

Aragon High School

2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 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	Valerie Arbizu
Email Address	varbizu@smuhsd.org
School Website	www.smuhsd.org/AragonHigh
County-District-School (CDS) Code	41-30217

2021-22 District Contact Information

District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Email Address	kskelly@smuhsd.org
District Website Address	www.smuhsd.org

2021-22 School Overview

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

Vision Statement

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

Mission Statement

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

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

- A school community should be a safe and caring environment that promotes respect, self-worth, creativity, and academic growth.
- All members of the school community should work collaboratively. This process includes good communications, shared decision-making and accountability.
- Learning is a process in which all can participate and succeed. Inherent in the process is innovation, risk-taking, and the challenge of one's personal limits.
- Education must be responsive to the changing needs of our students, staff, and community.

2021-22 School Overview

- 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

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	450
Grade 10	449
Grade 11	434
Grade 12	401
Total Enrollment	1,734

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.1
Asian	25.1
Black or African American	0.4
Filipino	5
Hispanic or Latino	26.6
Native Hawaiian or Pacific Islander	2.6
Two or More Races	12.7
White	27.5
English Learners	4.7
Socioeconomically Disadvantaged	19.4
Students with Disabilities	5.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 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.

Year and month in which the data were collected

10/2021

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

School Facility Conditions and Planned Improvements

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 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.

As the facilities report, dated December 3, 2020 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

2021 December

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

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	NT	NT	NT	NT
Female	229	NT	NT	NT	NT
Male	199	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	99	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	13	NT	NT	NT	NT
Two or More Races	60	NT	NT	NT	NT
White	128	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	26	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	428	NT	NT	NT	NT
Female	229	NT	NT	NT	NT
Male	199	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	99	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	109	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	13	NT	NT	NT	NT
Two or More Races	60	NT	NT	NT	NT
White	128	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	26	NT	NT	NT	NT
Socioeconomically Disadvantaged	38	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

SAT - 11th grade Student Groups	SAT - 11th grade Total Enrollment	SAT - 11th grade Number Tested	SAT - 11th grade Percent Tested	SAT - 11th grade Percent Not Tested	SAT - 11th grade Percent At or Above Grade Level
All Students	434	161	37.1	62.9	97.53%
Female	234	81	34.62	65.38	95.06%
Male	200	80	40	60	100.00%
American Indian or Alaska Native	0	0	0	0	0

Asian	98	65	66.33	33.7	100.00%
Black or African American	2	0	0	0	0
Filipino	21	5	23.81	76.19	80.00%
Hispanic or Latino	112	14	12.5	87.5	85.71%
Native Hawaiian or Pacific Islander	13	1	7.69	92.31	100.00%
Two or More Races	57	24	42.11	57.89	95.83%
White	131	53	40.46	59.54	100.00%
English Learners	0	0	0	0	0
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*
Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	0	0	0	0	*

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

SAT - 11th grade Student Groups	SAT - 11th grade Total Enrollment	SAT - 11th grade Number Tested	SAT - 11th grade Percent Tested	SAT - 11th grade Percent Not Tested	SAT - 11th grade Percent At or Above Grade Level
All Students	434	161	37.1	62.9	88.27
Female	234	81	34.62	65.38	86.42
Male	200	80	40	60	90
American Indian or Alaska Native	0	0	0	0	0
Asian	98	65	66.33	33.7	96.92
Black or African American	2	0	0	0	0
Filipino	21	5	23.81	76.19	60
Hispanic or Latino	112	14	12.5	87.5	64.29
Native Hawaiian or Pacific Islander	13	1	7.69	92.31	100
Two or More Races	57	24	42.11	57.89	91.67
White	131	53	40.46	57.89	84.91
English Learners	0	0	0	0	0
Foster Youth	*	*	*	*	*
Homeless	*	*	*	*	*
Military	*	*	*	*	*
Socioeconomically Disadvantaged	*	14	*	*	*

Students Receiving Migrant Education Services	*	*	*	*	*
Students with Disabilities	0	0	0	0	0

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	396	NT	NT	NT	NT
Female	208	NT	NT		
Male	187	NT	NT		
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	104	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	13	NT	NT	NT	NT
Hispanic or Latino	96	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	14	NT	NT	NT	NT
Two or More Races	54	NT	NT	NT	NT
White	110	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	NT	NT	NT	NT
Socioeconomically Disadvantaged	32	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	NT	NT	NT	NT

2020-21 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 99.5%, most students do not meet the state requirement of completing a CTE program because they only take one CTE course.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	582
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	45.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	15.4

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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	94.93
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	74.87

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	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.

2021-22 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, 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, staff, 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 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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.8	0.5	2.2	4.0	3.9	3.8	9.0	8.9	9.4
Graduation Rate	98.4	96.3	96.3	92.8	91.0	92.1	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	402	387	96.3
Female	210	203	96.7
Male	191	183	95.8
American Indian or Alaska Native	--	--	--
Asian	106	104	98.1
Black or African American	--	--	--
Filipino	21	21	100.0
Hispanic or Latino	95	91	95.8
Native Hawaiian or Pacific Islander	15	14	93.3
Two or More Races	48	46	95.8
White	109	106	97.2
English Learners	19	17	89.5
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	92	87	94.6
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	27	23	85.2

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1756	1730	55	3.2
Female	883	871	29	3.3
Male	872	859	26	3.0
American Indian or Alaska Native	2	2	0	0.0
Asian	442	437	1	0.2
Black or African American	7	7	0	0.0
Filipino	90	88	2	2.3
Hispanic or Latino	465	457	27	5.9
Native Hawaiian or Pacific Islander	47	47	5	10.6
Two or More Races	222	220	8	3.6
White	481	472	12	2.5
English Learners	82	81	4	4.9
Foster Youth	0	0	0	0.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	386	375	31	8.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	115	100	16	16.0

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.57	0.17	3.40	0.22	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.29	2.49	2.45
Expulsions	0.00	0.05	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.17	0.00
Female	0.00	0.00
Male	0.34	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.45	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.45	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

2021-22 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. The employs two Campus Security Aides to support school safety for the Aragon community.

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

The Aragon School Safety Plan helps to create a caring and connected school climate that involves all students, staff, parents and community in developing a physical environment that communicates respect for learning and for individuals. Our mutual respect policy is an integral part of the plan and was created through a collaborative effort between teachers, students, administrators, and parents. One of the tenants is “respect of others.” This is defined in part by disallowing slurs, put-downs, and insulting language. Aragon staff works very aggressively to eliminate any kind of bullying, including cyber-bullying. The Safety Plan was updated in January 2021 and presented to the faculty and School Site Council. The Big 5 Community Packet, 2020-21, is available for viewing on the Aragon web site.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	27	17	31	19
Mathematics	29	7	27	22
Science	32	2	21	23
Social Science	28	10	21	26

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	29	18	27	25
Mathematics	37	8	20	31
Science	31	4	22	21
Social Science	30	8	22	27

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	13	43	9
Mathematics	41	2	18	33
Science	31	2	25	18
Social Science	31	2	34	16

2020-21 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	422.9

2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.1
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0
Other	1.4

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	17,018.18	4,538.51	12,479.67	118,248.02
District	N/A	N/A	15,963.67	\$114,241
Percent Difference - School Site and District	N/A	N/A	-24.5	3.4
State			\$8,444	\$92,222
Percent Difference - School Site and State	N/A	N/A	38.6	24.7

2020-21 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 Foundation have numerous fundraisers to support maintaining a quality education for all students. Teachers, staff, and students are the recipients of all the money that is raised. Our ethnic parent groups, Latino and Asian have regular successful fundraisers to support students and provide scholarships for post-high school opportunities.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	\$70,031	\$54,687
Mid-Range Teacher Salary	\$112,969	\$92,222
Highest Teacher Salary	\$133,058	\$114,208
Average Principal Salary (Elementary)	\$0	\$143,647
Average Principal Salary (Middle)	\$0	\$145,785
Average Principal Salary (High)	\$193,088	\$162,322
Superintendent Salary	\$322,400	\$258,950
Percent of Budget for Teacher Salaries	30%	32%
Percent of Budget for Administrative Salaries	5%	5%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	34.5
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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	8
Fine and Performing Arts	2
Foreign Language	4
Mathematics	8
Science	11
Social Science	15
Total AP Courses Offered	48

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. All teachers meet in Professional Learning Community groups each week to focus on instructional issues and review student work. They also participate on cross curricular Teacher Study Groups (TSGs). Professional development funds are provided for teachers to attend out of district conferences and workshops. Aragon teachers participate on district subject specific curriculum councils and meet with district teachers throughout the year, during the day and after school. Opportunities for peer observation are available and peer observation weeks are coordinated by the Professional development coordinator. The district provides a BTSA program for new teachers. The district teacher evaluation system provides Instructional Coaches (ICs) for teachers on full evaluation. Teachers participate in three coaching cycles with their ICs during their evaluation year. The district supports three teachers on special assignment at Aragon to assist teachers in the areas of professional development 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.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

San Mateo Union High School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	San Mateo Union High School District
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Email Address	kskelly@smuhd.org
District Website Address	www.smuhd.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2302	1	0.04	99.96	--
Female	1178	0	0.00	100.00	--
Male	1124	1	0.09	99.91	--
American Indian or Alaska Native	--	--	--	--	--
Asian	528	0	0.00	100.00	--
Black or African American	18	0	0.00	100.00	--
Filipino	108	0	0.00	100.00	--
Hispanic or Latino	701	1	0.14	99.86	--
Native Hawaiian or Pacific Islander	51	0	0.00	100.00	--
Two or More Races	246	0	0.00	100.00	--
White	644	0	0.00	100.00	--
English Learners	179	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	20	0	0.00	100.00	--
Military	138	0	0.00	100.00	--
Socioeconomically Disadvantaged	304	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	228	1	0.44	99.56	--

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with “NT” values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2302	1	0.04	99.96	--
Female	1178	0	0.00	100.00	--
Male	1124	1	0.09	99.91	--
American Indian or Alaska Native	--	--	--	--	--
Asian	528	0	0.00	100.00	--
Black or African American	18	0	0.00	100.00	--
Filipino	108	0	0.00	100.00	--
Hispanic or Latino	701	1	0.14	99.86	--
Native Hawaiian or Pacific Islander	51	0	0.00	100.00	--
Two or More Races	246	0	0.00	100.00	--
White	644	0	0.00		--
English Learners	179	0	0.00	100.00	--
Foster Youth	--	--	--	--	--
Homeless	20	0	0.00	100.00	--
Military	138	0	0.00	100.00	--
Socioeconomically Disadvantaged	304	0	0.00	100.00	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	228	1	0.44	99.56	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.