

Aragon High School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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

| District Contact Information | |
|-------------------------------------|---|
| District Name | San Mateo Union High School District |
| Phone Number | (650) 558-2299 |
| Superintendent | Kevin Skelly |
| E-mail Address | kskelly@smuhsd.org |
| Web Site | http://aragon.schoolloop.com/ |

School Description and Mission Statement (School Year 2016-17)

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 is 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 is dedicated to professional growth, innovation, and collaboration leading to improved instruction. The community is enhanced through a variety of educational, social, recreational, and cultural activities. By making use of its district and community resources, Aragon is 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 provides a strong academic and co-curricular program. The staff coordinates 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.

Student Enrollment by Grade Level (School Year 2015-16)

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 392 |
| Grade 10 | 386 |
| Grade 11 | 348 |
| Grade 12 | 347 |
| Total Enrollment | 1,473 |

Student Enrollment by Group (School Year 2015-16)

| Student Group | Percent of Total Enrollment |
|-------------------------------------|-----------------------------|
| Black or African American | 1.2 |
| American Indian or Alaska Native | 0.3 |
| Asian | 24.4 |
| Filipino | 6 |
| Hispanic or Latino | 26.1 |
| Native Hawaiian or Pacific Islander | 3.3 |
| White | 27.6 |
| Two or More Races | 11.3 |
| Socioeconomically Disadvantaged | 16.6 |
| English Learners | 5.1 |
| Students with Disabilities | 7.1 |
| Foster Youth | 0.2 |

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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 |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 80 | 82 | 75 | 433 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence (with full credential) | 0 | 0 | 0 | 1 |

Teacher Misassignments and Vacant Teacher Positions

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 1 | 0 | 0 |
| Total Teacher Misassignments * | 2 | 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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|--|---|
| | Taught by Highly Qualified Teachers | Not Taught by Highly Qualified Teachers |
| This School | 98.2 | 1.8 |
| All Schools in District | 94.6 | 5.4 |
| High-Poverty Schools in District | 0.0 | 0.0 |
| Low-Poverty Schools in District | 94.6 | 5.4 |

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

Year and month in which data were collected: 09/2016

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 | 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 |

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.

As the facilities report, dated May 12, 2015 indicated, all facilities were maintained in good repair and were clean, safe and functional.

[School Facility Conditions Evaluation: 05/12/2015]

School Facility Good Repair Status (Most Recent Year)

| School Facility Good Repair Status (Most Recent Year) | | | | |
|---|---------------|------|------|---|
| Year and month of the most recent FIT report: 10/26/2016 | | | | |
| System Inspected | Repair Status | | | Repair Needed and Action Taken or Planned |
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | N/A |
| Interior: Interior Surfaces | X | | | N/A |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | N/A |
| Electrical: Electrical | X | | | N/A |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | N/A |
| Safety: Fire Safety, Hazardous Materials | X | | | N/A |
| Structural: Structural Damage, Roofs | X | | | N/A |
| External: 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: 10/26/2016 | | | | |
|--|-----------|------|------|------|
| 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
|--------------------------------|---|---------|----------|---------|---------|---------|
| | School | | District | | State | |
| | 2014-15 | 2015-16 | 2014-15 | 2015-16 | 2014-15 | 2015-16 |
| English Language Arts/Literacy | 86 | 86 | 75 | 79 | 44 | 48 |
| Mathematics | 61 | 60 | 54 | 57 | 34 | 36 |

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 2015-16)

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 348 | 343 | 98.6 | 86.4 |
| Male | 11 | 194 | 191 | 98.5 | 81.5 |
| Female | 11 | 154 | 152 | 98.7 | 92.6 |
| Asian | 11 | 78 | 77 | 98.7 | 96.0 |
| Filipino | 11 | 17 | 17 | 100.0 | 94.1 |
| Hispanic or Latino | 11 | 104 | 102 | 98.1 | 74.3 |
| White | 11 | 99 | 98 | 99.0 | 89.6 |
| Two or More Races | 11 | 34 | 33 | 97.1 | 96.9 |
| Socioeconomically Disadvantaged | 11 | 47 | 46 | 97.9 | 75.6 |
| Students with Disabilities | 11 | 23 | 23 | 100.0 | 26.1 |

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 on the CAAs divided by the total number of students who participated in both assessments.

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 2015-16)**

| Student Group | Grade | Number of Students | | Percent of Students | |
|---------------------------------|-------|--------------------|--------|---------------------|--------------------------|
| | | Enrolled | Tested | Tested | Standard Met or Exceeded |
| All Students | 11 | 348 | 339 | 97.4 | 60.5 |
| Male | 11 | 194 | 188 | 96.9 | 61.1 |
| Female | 11 | 154 | 151 | 98.0 | 59.7 |
| Asian | 11 | 78 | 76 | 97.4 | 86.7 |
| Filipino | 11 | 17 | 17 | 100.0 | 50.0 |
| Hispanic or Latino | 11 | 104 | 99 | 95.2 | 27.7 |
| White | 11 | 99 | 98 | 99.0 | 71.6 |
| Two or More Races | 11 | 34 | 33 | 97.1 | 81.8 |
| Socioeconomically Disadvantaged | 11 | 47 | 45 | 95.7 | 23.8 |
| Students with Disabilities | 11 | 23 | 23 | 100.0 | 8.7 |

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 on the CAAs divided by the total number of students who participated in both assessments.

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

| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | | | | |
|-------------------------------|---|---------|---------|----------|---------|---------|---------|---------|---------|
| | School | | | District | | | State | | |
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Science (grades 5, 8, and 10) | 75 | 69 | 68 | 66 | 62 | 63 | 60 | 56 | 54 |

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.

**CAASPP Test Results in Science by Student Group
Grades Five, Eight, and Ten (School Year 2015-16)**

| Student Group | Total Enrollment | # of Students with Valid Scores | % of Students with Valid Scores | % of Students Proficient or Advanced |
|-------------------------------------|------------------|---------------------------------|---------------------------------|--------------------------------------|
| All Students | 383 | 376 | 98.2 | 67.6 |
| Male | 199 | 196 | 98.5 | 66.3 |
| Female | 184 | 180 | 97.8 | 68.9 |
| Asian | 103 | 101 | 98.1 | 83.2 |
| Filipino | 25 | 25 | 100.0 | 76.0 |
| Hispanic or Latino | 97 | 96 | 99.0 | 36.5 |
| Native Hawaiian or Pacific Islander | 11 | 11 | 100.0 | 36.4 |
| White | 101 | 99 | 98.0 | 81.8 |
| Two or More Races | 40 | 39 | 97.5 | 74.4 |
| Socioeconomically Disadvantaged | 39 | 37 | 94.9 | 27.0 |
| English Learners | 22 | 21 | 95.5 | |
| Students with Disabilities | 28 | 26 | 92.9 | 7.7 |

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

Career Technical Education Programs (School Year 2015-16)

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 2015-16)

| Measure | CTE Program Participation |
|--|---------------------------|
| Number of pupils participating in CTE | 623 |
| % of pupils completing a CTE program and earning a high school diploma | 64% |
| % of CTE courses sequenced or articulated between the school and institutions of postsecondary education | 25% |

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

| UC/CSU Course Measure | Percent |
|---|---------|
| 2015-16 Pupils Enrolled in Courses Required for UC/CSU Admission | 99.93 |
| 2014-15 Graduates Who Completed All Courses Required for UC/CSU Admission | 55.5 |

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

| Grade Level | Percent of Students Meeting Fitness Standards | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 9 | 12.5 | 21.8 | 53.7 |

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 Parental Involvement State Priority (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 2016-17)

Parents and guardians at Aragon High School are very active in the PTSO, Music, Drama, and Athletic Boosters, Aragon Foundation Excellence Committee, 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 Pupil Engagement State Priority (Priority 5):

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

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

| Indicator | School | | | District | | | State | | |
|-----------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 | 2012-13 | 2013-14 | 2014-15 |
| Dropout Rate | 1.10 | 1.20 | 1.20 | 3.60 | 3.40 | 6.60 | 11.40 | 11.50 | 10.70 |
| Graduation Rate | 98.58 | 98.84 | 98.44 | 94.39 | 94.71 | 91.64 | 80.44 | 80.95 | 82.27 |

Completion of High School Graduation Requirements - Graduating Class of 2015 (One-Year Rate)

| Group | Graduating Class of 2015 | | |
|----------------------------------|--------------------------|----------|-------|
| | School | District | State |
| All Students | 100 | 90 | 86 |
| Black or African American | 100 | 64 | 78 |
| American Indian or Alaska Native | 0 | 0 | 78 |
| Asian | 100 | 97 | 93 |
| Filipino | 100 | 93 | 93 |
| Hispanic or Latino | 99 | 83 | 83 |
| Native Hawaiian/Pacific Islander | 100 | 91 | 85 |
| White | 100 | 93 | 91 |
| Two or More Races | 100 | 90 | 89 |
| Socioeconomically Disadvantaged | 100 | 69 | 66 |
| English Learners | 100 | 68 | 54 |
| Students with Disabilities | 100 | 89 | 78 |

State Priority: School Climate

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

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

Suspensions and Expulsions

| Rate | School | | | District | | | State | | |
|-------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 | 2013-14 | 2014-15 | 2015-16 |
| Suspensions | 2.6 | 1.7 | 0.6 | 4.8 | 3.3 | 3.2 | 4.4 | 3.8 | 3.7 |
| Expulsions | 0.2 | 0.0 | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |

School Safety Plan (School Year 2016-17)

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. 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 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. The Safety Plan was updated in September 2016 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 2016-17)

| Indicator | School | District |
|---|--------|-----------|
| Program Improvement Status | | In PI |
| First Year of Program Improvement | | 2009-2010 |
| Year in Program Improvement* | | Year 3 |
| Number of Schools Currently in Program Improvement | N/A | 1 |
| Percent of Schools Currently in Program Improvement | N/A | 100.0 |

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

Average Class Size and Class Size Distribution (Secondary)

| Subject | 2013-14 | | | | 2014-15 | | | | 2015-16 | | | |
|----------------|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|-----------------|----------------------|-------|-----|
| | 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 | 25 | 21 | 24 | 20 | 24 | 19 | 34 | 11 | 24 | 19 | 34 | 11 |
| Mathematics | 27 | 10 | 24 | 19 | 27 | 10 | 28 | 16 | 27 | 10 | 28 | 16 |
| Science | 31 | 4 | 16 | 20 | 31 | 4 | 15 | 19 | 31 | 4 | 15 | 19 |
| Social Science | 27 | 12 | 18 | 23 | 29 | 6 | 24 | 17 | 29 | 6 | 24 | 17 |

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 2015-16)

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | 3.6 | 410 |
| Counselor (Social/Behavioral or Career Development) | 1.0 | N/A |
| Library Media Teacher (Librarian) | 0.5 | N/A |
| Library Media Services Staff (Paraprofessional) | 1.5 | N/A |
| Psychologist | 1.0 | N/A |
| Social Worker | | N/A |
| Nurse | .2 | N/A |
| Speech/Language/Hearing Specialist | 0.5 | N/A |
| Resource Specialist | | 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 2014-15)

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-----------------------------|------------------------|------------------------|
| | Total | Supplemental/ Restricted | Basic/ Unrestricted | |
| School Site | 15659 | 3261 | 12398 | 98021 |
| District | N/A | N/A | 11,975 | \$93,795 |
| Percent Difference: School Site and District | N/A | N/A | 3.5 | 4.5 |
| State | N/A | N/A | \$5,677 | \$77,824 |
| Percent Difference: School Site and State | N/A | N/A | 118.4 | 26.0 |

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

Types of Services Funded (Fiscal Year 2015-16)

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, African-American and Asian have regular successful fundraisers to support students and provide scholarships.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

| Category | District Amount | State Average for Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$57,081 | \$46,184 |
| Mid-Range Teacher Salary | \$92,079 | \$75,179 |
| Highest Teacher Salary | \$108,452 | \$96,169 |
| Average Principal Salary (Elementary) | | |
| Average Principal Salary (Middle) | | \$124,243 |
| Average Principal Salary (High) | \$142,992 | \$137,939 |
| Superintendent Salary | \$242,550 | \$217,637 |
| Percent of Budget for Teacher Salaries | 33% | 35% |
| 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 2015-16)

| Subject | Number of AP Courses Offered* | Percent of Students In AP Courses |
|--------------------------|-------------------------------|-----------------------------------|
| Computer Science | 1 | N/A |
| English | 7 | N/A |
| Fine and Performing Arts | | N/A |
| Foreign Language | 4 | N/A |
| Mathematics | 7 | N/A |
| Science | 9 | N/A |
| Social Science | 12 | N/A |
| All courses | 40 | 31 |

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. 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.