

2020 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE. DO NOT POST TO YOUR WEBSITE.

This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest and SARC data files). Please review and complete each section of this template for completeness and accuracy. DTS will import publicly available data as it becomes available.

This template provides guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). Please feel free to contact the DTS Support Team by [clicking here](#).

[School Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

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
E-mail Address	varbizu@smuhsd.org
School Website	www.smuhsd.org/AragonHigh
CDS Code	41-30217

[District Contact Information \(School Year 2020-21\)](#)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Name	San Mateo Union High School District
Street	650 North Delaware St.
City, State, Zip	San Mateo, CA 94401-1795
Phone Number	(650) 558-2299
Superintendent	Kevin Skelly
Web Site	www.smuhsd.org
E-mail Address	kskelly@smuhsd.org

School Description and Mission Statement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

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

Vision Statement

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

Mission Statement

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

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

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

Opportunities for Parental Involvement (School Year 2020-21)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parental involvement. This section should be kept to 1-2 paragraphs.

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 assistant principal, Lisa Nagendran, 650-558-2902.

School Safety Plan (School Year 2020-21)

Please review and complete the information below as needed. This section should include information about the school's comprehensive safety plan, including the dates on which the safety plan was last annually reviewed, updated, and discussed with school faculty and a student representative, as well as a brief description of the key elements of the plan (do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

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, 2019-2020, is available for viewing on the Aragon web site.

School Facility Conditions and Planned Improvements (School Year 2020-21)

Please review and complete the information below as needed. This section should include information from the most recently collected Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). To see an example of the CDE FIT Tool, [click here](#). Requests for multiple schools should be sent in one email. Otherwise, please review and complete the information below as needed.

Year and month of the most recent FIT report: 12/03/20

This section should be kept to 1-2 paragraphs.

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 10, 2019 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.

School Facility Good Repair Status (School Year 2020-21)

Using the most recently collected **Facility Inspection Tool (FIT)** data (or equivalent), provide a summary statement of the condition of the school facility, as required by Education Code sections 17014, 17032.5, 17070.75(a), and 17089(b), including:

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

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	N/A
Interior: Interior Surfaces	Good	N/A
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	N/A
Electrical: Electrical	Good	N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	N/A
Safety: Fire Safety, Hazardous Materials	Good	N/A
Structural: Structural Damage, Roofs	Good	N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	N/A
Overall Rating:	Good	N/A

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	94	88	87	541
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	0	2	0	1
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Textbooks and Instructional Materials (School Year 2020-21)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: 10/2020

This section should be kept to 1-2 paragraphs.

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.

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

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12 schools only)	Current and Meet State and Local Standards	Yes	0

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2018-19)

Please review and complete the information below as needed.

- The fields that are highlighted yellow are populated for you with data provided by CDE.
- Percent differences, highlighted light-blue, are calculated by this form.
- The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 18-19.

The most recent data available from CDE is for fiscal year 2018-19. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 18-19, is correct.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	17,898.86	4,969.65	12,929.21	114,326.14
District	♦	♦	15,385.63	\$110,144
Percent Difference: School Site and District	♦	♦	-17.4	3.7
State	♦	♦	\$7,750	\$90,287
Percent Difference: School Site and State	♦	♦	50.1	23.5

♦ means data is not required. The fields are intentionally not provided.

Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2019-20)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 19-20, is correct.

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.

Professional Development (2018-19, 2019-20 and 2020-21)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2018-19, 2019-20 and 2020-21.

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Optionally, use this space to share information on the annual number of days provided for professional development and continuous professional growth for the school years 2018-19, 2019-20 and 2020-21.

Questions that may be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

This section should be kept to 1-2 paragraphs.

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.

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2019-20)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs as follows:

- A list of programs offered by the school district in which pupils at the school may participate and that are aligned to the model curriculum standards adopted pursuant to Education Code Section 51226; and
- A list of program sequences offered by the school district. The list should identify courses conducted by a regional occupational center or program, and those conducted directly by the school district; and
- A listing of the primary representative of the district's CTE advisory committee and the industries represented on the committee.

As this template is thoroughly reviewed each year, please note that the year listed, 19-20, is correct. This section should be kept to 1-2 paragraphs.

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.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.9	2.6	3.7	3.4	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.2914	2.3108	
Expulsions	0	0.0756	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.