

# Aragon High School

## School Accountability Report Card

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

### Published During 2017-18

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

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

#### **DataQuest**

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

#### **Internet Access**

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

## **About This School**

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

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

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

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

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

#### **Vision Statement**

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

#### **Mission Statement**

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

The value system that underlies efforts to accomplish this mission includes these beliefs:

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

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

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

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

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

**A. Conditions of Learning**

**State Priority: Basic**

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

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

**Teacher Credentials**

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

### Teacher Misassignments and Vacant Teacher Positions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 8/24/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	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
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

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

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

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

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

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

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



## C. Engagement

### State Priority: Parental Involvement

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

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

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

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

### State Priority: Pupil Engagement

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

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

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

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

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

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

## State Priority: School Climate

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

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

### Suspensions and Expulsions

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

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

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

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

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

## D. Other SARC Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Cells with N/A values do not require data.

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

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

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