

# **Aragon High School**

900 Alameda de las Pulgas – San Mateo, CA 94402 – p650.558.2999 – f650.558.2998  
San Mateo Union High School District

## *A p p e n d i x*

Western Association of Schools and Colleges  
2012

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SAN MATEO UNION HIGH SCHOOL DISTRICT

# Graduation Requirements

## Beginning with the Class of 2009

All graduates must complete a minimum of 220 credits of course work: English (40), Mathematics (30), Social Science (35), Physical Education (20), Science (20), World Languages (10), Fine and Performing Arts (10), Health (5), Electives (50).

Passing grades in 220 credits of course work are required for graduation. Of these 220 credits, 170 must be in the required subjects. The student handbook will show a typical class schedule for each grade level. Should you have any questions regarding the requirements, please see a counselor.

### **PURPOSE OF REQUIREMENTS**

The San Mateo Union High School District Board of Trustees has set these graduation requirements to ensure that every student satisfactorily completes a minimum course of study which is consistent with the educational philosophy and objectives of the District.

### **HOW TO SATISFY THE SUBJECT REQUIREMENTS**

Fifty credits are elective; that is, they may be chosen on the basis of personal interest, college or career requirements, or the need for remedial work.

The remaining credits must be taken in specific areas. However, there are usually a variety of classes which meet each requirement with classes designed for different levels of ability and/or career interests. If you are not sure which class is best for you, discuss it with a teacher or counselor.

### **English**

40 credits

### **Social Science**

35 credits including: Modern World History 1 and 2; Contemporary World Studies; United States History 1 and 2; American Government; Economics

### **Physical Education**

20 credits, 10 credits completed in grade 9 and at least 10 credits completed in grades 10 or may be deferred to grade 11 based upon student need.

### **Science**

20 credits, 10 credits of Physical Science and 10 credits of Biological Science - at least one course must meet the "d" requirement on the U.C. "a-g" list

### **Mathematics**

30 credits, including 10 credits of Algebra 1-2. Any course below the level of Algebra 1-2 does not receive high school math credit.

### **World Languages**

10 credits to be completed by the end of grade 10

### **Fine & Performing Arts**

10 credits

### **Health**

5 credits

### **Electives**

50 credits

## **220 Credits Required Minimum**

### **The California High School Exit Exam**

All students must pass the California High School Exit Examination (CAHSEE) to receive a high school diploma. This graduation requirement is mandated by state law (Education Code Section 60851). The exam is divided into two parts: (1) English-Language Arts and (2) Mathematics. Students must pass both parts of the California High School Exit Exam to receive their high school diploma.

## The Single Plan for Student Achievement

### **Aragon High School**

School Name

41-30217

CDS Code

Date of this revision: October 29, 2011

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Pat Kurtz  
Position: Principal  
Telephone Number: (650) 558-2999  
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E-mail Address: pkurtz@smuhdsd.org

### **San Mateo Union High School District**

School District

Superintendent: Scott Laurence  
Telephone Number: (650) 558-2299  
Address: 650 North Delaware St.  
San Mateo, CA 94401-1795  
E-mail Address: slaurence@smuhdsd.org

The District Governing Board approved this revision of the School Plan on .

## II. School Vision and Mission

### Vision Statement

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

### Mission Statement

The mission of Aragon High School is to guide students to become productive and contributing members of society. In a safe and caring environment, Aragon will provide a strong academic and co-curricular program. The staff shall coordinate the resources of the school and community in such ways that students respect themselves and others, appreciate the value of diversity and individual creativity, recognize the problems and opportunities of change, seek a set of moral standards that allows them to thrive in the world they inherit, and experience the joy of learning as a lifelong process. The value system that underlies efforts to accomplish this mission includes these beliefs:

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All members of the school community should work collaboratively. This process includes good communications, shared decision-making and accountability.
- Learning is a process in which all can participate and succeed. Inherent 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.

### Aragon's Expected Schoolwide Learning Results (ESLRs)

Aragon's ESLRs were created during the school's 2000 WASC process and revised in 2004. Aragon's faculty and staff kept intact the four broad categories of the original ESLRs and made only minor changes to their sub-categories. The staff voted overwhelmingly to accept the revisions. In 2010, we felt that the ESLRs still reflected the goals of faculty and staff, but that the wording and length of the list made them inaccessible to students, so they were revised and simplified into their current form.

In addition to valuing rigorous academics, Aragon still embraces the "whole child." As ever, the revised ESLRs express our goal that students emerge from Aragon High School as capable, thoughtful, active, and open-minded human beings.

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

### All Aragon graduates:

KNOW FOUNDATION SKILLS AND INFORMATION IN EACH DISCIPLINE and can

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

THINK CREATIVELY using HIGHER ORDER THINKING SKILLS and can

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

DEVELOP EFFECTIVE METHODS OF SELF-MANAGEMENT and can

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

CONTRIBUTE to a DIVERSE DEMOCRATIC COMMUNITY and can

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

### III. School Profile

Aragon High School in 2011-2012

#### **General Description of Aragon High School:**

Aragon, one of six comprehensive high schools in the San Mateo High School District, opened in 1961 to serve the community's burgeoning postwar families. Once a fairly homogeneous middle class suburb, San Mateo is, today, a busy and diverse county that include residences, retail and light industry. Many corporate offices such as Oracle, Franklin-Templeton, Sprint, and United Airlines inhabit San Mateo County. Geographically, The San Mateo Union High school district's boundaries extend from Belmont to San Bruno.

Aragon High School primarily serves students from San Mateo, Foster City, and Hillsborough. Aragon has seen a significant increase in the diversity of its students and community over the last ten years. Retirements and new funding have made it possible to hire a large group of young teachers. Two successful bond measures (Measures D and M) over the last eight years have led to a revitalization of classrooms and athletic facilities. Four years ago, the school completed a new science building with eight new laboratories that allows the school to offer college preparatory and advanced placement courses in biology, chemistry and physics as well as biotechnology and environmental science. In the future the school will be adding a new theater complex, and new career technical education building for robotics and digital photography and new athletic facilities and gymnasium.

#### **Demographics and Student Achievement Data:**

Aragon is a traditional comprehensive high school offering a broad range of academic and elective subjects. In fall 2011, the school enrolled 1502 students (down from 1650 in 2009), of whom 26% are Asian, 20% are Hispanic, 10% are Filipino/Pacific Islander, 3% are African-American, and 38% are Caucasian. The number of students eligible for free and reduced lunch in 2008 (2%) has increased to 5% in 2010 due to the poor economy. Seven percent of Aragon students are English Learners

#### **Programs for Diverse Learning Needs and Styles:**

To meet its high goals for student learning, Aragon offers a variety of programs designed to accommodate special learning needs. In 2011, 130 students are currently enrolled in special education, down from the 200 served in 2008. This has led to a reduction in the special education staff due to shrinking enrollment. GATE enrollment has increased from 211 in 2008 to a total of 281 students. More GATE students will be enrolled as students are identified. ELL enrollment has fallen, which continues to reflect the district's decision to concentrate the ELD 1-2 program at three other high schools. The four year old AVID (Advancement Via Individual Determination) has grown to five sections and is serving the needs of the middle performing students who want to develop college level skills to qualify for the four year CSU and UC programs. In addition, the district has added Intensive English and Algebra Support and Strategic English Support classes for grades 9 & 10 to assist students with low reading, writing and math abilities. At present Aragon has two sections of Intensive English and Intensive Algebra and two sections of Strategic English Support (SES) 9 and SES10 for 2011.

Since 1999, the school's greatest program change has been in Advanced Placement, whose student enrollment has increased from 316 in 2007 to 431 in 2010, an increase of 115 students. Last May, 415 students participated in AP testing. In addition, the total number of AP exams taken each year has increased from 745 in 2007 to 944 exams in 2011. While our staff expected a reduction in scores due to an open enrollment policy, the school is delighted to announce that Aragon's overall AP pass rate has grown from 76% in 2007 to 86.3% in 2011.

Finally, the school has eliminated "remedial" tracking in all core academic subjects. The staff remains convinced by anecdotal data and published research that tracking especially fails to benefit students at the low end of the achievement scale and is unfair to students.

The majority of Aragon students go on to attend two or four year colleges. After graduation, approximately 96% of students expect to attend a two or four year college. Our rate of students going directly to four-year colleges, however, is the highest rate in the last five years. In 2011, 64% of students completed A-G requirements, allowing them to be eligible for the California University and state college systems. Aragon has also continued to encourage students to take the SAT and the number has climbed to 67% of seniors taking the SAT in 2011, with scores staying roughly the same. For the second year in a row the school is requiring all sophomores to take the PSAT as well as juniors who may qualify for National Merit Scholarship status.

**Attendance:**

Further evidence of student commitment is Aragon's attendance record, already excellent, it has continued to edge upward. After posting an average daily attendance rate of 94.9 in 2007, attendance aides, counselors and administrators have continued their aggressive efforts to reach and include all students. Aragon's daily attendance rate in 2011 was 96%.

**Student Achievement Scores:**

Like most schools across the state, Aragon has complied with testing requirements, and data from these programs is used regularly as the school evaluates its effectiveness. Information about STAR, CAHSEE, AP and SAT exams are communicated annually to all staff and community members. Scores are shared with the School Site Council, the body established to create the Single Plan for Student Achievement (SPSA). In addition, the staff carefully monitors the percentage of students with grades of D and F. The first progress report is administered the third week of school for all 9th grade students. Reports are mailed home to inform parents of any issues with attendance, behavior or academic problems. Teachers post grades at least every two weeks on Schoolloop to inform parents and students of their academic progress. Attendance is also available to parents on Schoolloop.

Aragon's STAR tests have continued to improve over the past three years. In 2005, the school achieved an API of 800, placing it in the top 20% of the high schools in the state. In 2010, Aragon achieved an impressive API of 840, an 18 point growth from the previous mark of 822 in 2009. From 2007 to 2010 we were pleased that our Hispanic/Latino, special education, English language learners, and lower socioeconomic students met or exceeded their growth targets, helping to reduce the achievement gap for these groups. In 2011 however the API fell two points to 839 due in part to a recently unidentified group of long term English Learners ((LTEL) who are underperforming. This group is now being monitored by counselors and administration for continued improvement.

In spring 2001, Aragon also began to administer the CAHSEE, starting with all members of the Class of 2004. In that first round, 67% of Aragon students passed the math section, and 84% passed the English Language Arts section, tallies higher than state averages but not satisfactory to our staff. In spring 2002, Aragon faculty inaugurated a targeted exam-coaching program in which special education resource teachers were given materials to use in day-to-day classes, and then all students retaking the test were invited to a Saturday morning class held from nine to noon the six consecutive weeks before the exam. Under the guidance of Aragon teachers and some peer tutors, students used actual test models and reviewed core competencies in math and English. Pass rates were higher for those students who had attended all Saturday sessions—83% of the students who attended the extra classes improved their scores on the CAHSEE. CAHSEE Prep classes that are now part of the regular school day continue helping students pass both math and English sections in 2008 with 10th graders scoring above 90% for both English and mathematics. In 2010, with focused attention on teaching writing strategies across the curriculum, the first time pass rate of sophomores rose to 95% and 92% in mathematics. However, special education and ELL students continue to struggle passing the tests in the first opportunity of their sophomore year.

Both the CAHSEE and STAR tests have prompted the faculty to look at core academic expectations, improve the consistency of requirements across the curriculum, and seek creative ways to support students in key programs such as 9th grade Algebra (also discussed above). Examples of such responses are the district sponsored Algebra Support class, a class run in tandem with Algebra 1-2. Intensive English and Algebra Support and Strategic English Support Classes for both 9th and 10th grader were also added to address students' performance.

The first important measure of academic progress occurs with the three week progress report for all 9th graders. Students with GPA's below 2.0 are not eligible for extracurricular sports or performing arts. Teachers, coaches, and counselors all pay close attention to these lists and work to target appropriate interventions. In departments, teachers meet in learning teams to analyze grade data and to develop targeted intervention strategies such as those discussed above in mathematics and English.

**Faculty and Support :**

The 81-member certificated staff, of which 48 (59%) hold master's degrees, is unusually cohesive. A sign of Aragon's respect in the community is the fact that in our "open choice" school system; Aragon is filled to maximum capacity, and maintains a long student wait list. Recent faculty initiatives have concentrated on expanding the support network to assure success for all students. These initiatives include increased support classes for our underrepresented students in CP level courses, implementation of a seven period day to help students with support and taking electives, agreement to move the athletic period for 9th and 10th graders outside the teaching schedule, and implementation of the AVID program to increase underrepresented students in advanced standing/honors and AP courses.

## IV. Comprehensive Needs Assessment Components

### A. Data Analysis (See Appendix A)

In our benchmark analysis of 2010, STAR CST scores in English and Mathematics, CAHSEE results in English and Mathematics, and CELDT scores in reading comprehension point out those underrepresented, under-performing students were not achieving academic standards in reading and mathematics as quickly as other groups. Hispanic/Latino and Pacific Islander students have made significant gains over the past three years, but they are still performing below white and Asian populations at the school. Lower socio-economic and special education students were finding it difficult to pass the California High School Exit Exam, and ELL's were struggling in reading. In the past English learners of Hispanic and Polynesian descent had access to after school tutorials specifically for them where parents and teachers worked with them to increase their academic performance in English and mathematics.

Since 2009/2010, Aragon implemented a number of tutorial interventions and support classes designed to help these groups succeed. In 2004, the school made a concerted effort to create Pacific Islander and Latino/Hispanic parent groups to address low academic performances on the CAHSEE and STAR Tests. Both Hispanic/Latino and Polynesian parent groups supported after school tutorials where teachers of English and mathematics were present to help these students with homework and tests. Results will show that many of the interventions since 2004 have born fruit in terms of greater academic performance for these two groups.

Since the district went into Program Improvement a year ago, new resources to support 9th and 10th graders in English and Algebra have been implemented (SES 9 & 10; Algebra Support). The results of these interventions will be determined by the pass and proficiency rate of the 2011 CAHSEE test for sophomores and for the STAR CST scores in English and Mathematics in April of 2011. The effect of the new Intensive English and Algebra support and the Guided Study classes for 9th graders will be studied with the results of the 2012 CAHSEE and CST scores.

### B. Surveys

Counselors conducted student surveys to determine stress levels associated with very rigorous course loads.

WASC surveys will be conducted in Spring and fall of 2011 to prepare for a WASC report and visitation in 2012.

### C. Classroom Observations

The District and school sites are using a UCLA protocol called "SMP Walkthroughs" to observe the level of student engagement and the amount of learning that is taking place in the classrooms. Cohorts of district and site administrators, as well as, instructional leaders and teachers are a part of the new protocol to document observed student engagement and learning. In 2011 Aragon teachers will begin peer coaching to enhance teaching and learning for all students.

### D. Student Work and School Documents

Beginning in 2010, benchmark common assessments in English and mathematics are reviewed every nine weeks by 9th and 10th grade English and Algebra instructors to assess student performance. The groups also create intervention strategies and materials to help struggling students. These strategies and materials are incorporated in the English 1-2 , 3-4 and Algebra 1-2 classes and into the SES 9 and 10 and Algebra Support classes.

### E. Analysis of Current Instructional Program (See Appendix B)

The following statements characterize educational practice at this school:

#### 1. Alignment of curriculum, instruction and materials to content and performance standards:

The following departments have aligned curriculum, instruction and materials to content and performance standards: English, Mathematics, Social Studies, Science, Foreign Language, Career Technical Education, Home Economics, Fine and Performing Arts, Physical Education, and Special Education.

#### 2. Availability of standards-based instructional materials appropriate to all student groups:

All departments and all teachers have participated in the development of standards-based courses with common assessments. Teachers have met in learning teams to examine assessment data and explore best practices that allow all students to learn. Teachers used the backwards-mapping design to create the formal assessments, activities, and evaluations using rubrics in the creation of standards-based units.

Most recently, The PE department developed course standards for all 9th and 10th grade students.

3. Alignment of staff development to standards, assessed student performance and professional needs:  
In 2011 the District established a new Professional Development Coordinator position with release period for a site PD teacher at each site to enhance the importance of continuous staff development.
4. Services provided by regular program to enable under-performing students to meet standards:  
Present course offerings to help under-performing students meet standards include Intensive English and Algebra Support, Strategic English Support for 9th and 10th grade students, Algebra Support for all students in need of assistance to pass Algebra 1-2. In addition, Aragon offers general academic support classes called College Skill Review for 10th graders. Students have access to English and mathematics support teachers for help passing the CAHSEE. The school provides specific semester prep classes in English and math skills necessary to pass the CAHSEE. Tutorials are also available to students at lunch from core departments and an after school tutorial is in the library from 3:15 to 4:15 p.m., Tuesday and Thursday.
5. Services provided by categorical funds to enable underperforming students to meet standards:  
Aragon uses Title II funds for Staff Development opportunities. Title III and EIA funds are used by ELD programs and departments for books and supplemental to support EL student achievement.
  - A) Professional development activities are offered for teachers in math, English, social science, science and arts to develop teaching strategies that address state and local standards. (Title II)
  - B) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (EIA and Title III)
  - C) Any increase in funds would be used to move an ELD Aide from part-time to full time status.
6. Use of state and local assessments to modify instruction and improve student achievement:  
Aragon uses STAR test data, as well as CAHSEE and CELDT results to assess instruction and modify and improve student achievement. Gates MacGinitie reading tests are given to all freshman students at the beginning and end of the year to determine growth or change of placement. Common assessments are used in English 1-2 and 3-4 classes, Algebra 1-2, Geometry 1-2, Modern World History and US History, and Biology.
7. Percentage of teachers in academic areas experiencing low performance:
  - Teachers of CP English 1-2, 78% ; English 3-4, 75% ;English 5-6, 60% ; and English 7-8, 50%
  - Teachers of Algebra 1-2, 60%
  - Teachers of CP MWHst 1-2, 75%; US History, 55%; Economics, 50%
  - Teachers of Integrated Science, 100%; Biology, 50%
8. Family, school, district and community resources available to assist these students:
  - PTSA resources
  - Safety Advocate work to assess and dispel violent behavior
  - Peer Helping programs to assist in alleviating conflicts
  - Free and Reduced Lunch Programs
  - Student tutorials – before, during, and after school
  - Support groups for anger management, abuse, and grief counseling
  - District nurse and health clerks at each school site
9. School, district and community barriers to improvements in student achievement:
  - Governor's budget cuts
  - Economy's impact on educational resources
  - Transportation issues
  - Parent educational level and motivation to drive students to higher levels of education

## **V. Description of Barriers and Related School Goals**

The following limitations exist:

- Attendance policies that do not deal with recidivist truants
- Limited number of underrepresented minority students in honors classes
- Partial implementation of informal and formal common assessments, benchmarks and pacing guides in all core classes
- Limited access to mental health services

With additional Program Improvement funding, the school and district are awaiting the effects of the Strategic English Support 9 & 10 courses, Algebra Support classes, and in 2011 the Intensive English and mathematics courses.

### **Related School Goals:**

In addition to increasing the academic performance in English and mathematics for English Language Learners, especially Long Term English Learners. Aragon is also focused on the performance of economically disadvantaged, special education, Hispanic/Latino and Polynesian students. These five groups are underperforming in comparison to white and Asian students when the data from CAHSEE and CST scores are examined. The school goals in English and mathematics attempt to address these needs.

## VI. Planned Improvements in Student Performance

The school site council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

<p><b>SCHOOL GOAL # 1</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  ELA Goal: 10th grade students will increase their reading and writing capabilities by 5% in "proficient" and "advanced proficient" categories as determined by annual CST English Language Arts test scores.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All 9th and 10th grade students, including the targeted subgroups of English Language Learners, Economically Disadvantaged, Special Education, Hispanic/Latino, and Polynesian students.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Baseline ELA CST scores for all 9th graders for the past three years who are proficient or above: 2008-74%, 2009-75%, 2010-77%, (2011-76%; -1% drop)                  Baseline ELA CST scores for all 10th graders for the past three years who are proficient or above: 2008-63%, 2009-67%, 2010-75%, (2011-71%; -4% drop)</p> <p>9th grade baseline scores for CST ELA 2010 proficient or above: Hisp/Lat-60% (2011-49%, -11% drop); Pac Is-57% (2011-n/a); Econ Dis-55% (2011, 40%, -15% drop); SWD-9% (2011-0%, 9% drop); ELL-9% (2011-7%, 2% drop), White-85% (2011-89%, 4% increase)</p> <p>10th grade baseline scores for CST ELA 2010 proficient or above: Hisp/Lat-57% (2011-49%, 8% drop); Pac Is-25% (2011-42%, 17% increase); Econ Dis-50% (2011-40%, 10% drop); SWD-7% (2011-19%, 12% increase); ELL-22% (2011-12%, 10% drop), White-80% (2011-83%, 3% increase)</p> <p>Performance Growth 1: We anticipate a 5% growth in performance for underperforming subgroups that include Hispanic/Latino, Pacific Islander, special education, English language, and socioeconomic disadvantaged students.</p> <p>Performance Growth 2: Increased enrollment and proficiency of underrepresented groups in Advanced Standing, Honors, and AP course by 5% from fall 2009 to fall 2011</p>
<p><b>Means of evaluating progress toward this goal:</b></p> <ol style="list-style-type: none"> <li>1. Gates McGinitie Reading Test: Pre and Post testing fall and spring semesters</li> <li>2. CAHSEE scores for all 10th graders (passing, proficient and Advanced Proficiency scores) for February testing</li> <li>3. CST ELA scores for 9th and 10th graders for the April STAR testing</li> <li>4. CELDT test results for ELL</li> </ol>	<p><b>Group data to be collected to measure academic gains:</b></p> <ol style="list-style-type: none"> <li>1. Gates pre and post reading scores, showing growth scores for each student</li> <li>2. CAHSEE passing, proficient and advanced proficiency scores for targeted underperforming subgroups</li> <li>3. CST ELA scores for targeted underperforming subgroups</li> <li>4. District common assessment data for English 1-2 and 3-4 CP and AS courses</li> </ol>
<p><b>SCHOOL GOAL #1</b></p>	

2011 SPSA for Aragon High School

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Counselors place students appropriately in English 1-2 and 3-4 CP and AS courses based upon Gates Macginitie reading scores, CST ELA scores	May of each year			
2. Counselors monitor fall and spring progress report grades and set appropriate meetings with students/parents if students receive a D or F in their English class	Beginning of fall and spring semesters			
3. Counselors place identified students into Strategic English Support classes (SES 9 & 10)	May of each year			
4. All staff receive professional development in CAHSEE essay writing format	January as necessary	\$500	\$500	Title II
5. All 10th grade students perform CAHSEE-like simulations in reading and writing across the curriculum prior to February test,	January and February			
6. The English Department evaluates English 1-2 and 3-4 Common Assessment results, especially for targeted underperforming subgroups for individuals performing below proficiency	posttest activity performed by English dept. staff			
7. Results of the CELDT tests are examined by the ELL Department Chair and teacher as well as all faculty who have ELL students in their classes	Annually			
8. The Committee rosters go out to all teachers by the third week of school to identify ELL, special ed, and GATE students	Annually			
9. Reinstate the ELD aide from part-time to full time to keep track of "at risk" EL's and work with parents to bring greater support at home to increase academic behaviors in order pass all courses.	Spring 2012		\$33,000.00	EIA
10. In fall of 2011, the district implemented three new programs for 9th and 10th grade students to improve in reading and mathematics performance and academic progress towards graduation.  Initiative 1: For students reading below the 6th grade level or weak in mathematics, an Intensive English Class and an Intensive Mathematics course was created. These courses were in addition to the Strategic English and Algebra courses created in 2010 for students at the 6th to 8th grade reading levels.  Initiative 2: A Guided Studies course was created for 9th and 10th grade students who need improved study skills, academic support or personal support in their core academic classes.  Initiative 3: A Blended Learning course was created that offers students credit recovery opportunities through a mixture of direct instruction and on-line curriculum using the Compass Learning system.	Fall of 2011			

**VI. Planned Improvements in Student Performance (continued)**

<p><b>SCHOOL GOAL #2</b>  <b>(Based on conclusions from Analysis of Program Components and Student Data pages)</b>                  Mathematics: All students in Algebra 1-2 and Geometry 1-2 will increase their proficiency by 5% in the "proficient" and "advanced proficiency" categories as determined by annual CST test scores.</p>	
<p><b>Student groups and grade levels to participate in this goal:</b>                  All 9th and 10th grade students who are enrolled in Algebra 1-2 and Geometry, including the targeted subgroups of English Language Learners, Economically Disadvantaged, Special Education, Hispanic/Latino, and Polynesian students.</p>	<p><b>Anticipated annual performance growth for each group:</b>                  Algebra 1-2 baseline trend for 3 years for 9th grade students proficient and above: 2008-20%; 2009-23%; 2010-27%; (2011-24%; 3% Drop)                  Growth Goal 9th: By fall 2011, 32% (or an &gt; of 5%) of all 9th graders will be proficient or advanced in Algebra                   Algebra 1-2 baseline trend for 3 years for 10th grade students proficient and above: 2008-7%; 2009-12%; 2010-0%; (2011-2%; 2% increase)                  Growth Goal 10th: By fall 2011, 17% (or an &gt; of 5%) of all 10th graders will be proficient or advanced in Algebra                   Geometry 1-2 baseline trend for 3 years for 9th grade students proficient and above: 2008-74%; 2009-72%; 2010-81%, (2011-71%, 10% Drop)                  Growth Goal 9th: By fall 2011, 85% (or an &gt; of 5%) of all 9th graders will be proficient or advanced in Geometry                   Geom. 1-2 baseline trend for 3 years for 10th grade students proficient and above: 2008-21%; 2009-19%; 2010-14%, (2011-24%, 10% increase)                  Growth Goal 10th: By fall 2011, 20% (or an &gt; of 6%) of all 10th graders will be proficient or advanced in Geometry                   Increase the number of graduating seniors successfully completing Algebra 3-4 or higher by 10% from spring 2008 to spring 2011. (2008 was the first year for students taking Integrated Math 1-2 with the possibility to complete Algebra 3-4)</p>
<p><b>Means of evaluating progress toward this goal:</b>                  1. Create a diagnostic test to determine strength and weakness of math skills in Algebra and Geometry                  2. Benchmark exam scores for Algebra 1-2 and Geometry 1-2                  3. Monitor progress grades in Algebra, Algebra Support, and Geometry for 9th and 10th graders                  4. Common Assessment results for Algebra and Geometry                  5. CAHSEE scores( passing, proficient, and advanced proficiency) for February test                  6. CST Algebra and Geometry scores for 9th and 10th grades, especially identified targeted groups, especially Hispanic/Latino, Polynesian, special education, English Language Learners, and socioeconomic disadvantaged students</p>	<p><b>Group data to be collected to measure academic gains:</b>                  1. Pass rates for benchmark exams as determined by Algebra and Geometry instructors                  2. Monitoring of Algebra and Geometry grades, particularly students with D and F grades                  3. Passing rates for Algebra and Geometry common assessments, disaggregated                  4. CAHSEE scores in Math for 10th graders, disaggregated                  5. CST scores in Algebra and Geometry, particularly focusing on targeted underperforming subgroups, especially Hispanic/Latino, Pacific Islander, special education, English Language Learners, and socioeconomic disadvantaged students</p>

**SCHOOL GOAL #2**

2011 SPSA for Aragon High School

<b>Actions to be Taken to Reach This Goal</b> Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	<b>Start Date Completion Date</b>	<b>Proposed Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
1. Explore diagnostic test of math proficiency skills with Mathematics Department	Fall of 2010	0		
2. Create accurate rubrics for benchmark exams and monitor and adjust instruction for students who fail to reach proficiency	Fall 2010	0		
3. Teachers of Algebra and Geometry monitor and adjust instruction for students with D and F grades	Begin Fall 2010	0		
4. Monitor targeted subgroups assessment scores in Algebra and Geometry	Begin Fall 2010	0		
5. Disaggregate CAHSEE scores for targeted subgroups and provide intervention for low performing students	Review Feb 2010 scores; continue for Spring semester 2011	0		
6. Disaggregate Algebra and Geometry CST scores for targeted subgroups and provide intervention for low performing students	Review Feb 2010 scores; continue for Spring semester 2011	0		
7. Add two sections of Algebra Support for 2010 school year	Fall semester 2010	0		
8. Reinstate the ELD aide from part-time to full time to keep track of "at risk" EL's and work with parents to bring greater support at home to increase academic behaviors in order pass all courses.	Spring 2012		\$33,000.00	EIA
9. In fall of 2011, the district implemented three new programs for 9th and 10th grade students to improve in reading and mathematics performance and academic progress towards graduation.  Initiative 1: For students reading below the 6th grade level or weak in mathematics, an Intensive English Class and an Intensive Mathematics course was created. These courses were in addition to the Strategic English and Algebra courses created in 2010 for students at the 6th to 8th grade reading levels.  Initiative 2: A Guided Studies course was created for 9th and 10th grade students who need improved study skills, academic support or personal support in their core academic classes.  Initiative 3: A Blended Learning course was created that offers students credit recovery opportunities through a mixture of direct instruction and on-line curriculum using the Compass Learning system.	Fall 2011			

**Appendix A - School and Student Performance Data**

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	1232	1231	1,147	448	455	356	25	22	10	333	312	273
Growth API	822	840	839	842	861	875				900	909	906
Base API	813	822	841	842	843	863			827	887	901	909
Target	A	A	A	A	A	A				A	A	A
Growth	9	18	-2	0	18	12				13	8	-3
Met Target	Yes	Yes	Yes	Yes	Yes	Yes				Yes	Yes	Yes

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number Included	248	262	293	300	311	203	149	175	159	108	91	63
Growth API	699	736	735		773	708	654	704	705	544		533
Base API	678	700	738	650	740	775	633	654	707	568	543	549
Target	6	5	5		5	5	8	7	5	12		
Growth	21	36	-3		33	-67	21	50	-2	-24		
Met Target	Yes	Yes	No		Yes	No	Yes	Yes	No	No		

**Appendix A - School and Student Performance Data (continued)**

**Table 2: Title III Accountability (District Data)**

AMAO 1	Annual Growth		
	2008-09	2009-10	2010-11
Number of Annual Testers	847	846	853
Percent with Prior Year Data	96.6	100	100
Number in Cohort	818	842	849
Number Met	561	591	481
Percent Met	68.6	70	57
NCLB Target	51.6	53.1	54.6
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency				
	2008-09	2009-10		2010-11	
	All Students	Years of EL instruction		Years of EL instruction	
		Less Than 5	More Than 5	Less Than 5	More Than 5
Number in Cohort	393	439	468	382	532
Number Met	188	175	272	105	281
Percent Met	47.8	39.9	58.1	28	53
NCLB Target	30.6	17.4	41.3	18.7	43.2
Met Target	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2008-09	2009-10	2010-11
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	(Pending)	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	Yes	No
<b>Met Target for AMAO 3</b>	<b>Yes</b>	<b>(Pending)</b>	<b>No</b>

**Appendix A - School and Student Performance Data (continued)**

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	99	98	99	99	97	100	100	100	100	100	100
Number At or Above Proficient	347	374	305	141	147	107	8	--	--	102	102	71
Percent At or Above Proficient	79.2	82.0	81.6	89.2	87.5	91.5	72.7	--	--	85.0	87.9	86.6
AYP Target	44.5	55.6	66.7	44.5	55.6	66.7	44.5	55.6	66.7	44.5	55.6	66.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	95	98	99	96	98	99	99	97	97	98	97	90
Number At or Above Proficient	50	64	69	45	69	37	24	30	34	14	7	8
Percent At or Above Proficient	61.0	63.4	64.5	49.5	62.7	48.1	43.6	56.6	53.1	35.0	23.3	33.3
AYP Target	44.5	55.6	66.7	44.5	55.6	66.7	44.5	55.6	66.7	44.5	55.6	66.7
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	No	--	--	No	--	--	--

**Appendix A - School and Student Performance Data (continued)**

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	98	99	98	98	99	98	100	100	100	99	100	100
Number At or Above Proficient	329	359	293	120	144	99	8	--	--	108	106	78
Percent At or Above Proficient	75.6	78.9	78.3	76.4	85.7	83.9	72.7	--	--	90.8	91.4	95.1
AYP Target	43.5	54.8	66.1	43.5	54.8	66.1	43.5	54.8	66.1	43.5	54.8	66.1
Met AYP Criteria	Yes	Yes	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	Yes

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	94	97	99	95	97	99	97	97	99	98	97	90
Number At or Above Proficient	43	51	61	47	65	44	19	29	31	11	7	7
Percent At or Above Proficient	53.1	51.0	57.0	52.2	59.6	57.1	35.2	54.7	47.7	27.5	23.3	29.2
AYP Target	43.5	54.8	66.1	43.5	54.8	66.1	43.5	54.8	66.1	43.5	54.8	66.1
Met AYP Criteria	Yes	No	Yes	Yes	Yes	No	--	--	No	--	--	--

**Appendix A - School and Student Performance Data (continued)**

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	4	14	7	24	9	31	9	31			29
<b>10</b>	4	14	15	52	7	24	3	10			29
<b>11</b>			10	67	4	27	1	7			15
<b>12</b>	2	18	6	55	2	18	1	9			11
<b>Total</b>	10	12	38	45	22	26	14	17			84

## Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

#### 1. Use of state and local assessments to modify instruction and improve student achievement (NCLB)

In our benchmark analysis of 2010, STAR CST scores in English and Mathematics, CAHSEE results in English and Mathematics, and CELDT scores in reading comprehension point out those underrepresented, under-performing students were not achieving academic standards in reading and mathematics as quickly as other groups. Hispanic/Latino and Pacific Islander students have made significant gains over the past three years, but they are still performing below white and Asian populations at the school. Lower socio-economic and special education students were finding it difficult to pass the California High School Exit Exam, and ELL's were struggling in reading. English learners of Hispanic and Polynesian descent had access to after school tutorials specifically for them where parents and teachers worked with them to increase their academic performance in English and mathematics.

#### 2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Since 2009/2010, Aragon has implemented a number of tutorial interventions and support classes designed to help English Learners and identified underperforming groups, such as economically disadvantaged, special education, Hispanic Latino and Polynesian students succeed. Administration and faculty meet monthly to review CAHSEE and CST results that include disaggregated data for ELL, special education, socio-economically disadvantaged, Hispanic/Latino, and Polynesian students. Results of common assessment data are reviewed every nine weeks by content specific teachers.

In 2004, the school made a concerted effort to create Pacific Islander and Latino/Hispanic parent groups to address low academic performances on the CAHSEE and STAR Tests. Both Hispanic/Latino and Polynesian parent groups supported after school tutorials where teachers of English and mathematics were present to help these students with homework and tests. Results will show that many of the interventions since 2004 have born fruit in terms of greater academic performance for these two groups.

Since the district went into Program Improvement a year ago, new resources to support 9th and 10th graders in English and Algebra have been implemented (SES 9 & 10; Algebra Support). The results of these interventions will be determined by the pass and proficiency rate of the 2011 CAHSEE test for sophomores and for the STAR CST scores in English and Mathematics in April of 2011.

In fall of 2011, the district implemented three new programs for 9th and 10th grade students to improve in reading and mathematics performance and academic progress towards graduation.

Initiative 1: For students reading below the 6th grade level or weak in mathematics, an Intensive English Class and an Intensive Mathematics course was created. These courses were in addition to the Strategic English and Algebra courses created in 2010 for students at the 6th to 8th grade reading levels.

Initiative 2: A Guided Studies course was created for 9th and 10th grade students who need improved study skills, academic support or personal support in their core academic classes.

Initiative 3: A Blended Learning course was created that offers students credit recovery opportunities through a mixture of direct instruction and on-line curriculum using the Compass Learning system.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (NCLB)

The school has worked diligently to assure that all of our teachers are highly qualified. After a review of staff last year by the district, only two teachers in special education were out of compliance and they took steps over the summer to take the appropriate course work to make them highly qualified in their subject areas for fall of 2010.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

Not applicable

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

The district reviews the sufficiency of credentialed teachers and provides professional development opportunities to administrators and teachers as funds are available.

6. Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

The district's associate superintendent of instruction working with content area curriculum councils and the umbrella Instruction Council, meets twice a month with representatives from the school sites to address professional needs, student performance, and alignment of content standards.

7. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The district and the school site supports SES 9 and 10 as well as Algebra Support teachers with instructional assistance through the use English and mathematics content experts. They work to create and coordinate pacing guides, assessments and appropriate teaching strategies for ELL and other identified underperforming groups.

8. Teacher collaboration by grade level (EPC)

The development of Strategic English Support classes for 9th and 10th grade students, Algebra Support classes and Intensive English and Math Support classes have led to increased collaboration to create pacing guides and benchmark common assessments.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

English and mathematics departments have aligned their curriculum to the state content standards and continually review power standards after reviewing results of CST tests in English and mathematics. All high schools in the district give benchmark common assessments every nine weeks in English 9 and 10 and Algebra.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

All students in 9th and 10th grade receive at least the equivalent of 55 minutes per day in mathematics and language arts instruction.

11. Lesson pacing schedule (EPC)

Pacing guides are in place for English 1-2 and 3-4 as well as Algebra 1-2 to support the work of the teachers who instruct Strategic English Support classes in grade 9 and 10 and for Algebra support classes across the district.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

As part of the Williams Act, all classes have standards-based instructional materials.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

Standards aligned materials are used in all content areas and specifically in the English Support 9 and 10 classrooms and Algebra Support classes where strategic interventions take place.

Opportunity and Equal Educational Access

14. Services provided by the regular program that enable underperforming students to meet standards (NCLB)

Present course offerings to help under-performing students meet standards include Strategic English Support for 9th and 10th grade students, Algebra Support for all students in need of support to pass Algebra 1-2. In addition, Aragon offers general academic support classes called College Skill Review. Students have access to English and mathematics support teachers for help passing the CAHSEE. The school provides specific semester prep classes in English and math skills necessary to pass the CAHSEE. Tutorials are also available to students at lunch from core departments and an after school tutorial is in the library from 3:15 to 4:15 p.m., Tuesday and Thursday.

15. Research-based educational practices to raise student achievement at this school (NCLB)

Aragon uses Title II funds for Staff Development opportunities. Title III and EIA funds are used by ELD programs and departments for books and supplemental to support EL student achievement.

- A) Professional development activities are offered for teachers in math, English, social science, science and arts to develop teaching strategies that address state and local standards. (Title II)
- B) Computer lab aides assist students to use technology in meeting standards. (PTSO Funds)
- C) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (EIA and Title III)

16. Opportunities for increased learning time (Title I SWP and PI requirement)

Teachers meet with students at lunch and after school. Tutorials are available from 3:15 to 4:15 in the library.

17. Transition from preschool to kindergarten (Title I SWP)

Not Applicable

Involvement

18. Resources available from family, school, district, and community to assist under-achieving students (NCLB)

The Parent Teacher Student Organization of Aragon holds an annual fund raiser called "Fair Share" which brings in financial support dollars that help pay for after school tutorials and a computer aide in a computer lab for all students to be able to access technology in case there is none at home.

19. Strategies to increase parental involvement (Title I SWP)

For the past five years, Aragon has organized and supported Hispanic/Latino, Polynesian, African American and Asian Parent Groups. These groups were successful in bringing together parents who before had not met. The groups allowed the school administration to go over the vision and mission of the school, present test result data about their students, and develop tutorials and college scholarships for students going on to post-secondary opportunities. This year we are merging all parent groups under the PTSO umbrella to bring about one large group of parents, representing all ethnicities of the school. The Phone Dialer and blanket emails are used to remind all parents of upcoming meetings and agenda items

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

As necessary the School Site Council is involved with the planning, implementation and evaluation of CCR applications

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Aragon uses Title II funds for Staff Development opportunities. Title III and EIA funds are used by ELD programs and departments for books and supplemental to support EL student achievement.

- A) Professional development activities are offered for teachers in math, English, social science, science and arts to develop teaching strategies that address state and local standards. (Title II)
- B) Computer lab aides assist students to use technology in meeting standards. (PTSO Funds)
- C) English language support services are provided to second language students to assist them in attaining English proficiency and meeting graduation requirements. (EIA and Title III)
- D) Any increase in funding for 2010/11 would be used to move the ELD Aide from part-time to full time to increase support for EL students at school and at home.

22. Fiscal support (EPC)

Aragon specifically draws from Title II, Part A, federal funding for Teacher and Principal training (\$7,000); Title III, Part A, federal funding for English Learners (\$13,575), and EIA state funding for English Learners (\$71,867)

**Appendix C - Programs Included in this Plan**

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

<b>State Programs</b>	<b>Allocation</b>
<input checked="" type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	\$\$87,937.00
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	\$
Total amount of state categorical funds allocated to this school	\$

<b>Federal Programs under No Child Left Behind (NCLB)</b>	<b>Allocation</b>
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input checked="" type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$7,000
<input checked="" type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$13,575
<input type="checkbox"/> Other Federal Funds (list and describe*)	\$
Total amount of federal categorical funds allocated to this school	\$

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$108,512.00</b>
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\* For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

**Appendix D - 2011-12 Categorical District Services Budget**

	Title I	Title I ARRA	Title II	Title III	EIA	Other
<b>Allocation</b>			\$7,000.00	\$8,080.00	\$87,397	
<b>Carryover</b>				\$8,400.00		
<b>Amount to Central Services</b>				(\$3,015.00	(\$42,275.00)	
<b>Total</b>			\$7,000.00	\$13,465.00	\$45,122.00	

<b>2011-12 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION</b>							
Object Code	Description of Services	Title I	Title I ARRA	Title II	Title III	EIA	Other
1000	Certificated						
2901	ELD Assistant/Instructional Aides					\$33,000.00	
2902	Other Classified Support						
3000	Benefits						
4000	Instructional Supplies				\$1,100		
5000	Professional Development Support			\$7,000			
5000	Other Services						
	<b>TOTALS</b>			<b>\$7,000</b>	<b>\$1,100</b>	<b>\$33,000.00</b>	

**Appendix E - Recommendations and Assurances (Aragon High School)**

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

<input type="checkbox"/> State Compensatory Education Advisory Committee	_____ Signature
<input checked="" type="checkbox"/> English Learner Advisory Committee	_____ Signature
<input checked="" type="checkbox"/> Special Education Advisory Committee	_____ Signature
<input checked="" type="checkbox"/> Gifted and Talented Education Program Advisory Committee	_____ Signature
District/School Liaison Team for schools in Program Improvement	_____ Signature
Compensatory Education Advisory Committee	_____ Signature
Departmental Advisory Committee (secondary)	_____ Signature
Other committees established by the school or district (list):	_____ Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: 10/2010

Attested:

Patricia Kurtz _____ Typed Name of School Principal	_____ Signature of School Principal	_____ Date
Jim Coe _____ Typed Name of SSC Chairperson	_____ Signature of SSC Chairperson	_____ Date

**[X] Original signature on file (date: 10/11/2010)**

## **Appendix F - Home/School Compact**

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

### **Student Pledge:**

That we will represent the student voice on the committee and make decisions based upon how the decision will affect students.

### **Parents Pledge:**

That we will represent the parent voice on the committee and make decisions based upon how the decision will affect the students and parents of Aragon.

### **Staff Pledge:**

That we will represent the faculty voice on the committee and make decisions based upon how the decision will affect students, parents and faculty at Aragon.

## Appendix G - School Site Council Membership: Aragon High School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Pat Kurtz	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jim Coe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Amy Schwartz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Whitehurst	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holly Dietz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sarah Bold	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ed Barney	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Heidi Bowman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Andrew Perotti	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jenise Williams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>3</b>	<b>1</b>

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

<b>Dept.</b>	<b>Course</b>	<b>Book Title</b>	<b>Publisher</b>
English	English 1-2	<u><b>The Language of Literature</b></u>	McDougal Littell, c2002
English	English 1-2	<u><b>Timeless Voices, Timeless Theme's for</b></u>	Prentice Hall, c2002
English	English 3-4	<u><b>The Language of Literature</b></u>	McDougal Littell, c2002
English	English 3-4	<u><b>Timeless Voices, Timeless Theme's for</b></u>	Prentice Hall, c2002
English	English 3-4	<u><b>California Holt Literature and Language Arts</b></u>	Holt, Rinehart, & Winston, c. 2003
English	English 5-6	<u><b>The Language of Literature</b></u>	McDougal Littell
English	English 5-6	<u><b>Timeless Voices, Timeless Theme's for</b></u>	Prentice Hall
English	English 5-6	<u><b>Literature and Language Arts</b></u>	Holt
English	Advanced Journalism	<u><b>Springboard to Journalism</b></u>	Columbia Scholastic Press Advisers Assoc.
ELD	ELD	<u><b>Visions, Language &amp; Literacy</b></u>	Heinle (Thomson Corporation)
ELD	ELD	<u><b>Grammar Dimensions, Books 2 &amp; 3</b></u>	Heinle & Heinle, 1997
ELD	ELD	<u><b>Focus on Grammar: A Basic Course for Ref.</b></u>	Addison-Wesley, 1994
ELD	ELD 3-4	<u><b>Of Mice &amp; Men, c.1937</b></u>	Bantam Books, N.Y. 1977
ELD	ELD 3-4	<u><b>Edge: Reading, Writing, &amp; Language</b></u>	Hampton-Brown, c2007
Health	Health	<u><b>Lifetime Health</b></u>	Holt, Rinehart, & Winston, c. 2004
Home Economics	Nutrition	<u><b>Guide to Good Food</b></u>	Goodheart-Wilcox Publisher, c2008, 10th ed.
Home Economics	FEAST – Food Education & Service Training	<u><b>ProStart: Becoming a Foodservice Professional Year 1 and Year 2</b></u>	
Home Economics	Nutrition and Cooking	<u><b>Food for Today</b></u>	Glencoe, c. 2000
Home Economics	Child Development & SAPID @ Pen	<u><b>The Developing Child</b></u>	Glencoe, c. 2000
Industrial Technology	Architectural Design	<u><b>Architecture Drafting and Design</b></u>	Glencoe/McGraw-Hill

<b>Dept.</b>	<b>Course</b>	<b>Book Title</b>	<b>Publisher</b>
Industrial Technology	Automotive Technology	<b><u>Motor Automotive Technology</u></b>	Delmar, c. 1999, 3 <sup>rd</sup> edition
Industrial Technology	Technical Drawing	<b><u>Basic Technical Drawing</u></b>	Glencoe, 2000
Industrial Technology	Engineering Tech (Robotics)	<b><u>Robotics Technology</u></b>	Goodheart-Willcox Co. Inc. c. 1996
Industrial Technology	Engineering Tech	<b><u>Introduction to Engineering Technology</u></b>	Prentice Hall
Math	Applied Geometry & Statistics	<b><u>Discovering Geometry</u></b>	Key Curriculum Press
Math	Applied Geometry & Statistics	<b><u>Geometry Concept &amp; Skills</u></b>	McDougal Littell, c. 2003
Math	Statistics (AP)	<b><u>The Practice of Statistics</u></b>	WH Freeman & Co. c. 2002
Math	Finite Math	<b><u>Mathematics All Around</u></b>	Addison-Wesley (Pearson)
Math	Algebra 1-2	<b><u>Algebra 1</u></b> (Calif. Version)	McDougal Littell, c2007, Calif version
Math	Algebra 1-2	<b><u>Algebra Connections</u></b>	CPM Educational Program, c2006
Math	Algebra 3-4	<b><u>Algebra 2 Connections</u></b>	CPM Educational Program, c2007
Math	Algebra 3-4	<b><u>Algebra 2</u></b>	Prentice Hall, c2008, California edition
Math	Algebra 3-4	<b><u>Algebra 2</u></b>	McDougal Littell, c2007
Math	Precalculus	<b><u>Functions Modeling Change: A Preparation for Calculus</u></b>	Wiley, 3rd. ed.c2007
Math	Precalculus	<b><u>Precalculus: Graphical, Numeric, Algebraic</u></b>	Prentice Hall, c2007
Math	Geometry 1-2	<b><u>Geometry</u></b>	McDougal Littell, c2007
Math	Geometry 1-2	<b><u>Geometry</u></b>	Prentice Hall, c2008
Math	Geometry 1-2	<b><u>Geometry Connections</u></b>	CPM, c2006
Math	Calculus	<b><u>Calculus: Graphical, Numerical, &amp; Algebraic</u></b>	Prentice Hall, c2007

<b>Dept.</b>	<b>Course</b>	<b>Book Title</b>	<b>Publisher</b>
Math	Calculus	<b><u>Calculus: Single Variable, 4th ed.</u></b>	Peoples Publishing, c2005
Math	Calculus	<b><u>Calculus</u></b>	Thomson Learning, c2008
Math	Integrated Math 1-2	<b><u>Geometry: Concepts and Skills</u></b>	McDougal Littell, c2010
Math	Integrated Math 3-4	<b><u>Algebra 2: Concepts and Skills</u></b>	McDougal Littell, c2008
Math	Multivariable Calculus 1-2 H	<b><u>Multivariable Calculus, c2008, 6th ed.</u></b>	Holt McDougal
Non-Departmental	Health Education	<b><u>Lifetime Health</u></b>	Holt, Rinehart, & Winston, c. 2004
Non-Departmental	Video Production	<b><u>Video Basics 2</u></b>	unknown
Science	Astronomy	<b><u>Voyages Through the Universe, 2<sup>nd</sup> Edition</u></b>	Saunders College Publishing, c. 2000,
Science	Applied Biology 1-2	<b><u>Environmental Science</u></b>	Addison Wesley, c. 2003
Science	Marine Biology 1-2	<b><u>Marine Biology</u></b>	McGraw Hill, c. 2000
Science	Biology 1-2	<b><u>Biology</u></b> (National version)	Holt, Rinehart, & Winston, c2006
Science	Biotechnology 1-2, 3-4, Independent Research courses of study	<b><u>Biotechnology, Science for the New Millennium</u></b>	Paradigm Publishing, c2007
Science	Earth Science	<b><u>EarthComm, c2005</u></b>	It's About Time Publishing
Science	Applied Chemistry	<b><u>Chemistry in The Community (ChemCom)</u></b>	W.H. Freeman, 2000
Science	Chemistry 1-2	<b><u>The World of Chemistry, c2007</u></b>	McDougal Littell, c2007, (Calif) version
	Chemistry 1-2	<b><u>Chemistry Matter &amp; Change, c2007</u></b>	Glencoe (Calif version)
Science	Chemistry 3-4, AP	<b><u>Chemistry</u></b>	Houghton-Mifflin, c. 2000
Science	Integrated Science 1-2	<b><u>Conceptual Physical Science-Explorations</u></b>	Addison Wesley division of Prentice Hall, c.2003
Science	Physics 1-2	<b><u>Conceptual Physics, c2006</u></b>	Prentice Hall
Science	Physics AP & Honors	<b><u>Physics</u></b>	J. Wiley & Sons, Inc. c.1999

<b>Dept.</b>	<b>Course</b>	<b>Book Title</b>	<b>Publisher</b>
Social Science	Sociology	<b><u>Sociology in Our Times</u></b>	Thomson, 5th ed., c2005
Social Science	Contemporary World Studies	<b><u>World Cultures: A Global Mosaic</u></b>	Prentice Hall, c. 2004
Social Science	Economics, CP	<b><u>Economics: Concepts &amp; Choices</u></b>	McDougal Littell, c2008. Calif. Edition
Social Science	Economics, AP	<b><u>Principles of Economics</u></b>	Southwest Cengage Learning, 5h ed, c2009
Social Science	Modern World History, AS	<b><u>Western Civilization</u></b>	Cengage Learning
Social Science	Modern World History	<b><u>Modern World History: Patterns of Interaction</u></b>	McDougal Littell, c. 2006
Social Science	Honors World History	<b><u>World Civilizations</u></b>	Thomson Learning, 2 <sup>nd</sup> ed. c. 2000
Social Science	Honors World History	<b><u>The Earth &amp; It's Peoples: A Global History</u></b>	Houghton Mifflin Co. c. 1997
Social Science	U.S. History 1-2	<b>America Pathways to the Present</b>	Prentice-Hall, Inc.,c. 2000
Social Science	U.S. History 1-2	<b><u>The Americans</u></b>	McDougal Littell, c2007
Social Science	Psychology	<b><u>Understanding Psychology</u></b>	Glencoe/McGraw-Hill, c. 2003
Social Science	Law and Society	<b><u>Street Law-A Course in Practical Law</u></b>	Glencoe, c2005
World Language	Chinese 1-2	<b><u>Integrated Chinese, c2009, 3rd ed.</u></b>	Cheng & Tsui
World Language	French 1-2 & 3-4, 5-6	<b><u>Bien dit, Level 1, 2, &amp; 3 series</u></b>	Holt, Rinehart, & Winston, c2008
World Language	Italian 1-2, 3-4, & 5-6	<b><u>SuperCi@o.it</u></b>	Editrice la Scuola, c2005
World Language	Japanese 1-2, 3-4, 5-6, 7-8	<b><u>Nakama, Level 1, c2009</u></b> <b><u>Nakama, Level 2, c2010</u></b>	Holt McDougal
World Language	Spanish for Native Speakers	<b><u>El español para nosotros</u></b>	Glencoe, c2006
World Language	Spanish 1-2, 3-4, 5-6, 7-8 H	<b><u>Realidades1,2, &amp;3</u></b>	Prentice Hall, c2008

Dept.	Course	Book Title	Publisher
<b>International Baccalaureate - Books for Capuchino</b>			
Dept.	Course	Book Title	Publisher
Arts - Fine & Performing	IB Theater Arts	Six Characters in Search of an Author	Purchased from Amazon
Science	Chemistry IB	Chemistry IB 2nd ed.	Pronin International
Social Science		A History of Latin America, 7th ed. c2004	
Arts - Fine & Performing	Music	Music! Its Role & Importance in our Lives, c2000	
English	English	Misc. Literature Books	
English	English	Krik?KraK!	
Math	Math	SL - International Baccalaureate-Math for the International Student	
English	English	Novels	
World Languages	World Languages	Language & Themes	
World Languages	World Languages	Nouvelle grammaire communicative	
Arts - Fine & Performing	Arts - Fine & Performing	Understanding Movies	
<b>Supplemental</b>			
ELD	Sheltered US History	American History, c2008	McDougal Littell
ELD	Sheltered US History	One Nation, Many People, Vol. 1 & 2	AGS Globe Fearon

# Aragon High School

## School Accountability Report Card Reported Using Data from the 2010-11 School Year Published During 2011-12

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school.

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

### I. Data and Access

#### EdData Partnership Web Site

EdData is a partnership of the CDE, EdSource, and the Fiscal Crisis Management and Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

#### DataQuest

DataQuest is an online data tool located on the CDE DataQuest webpage at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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. 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.

### II. About This School

#### Contact Information (School Year 2011-12)

School		District	
School Name	Aragon High School	District Name	San Mateo Union High School District
Street	900 Alameda de Las Pulgas	Phone Number	(650) 558-2299
City, State, Zip	San Mateo, CA 94402-3357	Web Site	<a href="http://aragon.schoolloop.com/">http://aragon.schoolloop.com/</a>
Phone Number	(650) 558-2999	Superintendent	Scott Laurence
Principal	Patricia Kurtz	E-mail Address	<a href="mailto:slaurence@smuhsd.org">slaurence@smuhsd.org</a>
E-mail Address	<a href="mailto:pkurtz@smuhsd.org">pkurtz@smuhsd.org</a>	CDS Code	41-30217

#### School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

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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.

### Opportunities for Parental Involvement (School Year 2010-11)

This section provides information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

Parents and guardians at Aragon High School are active in the PTSO, Music, Drama, and Athletic Boosters, Aragon Foundation, Fair Share Committee, Latino Parents Group and the Asian Parent Group. 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.

### Student Enrollment by Grade Level (School Year 2010-11)

Grade Level	Number of Students
Grade 9	369
Grade 10	385
Grade 11	433
Grade 12	400
<b>Total Enrollment</b>	<b>1,587</b>

### Student Enrollment by Group (School Year 2010-11)

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
<b>Black or African American</b>	1	<b>White</b>	31
<b>American Indian or Alaska Native</b>	0.1	<b>Two or More Races</b>	12.4
<b>Asian</b>	24.1	<b>Socioeconomically Disadvantaged</b>	14.9
<b>Filipino</b>	4.3	<b>English Learners</b>	17.3
<b>Hispanic or Latino</b>	24.3	<b>Students with Disabilities</b>	8.5
<b>Native Hawaiian/Pacific Islander</b>	2.9		

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

Subject	2008-09				2009-10				2010-11			
	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+
<b>English</b>	29.5	8	17	25	31.5	1	15	33	27.4	12	20	22
<b>Mathematics</b>	31.4	1	24	18	30.5	0	18	29	27.7	11	19	19
<b>Science</b>	31.9	0	18	21	31	2	19	25	30.1	4	19	15
<b>Social Science</b>	32	0	15	23	31	1	24	22	27.8	7	21	12

\* 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.

## III. School Climate

### School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

Aragon has a strong and dedicated history of teacher/student relationships. Students and staff feel physically and psychologically secure from physical and verbal attacks. Adults are very visible on campus – in Center Court, in hallways, at after school events. Parents and peers are involved in solving any problem so that students are free to do their best learning and teachers are free to do their best teaching. Teachers, Administration and our School Safety Advocate take a proactive role in defusing potential problems, especially problems that threaten the safety of the campus.

The Aragon School Safety Plan helps to create a caring and connected school climate that involves all students, staff, parents and community and 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. It was updated in August 2010 and presented to faculty.

## Suspensions and Expulsions

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
<b>Suspensions</b>	9.28	8.27	8.44	15.63	13.94	11.47
<b>Expulsions</b>	0.6	0.98	0.25	0.82	0.78	0.68

\* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

**Year and month in which data were collected:** August 2011

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 are being built. The CTE building will house Biotechnology, Multimedia, Digital Photography and Engineering Technology classrooms. Renovation of the athletic facilities and locker rooms will begin in fall 2011.

[School Facility Conditions Evaluation: 03/04/10]

### School Facility Good Repair Status (School Year 2011-12)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<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

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Structural:</b> Structural Damage, Roofs	[ ]	[X]	[ ]	[ ]	N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	[ ]	N/A
<b>Overall Rating</b>	[ ]	[X]	[ ]	[ ]	N/A

## V. Teachers

### Teacher Credentials

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
<b>With Full Credential</b>	77	81	74	446.3
<b>Without Full Credential</b>	4	3	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	1	---

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2009-10	2010-11	2011-12
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

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

\*\* "Vacant Teacher Positions" refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by	
	NCLB Compliant Teachers	Non-NCLB Compliant Teachers
<b>This School</b>	100	0
<b>All Schools in District</b>	99.16	0.84
<b>High-Poverty Schools in District</b>	98.33	1.67
<b>Low-Poverty Schools in District</b>	99.52	0.48

\* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2010-11)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3	556
Counselor (Social/Behavioral or Career Development)		---
Library Media Teacher (Librarian)	0.5	---
Library Media Services Staff (paraprofessional)	.5	---
Psychologist	0.5	---
Social Worker		---
Nurse		---
Speech/Language/Hearing Specialist	0.5	---
Resource Specialist (non-teaching)	0.5	---
Other	5	---

\* 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.

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instructional materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

**Year and month in which data were collected:** August 2011

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.

Core Curriculum Area	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	Yes	0
Mathematics	Current and Meet State and Local Standards	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	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

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8240	n/a	\$8240	\$81,727
District	---	---	\$8895	\$84,416
Percent Difference: School Site and District	---	---	-7%	-3%
State	---	---	\$5,455	\$70,570
Percent Difference: School Site and State	---	---	+34%	+14%

\* **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

\*\* **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at <http://www.ed-data.org>.

### Types of Services Funded (Fiscal Year 2010-11)

This section provides specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

The majority of funds available to Aragon are allocated toward teacher salaries and benefits, classroom aides, and textbooks, all of which directly relate to classroom instruction. EIA and Title III funds provide support services for EL students. Title II supports professional development activities. Carl Perkins Career Technical Education funds support the school's Career Technical Education program. Categorical state funds support counseling and maintain a safe and healthy campus. 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 the money raised. Our ethnic parent groups, Latino, African-American and Asian have regular successful fundraisers to support students and provide scholarships.

### Teacher and Administrative Salaries (Fiscal Year 2009-10)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,664	\$42,954
Mid-Range Teacher Salary	\$81,727	\$69,905
Highest Teacher Salary	\$96,261	\$89,464
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$121,722
Average Principal Salary (High)	\$135,000	\$128,348
Superintendent Salary	\$205,000	\$205,119
Percent of Budget for Teacher Salaries	35%	37%
Percent of Budget for Administrative Salaries	5%	5%

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

## IX. Student Performance

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- California Standards Tests (CSTs), which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- California Modified Assessment (CMA), an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- California Alternate Performance Assessment (CAPA), includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	70	73	72	60	62	64	49	52	54
Mathematics	36	39	41	33	35	41	46	48	50
Science	66	66	66	54	57	60	50	54	57
History-Social Science	65	71	69	58	60	64	41	44	48

\* 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.

### Standardized Testing and Reporting Results by Student Group - Most Recent Year

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	64	41	60	64
All Student at the School	72	41	66	69
Male	65	39	65	70
Female	78	42	67	68
Black or African American	0	0	0	0
American Indian or Alaska Native				
Asian	82	65	77	83
Filipino	77	42	81	78
Hispanic or Latino	51	18	41	45
Native Hawaiian/Pacific Islander	44	20	17	39
White	81	42	79	78
Two or More Races	78	42	79	73
Socioeconomically Disadvantaged	41	14	22	39
English Learners	7	10	11	12
Students with Disabilities	11	3	16	26
Students Receiving Migrant Education Services				

\* 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.

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

### California High School Exit Examination Results for All Students - Three-Year Comparison

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	79	82	80	71	73	73	52	54	59
Mathematics	76	78	77	71	72	73	53	54	56

\* 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.

### California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	27	23	51	27	36	37
All Students at the School						
Male	23	20	56	21	36	43
Female	16	22	62	24	38	38
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	13	8	79	5	27	68
Filipino	20	27	53	20	33	47
Hispanic or Latino	35	32	33	44	41	15
Native Hawaiian/Pacific Islander	46	15	38	33	50	17
White	10	20	70	18	40	42
Two or More Races	9	22	69	14	39	48
Socioeconomically Disadvantaged	47	33	20	52	37	11
English Learners	83	17	0	55	31	14
Students with Disabilities	67	26	7	74	26	0
Students Receiving Migrant Education Services	0	0	0	0	0	0

\* 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.

### California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	14.8	28.1	43.2

\* 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.

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	9	9	9
Similar Schools	6	5	4

### Academic Performance Index Growth by Student Group - Three-Year Comparison

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	9	18	-2
Black or African American			
American Indian or Alaska Native			
Asian	13	8	-3
Filipino			
Hispanic or Latino	21	36	-3
Native Hawaiian/Pacific Islander			
White	0	18	12
Two or More Races	N/D		
Socioeconomically Disadvantaged	21	50	-2
English Learners		33	-67
Students with Disabilities	-24		

\* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

### Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	School		LEA		State	
	# of Students	Growth API	# of Students	Growth API	# of Students	Growth API
All Students at the School	1,147	839	6,019	814	4,683,676	778
Black or African American	10		90	700	317,856	696
American Indian or Alaska Native	0		6		33,774	733
Asian	273	906	1,310	900	398,869	898
Filipino	52	875	318	842	123,245	859
Hispanic or Latino	293	735	1,742	707	2,406,749	729
Native Hawaiian/Pacific Islander	23	774	161	719	26,953	764
White	356	875	1,844	856	1,258,831	845
Two or More Races	140	851	533	842	76,766	836
Socioeconomically Disadvantaged	159	705	1,299	686	2,731,843	726
English Learners	203	708	1,415	695	1,521,844	707
Students with Disabilities	63	533	504	537	521,815	595

### Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) webpage at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	No
Met Participation Rate: Mathematics	Yes	No
Met Percent Proficient: English-Language Arts	No	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	Yes
Met Graduation Rate (if applicable)	Yes	Yes

### Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

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	---	3
Percent of Schools Currently in Program Improvement	---	42.9

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

#### California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

### Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0.8	1.1	0.9	1.5	3.1	2.2	4.9	5.7	4.6
Graduation Rate	96.5	96.99	96.05	94.5	92.30	90.03	80.21	78.59	80.44

\* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	97.50%	91.50%	N/D
Black or African American	100%	88.20%	N/D
American Indian or Alaska Native	100%	n/a	N/D
Asian	98.90%	94%	N/D
Filipino	100%	100%	N/D
Hispanic or Latino	93.80%	82.60%	N/D
Native Hawaiian/Pacific Islander	100%	91.30%	N/D
White	98.30%	96%	N/D
Two or More Races			N/D
Socioeconomically Disadvantaged	90.50%	81.10%	N/D
English Learners	92.20%	81.60%	N/D
Students with Disabilities	95.10%	89.80%	N/D

\* "N/D" means that no data were available to the CDE or LEA to report.

### Career Technical Education Programs (School Year 2010-11)

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

At Aragon, students have an opportunity to enroll in Career Technical Education (CTE) and Regional Occupation Program (ROP) sponsored courses. The CTE courses that are offered at Aragon during the regularly scheduled day include Biotechnology, Digital Photography, Engineering Technology, Nutrition and Culinary Arts. All Aragon site based courses are UC/CSU approved and support post-secondary educational plans.

### Career Technical Education Participation (School Year 2010-11)

Measure	CTE Program Participation
Number of pupils participating in CTE	200
% of pupils completing a CTE program and earning a high school diploma	47%
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education	50%

### Courses for University of California and/or California State University Admission (School Year 2009-10)

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	82.6
Graduates Who Completed All Courses Required for UC/CSU Admission	66.8

### Advanced Placement Courses (School Year 2010-11)

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	0	---
English	7	---
Fine and Performing Arts	2	---
Foreign Language	3	---
Mathematics	6	---
Science	6	---
Social Science	11	---
All courses	35	10.7

## XII. Instructional Planning and Scheduling

### Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Teachers participate in professional development through a variety of activities. On minimum days, they review data, revisit WASC accreditation goals, revise Aragon's discipline policy and develop California High School Exit Exam intervention strategies. Updating technology skills is addressed throughout the year. All teachers meet in Professional Learning Community groups each week to focus on instructional issues. Professional development funds are provided for teachers to attend out of district conferences and workshops. Aragon teachers participate on district subject specific curriculum councils.

### Aragon Spring 2011-2012 Master Schedule

Dept	DH	Teacher	VoiceMail#	Room Ext	Room #	0 Per	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
C.T.E.	X	Hontalas, Sue	2939	3976	142		PREP	FoodNu 1/2	FoodNu 1/2	FoodNu 1/2	Culinary Arts 1/2	FoodNu 1/2	PRP
ELD	X	Whitehurst, Susan	2974	3969	145		to CAP	PREP	PRP	Reading Eld 3/4	ELD 3 Hour 1/ELD 4 Hour 1	ELD 3 Hour 2/ELD 4 Hour 2	Trans Eld 1/2
Eng	X	Bravo, Vince	5524	3962/3903*	123,136*		English 7/8	English 7/8	English 7/8	PREP	*Yearbook F/S	English 7/8	PRP
Eng		Daniel, James	5556	3953	125		PREP	English 3/4 AS	English 3/4 AS	English 7/8	PRP	English 7/8	English 3/4 AS
Eng		Daniel, Vicky	5706	3983	134		English 1/2 AS	English 1/2 AS	English 1/2 AS	PREP	Intensive English 2		
Eng		Dietz, Holly	5569	3988	131		PREP	Support English 4	Support English 4	English 3/4 AS	English 3/4 AS	PRP	English 3/4 AS
Eng		Dunfey, Kim	6943	3987	130		English 5/6	English 5/6	English 7/8	PREP	PRP		
Eng		Johnson, Dena	5645	3958	101		PREP	English 5/6	English 5/6	English 5/6	English 1/2 AS	English 1/2 AS	PRP
Eng		Mercer, Laureen	5635	3983	134					PREP	PRP	English 5/6	Intensive English 2
Eng		Perino, Melissa	5362	3954	116		PREP	AVID 1/2	AVID 1/2	English 1/2	English 1/2	English 1/2	PRP
Eng	X	Skale, Sandy	5792	3948	124		English 3/4	English 3/4	PREP	PRP	English 5/6	English 5/6	English 3/4
Eng		Thurtle, Genevieve	5781	3930	120		PREP	Eng Support 1/2	Eng Support 1/2	Prof Dev Coord	PRP		
Eng		Thurtle, Rob	5816	3952	102		AP Eng Lit 1/2	English 7/8	AP Eng Lit 1/2	PREP	English 7/8	AP Eng Lit 1/2	PRP
Eng		Wang, Tiffany	5920	3963	117		English 1/2	PREP	English 3/4	PRP	English 3/4	English 3/4	English 1/2
Eng		Wei, Jennifer	5233	3984	100		AP Eng Lang 1/2	PREP	Colskilrev-Gen F/S	AP Eng Lang 1/2	PRP	AP Eng Lang 1/2	BlendedLrng 1/2
Lib	X	Lapid, Anna	2927	2927	Library		to CAP 0.5	to CAP 0.5	to CAP 0.5	to CAP 0.5	to CAP 0.5	to CAP 0.5	to CAP
Math		Bush, Don	5388	3926	236		PREP	Integ Math 1/2	PRP	Integ Math 1/2	AVID Sr Semin 1/2	Algebra 3/4	Algebra 3/4
Math	X	Dartnell, Cheri	5558	3911	205		BlendedLrng 1/2	AP Calc AB 1/2	AP Calc AB 1/2	IntAlg1 Hr2/ IntAlg2 Hr2	AP Calc AB 1/2	PREP	PRP
Math		Gilmore, John	5610	3932	246		Geometry 1/2	Geometry 1/2	Integ Math 3/4	Integ Math 3/4	Algebra 3/4	PREP	PRP
Math		Gould, Andrea	5613	3941	247		IntAlg1 Hr1/ IntAlg2 Hr1	AP Statistics 1/2	PREP	PRP			
Math		Hu, Alice	5631	3975	204		PREP	Pre Calculus 1/2	Algebra 3/4	Algebra 3/4	PRP	Pre Calculus 1/2	Algebra Support 1/2



### Aragon Spring 2011-2012 Master Schedule

Dept	DH	Teacher	VoiceMail#	Room Ext	Room #	0 Per	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
Sci		Schwartz, Amy	5291	3916	323		AP EnvironSci 1/2	EnvironSci 1/2	PREP	Biology 1/2	Biology 1/2	PRP	Biology 1/2
Sci		Ward, Katie	5832	3917,3991*	314, 313*	Sci Research F/S	AP Biology 1/2	AP Biology 1/2	PREP	Biotechnology 1/2*	Biotechnology 1/2*	Biotechnology 1/2*	PRP
Sci		Whitmarsh, Richard	5357	3906	312		PREP	Integ Science 3/4	PRP	Earth Science 1/2	Earth Science 1/2	Earth Science 1/2	Earth Science 1/2
Sci		Williamson, Catherine	5267	3925,3986*	324, 112*		Biology 1/2	Biology 1/2	Biology 1/2	Leadership Coord*	Leadshp Trng 1/2*	Prep	PRP
SocSci		Berggren, Ron	6923	3947	103		Mod Wld Hist/ Cont Wld St	PREP	AS/ Cont Wld St AS	Mod Wld Hist AS/ Cont Wld St AS	PRP	Mod Wld Hist/ Cont Wld St	Mod Wld Hist/ Cont Wld St
SocSci		Chancellor, Dr. Fredrick	5288	3957	170		Econ/Am Govt	Econ/Am Govt	Econ/Am Govt	Econ/Am Govt	PREP	Econ/Am Govt	PRP
SocSci		Colglazier, Will	5964	3960	172		PREP	AP US History 1/2	US History 1/2	US History 1/2	US History 1/2	US History 1/2	PRP
SocSci	X	Corti, Carlo	5547	3974	161		AP Psychology 1/2	AP Psychology 1/2	AP Psychology 1/2	AP Psychology 1/2	PREP	PRP	
SocSci		Henderson, Steve	5626	3961	160		Mod Wld Hist 1 F/S	Mod Wld Hist 1 F/S	Mod Wld Hist 1 F/S	Mod Wld Hist 2/Cont Wld St	Mod Wld Hist 2/Cont Wld St	PREP	PRP
SocSci		Johnson, Jennifer	5331	3971	159		US History 1/2	US History 1/2	US History 1/2	PREP	GuidedStdy 1/2	PRP	GuidedStdy 1/2
SocSci		McGlashan, Doug	5694	3968	144				PREP	PRP	AP US History 1/2	AP US History 1/2	AP US History 1/2
SocSci		Sadlon, Heather	6331	3951*,3930	162*, 120		PREP	PRP	AS/F, ModWldHist 1 AS/S*	Econ/Am Govt	Econ/Am Govt	Econ/Am Govt	Econ/Am Govt
SocSci		Seif, Jennifer	5227	3951	162			PREP	PRP	ModWldHist 2 AS, Cont Wld St AS	ModWldHist 2 AS, Cont Wld St AS	AS, Cont Wld St AS	AS, Cont Wld St AS
SocSci		Silton, Scott	5790	3959,3903*	157, 136*		Econ/Am Govt	PREP	PRP	Econ Honors/Ap Gov/Pol US	Econ Honors/Ap Gov/Pol US	Econ Honors/Ap Gov/Pol US	Journ Adv 1/2*
SocSci		Smith, Jim	5796	3966	156		PREP	Tech Coord	Psychology F/S	Modern World History AS	Modern World History AS	Data Coord	PRP
SocSci	X	Trujillo, Cristina	5822	3968	144		PREP	AVID 3/4	Law & Society F/S	PRP			
SpEd		Brooks, Tom	5525	3949	154	Advisor y	RSP-Algebra 1.0/2.0	RSP-Geometry 1.5/2.0	PREP	PRP	RSP-Algebra .5/1.0	RSP-Dir Studies	RSP-Dir Studies
SpEd		Flecker, Suzanne	5593	3907,3934*	176,177*	Advisor y		PRP	RSP-Dir Studies F/S	RSP-Dir Studies F/S*	RSP-Dir Studies F/S*	PREP	
SpEd	X	Gibbons, Michael	5607	3967	171	Advisor y	SDC-Health/Contemp Wld St	SDC-Health/Contemp Wld St	SDC-US History 1/2	SDC-Mod Wld Hist 1/2	PREP	SDC-Amer Government/ Economics	PRP
SpEd		Mayers, Joanna	6944	3919*,3956	237*,133		RSP-English 1/2*	PREP	RSP-Dir Studies F/S	PRP			

### Aragon Spring 2011-2012 Master Schedule

Dept	DH	Teacher	VoiceMail#	Room Ext	Room #	0 Per	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period
SpEd		Pastore, Carl	5727	3934*, 3919**	177*, 237**, PE	Advisor y	SDC-Biology 1/2*	SDC-Biology 1/2*	SDC-English 7/8**	SDC-English 5/6**	PRP	SDC-P E 5/6	PREP
SpEd	X	Peterson, Kirt	5242	3955,3934* 3919**	132,177*, 237**	Advisor y	PREP	SDC- SocialWorld 1/2	SDC-Earth Science 1/2*	PRP	SDC-English 3/4**	SDC-English 3/4**	SDC-Dir Studies F/S
SpEd		Suess, Julie	5179	3978	258	Advisor y	PRP	1.0, Geometry 2.0	SDC-Dir Studies F/S	PRP	SDC-Algebra .5, Algebra 1.0	SDC-Algebra 1.5, Algebra 2.0	SDC-Dir Studies F/S
VPA		Davis, Troy	2928	2928	603	Wind Ens 1-	Band- Intermed 1/2	Band-Advanced 1-2	Band- Advanced 1-2	Modern Wind Ens 1-2	PREP	PRP	
VPA	X	Hughes, Barbara	5633	3929	260		PREP	PRP	Ceramics 1/2	Ceramics 1/2	AP Stu Art-3D 1/2, Cer 1/2,3/4	Ceramics 1/2	Ceramics 1/2
VPA		Katcher, Kathryn	5656	3972	259		Art 1/2	Art 1/2	Art 1/2	Art 1/2,3/4,5/6	Art 3/4, Studio Art 1/2	PREP	PRP
VPA	X	Martin, David	2968	2968	602	Choir - Mixed 1/2	Orchestra Adv 1/2	Orchestra Adv 1/2	PREP	Advanced Choir 1/2	Chorus 1/2	PRP	
VPA		Reed-Heidenreich, Aimee	5756	3965	137		PREP	PRP	AP Stu Art-2D 1/2, Digital Photo 3/4	Digital Photo 1/2, 3/4	Digital Photo 1/2, 3/4	AP Stu Art-2D 1/2, Digital Photo 1/2, 3/4	Digital Photo 1/2, 3/4
VPA		Smuin, Shane	5981	3985	110				PREP	PRP	Drama 1/2,3/4,5/6	Drama 1/2,3/4,5/6	Tech Theater 1/2
WL	X	Elenz-Martin, Nicole	5292	3902	220		PREP	AP Spanish Language 9/10	AVID 5/6	AP Spanish Language 9/10	PRP		
WL		Fan, Qi	5997	3937	203		PREP	AP Chinese Lang Cult 1/2	Chinese 5/6	Chinese 1/2	PRP	Chinese 7/8 H	Chinese 3/4
WL		Hardy, Luisa	5885	3912	221			PREP	PRP	Spanish 5/6	Span Native Speak 5/6	Spanish 5/6	Spanish 5/6
WL		Ho, Benjamin	6924	3938	245		PREP	Spanish 5/6	Spanish 5/6	PRP	Spanish 7/8 H	Spanish 7/8 H	Spanish 7/8 H
WL		Hosoi, Junko	5374	3908	223		Japanese 3/4	PREP	Japanese 3/4	PRP	Japanese 7/8 AP, JapanLanCul 1/2	Japanese 1/2	Japanese 5/6
WL		Ramos, Ana Maria	5572	3940	240		to SMHS	PREP	PRP	Spanish 3/4	Spanish 3/4	Spanish 1/2	Spanish 1/2
WL	X	Rooney, Kathleen	5297	3901	222		Spanish 1/2	Spanish 1/2	PREP	PRP	Spanish 3/4	Spanish 3/4	Spanish 1/2
WI		Rubinson, Martha	5767	3912	221		Spanish 3/4	Spanish 3/4	Spanish 3/4	PREP	PRP		