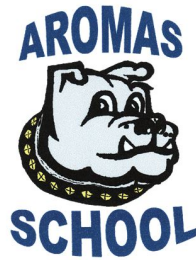


Aromas School

2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

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.

2025-26 School Contact Information

School Name	Aromas School
Street	365 Vega Street
City, State, Zip	Aromas, CA 95004
Phone Number	(831) 726-5100
Principal	Heather Howell
Email Address	hhowell@asjUSD.org
School Website	https://www.asjUSD.org/o/aromas-school
Grade Span	K-8
County-District-School (CDS) Code	35 75259 6049654

2025-26 District Contact Information

District Name	Aromas-San Juan Unified School District
Phone Number	(831) 623-4500
Superintendent	Barbara Dill-Varga, Superintendent
Email Address	bdillvarga@asjUSD.org
District Website	www.asjUSD.org

2025-26 School Description and Mission Statement

School Description and Mission Statement– Most Recent Year

School History and District Profile

Aromas is a small town on the Pajaro River, nestled among the hills, and straddles three counties: Santa Cruz, Monterey, and San Benito. Aromas School was established in 1948 and has been in continuous operation ever since. In 1991, Aromas School became a part of the newly unified Aromas-San Juan Unified School District, which also includes San Juan School (PreK-8) and Anzar High School (Grades 9-12). This is truly a small community school and an important resource for the residents here. Aromas serves a unique mix of established farming families, people who have come to “get away from it all” and migrant families who work in the surrounding berry and flower fields. This combination of cultures and backgrounds results in a rich and diverse environment for our students.

School Profile

Aromas School serves approximately 430 students from preschool through eighth grade. Our teachers' main focus remains on planning rigorous instruction in the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for each grade level and all subject areas, and the use of iReady formative and summative assessment data as the basis for discussion on the academic progress of Aromas School students. Teachers and staff use the data to track student achievement and plan strategies and interventions for further progress based on sound educational research. To support teachers, our school day ends early on Thursdays to allow for staff collaboration, data analysis and professional development.

Aromas School is committed to working together with members of the school community to ensure that all of our students demonstrate that they have reached their maximum potential in social, emotional, and academic growth throughout each school year. Students work to achieve mastery of rich, diverse, culturally responsive, and age-appropriate curriculum resources and learning experiences. Students are guided in thinking analytically and critically, applying their knowledge, and communicate fluently, both orally and in writing, to express their thoughts coherently and efficiently. Students are also instructed in digital citizenship and how to use various technology tools creatively and effectively. Middle school students are able to participate in after-school sports through the San Benito Athletic League, which includes flag football, soccer,

2025-26 School Description and Mission Statement

basketball, volleyball, track and field, and a pep squad. We also offer an All Scholars After School program and a Youth Alliance After School program which provide after-school services for Aromas School students every day from 2:45-6:00 p.m.

Students use remediation and supplemental technology programs throughout the school day to help them successfully progress through their grade-level curriculum (examples: iReady [Reading and Math, K-8], ST Math, Reflex Math, Lexia Core 5 [TK-5], Lexia Power Up [6-18], Lexia English [English Language Learners], and Accelerated Reader. Funding from our School Plan for Student Achievement (SPSA) allows our teachers to provide after-school, small-group interventions in English-Language Arts (ELA), math and English Language Development (ELD) for students in need of academic assistance.

We continue to implement our Multi-Tiered System of Supports (MTSS) approach so that all students' needs in social-emotional wellness and academic resiliency are identified and addressed. Counseling services continue to be provided through Proposition 47 Grant funding as well as the Harmony-at-Home's Community Counseling program. Aromas School also continues its focus to sustain and further improve its positive and motivational school culture, which includes implementation of the Positive Behavior Interventions and Supports (PBIS) program.

The Aromas School community works together to educate students who will:

- *Achieve academically.
- *Demonstrate social and emotional resiliency.
- *Develop a life-long love of learning.
- *Think critically about real-world problems and create and participate in possible solutions.
- *Adapt successfully to the changing world around them.
- *Honor their own language and culture while developing an appreciation for other languages and cultures.
- *Respect themselves, each other, adults, and the environment.
- *Live healthy, active lives.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	35
Grade 2	42
Grade 3	38
Grade 4	58
Grade 5	54
Grade 6	43
Grade 7	38
Grade 8	41
Total Enrollment	399

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.1
Male	52.9
American Indian or Alaska Native	0.3
Asian	1
Hispanic or Latino	70.7
Two or More Races	1.5
White	24.8
English Learners	25.1
Homeless	6
Migrant	14
Socioeconomically Disadvantaged	54.6
Students with Disabilities	15

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.

2021-22 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)	15	93.75	45	93.83	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	6.25	1.1	2.42	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.9	2.06	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	1.67	15831.9	5.67
Total Teaching Positions	16	100	47.9	100	279044.8	100

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)	16	94.12	42.1	87.11	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	5.8	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.94	2.4	5.12	11746.9	4.23
Unknown/Incomplete/NA	0.5	2.94	0.9	1.92	14303.8	5.15
Total Teaching Positions	17	100	48.4	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18	100	42.8	85.35	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.4	2.83	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.4	8.95	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	0.1	0.28	12112.8	4.34
Unknown/Incomplete/NA	0	0	1.2	2.53	13705.8	4.91
Total Teaching Positions	18	100	50.1	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.0	0
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	11.9	0	2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	11.9	0	2

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials – Most Recent Year

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

Year and month in which the data were collected

August 2021

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5: Houghton Mifflin Harcourt: Into Reading 6-8: McGraw Hill: StudySync	0
Mathematics	K-8 Savvas EnVision Math	0
Science	K-8 Savvas Elevate Science	0
History-Social Science	K-5: Studies Weekly Social Studies 6-8: Teachers' Curriculum Institute (TCI): History Alive!	0

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

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements - Most Recent Year

School Facilities and Safety

Aromas School strives to maintain a safe, clean and orderly campus that is conducive to learning. The campus was originally constructed in the early 1950s and most classrooms were refurbished in 2004-05. Additions include a gym and parking lot. New kinder and upper-grade play structures were added in the spring of 2011, and fencing around the campus was completed in the spring of 2013. Additions in 2014-15 include the construction of two new wings which house nine new classrooms and restrooms for both students and staff. Construction of a new upper-grade playground structure and solar panel installation began in the winter of 2020 and is now complete.

The campus has 22 classrooms, one gym, one library, a staff lounge, and two playgrounds. Modernization projects have included replacing relocatable classrooms with permanent classroom buildings, replacing the portable restrooms, and adding

School Facility Conditions and Planned Improvements

new technology in classrooms. The District also has a plan in place to make "Learning Spaces" improvements and upgrades in each classroom over the course of the next several years. A recent educational bond passed in 2024 will also provide funds for facilities improvements and upgrades.

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office or at the district office.

All school facilities were checked by Maintenance and Operations on September 24, 2025, and the local Fire Department on October 16, 2025.

Year and month of the most recent FIT report

9/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	40	42	38	47	48
Mathematics (grades 3-8 and 11)	33	36	25	27	35	37

2024-25 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	275	271	98.55	1.45	40.22
Female	134	130	97.01	2.99	46.92
Male	141	141	100.00	0.00	34.04
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	201	199	99.00	1.00	33.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	61	96.83	3.17	57.38
English Learners	58	57	98.28	1.72	5.26
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	30.43
Students Receiving Migrant Education Services	41	40	97.56	2.44	17.50
Students with Disabilities	52	52	100.00	0.00	11.54

2024-25 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	275	271	98.55	1.45	35.79
Female	134	130	97.01	2.99	39.23
Male	141	141	100.00	0.00	32.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	201	199	99.00	1.00	28.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	63	61	96.83	3.17	55.74
English Learners	58	57	98.28	1.72	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	138	98.57	1.43	24.64
Students Receiving Migrant Education Services	41	40	97.56	2.44	20.00
Students with Disabilities	52	52	100.00	0.00	11.54

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	35.9	26.6	23.5	27.48	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	96	96	100.00	0.00	27.08
Female	49	49	100.00	0.00	30.61
Male	47	47	100.00	0.00	23.40
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100.00	0.00	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	50.00
English Learners	16	16	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	42	100.00	0.00	14.29
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	21	21	100.00	0.00	4.76

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.

2024-25 California Physical Fitness Test Participation Rates

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 5	100	100	100	100	100
Grade 7	100	100	100	100	100
Grade 9	n/a	n/a	n/a	n/a	n/a

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.

2025-26 Opportunities for Parental Involvement

Opportunities for Parental Involvement – Most Recent Year

Aromas School continues to encourage parents to be actively involved in the education of their children through classwork and homework assistance and participating in parent organizations at the school. Parents and community members both have shown tremendous support of the educational programs at Aromas School. The Home and School Club meets quarterly, and is an important resource for improving the quality of education at the school. This group organizes fundraisers and school-wide celebrations and recognitions and supports various school programs.

Our Aromas School Site Council meetings are open for parents and community members who want to be involved with academics, school budget planning, and updating our annual School Plan for Student Achievement (SPSA). The SPSA delineates school-site goals and the resources available to educate and support our students, including providing intervention for our most at-risk students. School Site Council meetings are currently held on the third Wednesday of every month. Our School Site Council is also involved in the development of our School Safety Plan. Aromas School also has an English Language Advisory Committee (ELAC) which works to support the education of our English Language Learners.

Parents can also volunteer in the classroom or give a presentation on any area of expertise that they might contribute to the school. Other opportunities for parent involvement include fundraisers, assemblies/performances, and Spirit Days. They donate classroom supplies as needed and attend our Trimester Awards assemblies, Student of the Month celebrations and the Middle School Honor Roll recognitions which occur once every trimester.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	431	417	85	20.4
Female	201	194	38	19.6
Male	230	223	47	21.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	307	299	59	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	106	100	24	24.0
English Learners	118	114	17	14.9
Foster Youth	--	--	--	--
Homeless	43	40	8	20.0
Socioeconomically Disadvantaged	263	256	64	25.0
Students Receiving Migrant Education Services	61	61	10	16.4
Students with Disabilities	72	70	18	25.7

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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.75	2.71	1.62	2.21	3.56	3.47	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.1	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.62	0.00
Female	0.00	0.00
Male	3.04	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.28	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.54	0.00
Foster Youth	0.00	0.00
Homeless	4.65	0.00
Socioeconomically Disadvantaged	2.28	0.00
Students Receiving Migrant Education Services	3.28	0.00
Students with Disabilities	2.78	0.00

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.

2025-26 School Safety Plan

School Safety Plan – Most Recent Year

The faculty and staff at Aromas School are proud of our facilities, which provide a safe, clean environment for students, staff, visitors, and volunteers while supporting teaching and learning. When students are on site, our fencing and gate system allows parents and visitors to enter school only through the front office between 8:15 and 2:45 p.m. All visitors must sign in at the main office and receive proper authorization which must be displayed at all times while on campus.

A scheduled maintenance program is administered by the Aromas-San Juan Unified School District facilities manager to ensure that all classrooms and facilities are well-maintained. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. When students are on site, all classrooms are vacuumed each day and restrooms are thoroughly cleaned daily. Safety drills are conducted on a regular basis: earthquake drills are conducted once a year, lock-down drills are conducted twice a year, and fire drills are conducted each month, per the District Safety Plan and CDE expectations. The School Site Safety Plan is updated each fall by our School Site Council. The current CSSP was approved by the ASJUSD Board of Trustees on February 12, 2025. All classrooms have a red emergency backpacks. All students have an emergency card on file that contains information, including emergency phone contacts, medical allergies, and other information that would be vital in an unexpected situation.

Aromas School posts location-specific student behavior expectations and enforces a school-wide discipline plan. Parents and students are required to sign a form indicating that they have received and read the information contained in the handbook. We have a shared yard duty supervision plan among teachers, the administrator, and staff to help supervise student safety. Aromas School students join in the Pledge of Allegiance each day during morning announcements, which also includes recognitions of student achievement and behavior reminders to be respectful, responsible, safe, and kind at all times and to make good choices.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25	0	2	0
1	19	2	0	0
2	25	0	2	0
3	23	0	2	0
4	19	1	1	0
5	19	1	1	0
6	19	10	0	0
Other	0	0	0	0

2023-24 Elementary 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	2	0	0
1	21	0	2	0
2	18	2	0	0
3	27	0	2	0
4	23	0	2	0
5	18	10	0	0
6	18	10	0	0
Other	21	0	1	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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 class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	1	1	
1	17	2		
2	21	1	1	
3	19	2		
4	28		2	
5	26		10	
6	21	5	5	
Other	6	2		

2024-25 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	0

2024-25 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)	.80
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.33
Social Worker	.20
Nurse	.06
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	1.5
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$8,388	\$1,785	\$6,603	\$79,373.77
District	N/A	N/A	\$10,031	\$87,077
Percent Difference - School Site and District	N/A	N/A	-41.2	-1.0
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-48.0	0.9

Fiscal Year 2024-25 Types of Services Funded

Types of Services Funded (Fiscal Year 2020-21)

Aromas School receives state and federal categorical resources from Title I, Title II, Title III, and Title IV. The Single Plan for Student Achievement (SPSA) outlines the detailed site goals and expenditures. Detailed information regarding expenditures may be found at the California Department of Education Web site at <http://www.cde.ca.gov/ds/fd/ed/>.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$54,554	\$54,773
Mid-Range Teacher Salary	\$83,065	\$78,981
Highest Teacher Salary	\$119,373	\$117,337
Average Principal Salary (Elementary)	\$151,665	\$128,425
Average Principal Salary (Middle)	\$151,665	\$137,947
Average Principal Salary (High)	\$143,354	\$138,809
Superintendent Salary	\$203,335	\$176,162
Percent of Budget for Teacher Salaries	25.26%	24.71%
Percent of Budget for Administrative Salaries	7.95%	5.91%

Professional Development

Professional Development – Most Recent Three Years

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

In the agreed-upon Collective Bargaining Agreement, teachers attend four days of Professional Development (PD) outside the 180-day school year. Teachers and classified staff are also encouraged to sign up for professional development classes, workshops, and conferences throughout the year and during the summer. The District provides reimbursement for workshops through its Individual Professional Development Day (IPD) program. Funds are also available for teachers to attend PD through the School Plan for Student Achievement (SPSA) as it relates to the school's goals.

All professional development is aligned with our school vision and helping students achieve academic, social-emotional, and behavior goals. Collaboration is further ensured due to the decentralization of many school tasks via a committee system. Staff has agreed to voluntarily participate in important areas of curriculum, facilities, and instructional areas to facilitate the dissemination of information and services that will enhance instruction. Besides a School Site Council, committees such as a Site Leadership Team, Student Council, and Curriculum and Instruction have been created to bring up challenges for resolution as well as to increase efficient communication.

The District has conducted staff professional development in the Lexia suite of products (Core 5, Power Up, English). Professional development in the past three years has included AVID, HMH Into Reading, Elevate Math and Science, Professional Learning Communities (PLCs), and the Aeries Student Information System (SIS). Aromas teachers also have attended a variety of PD offered by outside resources: Monterey Bay Area Math Project Summer Institute, California Reading and Literature Project: Learning How English Works, San Benito County Math Collaborative, and the PreK-3 Coherence Collaborative (P3CC) for math.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4