

# Aragon High School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the 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 website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) 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 website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

2024-25 School Contact Information	
<b>School Name</b>	Aragon High School
<b>Street</b>	650 N. Delaware Ave, San Mateo, CA
<b>City, State, Zip</b>	San Mateo, CA 94402-3357
<b>Phone Number</b>	(650) 558-2999
<b>Principal</b>	Dr. Mike Jones
<b>Email Address</b>	mjones@smuhsd.org
<b>School Website</b>	www.smuhsd.org/AragonHigh
<b>Grade Span</b>	9-12
<b>County-District-School (CDS) Code</b>	41-30217

2024-25 District Contact Information	
<b>District Name</b>	San Mateo Union High School District
<b>Phone Number</b>	(650) 558-2299
<b>Superintendent</b>	Randall Booker
<b>Email Address</b>	rbooker@smuhsd.org
<b>District Website</b>	www.smuhsd.org

2024-25 School Description and Mission Statement
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

2024-25 School Description and Mission Statement

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.

Aragon CARES Behavior Expectations: Connect, Achieve, Respect, Engage, Show Spirit!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	387
Grade 10	426
Grade 11	438
Grade 12	435
Total Enrollment	1,686

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.6
Male	53.2
Non-Binary	0.2
Asian	28.6
Black or African American	0.5
Filipino	5.2
Hispanic or Latino	26.7
Native Hawaiian or Pacific Islander	2.1
Two or More Races	11
White	25.9
English Learners	4.6
Foster Youth	0.1
Homeless	0.1
Socioeconomically Disadvantaged	16.1
Students with Disabilities	7.2

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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	64.90	85.34	391.50	82.79	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.59	0.40	0.10	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.60	4.77	12.10	2.57	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.70	2.34	10.20	2.17	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	5.20	6.95	58.50	12.37	18854.30	6.86
<b>Total Teaching Positions</b>	76.10	100.00	472.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	60.60	76.84	387.40	79.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.40	0.51	4.80	1.00	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	3.80	4.90	13.30	2.72	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.90	1.19	5.20	1.06	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	13.00	16.53	78.60	16.07	15831.90	5.67
<b>Total Teaching Positions</b>	78.90	100.00	489.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	57.90	77.27	382.90	80.38	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.43	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.40	3.20	12.40	2.61	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.70	0.93	5.80	1.23	11746.90	4.23
Unknown/Incomplete/NA	13.90	18.56	73.00	15.34	14303.80	5.15
<b>Total Teaching Positions</b>	<b>74.90</b>	<b>100.00</b>	<b>476.40</b>	<b>100.00</b>	<b>277698</b>	<b>100</b>

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.60	0
Misassignments	3.60	3.20	2.4
Vacant Positions	0.00	0.00	0
<b>Total Teachers Without Credentials and</b>	<b>3.60</b>	<b>3.80</b>	<b>2.4</b>

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	1.70	0.90	0.7
<b>Total Out-of-Field Teachers</b>	<b>1.70</b>	<b>0.90</b>	<b>0.7</b>

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	4.4	4.8
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.80	0	0.9

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

<b>Year and month in which the data were collected</b>	10/2024
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Current and Meet State and Local Standards/2015	Yes	0
<b>Mathematics</b>	Current and Meets Local Standards: Springboard Math Program/2017	Yes	0
<b>Science</b>	Current and Meet State and Local Standards	Yes	0
<b>History-Social Science</b>	Current and Meet State and Local Standards	Yes	0
<b>Foreign Language</b>	Current and Meet State and Local Standards	Yes	0
<b>Health</b>	Current and Meet State and Local Standards/2016	Yes	0
<b>Visual and Performing Arts</b>	Current and Meet State and Local Standards	Yes	0

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

## School Facility Conditions and Planned Improvements

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.

During 2018, a new artificial turf football field was installed. 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 2017.

With the passage of the Measure L Bond, Aragon has benefited from a full transite encapsulation project, which includes new windows, new seating areas by the outdoor tennis courts, and pop-out seating by the entrances of the north wing; this work was completed in August 2023 with the painting of buildings A, B, and C. Other renovations completed in Fall 2023 include the pool replastering project, pool lighting project, path of travel lighting, and flooring replacements in some classrooms and work rooms. We are currently in the process of renovating the Baseball/Flex Field space - this will include lights, turf field, and new seating and practice spaces, and is anticipated to be completed by February 2024.

Summer 2024 will bring additional projects, including the installation of wayfinding signage, a solar array over the main parking lot, installation of 6-9 electric vehicle charging stations, new switchgear, and updating of the fire panel - which will include updating all classroom and building names and numbers. We anticipate that this project will be completed by the beginning of the 2024-25 school year.

As the facilities report, dated December 2023 indicated, all facilities were maintained in good repair and were clean, safe and functional. The campus provides a positive environment for students, staff and community.

Year and month of the most recent FIT report

October 25-31, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<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>	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 Rate			
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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	83	78	72	71	46	47
<b>Mathematics</b> (grades 3-8 and 11)	61	57	48	47	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	422	97.01	2.99	78.20
Female	192	186	96.88	3.12	84.41
Male	243	236	97.12	2.88	73.31
American Indian or Alaska Native	0	0	0	0	0
Asian	119	117	98.32	1.68	94.87
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	80.00
Hispanic or Latino	112	108	96.43	3.57	50.93
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	50	98.04	1.96	82.00
White	122	118	96.72	3.28	88.98
English Learners	15	15	100.00	0.00	20.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	14	93.33	6.67	57.14
Socioeconomically Disadvantaged	53	51	96.23	3.77	56.86
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	22	84.62	15.38	36.36

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	435	422	97.01	2.99	56.87
Female	192	186	96.88	3.12	55.91
Male	243	236	97.12	2.88	57.63
American Indian or Alaska Native	0	0	0	0	0
Asian	119	117	98.32	1.68	84.62
Black or African American	--	--	--	--	--
Filipino	20	20	100.00	0.00	45.00
Hispanic or Latino	112	108	96.43	3.57	18.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	51	50	98.04	1.96	64.00
White	122	119	97.54	2.46	67.23
English Learners	15	15	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	14	93.33	6.67	14.29
Socioeconomically Disadvantaged	53	50	94.34	5.66	22.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	22	84.62	15.38	18.18

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	61.75	60.57	50.74	49.35	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	432	422	97.69	2.31	60.43
<b>Female</b>	189	185	97.88	2.12	60.54
<b>Male</b>	240	234	97.50	2.50	60.26
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	117	115	98.29	1.71	80.00
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	34	34	100.00	0.00	47.06
<b>Hispanic or Latino</b>	111	105	94.59	5.41	28.57
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	55	54	98.18	1.82	74.07
<b>White</b>	104	103	99.04	0.96	74.76
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	40	37	92.50	7.50	62.16
<b>Socioeconomically Disadvantaged</b>	67	65	97.01	2.99	32.31
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	21	18	85.71	14.29	11.11

## 2023-24 Career Technical Education Programs

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, one year, 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%, most students do not meet the state requirement of completing a CTE program because they only take one CTE course.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	710
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	98.58
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	81.82

B. Pupil Outcomes

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 area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98%	98%	98%	98%	98%

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Parents and guardians at Aragon High School are very active in the PTSO, Music, Drama, and Athletic Boosters, Aragon Excellence Fund, Aragon Asian Parent Group, Latino Parent Group, Polynesian Parents, and the Senior Parents Committee. Parents serve on the School Site Council, English Learner Advisory Committee, WASC Focus groups, and Graduation Committee. The School Site Council (composed of teachers, staff, parents, administrators and students) reviews assessment

2024-25 Opportunities for Parental Involvement

data and all site plans, and makes recommendations on those plans as needed to 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 Family Engagement Coordinator Edwin Martinez.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	1.6	1.6	1.8	3.9	6.7	5.3	7.8	8.2	8.9
Graduation Rate	97.9	97.7	97.7	92.2	91.5	92.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	438	428	97.7
Female	191	187	97.9
Male	244	238	97.5
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	117	116	99.1
Black or African American	--	--	--
Filipino	34	32	94.1
Hispanic or Latino	115	111	96.5
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	56	55	98.2
White	105	103	98.1
English Learners	24	21	87.5
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	109	103	94.5
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	26	22	84.6

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.



2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1711	1703	145	8.5
Female	797	794	68	8.6
Male	910	905	75	8.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	486	484	19	3.9
Black or African American	--	--	--	--
Filipino	88	88	9	10.2
Hispanic or Latino	464	461	62	13.4
Native Hawaiian or Pacific Islander	36	36	7	19.4
Two or More Races	188	186	14	7.5
White	440	439	33	7.5
English Learners	80	79	15	19.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	307	304	40	13.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	130	130	38	29.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Suspensions	2.47	2.16	1.4	6.06	3.52	3.35	3.17	3.6	3.28
Expulsions	0	0	0.06	0.07	0.02	0.05	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.40	0.06
Female	0.50	0.00
Male	2.20	0.11
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.21	0.00
Black or African American	0.00	0.00
Filipino	2.27	0.00
Hispanic or Latino	3.23	0.00
Native Hawaiian or Pacific Islander	8.33	2.78
Two or More Races	0.53	0.00
White	0.23	0.00
English Learners	6.25	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.58	0.33
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	10.77	0.77

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

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 and Panorama Survey Data. The site employs three Campus Security Specialists to support school safety for the Aragon community in partnership with the Administrative Team.

Administration takes a proactive role in defusing potential problems, especially problems that threaten the safety of the campus, working closely with our MTSS Tier 1 and 2 teams. Staff and students participate in safety drills as required

2024-25 School Safety Plan

throughout the year and are currently engaged in discussions of how to better address some of the post-pandemic behavioral issues that students are presenting.

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 CARES expectations and behavior support 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.” 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 January 2024 and presented to the faculty and School Site Council. The Big 5 Community Packet is available for viewing on the Aragon web site and discussed with parent groups annually.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	19	35	18
Mathematics	38	9	20	31
Science	31	4	15	28
Social Science	30	10	24	28

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	25	29	24
Mathematics	31	9	23	28
Science	34	2	20	24
Social Science	29	11	29	24

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes 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.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	26	28	22
Mathematics	29	13	29	22
Science	29	5	28	15
Social Science	30	12	23	25

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	374.67

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.5
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,736.60	1,993.52	9,743.08	123,201.69
District	N/A	N/A	16,747.71	\$126,968
Percent Difference - School Site and District	N/A	N/A	-52.9	-3.0
State	N/A	N/A	\$10,771	\$105,265
Percent Difference - School Site and State	N/A	N/A	-10.0	15.7

## Fiscal Year 2023-24 Types of Services Funded

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 Excellence Fund 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, with a focus on supporting current student programs and needs.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$76,513	\$62,635
Mid-Range Teacher Salary	\$123,424	\$101,698
Highest Teacher Salary	\$145,371	\$128,982
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	\$162,013
Average Principal Salary (High)	\$226,832	\$182,697
Superintendent Salary	\$295,000	\$298,748
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	5%	5%

## 2023-24 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

<b>Percent of Students in AP Courses</b>	40.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	11
Fine and Performing Arts	3
Foreign Language	4
Mathematics	9
Science	13
Social Science	18
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	58

## Professional Development

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 as needed. 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 and off-site collaboration opportunities. 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 an induction program for new teachers and partners with local programs to support classified personnel in gaining their teaching credentials. 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, technology, and MTSS. 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.

With the shift to a distance learning environment in the Spring of 2020, we found that our teachers were not as prepared to engage students online as they are during in-person instruction. To support our teachers in the Fall 2020 semester, and into the Spring 2021 semester, and the use of new digital tools to engage students in distance learning, we maintained the same 4-day PD days during the school year, but shifted them all to the beginning of the year. Additionally, teachers had the opportunity to work with their PLCs over the course of the summer to prepare instruction for the continued online environment. The SMUHSD Office of Curriculum and Instruction supported teachers in this effort with an additional 20 hours of pay per participating teacher. This was a tremendous support for our teachers, and nearly 70% of Aragon teachers took advantage of this opportunity. As we returned to in-person learning for the 2021-22 school year, we shifted the PD Days back to August (2), October, and January as we had placed them in past year, but added a focus on anti-racist trainings for the entire district. This shifted one more time in the 2022-23 school year to allow for one PD day in August, one in October, and two in January, as well as time allocated on a monthly basis for two schools to parter together in district-provided PD with a focus on anti-racist and inclusion-focused instructional practices.

The 2023-24 PD focus began with WASC and UDL trainings, and will shift to supporting the site in discussions and planning

Professional Development

sessions to address the rise in the use of dehumanizing language by students across campus.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4