this goal has occurred in PLC's. A great deal of PLC time over the last 3 years has been spent in revising curriculum and instruction practices to align with the CCSS. Also, a primary focus has been on training teachers in the use of the Cycle of Inquiry and in using the examination of student work and of formative assessments to guide planning. PLC's across the school have participated in completing the cycle of inquiry around targeted standards. For example, last fall, all PLC's completed the Cycle of Inquiry around Writing Standard 1, focusing on a different standard in the spring. This fall, they repeated the process with reading standard 7, and PLC's are beginning work around another standard this spring.

Specifically regarding goal 1c, Schoolloop has not decided to make standardized testing data available on its site, but PLC's and individual teachers track struggling students via the Schoolloop dashboard and Schoolloop automatically creates "high priority" groups of students with 2 or more grades below 70% that all teachers see when they open their class pages. In addition, after the first three weeks of each semester, the AP creates a list of students with 3 or more D's or F's. Data about these students is distributed to faculty, and these students and their families are immediately targeted for the appropriate interventions.

Goal 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.
  - Explore funding streams to run as a class
  - Explore offering a class for credit
  - Research best practices for such programs.
- b. Continue to expand the use of service commissioners as tutors.

With regard to goal 2a, the tutor club advisor, administration and guidance departments did explore the possibility of creating a class in which upperclassman could be trained as tutors for struggling students. In difficult economic times with extremely limited resources, it was determined that providing a section for this class would be difficult. In addition, a survey of current tutor club participants revealed that they would be unlikely to enroll in such a class due to a lack of room in their schedules for this type of elective course. Despite these issues, the tutor club continues to serve Aragon students in the same way that it did at the time of the last visit in 2012.

In addition, Aragon continues to recruit tutors to serve in its AVID, Guided Studies and other support classes. To encourage potential tutors to take on this role, Aragon developed a second tier of "School Community Service" designations on student transcripts. Teacher's aides only receive a pass/fail grade for their enrollment in this class. Tutors receive a letter grade which has led more high-skilled students to opt to become tutors.

To address goal 2b, Aragon has expanded its program of using service commissioners as tutors during Saturday school and during after school detention. We have also expanded and improved our after school tutoring program to serve students two days per week. The program provides paid students and adult tutors, and students are assigned to attend; if they do not, the tutoring coordinator contacts their parents. This approach to tutoring has improved communication between teacher, student and parent on targeted academic deficiencies and support plans to remediate. Due to the success of this approach, the revised action plans outline Aragon's plan to expand this program in the coming years and to serve a larger segment of struggling students.

- Goal 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.
    - 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)
  - b. Increase outreach to parents by increasing their use of existing resources.
    - Emphasize attendance at PTSO meetings.
    - Continue encouraging Schoolloop use via mailers, and phone messages.
  - c. Increase outreach to parents of struggling students by augmenting the resources available to them.
    - 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.

Since the Self-study in 2012, in order to address Goal 3a Aragon has refined its offerings, and has adopted clear placement guidelines for students in Intensive English or Algebra, Strategic English or Algebra support, for Guided studies and for On-site Credit Recovery courses (OSCR). These processes involve close cooperation between the teachers, the administration and the guidance department, so the process has become much more transparent, though there still remains some room to improve the clarity of the process. The lack of CST test scores and subsequent shifts in San Mateo Union High School District policies have had some influence on Aragon's progress with regard to Goal 3a. For this reason, Aragon's updated action plan includes working in cooperation with San Mateo Union High School District (SMUHSD) math, English, special education and OSCR TOSA's to create a clearer and more definitive placement process for classes that serve multiple district schools. As a result of this cooperative effort, the District Guided Studies Council has adopted formal placement guidelines, and teachers and counselors are in close communication about placement via Google spreadsheets.

In 2013-14, Aragon began work with Equal Opportunity Schools (EOS); this organization collects data on AP and IB programs across the country and educates schools about how to identify and place students that qualify to take AP courses but that do not self-identify. After making a presentation to the faculty as a whole, EOS worked closely with Aragon's guidance department and administration to recruit underrepresented students into Aragon's AP program. As a result, 65 new students, identified through this work, are taking part in the AP program at Aragon this year.

As with the placement policies for support classes, the SMUHSD has made policy changes with regard to referrals to Student Study Team. Please see Aragon's revised Action Plan I for details regarding how Aragon plans to ensure that these new policies are communicated clearly to faculty and staff.

With regard to Goal 3b, parent outreach has been invigorated through Aragon's efforts to reach out to all of its stakeholders. PTSO attendance and participation remains strong, and the Aragon community has reinstated its Latino parents group which has proven to be a dedicated and thoughtful partner in improving Aragon's ability to serve its students. One example is that based upon this parent group's input on their students' needs, Aragon created a new support class, College Study Skills, to serve the reading and language development needs of language minority students.

The Aragon community has sought to provide increased support to its families as outlined in Goal 3c. For example, the PTSO has sponsored a series of speakers and films, some of which relate to college/career planning and elements of student success. Guidance has sponsored additional grade level college informational parent meetings throughout the year. Ninth grade counselors conduct many student progress meetings for students struggling during the freshman year. And the ELAC meetings have been combined with the Latino Parent meetings at which staff has made presentations on Schoolloop, AVID, Financial Aid, and other topics as requested by parents. Edwin Martinez, Parent Coordinator, is an invaluable resource.

Goal 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) and revise support program as needed.
- b. Compile and evaluate CST, CAHSEE and grade data for students in SST process and with 504 plans.
- c. Use data to evaluate effectiveness of each item in the Pyramid of Interventions.

AND

Goal 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.
- b. Research and compile proven intervention strategies; replace items deleted from Pyramid of Interventions with proven strategies.
- c. Explore new course configurations to ensure that all students have the opportunity to succeed in mainstream classes and to complete the academic core.



- d. Develop a chart to track all identified students, the interventions used with them and the impact on grades and CST data.
- e. Publicly recognize/reward students who improve enough to attain proficiency in grades and CSTs.

Because there is quite a bit of overlap in the progress on goals 4 and 5, we address both goals in this section of the report.

Through Aragon's examination of data, Aragon faculty and staff recognized the urgency of addressing the needs of our English Learner students in the context of their mainstream classrooms. In cooperation with a district initiative, last year Aragon sent 12 teachers and the principal to a 3-day training in Constructing Meaning techniques put on by EL Achieve. These techniques target language development through explicitly teaching academic language constructs as they connect to a purpose. For example, the language constructs needed to narrate, the language needed to compare and contrast or the language needed to explain cause and effect. Because these same constructs are used in every subject area, if all Aragon teachers receive this training, the potential impact on student performance could be very powerful. Four teachers attended in the second cohort this fall. Concerned that the training of Aragon's staff was moving too slowly, Aragon's principal and PD Coordinator worked with district literacy coaches who are EL Achieve trainers to design a workshop specifically for Aragon teachers. As of now, all but 25 teachers on campus have been trained. Please see revised Action Plan I, Goal 6 for more information about how we will proceed with our work on this goal.

Since 2012, Aragon has revised its support class offerings based upon data, teacher and student input and SMUHSD guidelines. College Skills Review has been eliminated from the course offerings, and a more rigorous intervention class, Guided Studies has been put in its place. This course seeks to address the academic and social and emotional needs of struggling students. A counseling component in the course has yielded powerful results, drastically reducing the number of students earning 3 or more D's or F's each semester. In the past, at the end of a 9<sup>th</sup> grade semester, an average of 35 students would have 2 or more D's or F's, but, as a result of these programs, that number has been reduced to an average of 5. As a result, the course has been expanded to offer support to students at all grade levels.

Blended Learning has become the On-Site Credit Recovery Program (OSCR) which is offered at comprehensive sites across the SMUHSD. This course combines the use of Compass Learning software with direct instruction from teachers to help students make up the material they missed in courses that they did not pass earlier in their academic careers. Providing 2 sections of this class on our own campus allows students to take advantage of individualized learning via computer and the specially designed and targeted lessons developed by OSCR instructors. In addition, OSCR teachers

seek to support students in their current coursework whenever possible. With the advent of this program, Aragon has seen more of its students meet graduation requirements, and significantly fewer students have had to leave the comprehensive setting at Aragon for Peninsula, the SMUHSD continuation high school.

To ensure that we best serve our special education population, Aragon began to implement co-teaching programs in science in the fall semester of 2013 and in English and math in the fall of 2014. These courses, taught by a curricular expert and a special education teacher working in tandem, help to provide special education students with the support they require in the least restrictive environment. The program will be under evaluation and will possibly be expanded as feedback indicates.

In an increased effort to address the needs of Aragon's Long-term English Learners, Aragon administration worked with the ELAC parent group to design a course that would address the unique needs of this population. The course focuses on developing students reading and writing skills using techniques proven to work best with EL students. The teacher of the course has years of experience working with language minority students and joined a larger cohort of Aragon teachers to receive training in Constructing Meaning techniques designed by the organization EL Achieve.

Related to the data analysis and communication elements of this goal, Aragon has put in place a variety of systems to improve our services for struggling students. To facilitate correct placement of intervention students, Aragon support teachers and guidance staff analyze spreadsheets of Strategic English Support and Intensive English students' reading scores and English grades. The math department keeps a similar spreadsheet with Strategic Algebra Support and Intensive Algebra students' grades and recommendations for class placement.

The AVID program at Aragon is very successful, and some of its practices (tutorial elements, questioning, Cornell notes, etc.) are integrated into the Strategic English Support classes with great success. These practices have even spread to other sites' SES programs. Because of these shared practices, students who exit the SES program can easily transition to AVID.

Please also refer to Aragon's report of progress on Plan I, Goals 2 and 8 for more information about Aragon's revision of its tutoring programs and its plans to provide more access to teacher help within the school day.

Goal 6. Re-institute regular articulation meetings with primary feeder schools with a focus on *gathering* 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.
- b. Use math model to plan articulation in other departments.
- c. Work with feeder schools by departments to learn about curriculum, best practices, and challenges for their students.

Aragon receives students from a variety of middle schools. Three middle schools supply the majority of our incoming freshmen. This situation adds to the complexity of attempts to create formal, lasting and meaningful articulation, but Aragon has made some progress in this area and has revised the action plans to further our efforts.

At the district level, former Aragon teacher and district math coordinator has expanded her position to devote 20% of her time to facilitating articulation between the San Mateo Foster City District (SMFCD) and the SMUHSD. As a result, math teachers from the two districts have met with some regularity and there has been progress with regard to aligning course content and expectations. This process has also helped the SMUHSD and Aragon in their attempts to revise and refine placement criteria for incoming students. Specifically at Aragon, two Aragon representatives met with Borel and Bayside Middle School math teachers twice in 2013-14. In meetings that continue into this year, their focus is on developing math pathways that align with CCSS.

The English department at Aragon made connections with Aragon's primary feeder school, Borel Middle School, in spring of 2012 and again in the fall of 2013. Building upon this success, Aragon and Borel ELA teachers will meet again this spring on two occasions to discuss writing expectations, rubrics and literary analysis expectations.

Other departments' efforts to create more coherence with middle school programs include the world language department's work with middle school counselors to help with placement recommendations. The music department works with feeder schools to create joint performances and auditions; they also meet to align curriculum, and students from feeder schools come to Aragon to take master classes. The special education department annually holds articulation IEP's each spring for every incoming freshman, and special education teachers from feeder middle schools are invited to visit Aragon classes to observe the scope and rigor of classes.

While this progress has improved the sense that programs at Aragon provide a coherent experience for students entering from each middle school, the faculty still felt that more progress needed to be made, especially in light of the

shifts being made to adopt the CCSS. To this end, articulation-related goals are still an important part of the revised action plans, and the school leadership team which includes all department heads and school site TOSA's have taken responsibility to oversee this work. For more detail, please see revised Action Plan I, Goal 5.

Goal 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.
  - Observation weeks
  - Observation open houses
  - Peer coaching teams
  - Best practices faculty meetings
- b. Research best methods and provide training on quick formative assessments
- c. Train teachers in new Common Core Standards to support goal 1, action step d.
- d. Continue training for teachers in technology, such as Data Director, required to support achievement of these goals.
- e. Send learning teams to peer schools to learn about best practices in interventions, support programs, instruction and assessment; have them share findings.
- f. Continue to research, share best practices and provide training through effective learning teams.

Aragon teachers participate in observation weeks at least once per semester when any teacher may observe any colleague. Often the observations focus on a particular practice or element of a lesson. Best practices have been shared in departments. Much of the PD at Aragon asks teachers to share their knowledge with each other in a more sustained and targeted way than was done in the past. Teachers recently participated in cross-curricular sharing of a Cycle of Inquiry process. District PD days and Aragon activities have also targeted some of the practices specified in the 2012 plan, such as training in constructing formative assessments and using the results to inform instruction. Two entire district-level PD days consisted of mini-conferences in which district teachers presented a wide-variety of topics related to CCSS implementation and instruction. Due to the success of these activities, more are planned, as outlined in revised Action plan I, Goal 6.

The majority of faculty meetings, department meetings and PLC meeting times are devoted to other goals outlined above. Topics covered in faculty meetings have included: DOK levels, Cycle of Inquiry, supporting technology, and hands-on experience with sample CAASPP items. Each semester for the last 4 semesters, PLC's have all completed similar work around a chosen standards-based focus. In addition, departments meet to complete standards gap analyses. PLC's consistently work to adapt curriculum and practice to the CCSS. As of last year, each teacher focused on

working with one PLC to allow for more frequent meetings and work that has more depth rather than breadth. This year, with the release of the NGSS, science teachers are engaged in a thorough examination of the new standards and in the process of re-designing curriculum accordingly. In other words, Aragon has focused its energy on creating a fundamental shift to authentic PLC and COI practice.

With the trend toward building leadership capacity among teachers, the SMUHSD and Aragon ensure that teachers receive technological support and training and that they have the capability to prepare students to meet the standards requiring technological know-how. To this end, more than one-third of Aragon teachers have attended the SMUHSD summer Digital Bridge Institute, and the technology coordinator at Aragon provided regular Monday afternoon training sessions in software and hardware topics identified through surveys of the faculty.

Goal 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.
  - 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.
- b. Research best practices for embedding PD time into bell schedule.

In order to address this goal, Aragon has adopted a modified block schedule that allows teacher collaboration from 1:30-3:15 every Thursday afternoon. Some of this time is used for faculty meetings and department meetings, but the focus of those meetings has been shifted from information-distribution to a professional development focus. As mentioned in the progress report on Goal 7, much of the PLC work is guided by common goals for the entire faculty, goals that were chosen by the Aragon Leadership team during its regular retreats. This leaves the vast majority of the time for faculty to work in more course-specific PLC's. Administration has also taken steps to give learning teams common prep periods to allow lesson planning during that time so that teams can use collaboration time to examine students work, choose essential standards, discuss methodology and the like. This simplification has also had the side benefit of eliminating the need to track PLC's through learning team logs.

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

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.
  - b. Administer student survey annually and use data to shape Aragon's program and professional development.
  - c. Explore the development of more elective classes in subject areas.
  - d. Take steps to integrate elective courses into the English program at the 11<sup>th</sup> and 12<sup>th</sup> grade levels.
  - e. Increase career technical education (CTE) course offerings.

A variety of course choices have been added to Aragon's offerings in the last 3 years, especially subsequent to the completion of the CTE building and the addition of a CTE requirement to the Graduation Expectations, providing more specialized classroom spaces for use in these courses. Some examples of new courses include: The Art of Video, Art & Multimedia, Biotechnology 3-4, Engineering Technology, AP Computer Science, Career Choices and Personal Finance, and Yoga. Other elective programs have been expanded to include an additional section of jazz band, men's choir, weight-training class, an athletic study hall and AVID sections have expanded from 5-6 since the last WASC visit. An Aragon teacher recently created a Creative Writing course that received SMUHSD Board approval, so this new English elective will be offered in tandem with a new speech class for the fall of 2015.

Now that the initial efforts to adapt to the CCSS have become a more integrated part of Aragon practice, leadership can shift its focus to the type of information gathering outlined in this plan. As outlined in Aragon's revised Action Plan II, the revised survey will be administered to Aragon students this spring with subsequent administrations planned for every other year, if the results are deemed helpful in adapting Aragon's program to best suit students' needs.

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.
  - b. Create a scope and sequence for career exploration.
  - c. Explore ways to provide supplemental technology for home use to students in need.
  - d. Research how other schools use text messaging and other technology to communicate with parents about attendance, discipline, etc.

Aragon continues the many activities already in place to support students in exploring careers, including the bi-annual Career Day, conducting career inventories, an extensive career research project done in senior English classes and access to many career resources in Naviance; however, with the many shifts in technology that have occurred at Aragon over the past two years, we have chosen to focus on developing a scope and sequence with technology first and to defer the work on career exploration until we have the technology platform established.

Two years ago, the SMUHSD transferred all teacher and student accounts to a Google-based email system. As a result, every Aragon student has a school-based email account and access to the Google Drive and other cloud-based applications. Also, Schoolloop has become a more essential tool for communication between student and teacher, and most teachers on campus post grades regularly, use calendars to keep students on track and provide links to key assignments online, all of which has made the student experience at Aragon better. Also, the guidance department has greatly expanded its use of the online Naviance system to help students research colleges and careers, assemble college application materials, communicate with teachers about letters of recommendation, track their applications and more.

In cooperation with the district, Aragon has been conducting a variety of 1:1 technology pilots. For the last two years, teachers have been able to apply to pilot 1:1 computing in their classrooms, and Aragon was also able to fund additional pilots with site funds. For this reason, students' access to technology has exploded in the last few years. For example, all 9<sup>th</sup> grade English teachers use Chromebooks as a regular part of the curriculum for research, writing, sharing work with peers, grading and providing feedback, among other tasks. It has become commonplace for students at Aragon to collaborate on a Google presentation, to receive graded feedback via Turnitin.com, to use Photoshop and other tools for video editing. With the heightened access to resources and constant training for teachers, much progress has been made.

To continue this work, Aragon has chosen to focus on two areas in which we can still improve. First, we still need to formalize the scope and sequence of students' work with technology. While it is highly utilized across campus, we still need to ensure that every student receives a similar opportunity to learn the essential technological skills that they will be expected to have in college and at work. We also recognize that different departments have unique opportunities to address technology-related learning, such as determining the reliability of sources in social science or English research or evaluating the best tool to present mathematical or scientific data.

Also, we plan to pilot a technology loaning program for student without regular access to these resources at home. While labs are available during, before and after school hours, we want all students to have the opportunity to succeed at building this most important skill set. Please refer to the revised Action Plan 2, Goal 2 for more details.

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.
- b. Use results of Healthy Kids California Survey to inform work on goal 3.
- c. Develop a parent education program to address students' stress levels.
- d. Increase number of safe, welcoming places for students to congregate.
  - Re-open Student Lunch Room.
  - Explore creating a teen lounge.
- e. Identify the stressors causing students from underrepresented groups to not enter or to drop AS/AP courses.
- f. Develop and implement support interventions to address the stressors identified in Goal 3, action step e.
- g. Discuss homework and grading policies, to provide consistent expectations within departments and across the school.

Many of the issues identified in this goal have been addressed with some positive results. Guidance has overseen the development and implementation of a variety of programs to improve student health and well-being, including parent nights, Freshman nights, Teen-Parent Quest, district-wide activities advertised to parents, information about student stress in grade-level parent presentations; and, whenever administration and counselors meet with parents, it is emphasized that students shouldn't overwhelm themselves with their academic schedules.

The student lunch room has been re-opened, and hours of library availability have been extended well beyond the school day to provide safe places for students to congregate. Students have been encouraged to participate in campus beautification, and many advances have been made to make Aragon an appealing place to spend their time. And, in addition to PE classes, students have expanded access to supervised intramural sports at lunch.

Students were given the Healthy Kids survey in the past, but not much has been done with the results, so they are now a focus for Aragon's revised action plans. The Aragon leadership class has set itself a very ambitious program for the next 2-3 years to address issues raised in the survey and to address other concerns about student wellbeing. Please see revised Action Plan 2, Goal 3 for a detailed account of the steps the students, the Leadership teacher and the School Culture TOSA, a new position added this year, plan to take on at Aragon.



Aragon is known as a school with high academic expectations, so there can be a lot of pressure to compete. The AVID classes have been a helpful bridge to support students taking advanced courses for the first time by encouraging study groups and by placing AVID students in the same section of these advanced courses so that students have familiar peers to look to for support. Aragon has also begun serious work with Equal Opportunity Schools (EOS) to encourage a broader range of students to enroll in advanced courses and to provide support for those students along the way.

Over the last two years, Aragon's Data and Assessment Coordinator has been leading schoolwide and small group discussions about grading policies at Aragon. We have explored a variety of topics including the meaning of homework, the principles of standards based grading, the impact of zeros, the importance of consistency and research on grades and students motivation. As a result, the faculty are engaged in serious discussions and, as of this year, 7 are piloting the 4 point grading scale and standards based grading (SBG). Also, this same coordinator leads monthly meeting of about 20 teachers to discuss SBG and its implications. Please see Aragon's revised Action Plan II, Goal 4 for more information about how Aragon plans to continue its work in this area.

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.
- 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.
- c. Review discipline policies with parents annually.
- d. Return to the goals of BFL and the Big 5. Determine where we still have consensus and revise policies accordingly.
- 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.

Subsequent to the publication of 2012 self-study report, school leadership determined that the classroom visits to speak about school safety and student expectations were sufficient to properly convey Aragon's policies. Another motive was that scheduling demands and other priorities did not allow for room to pull the entire student body out for grade level assemblies. Big 5 and discipline policies have been revised and are printed in the student, parent and faculty handbooks. Parent groups including the PTSO and other smaller groups do review discipline issues, and students and parents sign paperwork at beginning of year about the discipline policy.

During the revision process, teachers still requested that safety and expectations be reviewed at the start of each year, and the group recognized that teachers new to Aragon would need more time with this work. Teachers also felt that the communication about student discipline could still improve, and that we needed to refine the process for reporting discipline issues consistently. Also, teachers wanted more feedback about what disciplinary action had been taken. Both of these items have been added to Aragon's revised Action Plan II, under Goal 5.

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.
- b. Provide PD for teachers to be able to deliver scope and sequence from step 2 above and to keep up with technological innovation.
- c. Provide any PD teachers need to carry out the career education scope and sequence from step 2 above.

Please refer to the progress report on Action Plan I, Goal 7 for details on Aragon's progress in Professional development.

Also, the progress report on Action Plan II, Goal II provides a detailed account of the PD that has been done to support Aragon's work with technology as well as our plans going forward.

# **B**

## **Spring 2018**

### **Master**

### **Schedule**

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**Aragon High School  
Spring 2018 Master Schedule**

Dept	Dept Head	Teacher	Voice Mail #	Room	Room Ext #	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
AVID		Trujillo, Cristina	5822	144	3968		NAS	AVID II	PRP	AVID II	Prep	NAS	NAS
AVID		Wang, Tiffany	5920	145/ *144	3969/ *3968		PRP	AVID I	*AVID I	Prep	*AVID I	NAS	NAS
CTE	X	Hontalas, Sue	2939	142	2939		Food + Nutr	PRP	Food + Nutr	Food + Nutr	Culinary Arts	Food + Nutr	Prep
ENG	X	Bravo, Vince	5524	123/ *136	3962/ *3903		English IV	English IV	Prep	English IV	*Yearbook	PRP	Tech TOSA
ENG		Clothier, Mandy	5410	116	3954		English IV	Prep	Guided Study I - 11th	Guided Study 11-11th	English IV	English IV	PRP
ENG		Daniel, James	5556	125	3953		English II AS	English III AS	English II AS	PRP	Prep	English III	English II AS
ENG		Daniel, Vicky	5706	120	3930		PRP	Prep	I-COACH	I - COACH	Co-Teach English I	AP Eng Lang	English I
ENG		Estrada, Holly	5569	103	3947		PRP	English I AS	Prep	English II	English I AS	English I AS	WASC Coord
ENG		Francis, Robynne	5958	131	3988		PRP	Prep	Eng III	English III	English III	English II	English II
ENG		Garcia, Sara	6367	117	3963		Prep	Eng Support III	English II	PRP	English II	Eng Support II	Eng Support II
ENG		Ivelich, Denise	6466	134	3983		English II AS	English II AS	English II AS	Prep	English II AS	PRP	English IV
ENG		Johnson, Dena	5645	101	3958		English I AS	PRP	English I	English I	Prep	English I AS	OSCR - English
ENG		Perino, Melissa	5362	*103/ 112	*3947/ 3986		*Eng Support I	PRP	*Eng Support I	Leadership Class - R	Leadership Class	Student Act Dir.	Prep
ENG		Riek, Patricia	5759	130	3987		English I	Prep	Int Eng I Hr 1	Int Eng I Hr 2	English I	English I	PRP
ENG	X	Skale, Sandy	5792	124	3948		English III	English III	English III	Prep	PRP	NAS	NAS
ENG		Thurtle, Genevieve	5781	120	3930		Creative Writing	Prep	English I AS	English 1 AS	PRP	Site PD TOSA	Site PD TOSA
ENG		Thurtle, Rob	5816	102	3952		PRP	Guided Study I - 12th	AP Eng Lit	Prep	English IV	AP Eng Lit	AP Eng Lit
ENG		Wei, Jennifer	5233	100	3984		Guided Study I - 10th	Guided Study II - 10th	AP Eng Lang	AP Eng Lang	Prep	PRP	AP Eng Lang
LIB	X	Lapid, Anna	2927	LIB	2927		at Cap 0.5						
MATH		Bush, Don	5388	236	3926		Algebra II	Math 190	AVID IV	Math 190	Prep	PRP	Algebra II

**Aragon High School  
Spring 2018 Master Schedule**

Dept	Dept Head	Teacher	Voice Mail #	Room	Room Ext #	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
MATH	X	Dartnell, Cheri	5558	205	3911		OSCR Math	Integrated Alg 1	AP Calc BC	AP Calc BC	Site Math Coor	Prep	PRP
MATH		DeMarchena, Carly	6415	247	3941		Algebra I	Algebra I	Algebra II	Prep	Algebra II	Algebra II	PRP
MATH		Hu, Alice	5631	204	3975		PRP	Integrated Alg 1	Pre Calculus	Pre Calculus	Pre Calculus	Algebra II	Prep
MATH	X	Jacobs, Adam	5643	231	3928		Prep	AP Calc AB	Geometry	AP Calc AB	PRP	AP Calc AB	Geometry
MATH		Kossiver, Lisa	5665	261	3931		Fin Math & Stat	Fin Math & Stat	Prep	Algebra I	AP Comp Sci	AP Comp Sci	PRP
MATH		Lew, Alexandra		315	3990		NAS	PRP	Algebra I	Prep	NAS	NAS	NAS
MATH		Montelongo, Rafael	5102	203	3937		Geometry	Prep	Algebra II	Algebra II	PRP	Algebra II	Algebra II
MATH		Rees, Chelsea	5957	262	3933		PRP	Geometry	Algebra I	Geometry	Algebra I	Prep	Algebra I
MATH		Reiss, Kris	6934	246	3932		Comp Sci Prin	Comp Sci Prin	Prep	PRP	Pre Cal	Pre Cal	Pre Cal
MATH		Shahrivini, Behrooz	5788	244	3927		PRP	Algebra II	AP Stats	Calc Multivar	AP Stats	Geometry	Geometry
MATH		Sipple, Craig	6409	315	3990		PRP	Geometry	Prep	Algebra I	Co-Teach Geometry	Algebra I	Geometry
HEA/PE	X	Beaumont, Barbara	5855	PE/ *158	2930/ *3950		PE II + PE III	PE II + PE III	Prep	PRP	*Health	*Health	*Health
PE	X	Brown, Linda	5285	PE	2930		PE I	PE I	PRP	Prep	PE I	PE I	PE I
HEA		Cottrell, Justin	6430	158	3950		Health	Health	Health	Health	Prep	PRP	at Mills
PE/VPA		Flynn, Michael	5594	Dance/ *PE	3989/ *2965		PRP	Dance	Prep	*PE II+PEIII	*PE II+PEIII	*PE II+PEIII	NAS
PE		Oling, Guy	5718	PE	2965		PE II + PE III	Prep	PE II+III	PE II+ III	PE II+III	Prep	PE II+ III
PE		Sell, Steve	2929	WR/ *PE	2929/ *2965		Site Athletic Director	PE Weight Cond	PE Weight Cond	Prep	PRP	*PE II + PE III	Site Athletic Director
PE	X	Trimble, Annette	2930	PE	2930		PE I	Prep	PE I	PE I	PE I	PE I	PRP
SCI/CTE		Apperson, Arron	6942	317/ *321	3996/ *3923		Engineer Tech +ADV	Engineer Tech +ADV	Engineer Tech +ADV	Prep	*Chemistry	*Chemistry	PRP
SCI		Belvini, Samantha	6408	313	3991		PRP	Biology	Prep	Biology	Anal Physio	Anal Physio	Biology
SCI	X	Doyle, Kevin	5573	312	3906		PRP	Physics	Prep	Physics	AP Chemistry	Physics	Physics
SCI		Ecklund, LeighAnne	5666	325	3997		Chemistry	Chemistry	Co-Teach Chemistry	Chemistry	Prep	PRP	Chemistry



**Aragon High School  
Spring 2018 Master Schedule**

Dept	Dept Head	Teacher	Voice Mail #	Room	Room Ext #	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
SCI		Valera, Jessica	5319	323	3916	Biology	Biology	Biology	AP Environ Sci	PRP	AP Environ Sci	Prep	Biotechnology 1
SCI		Ward, Katie	5832	327	3999	AP Biology	AP Biology	AP Biology	Prep	PRP	Biotechnology 1 + II	Biotechnology 1 + II	Site Science Coor
SCI		Whitmarsh, Richard	5357	314	3917	PRP	Earth Science	Earth Science	Co-Teach Biology	Prep	Prep	Biology	Biology
SCI		Wu, Michael	6468	322	3918	NAS	NAS	NAS	PRP	Prep	Chemistry	Chemistry	NAS
SocSci		Caldwell, Courtney	6411	145	3969	Wrlld Hist Intro	Wrlld Hist Intro	Prep	Wrlld Hist Intro	Mod Wld Hist AS	Wrlld Hist Intro	Mod Wld Hist AS	PRP
SocSci		Colglazier, Will	5964	172	3960	I-COACH	I-COACH	I-COACH	Prep	AP US History	AP US History	History	PRP
SocSci	X	Corti, Carlo	5547	161	3974	Psychology	Psychology	Psychology	AP Psychology	Prep	AP Psychology	PRP	Bargaining Rep
SocSci		Estassi, Jayson	6465	156	3966	PRP	Wrlld Hist Intro	Wrlld Hist Intro	US History	US History	Prep	US History	Wrlld Hist Intro
SocSci		Felder, Jon	6412	110	3985	AP Gov/ Pol US	AP Gov/ Pol US	Prep	Mod Wld Hist AS	PRP	AP Gov/ Pol US	AP Gov/ Pol US	Mod Wld Hist AS
SocSci		Henderson, Steve	5626	160	3961	Mod Wld Hist	Mod Wld Hist	Mod Wld Hist	Mod Wld Hist	Mod Wld Hist	Prep	Mod Wld Hist	PRP
SocSci		Johnson, Jennifer	5331	159	3971	US History	US History	US History	Guided Study 1-9th	Prep	Guided Study 1-9th	Guided Study II - 9th	PRP
SocSci		Nelson, Kevin	5227	157	3959	Amer Govt	Amer Govt	Amer Govt	Amer Govt	Prep	US History	Prep	Prep
SocSci		Sadlon, Heather	6331	162	3951	AP US History	AP US History	AP US History	AP US History	Prep	Am Govt	Am Govt	PRP
SocSci		Silton, Scott	5790	170/ *133	3957/ *3956	Mod Wld Hist AS	Mod Wld Hist AS	Mod Wld Hist AS	AP Gov/ Pol US	AP Gov/ Pol US	PRP	Prep	* Journ Adv
SocSci		Yeung, Leslie	6469	124	3948	NAS	NAS	PRP	Prep	Wrlld Hist Intro	Wrlld Hist Intro	Wrlld Hist Intro	Wrlld Hist Intro
SpEd	X	Gibbons, Michael	5607	171	3967	SAI - Health	SAI-US History	SAI-US History	SAI -AmGovt	Dir Study	Prep	SAI-Health	PRP
SpEd		Jacks, Brooke	2938	176 + *177	*2938	PRP	PRP	KEY	KEY	KEY	KEY	KEY	Prep
SpEd		Kelly, Johanna	5497	132/ *120	3955/ *3930	NAS	NAS	PRP	Dir Study	Prep	*Co-Teach English I	SAI-English I	NAS
SpEd		Labrum, Steve	5371	154	3949	Dir Study	Dir Study	SAI-English II	Prep	SAI - English IV	Dir Study	SAI - English III	PRP

**Aragon High School  
Spring 2018 Master Schedule**

Dept	Dept Head	Teacher	Voice Mail #	Room	Room Ext #	0 Period	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
SpEd		Pastore, Carl	5727	237/ *313/ #314	3919/ *3991/ #3917		Prep	Dir Study	*SAI -Biology	#Co-Teach Biology	PRP	NAS	NAS
SpEd	X	Peterson, Kirt	5242	258/ *315	3978/ *3990		CTA Rep	PRP	SAI-Geometry	SAI - Social Wild	*Co-Teach Geometry	Dir Study	Prep
SpEd		Torres, Jefferson		PE/ Wt Rm								at Hills	Adaptive PE - KEY
SpEd		Wong, Jessica	6467	#322/ 237/ *325	#3918/ 3919/ *3997		#SAI- Chemistry	SAI-Algebra I	*Co-Teach Chemistry	PRP	SAI-Geometry I	Prep	Dir Study
VPA	X	Carrillo, Nick	5954	550	3982		PRP	Prep	Digital Photo	Digital Photo	Art of Video + Adv	Digital Photo	Digital Photo
VPA		Chen, John	2968	602	2968	Chamber Sing	Prep	Chamber Orchestra	String Orchestra	Concert Choir	Chorus	PRP	(0 period)
VPA		Davis, Troy	2928	603	2928	Jazz Ensemble	Jazz Ensemble	Wind Ensemble	Concert Band	Band-Symph	Prep	PRP	(0 period)
VPA		Hughes, Barbara	5633	260	3929		NAS	Ceramics	Prep	Ceramic	AP StuArt-3D Ceramics + Adv	PRP	NAS
VPA	X	Katcher, Kathy	5656	259	3972		Art	PRP	Prep	Art	Art	Art ADV+ AP StuArt-Draw	Art
VPA		Nelson, Brooke	6365	550/ *260	3982/ *3929		Digital Photo Adv	AP Situ Art-2D	*Ceramics	Prep	Prep	NAS	NAS
VPA		Smuin, Shane	5981	Theater	3981		NAS	NAS	PRP	Prep	Drama	Drama + Adv	Tech Theater
WL		Carrillo-Cardenas, Luis	6400	222	3901		Spanish I	PRP	Span Native Speaker II	Span Native Speaker II	Prep	Spanish I	Spanish III
WL	X	Cheever, Alex (Maria)	6388	220	3902		PRP	Spanish II	Spanish II	AVID III	Spanish II	Prep	Spanish II
WL		Elenz-Martin, Nicole	5292	222	3901		Prep	Tech TOSA	I-COACH	I-COACH	Spanish III	PRP	NAS
WL		Escoto, Marie	6464	223	3908		Spanish II	Span Native Speaker III	Spanish II	Span Native Speaker III	Prep	PRP	Spanish II
WL	X	Fan, Qi	5997	150	3921		Chinese III	Chinese I	AP Chin Lang Cult	PRP	Prep	Chinese IV H	Chinese II
WL		Ho, Ben	6924	245	3938		Spanish IV H	Prep	PRP	AP Spanish Lang	Spanish IV H	AP Spanish Lang	Spanish IV H
WL		Hosoi, Junko	5374	137	3965		Japanese I	PRP	Japanese III	AP Japan Lng Cul +Japan IV H	Japanese II	Prep	Japanese II





# C

# Approved AP Course List

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# AP Course Ledger

[Return to search results](#)

Authorized Courses

	2014-15	2015-16	2016-17	2017-18
Biology	1	1	1	1
Calculus AB	1	1	1	1
Calculus BC	1	1	1	1
Chemistry	--	--	1	1
Chinese Language and Culture	1	1	1	1
Computer Science A	1	2	2	1
English Language and Composition	2	2	3	2
English Literature and Composition	1	1	1	1
Environmental Science	1	1	1	1
French Language and Culture *	--	--	--	--
Japanese Language and Culture	1	1	1	1
Macroeconomics	--	--	1	--
Microeconomics	--	--	1	--
Music Theory	--	--	--	--
Physics 1	1	1	1	1
Physics B	--	--	--	--
Physics C: Electricity and Magnetism	--	1	1	1
Physics C: Mechanics	--	1	1	1
Psychology	1	2	2	1
Spanish Language and Culture *	1	2	2	2
Statistics	1	1	1	1
Studio Art: 2-D Design	2	2	2	3
Studio Art: 3-D Design	1	1	1	1
U.S. Government and Politics	1	1	2	2
United States History	2	2	2	2

**D**

**UC a-g**

**Approved  
Course List  
2012-2015**

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# UC/CSU - Approved Course List

## Aragon High School

San Mateo Union High School District

**Location:** San Mateo, CA

**Website:** <https://aragon.schoolloop.com/> (<https://aragon.schoolloop.com/>)

**Course List Manager:** Ron Berggren

**Course List Manager Phone:** (650) 558-2903

**College Board Code:** 053163

**School Governance:** Public

**School Type:** Comprehensive High School

**School Subtype(s):** Site-Based/Traditional

School accredited through June 30, 2018

## Course list for 2017-18

Updated as of Oct 11th, 2017

### History / Social Science ("a") 2 years required

*Two units (equivalent to two years) of history/social science required, including: one year of world history, cultures or historical geography and one year of U.S. history; or one-half year of U.S. history and one-half year of civics or American government.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
American Government Civics / American Government	Amer Government	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Half Year</li> </ul>
AP Government and Politics United States <i>Adopted from: The College Board Advanced Placement Program</i> Civics / American Government	Amer Govt AP AP Gov/Pol US Government and Politics US (AP)	<ul style="list-style-type: none"> <li>★ UC Honors</li> <li>📖 Classroom-based</li> <li>📅 Half Year</li> </ul>
AP United States History <i>Adopted from: The College Board Advanced Placement Program</i> U.S. History	U.S. History (AP)	<ul style="list-style-type: none"> <li>★ UC Honors</li> <li>📖 Classroom-based</li> <li>📅 Full Year</li> </ul>
Contemporary World Studies World History / Cultures / Historical Geography	Cont Wrld St Contemp Wrld Stud	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Half Year</li> </ul>
Contemporary World Studies AS World History / Cultures / Historical Geography	Cont Wrld St AS Contemp Wrld Stud AS	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Half Year</li> </ul>
US History U.S. History	US History US History 1 US HISTORY 1-2 US History 2	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Full Year</li> </ul>
World History Introduction/Modern World History World History / Cultures / Historical Geography	Mod Wld Hist Mod Wld Hist 1 MOD WLD HIST 1-2 Mod Wld Hist 2 Wrld Hist Intro	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Full Year</li> </ul>
World History Introduction/Modern World History AS World History / Cultures / Historical Geography	Modern World History 1-2 AS Wrld Hist Intro WrldHistIntroAS	<ul style="list-style-type: none"> <li>📖 Classroom-based</li> <li>📅 Full Year</li> </ul>

### English ("b") 4 years required

*Four units (equivalent to four years) of college preparatory English composition and literature required, integrating extensive reading, frequent writing, and practice listening and speaking with different audiences. Students may only use 1 year of ESL/ELD English.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP English Language and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP Eng Lang English Lang&Comp 1 AP English Lang&Comp 2 AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP English Literature and Composition <i>Adopted from: The College Board Advanced Placement Program</i> English	AP Eng Lit English 7 AP English 7-8 AP English 8 AP English Literature and Composition (AP)	★ UC Honors 📖 Classroom-based 📅 Full Year
English I English	ELD III Hr 1 ELD III Hr 2 English I	📖 Classroom-based 📅 Full Year
English I AS English	English 1-2 AS English I AS	📖 Classroom-based 📅 Full Year
English II English	English 3 CP ENGLISH 3-4 CP English 4 CP English II	📖 Classroom-based 📅 Full Year
English II AS English	English 3-4 AS English II AS	📖 Classroom-based 📅 Full Year
English III English	English 5 CP ENGLISH 5-6 CP English 6 CP English III	📖 Classroom-based 📅 Full Year
English IV English	English 7 CP English 8 CP English IV	📖 Classroom-based 📅 Full Year

### Mathematics ("c") 3 years required, 4 years recommended

Three units (equivalent to three years) of college-preparatory mathematics (four units are strongly recommended), including or integrating topics covered in elementary algebra, advanced algebra, and two-and three-dimensional geometry.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Algebra I Algebra I	Algebra 1 Algebra 1.0 Algebra 2 Algebra 2.0 Algebra I IntAlg1 Hr1 IntAlg2 Hr1	📖 Classroom-based 📅 Full Year
Algebra II Algebra II	Algebra 2 ALGEBRA 3 ALGEBRA 3-4 Algebra 4 Algebra II	📖 Classroom-based 📅 Full Year
AP Calculus AB <i>Adopted from: The College Board Advanced Placement Program</i> Calculus	Calculus 1 AP CALCULUS 1-2 AP Calculus 2 AP Calculus AB (AP) Calculus AB AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Calculus BC <i>Adopted from: The College Board Advanced Placement Program</i> Calculus	Calculus BC 1 AP Calculus BC 2 AP Calculus BC AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Statistics <i>Adopted from: The College Board Advanced Placement Program</i> Statistics	AP statistics Statistics (AP) Statistics AP	★ UC Honors 📖 Classroom-based 📅 Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Calculus Multivariable Calculus	Calc Multivar 1 Calc Multivar 2 Calculus Multivariable	★ UC Honors 📖 Classroom-based 📅 Full Year
Finite Math and Statistics Advanced Mathematics	Finite Math & Stat Finite Math & Statistic	📖 Classroom-based 📅 Full Year
Geometry Geometry	Geometry	📖 Classroom-based 📅 Full Year
Pre Calculus Advanced Mathematics	Pre Calculus	📖 Classroom-based 📅 Full Year

### Laboratory Science ("d") 2 years required, 3 years recommended

Two units (equivalent to two years) of laboratory science are required (three units are strongly recommended), providing fundamental knowledge in two of the following: biology, chemistry, or physics. A yearlong interdisciplinary, or integrated, or earth and space science course can meet one year of this requirement.

Title/Discipline	Transcript Abbreviation(s)	Course Details
Anatomy and Physiology Biology / Life Sciences	Anatomy and Physiology	📖 Classroom-based 📅 Full Year
AP Biology <i>Adopted from: The College Board Advanced Placement Program</i> Biology / Life Sciences	Biology (AP) Biology 3 AP BIOLOGY 3-4 AP Biology 4 AP Biology AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Chemistry <i>Adopted from: The College Board Advanced Placement Program</i> Chemistry	Chemistry (AP) Chemistry 3 AP CHEMISTRY 3-4 AP Chemistry 4 AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Environmental Science <i>Adopted from: The College Board Advanced Placement Program</i> Interdisciplinary Sciences	Environ Sci 1 AP Environ Sci 2 AP Environmental Science AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Physics 1 <i>Adopted from: The College Board Advanced Placement Program</i> Physics	AP Phys 1	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Physics C: Electricity and Magnetism <i>Adopted from: The College Board Advanced Placement Program</i> Physics	AP Physics C 1/2	★ UC Honors 📖 Classroom-based 📅 Half Year
Biology Biology / Life Sciences	Biology	📖 Classroom-based 📅 Full Year
Biotechnology I Biology / Life Sciences	Biotech 1-2 Biotechnology I	📖 Classroom-based 📅 Full Year
Biotechnology II Biology / Life Sciences	Biotechnology II	📖 Classroom-based 📅 Full Year
Chemistry Chemistry	Chemistry Chemistry 1 CHEMISTRY 1-2 Chemistry 2	📖 Classroom-based 📅 Full Year
Physics Physics	Physics Physics 1 PHYSICS 1-2 Physics 2	📖 Classroom-based 📅 Full Year

### Language Other than English ("e") 2 years required, 3 years recommended

Two units (equivalent to two years, or through the second level of high school instruction) of the same language other than English (three units recommended). LOTE levels are defined by the number of years of high school instruction; e.g. LOTE 1= 1 yr.; LOTE 2 = 2 years, etc.

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Chinese Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP ChinLngCult Chin LangCult 1 Chin LangCult 2	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Japanese Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP JapanLngCult Japanese LanCul1 AP Japanese LanCul2 AP	★ UC Honors 📖 Classroom-based 📅 Full Year
AP Spanish Language and Culture <i>Adopted from: The College Board Advanced Placement Program</i> LOTE Level 4+	AP Span Lang Spanish 10 AP Spanish 9 AP Spanish Language (AP)	★ UC Honors 📖 Classroom-based 📅 Full Year
Chinese I LOTE Level 1	Chinese 1 CHINESE 1 PS Chinese 2 CHINESE 2 PS Chinese I	📖 Classroom-based 📅 Full Year
Chinese II LOTE Level 2	Chinese 3 CHINESE 3 PS Chinese 4 CHINESE 4 PS Chinese II	📖 Classroom-based 📅 Full Year
Chinese III LOTE Level 3	Chinese 5 Chinese 6 Chinese III	📖 Classroom-based 📅 Full Year
Chinese IV Honors LOTE Level 4+	Chinese 7H Chinese 8H Chinese IV H	★ UC Honors 📖 Classroom-based 📅 Full Year
Japanese I LOTE Level 1	Japanese 1 JAPANESE 1-2 Japanese 2 Japanese I	📖 Classroom-based 📅 Full Year
Japanese II LOTE Level 2	Japanese 3 JAPANESE 3-4 Japanese 4 Japanese II	📖 Classroom-based 📅 Full Year
Japanese III LOTE Level 3	Japanese 5 JAPANESE 5-6 Japanese 6 Japanese III	📖 Classroom-based 📅 Full Year
Japanese IV H LOTE Level 4+	JAPANESE 7-8 H Japanese 7H Japanese 8H Japanese IV H	★ UC Honors 📖 Classroom-based 📅 Full Year
Spanish for Native Speakers II LOTE Level 2	SpanNatSpkr II	📖 Classroom-based 📅 Full Year
Spanish for Native Speakers III LOTE Level 3	SpanNatSpeak III	📖 Classroom-based 📅 Full Year
Spanish I LOTE Level 1	Spanish 1 SPANISH 1-2 Spanish 2 Spanish I	📖 Classroom-based 📅 Full Year



Title/Discipline	Transcript Abbreviation(s)	Course Details
Spanish II LOTE Level 2	Spanish 3 SPANISH 3-4 Spanish 4 Spanish II	Classroom-based Full Year
Spanish III LOTE Level 3	Spanish 5 SPANISH 5-6 Spanish 6 Spanish III	Classroom-based Full Year
Spanish IV H LOTE Level 4+	SPANISH 7-8 H Spanish 7H Spanish 8H Spanish IV H	★ UC Honors Classroom-based Full Year

### Visual & Performing Arts ("f") 1 year required

*One unit (equivalent to one year) required, chosen from one of the following categories: dance, music, theater, interdisciplinary arts, or visual arts (e.g., painting, web/graphic design, film/video, inter/multimedia arts). Two one-semester courses from the same discipline is also acceptable.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
AP Studio Art: 2-D Design <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	AP Stu Art-2D Stud Art 2D 1 AP Stud Art 2D 2 AP Studio Art 2D AP	★ UC Honors Classroom-based Full Year
AP Studio Art: 3-D Design <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	AP Stu Art 3D Stud Art 3D 1 AP Stud Art 3D 2 AP Studio Art 3D AP	★ UC Honors Classroom-based Full Year
AP Studio Art: Drawing <i>Adopted from: The College Board Advanced Placement Program</i> Visual Arts	Studio Art Draw 1 AP Studio Art Draw 2 AP Studio Art: Drawing AP	★ UC Honors Classroom-based Full Year
Art Visual Arts	Art Art 1 Art 2	Classroom-based Full Year
Art Advanced Visual Arts	Adv Art 3-8 Art Advanced	Classroom-based Full Year
Art and Multimedia Visual Arts	Art & Multimedia	Classroom-based Full Year
Art of Video Theater	Art of Video Art of Video 1 Art of Video 2	Classroom-based Full Year
Ceramics Visual Arts	CERAMICS	Classroom-based Full Year
Ceramics Advanced - repeatable Visual Arts	Ceramics Advanced	Classroom-based Full Year
Chamber Orchestra Music	ADV ORCHESTRA Chamber Orchestra Chamber Orchestra 1 Chamber Orchestra 2 Orchestra-Advanced String Orchestra 1 String Orchestra 2	Classroom-based Full Year
Chamber Singers Music	Chamber Singers Chamber Singers 1 Chamber Singers 2 Choir-Advanced	Classroom-based Full Year

Title/Discipline	Transcript Abbreviation(s)	Course Details
Chorus Music	Chorus Concert Choir	Classroom-based Full Year
Chorus - repeatable Music	Chorus	Classroom-based Full Year
Concert Band Music	Concert Band Concert Band 1 Concert Band 2	Classroom-based Full Year
Dance Intermediate Dance	Dance Dance Int	Classroom-based Full Year
Digital Photography Visual Arts	Digital Photo 1 Digital Photo 2 Digital Photography	Classroom-based Full Year
Digital Photography Adv Visual Arts	Digital Photo 3 Digital Photo 4 Digital Photography Adv	Classroom-based Full Year
Drama Theater	Drama Drama 1 Drama 2	Classroom-based Full Year
Drama Advanced Theater	Drama AD Drama Advanced	Classroom-based Full Year
Jazz Ensemble Music	Jazz Ensemble Jazz Ensemble 1 Jazz Ensemble 2	Classroom-based Full Year
Music Theory Music		Classroom-based Full Year
Technical Theater Theater	Tech Theater 1-2 Technical Theater	Classroom-based Full Year
Wind Ensemble Music	ADVANCED BAND Band-Advanced Band Concert Band Symphonic Band 1 Symphonic Band 2 Wind Ensemble Wind Ensemble 1 Wind Ensemble 2	Classroom-based Full Year

### College-Preparatory Elective ("g") 1 year required

*One unit (equivalent to one year) chosen from the "a-f" courses beyond those used to satisfy the requirements of the "a-f" subjects, or courses that have been approved solely in the elective area.*

Title/Discipline	Transcript Abbreviation(s)	Course Details
Advanced Journalism English	Journalism Adv 1 Journalism Adv 2 Journalism Advanced	Classroom-based Full Year
AP Computer Science A <i>Adopted from: The College Board Advanced Placement Program</i> Mathematics - Computer Science	AP Comp Sci Computer Science AP	★ UC Honors Classroom-based Full Year
AP Psychology <i>Adopted from: The College Board Advanced Placement Program</i> History / Social Science	Psychology 1 AP Psychology 2 AP Psychology AP	★ UC Honors Classroom-based Full Year
AVID 10 <i>Adopted from: AVID - Advancement Via Individual Determination</i> Interdisciplinary	AVID !!	Classroom-based Full Year

<b>Title/Discipline</b>	<b>Transcript Abbreviation(s)</b>	<b>Course Details</b>
AVID 11 <i>Adopted from: AVID - Advancement Via Individual Determination</i> Interdisciplinary	AVID III	Classroom-based Full Year
AVID 12 <i>Adopted from: AVID - Advancement Via Individual Determination</i> Interdisciplinary	AVID Senior seminar Avid Sr Semin 1 Avid Sr Semin 2	Classroom-based Full Year
AVID 9 <i>Adopted from: AVID - Advancement Via Individual Determination</i> Interdisciplinary	AVID I	Classroom-based Full Year
Computer Science Principles Mathematics - Computer Science	Computer Science Principles	Classroom-based Full Year
Creative Writing English	CreativeWtg	Classroom-based Half Year
Earth Science Laboratory Science – Physical Sciences	Earth Science Earth Science 1 Earth Science 2	Classroom-based Full Year
Economics History / Social Science	Economics	Classroom-based Half Year
Economics Honors History / Social Science	Econ Honors Economics Honors	Classroom-based Half Year
Engineering & Technology Laboratory Science – Physical Sciences	Eng Tech 1 Eng Tech 2	Classroom-based Half Year
Engineering Technology Advanced Interdisciplinary	EngTechAdv	Classroom-based Full Year
Environmental Science Laboratory Science – Physical Sciences	Environmental Science EnvironSci 1 EnvironSci 2	Classroom-based Full Year
Foods & Nutrition Interdisciplinary	Foods & Nutrition Nutrition 1 Nutrition 2	Classroom-based Full Year
Integrated Science I Laboratory Science – Integrated Science	Integ Science I	Classroom-based Full Year
Speech English	Speech	Classroom-based Half Year

**E**

**School  
Accountability  
Report Card**

# Aragon High School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Aragon High School
<b>Street</b>	900 Alameda de Las Pulgas
<b>City, State, Zip</b>	San Mateo, CA 94402-3357
<b>Phone Number</b>	(650) 558-2999
<b>Principal</b>	Dr. Patricia K. Kurtz
<b>E-mail Address</b>	pkurtz@smuhsd.org
<b>Web Site</b>	<a href="http://www.smuhsd.org/aragonhigh">www.smuhsd.org/aragonhigh</a>
<b>CDS Code</b>	41-30217

District Contact Information	
District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
E-mail Address	kskelly@smuhsd.org
Web Site	www.smuhsd.org

### School Description and Mission Statement (School Year 2017-18)

Aragon High School's motto, "Excellence and Equity," was born from our vision that all students deserve an academic environment that offers them respect, rigor and high expectations. The entire Aragon community works in collaboration to create a school where all students achieve to their academic potential and develop skills necessary to realize their post-secondary goals. The Aragon community spends considerable time ensuring students master state standards. Teachers meet in learning teams to develop strategies that address students' needs and move them towards academic excellence. The faculty and staff promote and encourage students to respect themselves and others, appreciate the value of diversity and creativity, and recognize problems as opportunities for change. Students are encouraged and supported to become lifelong learners who can explore a variety of academic, athletic, artistic and extracurricular areas and understand key facts and concepts in each discipline they study.

#### Vision Statement

Aragon supports all members of our community to realize their individual potential as productive participants in a diverse society and to pursue dynamic educational and career goals.

#### Mission Statement

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

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 in 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.

**Student Enrollment by Grade Level (School Year 2016-17)**

Grade Level	Number of Students
Grade 9	433
Grade 10	396
Grade 11	379
Grade 12	347
<b>Total Enrollment</b>	<b>1,555</b>

**Student Enrollment by Group (School Year 2016-17)**

Student Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	0.5
Asian	23.9
Filipino	5.7
Hispanic or Latino	28.2
Native Hawaiian or Pacific Islander	3.3
White	26.8
Two or More Races	10.4
Socioeconomically Disadvantaged	19.4
English Learners	4.6
Students with Disabilities	7.1
Foster Youth	0.1

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

**Teacher Credentials**

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	82	75	87	244
Without Full Credential	0	0	1	5
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09/2018

All district textbooks are approved by the district governing board and the cycles are consistent with the SBE adoption calendar. All district adopted textbooks support the teaching of the California Curriculum Standards.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Current and Meet State and Local Standards/2015	Yes	0
Mathematics	Current and Meets Local Standards: Springboard Math Program/2017	Yes	0
Science	Current and Meet State and Local Standards	Yes	0
History-Social Science	Current and Meet State and Local Standards	Yes	0
Foreign Language	Current and Meet State and Local Standards	Yes	0
Health	Current and Meet State and Local Standards/2016	Yes	0
Visual and Performing Arts	Current and Meet State and Local Standards	Yes	0
Science Laboratory Equipment (grades 9-12)	Current and Meet State and Local Standards	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

The San Mateo Union High School District takes great efforts to ensure that all schools are clean, safe, and functional. Aragon High School works closely with the district to support this goal and see that all students are provided a facility that creates an optimal learning environment.

The custodial staff corrects physical conditions that could lead to accidental harm, including broken windows and liquid spills, promptly. The district is committed to painting over graffiti before students arrive on campus.

Construction and renovation of the classrooms began in the summer of 2003 and finished in 2006. During 2008-2009, a new artificial turf football field was installed, restrooms were built near the field and new bleachers were added. During the summer of 2009, the Cafeteria Kitchen was renovated. The expansion and renovation of the Student Services facility was completed in January 2010. A new Career Technical Education (CTE) Building and a new 650 seat theater was completed in 2012. The CTE building houses Biotechnology, Multimedia, Digital Photography and Engineering Technology classrooms. The CTE programs meet the employment needs of the Bay Area community. Renovations of the athletic facilities and locker rooms were completed in 2012. A new 1300 seat gym and fitness center was built and the old "large" gym was renovated. The new athletic facilities are excellent learning environments for the physical education and sports programs at Aragon. A new digital photography classroom, video production studio and multipurpose room was completed in June 2017.

As the facilities report, dated August 24, 2017 indicated, all facilities were maintained in good repair and were clean, safe and functional.



**School Facility Good Repair Status (Most Recent Year)**

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: 8/24/2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical:</b> Electrical	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

**Overall Facility Rating (Most Recent Year)**

<b>Year and month of the most recent FIT report: 8/24/2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	86	84	79	77	48	48
Mathematics (grades 3-8 and 11)	60	63	57	56	36	37

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

### CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	367	97.09	84.2
Male	197	193	97.97	78.76
Female	181	174	96.13	90.23
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	102	98	96.08	94.9
Filipino	21	21	100	90.48
Hispanic or Latino	93	90	96.77	61.11
Native Hawaiian or Pacific Islander	12	10	83.33	80
White	102	100	98.04	93
Two or More Races	42	42	100	88.1
Socioeconomically Disadvantaged	70	64	91.43	59.38
English Learners	33	31	93.94	22.58
Students with Disabilities	28	25	89.29	28
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	378	365	96.56	62.74
Male	197	191	96.95	60.21
Female	181	174	96.13	65.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	102	99	97.06	87.88
Filipino	21	21	100	61.9
Hispanic or Latino	93	88	94.62	27.27
Native Hawaiian or Pacific Islander	12	10	83.33	10
White	102	99	97.06	76.77
Two or More Races	42	42	100	61.9
Socioeconomically Disadvantaged	70	62	88.57	27.42
English Learners	33	29	87.88	13.79
Students with Disabilities	28	25	89.29	0
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	69	68	62	63	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

### Career Technical Education Programs (School Year 2016-17)

At Aragon, students have an opportunity to enroll in Career Technical Education (CTE) courses. The CTE courses that are offered at Aragon during the regularly scheduled day include Biotechnology, Digital Photography, Art of Video, Engineering Technology, Nutrition and Culinary Arts, Principals of Computer Science and AP Computer Science. All Aragon site based courses are UC/CSU approved and support post secondary educational plans. All students have the opportunity to enroll in CTE courses and accommodations are provided for students with special needs. The district has adopted a CTE graduation requirement that will apply to students in the 2016 graduation class and beyond. The CTE courses include Common Core standards in their curriculum. Each CTE course has a district advisory committee that is comprised of CTE teachers and local industry representatives.

A CTE program is defined as two or more courses that lead to an articulated program. Most students at Aragon only take one CTE course to meet the district graduation requirement. Although Aragon's graduation rate is over 99.5%, most students do not meet the state requirement of completing a CTE program because they only take one CTE course.

### Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of pupils participating in CTE	627
% of pupils completing a CTE program and earning a high school diploma	74%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	33%

### Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2016–17 Pupils Enrolled in Courses Required for UC/CSU Admission	99.74
2015–16 Graduates Who Completed All Courses Required for UC/CSU Admission	65.5

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

### California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	16.4	23.4	47.7

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement (School Year 2017-18)

Parents and guardians at Aragon High School are very active in the PTSO, Music, Drama, and Athletic Boosters, Aragon Excellence Fund, Latino Parents, Polynesian Parents, Senior Parents and the Asian Parent Groups. Parents serve on the School Site Council, English Learner Advisory Committee, WASC Focus groups, and Graduation Committee. The School Site Council (composed of teachers, parents, administrators and students) reviews assessment data and recommends structural and instructional changes that enhance learning. The school encourages parents to become part of the Aragon community and seek ways to become involved. The school contact for Parent Involvement opportunities is assistant principal, Ron Berggren, 650-558-2903.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	1.2	1.2	3.1	3.4	6.6	6.8	11.5	10.7	9.7
Graduation Rate	98.84	98.44	96.88	94.71	91.64	90.86	80.95	82.27	83.77

#### Completion of High School Graduation Requirements - Graduating Class of 2016 (One-Year Rate)

Group	Graduating Class of 2016		
	School	District	State
All Students	98.56	91.14	87.11
Black or African American	100	59.09	79.19
American Indian or Alaska Native	0	100	80.17
Asian	98.92	96.7	94.42
Filipino	100	92.97	93.76
Hispanic or Latino	97.5	83.99	84.58
Native Hawaiian/Pacific Islander	91.67	87.5	86.57
White	98.95	93.79	90.99
Two or More Races	100	94.05	90.59
Socioeconomically Disadvantaged	91.67	71.13	63.9
English Learners	75	38.5	55.44
Students with Disabilities	100	86.2	85.45
Foster Youth	100	40	68.19

**State Priority: School Climate**

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

**Suspensions and Expulsions**

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.7	0.6	1.6	3.3	3.2	3.8	3.8	3.7	3.6
Expulsions	0.0	0.2	0.0	0.1	0.2	0.0	0.1	0.1	0.1

**School Safety Plan (School Year 2017-18)**

Aragon has a strong and dedicated history of teacher/student relationships. Students and staff feel safe on campus as evidenced by results from the California Healthy Kids Survey. The employs three Campus Security Aides to support school safety for the Aragon community.

Administration takes a proactive role in defusing potential problems, especially problems that threaten the safety of the campus. Staff and students participate in safety drills as required throughout the year.

The Aragon School Safety Plan helps to create a caring and connected school climate that involves all students, staff, parents and community in developing a physical environment that communicates respect for learning and for individuals. Our mutual respect policy is an integral part of the plan and was created through a collaborative effort between teachers, students, administrators, and parents. One of the tenants is “respect of others.” This is defined in part by disallowing slurs, put-downs, and insulting language. Aragon staff works very aggressively to eliminate any kind of bullying, including cyber-bullying. The Safety Plan was updated in September 2017 and presented to the faculty and School Site Council. The School Safety Plan is available for viewing on the Aragon web site.

**D. Other SARC Information**

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

**Federal Intervention Program (School Year 2017-18)**

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2009-2010
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

Note: Cells with N/A values do not require data.

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	24	19	34	11	25	19	29	15	25	21	35	13
Mathematics	27	10	28	16	28	9	25	17	26	13	25	20
Science	31	4	15	19	30	4	15	18	29	5	20	17
Social Science	29	6	24	17	29	6	23	19	29	7	19	24

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

**Academic Counselors and Other Support Staff (School Year 2016-17)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.8	433
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0.5	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.14	N/A
Speech/Language/Hearing Specialist	0.6	N/A
Resource Specialist	0	N/A
Other	5	N/A

Note: Cells with N/A values do not require data.

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	17041	4191	12849	102,519
District	N/A	N/A	13254	96,675
Percent Difference: School Site and District	N/A	N/A	-3.1	6.0
State	N/A	N/A	\$6,574	\$82,770
Percent Difference: School Site and State	N/A	N/A	95.5	23.9

Note: Cells with N/A values do not require data.

**Types of Services Funded (Fiscal Year 2016-17)**

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

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$59,396	\$50,221
Mid-Range Teacher Salary	\$95,814	\$83,072
Highest Teacher Salary	\$112,850	\$104,882
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$128,094
Average Principal Salary (High)	\$148,711	\$146,114
Superintendent Salary	\$275,000	\$226,121
Percent of Budget for Teacher Salaries	30%	34%
Percent of Budget for Administrative Salaries	5%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	2	N/A
Fine and Performing Arts	2	N/A
Foreign Language	2	N/A
Mathematics	3	N/A
Science	5	N/A
Social Science	2	N/A
All courses	16	31.3

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

**Professional Development (Most Recent Three Years)**

Teachers participate in professional development through a variety of activities. During weekly embedded time and on minimum days, they review data, revisit WASC accreditation goals, address Culturally Relevant Teaching (CRT), review student work and develop Common Core instructional strategies. Updating technology skills is addressed throughout the year. All teachers meet in Professional Learning Community groups each week to focus on instructional issues and review student work. They also participate on cross curricular Teacher Study Groups (TSGs). Professional development funds are provided for teachers to attend out of district conferences and workshops. Aragon teachers participate on district subject specific curriculum councils and meet with district teachers throughout the year, during the day and after school. Opportunities for peer observation are available and peer observation weeks are coordinated by the Professional development coordinator. The district provides a BTSA program for new teachers. The district teacher evaluation system provides Instructional Coaches (ICs) for teachers on full evaluation. Teachers participate in three coaching cycles with their ICs during their evaluation year. The district supports three teachers on special assignment at Aragon to assist teachers in the areas of professional development, data and assessment and technology. Aragon is a collaborative instructional community that seeks continuous professional growth to provide an environment that provides an excellent education for all students. The district provides four full day release for professional development that supports student achievement.



**F**

**CBEDS**

**School**

**Information**

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**Form**

**2015-16 Enrollment**

Aragon High		1,474
Burlingame High		1,344
Capuchino High		1,127
Hillsdale High		1,376
Mills High		1,198
Peninsula High		230
San Mateo High		1,616
TOTAL		8,365

**2016-17 Enrollment**

Aragon High		1,555
Burlingame High		1,425
Capuchino High		1,177
Hillsdale High		1,418
Mills High		1,240
Peninsula High		178
San Mateo High		1,670
TOTAL		8,663

**2017-18 Enrollment**

Aragon High		1,639
Burlingame High		1,475
Capuchino High		1,213
Hillsdale High		1,534
Mills High		1,220
Peninsula High		19
Peninsula High (Continuation)		141
San Mateo High		1,665
TOTAL		8,906

# **G**

# **Budgetary Information**

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ARAGON PROPOSED BUDGET 2017-2018					
CODE	DEPARTMENT	2017-18 Proposed Allocation			
2700	Admin	\$25,238.00			
2701	Graduation	\$27,000.00			
1281	Art	\$5,000.00			
1120	AVID (DO funded)	\$3,000.00			
1301	Blended/OSCR	\$200.00			
1292	Ceramics	\$7,000.00			
1287	Drama	\$2,000.00			
1231	English	\$8,000.00			
1215	Engr Tech	\$3,000.00			
9210	Guidance	\$3,000.00			
1302	Guided Studies	\$1,000.00			
9240	Health Office	\$500.00			
1252	Health/Safety Ed	\$1,400.00			
1290	Home Ec	\$8,000.00			
1298	Intensive Learn	\$500.00			
9150	Library	\$1,000.00			
1221	Math	\$7,500.00			
1284	Music	\$2,600.00			
1251	PE	\$1,900.00			
1207	Photography	\$6,000.00			
1211	Science	\$8,000.00			
1190	SES/SAS	\$1,300.00			
1272	Social Science	\$7,500.00			
5799	Special Ed	\$3,000.00			
1261	World Languages	\$4,200.00			
	<b>Total Allocation</b>	<b>\$137,838.00</b>			
	Projected 2017-18	General CBEDS	ACLU Lawsuit	Graduation	TOTAL
Aragon	1683 students	\$84,823.00	\$37,868.00	\$15,147.00	\$137,838.00