San Mateo High School
SELF-STUDY REPORT

506 North Delaware Street

San Mateo, CA 94401

San Mateo Union High School District

March 19-21, 2018

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Preface

San Mateo High School's Self-Study is a result of a two year undertaking organized by the Self-Study Coordinator and Administrative Team who met regularly to review the progress and discuss next steps. The Self-Study Coordinator also worked with a small group of teacher-leaders who helped format the data and edit the document. Occasionally, the Self-Study coordinator met with the coordinators from other district schools as well as the district representative assigned to SMHS (Director of Curriculum and Instruction) to collaborate, align the process and get support as needed.

A diverse representation of stakeholders participated in the Self-Study process through Focus Groups that were led by Facilitators, Home Groups that were led by Department Chairs/ Coordinators, and at all-staff or faculty meetings. Focus Group/ Home Group Tasks were developed using the WASC suggested timeline for activities.

Additionally, the Site Leadership Team and a "Self-Study Refinement Committee" worked on fine-tuning the collective work that was synthesized by the Self-Study Coordinator.
>
>The major steps of the collaborative process included the following:
>1. Re-visit, discuss, and revise School's Vision, Mission, and Schoolwide Learner Outcomes
>2. Revisit previous Self-Study Action Plans and WASC recommendations including the Mid-Cycle Report
>3. Inform the Progress Report
>4. Gather data & collaboratively inform School Profile
>5. Carefully review LCAP and other data; add to School Profile; determine preliminary Critical Learning Needs
>6. Engage in the Self-Study Prompt Responses
>7. Review and discuss findings to determine Critical Learning Needs
>8. Write the Action Plan

Because this self-study was conducted over the course of a lengthy timeline, data reviewed at certain points may not be the most updated data that is currently available. For instance, stakeholders reviewed the California Healthy Kids (CAHKS) data from the survey administered in the 2015-2016 school year because the CAHKS data for the more recent survey administered in 2017 was only made available to the school in late January of 2018.

INTRODUCTION
San Mateo High School (SMHS) first opened in 1902 with an enrollment of merely 14 students and a staff of one principal/teacher and two assistant teachers. Now it is a vibrant and diverse community that thrives on Bearcat "peace, passion, and pride." At San Mateo High School, staff and students unite around academic rigor and an unrivaled tradition of school spirit. SMHS stands out, even in the state of California, as a place where diversity is valued. Staff works constantly on being a cohesive whole, giving students opportunities to create lasting memories

with people from a vast array of backgrounds. San Mateo High School is a passionate place, and the quad bustles with the energy of a college campus. The students, intensely spirited, strive to meet their school's potential and to better their rivals. The staff, highly qualified, serves as both academic and community activists. The parents, highly involved, dedicate time to supporting the school's ambitions. The community works to put words into action: reaching toward rising expectations, SMHS focuses on what is possible rather than on what is not. SMHS's vision is to equitably prepare all students for a successful future.

San Mateo High School excels in Advanced Placement and specialized courses, visual and performing arts, student leadership and government, and athletics. SMHS works to integrate the latest technology into the school facilities. While striving to prepare students for both college and the working world, SMHS maintains a commitment to community service and volunteerism. SMHS staff recognizes that the students have a wide array of needs, from acquiring a foundation of academic skills, to learning at an accelerated pace, to developing language, to overcoming disabilities. SMHS expects students to develop socially and academically, becoming responsible members of the community as well as productive and successful members of society.

Chapter I: Progress Report

SMHS's previous action plan, established as a culmination of SMHS's 2011-2012 self-study, reads as follows:

Action Plan #1

Post-Secondary Options -Increase opportunities to explore career goals and develop technical and vocational skills.

Objective 1: Research and implement curriculum to guide students through career exploration

Objective 2: Assess career goals: determine range of student interests and growing future industry

Objective 3: Support specific training and technical/vocational opportunities

Objective 4: Review and modify all aspects of program annually

Action Plan #2

Improve methods of instruction that focus on critical thinking and practical applications.

Objective 1: Educate ourselves and gather information regarding critical thinking

Objective 2: Develop techniques of teaching critical thinking

Objective 3: Share and implement critical thinking practices

Objective 4: Evaluate implemented practices and make appropriate modifications

Action Plan #3

Increase the academic achievement of underperforming subgroups. `

Objective 1: Improve student motivation, organization, and performance by fostering positive student/teacher relationships

Objective 2: Examine the efficacy of the current block schedule with respect to teacher availability for students and create more access for students to meet with teachers.

Objective 3: Better coordinate and expand the impact and presence of after school programs such as Latino Parent Night, Mana, and Family Literacy Night to create a more positive image and understanding of our school in the minds and hearts of our struggling students.

SMHS has made a noble effort in working to achieve this action plan as will be explained below; SMHS was challenged by simultaneously navigating significant changes in the field of education including the adoption of new standards and changing district leadership personnel. These have affected SMHS with both successes and challenges.

ACTION PLAN 1: **Increase opportunities to explore career goals and develop technical and vocational skills.**

Summary of Progress and Efforts

Objective 1: Career Exploration Curriculum

SMHS continues to offer numerous, diverse post-secondary exploratory opportunities to students. Within the last few years, the list of opportunities has included:

- Google Field-trip (spring '15): included presentation on product development, tour of campus (Fall'15)
- Job Fair: 30 employers presented (Spring '16)
- College of San Mateo Field Trip (Spring '16): Tour of school; financial aid information

delivered
  - ○ Focus on Nursing, Electrical, and certificate programs.
- Career Speaker Series included a panel of presentations including Whole Foods, 24 Hour Fitness (Fall '16)
- Skyline College Automotive Trip (Fall '16)
- Senior English classes implemented a college/career unit
- Some Senior English classes incorporated Extended Opportunity Programs and Services (EOPS) and Jobs for Youth presentations
- Spring Career Speaker Series- Lunch/Tutorial
- Volunteer Recruitment Fair (Fall '17)
- Job and Volunteer Fair (Spring '17)
- Certificate Vocational Fair (Spring '17)
- NYC Dance Trip (every other year; ongoing)

Opportunities are communicated to students and families in a variety of ways. The College and Career Center (C & CC) made a point to introduce themselves to all freshman students at the beginning of the 16-17 school year in an effort to encourage familiarity and comfort in accessing the resources available to students. The C & CC maintains and publishes an Internship List, a Volunteer Binder and a Job Binder. Students are welcomed into that inviting space to work one-on-one with the friendly and knowledgeable staff there. They provide a quarterly newsletter so that all SMHS staff can vocalize relevant opportunities to the populations of students with whom they work. The C & CC is developing a new website and is working to establish a "reminder" text messaging system to deliver announcements about opportunities and events to students and their parents/guardians; the department currently uses School Loop and the SMHS Daily Agenda to communicate opportunities with students and parents/ guardians. SMS will transition to using the Canvas portal instead of School loop for communications in 2017-2018.

An abundance of job-related skill development opportunities are offered as well at SMHS, both within curricular courses and through other avenues. The C & CC and Counseling departments offer these opportunities:

- Resume Workshops (Spring '17) (Resume Template available to students on SMHS Website)
- Cover Letter Workshops (Spring '17)
- Mock Interviews ('17) in collaboration with Rotary
- Freshmen Introductions - all 9th grade students have been introduced to staff in C & CC
- College and Career Social Media feed (Facebook and SMHS website) is currently in development to keep future SMHS students informed

Programs such as AVID and Guided Studies embed job-related skills such as resume writing, interviewing, etc. in their curriculum as well as career related projects and assignments. The C & CC also collaborates with CTE teachers to align this process.

ELD classes at SMHS regularly visit the College of San Mateo so that the ELD students have an idea of what they are striving towards and realize that post-high school educational opportunities are available to them.

Objective 2: Assess Career Interests and Goals
SMHS uses the Naviance program to support students in determining interests. At one point, the school looked into using Naviance as a way to do "4 year planning" for high school. However, recently SMHS has moved into using Naviance as a tool to assist primarily seniors in applying for college (the Common Application and letters of recommendation system), and seniors also take a Senior Survey to indicate their post-high school interests for possible majors and career paths. This helps guide individual conversations as both the C & CC staff as well as school counselors meet regularly with students one-on-one to have discussions around career and post-high-school plans, dreams, etc. Naviance offers a "Career Inventory Assessment" and when students opt to fill-out the career planning components of Naviance, they are able to see tools that help them select the right college courses to move them toward their career goals.

The Career Center Assistant/ CTE Coordinator will be joining the district-level CTE coordinator in attending an Educators' Conference: Educating for Careers (https://2018.educatingforcareers.org/) in Sacramento to be trained on how to support students in researching careers where there is a demand.

The staff at SMHS works hard to identify the needs of different student populations. For instance, in 2016 the C & CC and Counseling staff attempted to do an ELD outreach. The students' interests are taken into consideration when planning events such as the Professional Speakers Series, community college workshops, guest speakers who speak about their "educational journeys" and their career paths, etc. In recent years, there has been an increase in senior AVID students visiting and utilizing C & CC services.

To encourage students to continue their education past high school and explore opportunities for continued education, SMHS offers many college visits through the AVID program and through the C & CC. AVID has implemented a Southern California field trip exposing students to 5-6 different schools throughout California that they would most likely not visit otherwise. Scholarship opportunities are presented to students as they arise, and the C & CC has worked hard to bring more awareness to the school about locally funded scholarships. In addition, SMHS has a monthly "College Gear Day" in which all staff are encouraged to wear the attire of their alma mater. The philosophy around this is to be more "visible" as college graduates so that students interested in getting more information about certain schools have an idea about who they might approach to discuss their interests and to seek answers to curiosities.

Objective 3: Technical/ Vocational Opportunities
SMUHSD has been offering more opportunities to students to access technology through the 1:1 program. Currently (spring, 2017) SMHS has 32 teachers (trained in the implementation of technology through district provided Digital Bridge) who applied and received 18 carts; there are 633 Chromebooks accessed in diverse content areas on campus. SMHS will be receiving 8 more carts next year. In addition, Chromebooks are available for student check-out through the school library in an effort to strive for equity in access. Students are able to keep their borrowed Chromebooks for the entire semester or year (through a renewal process), and many of SMHS's low-income students and English Learners are taking advantage of this opportunity. The school as a whole, and some departments, have begun to develop their scope and sequence for technology-related skills which are clearly essential in many modern work environments. Using 1:1 devices, students are taught to collaborate digitally and to use multimedia to deliver

engaging and informative presentations in addition to other career-related skills.

Within the Science department, the Biotechnology program flourishes allowing students to practice both technical and vocational skills. SMHS currently (16-17) offers 6 sections of BioTech 1, 3 sections of BioTech 2, and 1 section of Biotech IR. In addition, there is a summer internship program for biotech students at all levels. The Biotech 1 class is extended to students at other schools in the district by offering a Biotech 1 class after school. A 0 period Biotech 2 class was added two years ago. The new Biotech facility opened approximately 7 years ago and is equipped with new equipment including a computer lab. Computer Science is also a CTE course that teaches students current, real-word skills and brings in TEALS (Technology Education and Literacy in Schools) volunteers with experience in the computer programming field.

Within the branches of Digital Photography, Art & Multimedia, Publications, and Journalism, CTE students access desktop computers in the modern Mac Lab. The refurbished M Building offers a space designed to facilitate the skill development within these programs. In March of 2016, a new gallery was opened in this building, and, in this space, SMHS has hosted district-w, student art shows. In January of 2016, the department set up a photo studio with professional level lights for Digital Photography students; other members of the school community can access the photo studio at lunch.

Students are offered two-year pathways in both Art & Multimedia and Digital Photography. Because their teachers are CTE credentialled, the program receives CTE funding. The teachers in this department have been trained in Photoshop and in July 2016, photography and journalism teachers travelled to Washington, DC for 36 hours of training in their field. In January of 2016, SMHS was chosen to be a "PBS Student Reporting Lab" school which exemplifies the level of course offerings and recognition of their quality.

Journalism students typically attend a conference for student journalists every year. Some SMHS journalism students have won national awards, placing in the "top ten" of the entire United States.

Currently, the CTE department invites presenters from businesses and schools to their classes approximately once per semester. Teacher leaders in this department shadow and visit businesses to establish relationships and find potential internship opportunities for students. In addition during the 16-17 school year, department leadership attended a job fair organized by CTE and met with the College of San Mateo in an effort to explore continued articulation with this local community college. This is all in an effort to support students' Technical/ Vocational skill development and potential opportunities.

The Performing Arts curriculum incorporates workshops with art professionals in the areas of dance, drama, and music. Every other year, dance students are offered an opportunity to travel to New York to attend one week of dance classes, workshops, and obtain career information from both front of stage and backstage professionals. The San Mateo High School NYC dance tour provides students with post-secondary educational and career opportunities. These students, many of whom are interested in the Performing Arts as a career, view three Broadway shows, one modern dance performance, talk with cast members after the performances, and

participate in dance classes and workshops taught by professional, working dancers/actors. After-school performing arts programs are aligned to post-graduate and professional expectations. All course curriculum is sequential and aligned to national and state arts standards. SMHS offers beginning, intermediate, and advanced dance to encourage students to grow at their appropriate level.

Objective 4: Program Review and Modification
Every senior at SMHS is asked to answer a set of questions with regards to their future college and career- related plans. That data is kept in Naviance and it allows the school to monitor year-by-year where SMHS graduates are going. Administration and College and Financial Aid Advisor look at patterns and trends so that the C & CC center can tailor college visits and their training/ level of expertise to where SMHS students are going. For instance, the current C & CC staff was interested in attending a training at Rutgers University but decided (because there were only three students from last year's class accepted there) it was more appropriate to attend a training at St. Mary's where more SMHS graduates were attending.

In the Senior Exit Survey, there is also a set of questions regarding their experiences with the C & CC. That survey asks about student support (scholarships, financial aid, college exploration process, career exploration process, etc.) SMHS uses that data to improve the services provided to students.

In terms of College and Career Readiness, the state of California has put out a new set of standards (aligned to CAASPP scores, concurrent enrollment in local colleges, and completing the CTE requirement of one year). There is a dashboard with that data that Administration will begin to monitor and reflect upon regularly.

The Site Leadership Team (SLT) and curricular departments also looked at grade data which is always a component of evaluating College and Career Readiness.

The Assistant Principal of Instruction meets with SMHS's College and Financial Aid Advisor as well as the Career Center Assistant twice yearly to talk about the C & CC goals and progress. Feedback from staff indicated a desire to have a greater integration of the Career Center and the CTE classes; therefore, next year the Career Center Assistant/CTE Coordinator established goals of becoming more involved in SMHS's CTE programs on campus including BioTech, Foods & Nutrition, Computer Sciences, and the Arts in order to bring in speakers and other materials relevant to the programs and pathways offered. The SMHS Foundation funds the Career Center Assistant portion of the currently full-time position, and a two-year CTE grant funds the CTE Coordinator portion of the full-time position.

SMHS takes pride in how student volunteer hours are monitored and collected by the Career Center Assistant. Records are kept that allow the C & CC to see where students are volunteering, how they are volunteering, etc. This led to some significant recognition from the Jefferson Awards, but it also helps the Career Center Assistant build a live network so that future classes can be successful in this regard as well.

For Professional Speakers Day, staff feedback was gathered during the 16-17 school year through a Google Form that asked about how effective the presenters were, how relevant the information given was, and so on in an effort to plan for future years. SMHS will work to

implement a student feedback survey along the same lines in the future.

Based on student demand and growth in student enrollment, SMHS is increasing Art sections by adding one additional section next year.

In terms of monitoring the AVID program, AVID coordinators collect and monitor data with regards to where the AVID students go after high school. They tailor their field trips and college curriculum towards that for future years. Student enrollment in AVID and success in Advanced Placement courses is also monitored because that can be an indicator of their levels of college success. As a response to the growing need, the AVID program will grow from 7 (16-17) to 8 (17-18) sections next year. SMHS is proud to be serving roughly 240 AVID students during the 17-18 school year. This reflects tremendous growth in the program as in 2012-2013 (according to an on-site query), there were only 4 sections of AVID serving a total of 101 students.

Interest in the Computer Science Program (one section of the "Principles of Computer Science" and one section of "AP Computer Science") is also growing. In terms of program monitoring, four Technology Education and Literacy in Schools (TEALS) volunteers--run through Microsoft-- monitor the learning of students very closely and engage student interest in order to identify speakers and field trips so that students can be engaged more with Computer Science programs. SMHS is training a staff member who will be interested in and capable of taking on additional section(s) of Computer Science for future years to accommodate interest and growth.

SMHS has a growing 1:1 program and has seen an increased desire from teachers to incorporate technology into their curriculum. As a result of program monitoring and the growing demand, six additional chromebook carts will be made available to teachers and students next year for a total of 24 carts on campus.

Action Plan 1: Challenges and Areas of Action Plan that were not Addressed

The College and Career Center staff has experienced staff turnover since the previous Self-Study, and SMHS is very happy with the efforts made by the current personnel. SMHS does not use Naviance in all of its capacities when it comes to career exploration and pathways.

SMHS has not fully developed the curriculum around Career Exploration by grade level as outlined in the previous Action Plan. However, CTE classes cover topics around career exploration and pathways. Some courses and teachers within AVID, English, and ELD incorporate cover letter writing, resume writing, interview practice, career research etc.; this has also been consistently and predictably available through the C & CC. The pressure of successfully implementing the CCSS, which do not prioritize these skills as essential, has made the focus on career-related skills a challenge in the content-area classroom.

There was an attempt made to implement a program called Junior Achievement during Tutorial in which volunteer presenters led students through workshops intended to teach job-related skills. Unfortunately, the quality of the presenters (who were kind and generous people but were not trained teachers) was so variant that some students and teachers had great experiences while many Tutorial classes did not. This program was not continued. It is difficult to implement programs through Tutorial because, as per the union contract, teachers sole responsibility at that time is to take attendance. Some teachers had to step in and help lead Junior Achievement in order for the curriculum to be somewhat successfully delivered.

ACTION PLAN 2: Improve methods of instruction that focus on critical thinking and practical applications.

In striving to implement the Common Core State Standards, there has been an educational shift in terms of prioritizing the development of critical thinking within content areas. All departments have been working to develop professionally (Objective 1), shift pedagogical approaches and techniques (Objective 2), implement and share best practices (Objective 3), and evaluate/ modify practices in this regard.

Objective 1: Educate ourselves and gather information regarding critical thinking

The teachers at SMHS emphasized deepening an understanding of Critical Thinking during PD time by discussing the definition of "critical thinking" and reviewing some guiding research and documents such as Costa's Levels of Questions and Depth of Knowledge charts. Although we never came to a consensus regarding a definition of "critical thinking," all teachers have worked toward promoting higher-level critical thinking skills within their curriculum. This has been regularly observed and noted during Peer Observation cycles.

SMUHSD offers many opportunities for teachers to obtain Professional Development, and much of it has connected to teaching critical thinking skills. EL Achieve: Constructing Meaning PD has been made available to cycles of teachers in various departments for the past few years with a vision that eventually all teachers would undergo training. All new teachers are trained in Constructing Meaning during their first year of teaching in the district. Digital Bridge, one of the district's technology training, also provides the opportunity for teachers to learn about using technology to support critical thinking. Many SMHS teachers in different content areas attended a year-long PD cohort called "Academic Language & Literacy" (ALL) in which they learned, implemented, and reviewed critical reading lessons. Curriculum Councils are given time to offer PD on multiple days during the school year, and some of these sessions have focused on critical thinking and implementing the CCSS.

In addition to these general trainings, departments have accessed many content-area specific trainings and gone through processes to self-educate along the lines of critical thinking. Some of these are highlighted below:

ELD: New leadership at the SMUHSD has expanded the PD for the extended ELD teaching community. During the 2016-2017 school year, all ELD teachers from the entire district gathered in the afternoon three times for professional development planned by the district. A workshop led by a renowned Stanford University was provided during one of these sessions.

English: In addition to the PD offered by the school district, many English teachers have both led and participated in site-based, teacher-led PD breakout sessions such as implementing Newsela, Teaching Research Database Skills, etc. Department members also attended PD opportunities offered by the Bay Area Writing Project in the fall of 2016 and the San Mateo County Office of Education.

Health: Teachers recently attended the Health Connected Training (Sexual Health Training). Additionally, Health teachers participated in ELD Council during the 16-17 school year to help them improve strategies for teaching English Learners both content and critical thinking as it applies to Health curriculum.

Math: The math department is piloting the Springboard curriculum that better captures the critical-thinking and skill-based CCSS. The new curriculum will be adopted for the 2017-2018 school year for Algebra I, Geometry, and Algebra II. They have begun collecting and analyzing data through the recently adopted Scholastic Math Inventory (SMI), MARS tasks, CAASPP and other performance based assessments that involve critical thinking.

Physical Education: In addition to attending district and school PD opportunities, teachers in this department have attended the California Association of Health, Physical Education, Recreation and Dance (CAHPERD) conference. PE teachers also meet regularly with other departments (such as ELD) in the school to help support their students with diverse needs. They also meet with other PE departments from local schools in an effort to exchange ideas and to grow professionally.

Science: The shift to the Next Generation Science Standards (NGSS) which involve students' understanding of "cross-cutting concepts" such as cause and effect, delve deeply into critical thinking. In addition to district-provided PD, multiple teachers have attended NGSS trainings elsewhere. The science teachers at SMHS seek training from local resources such as the Exploratorium, the Monterey Bay Aquarium, or even lead such trainings to network and grow as professionals. Some have also attended PD on Science and Engineering Practices.

Social Science: This department has worked to unpack the CCSS in order to align the curriculum with the more involved, critical thinking standards. They collectively read Mindset, authored by a distinguished Stanford professor, in order to encourage the discussion of motivation for curriculum decisions. Department members have also attended PD such as Nueva "Innovative Critical Learning Conference," "Learning Forward," CABE, the Federal Reserve Economics Conference, Kate Kinsella Academic Writing, AP Summer Institutes, STEP Dine and Discuss Lectures. In addition, many department members have taken on student teachers to continue engaging in the newest pedagogical developments.

Special Education: Department members have recently attended conferences that focus on brain development and learning disabilities, county classes on critical thinking, and workshops on Universal Design Learning (UDL). This department also utilizes research and publications from Council of Exceptional Children (CEC). Each curriculum (SAI or Co-taught classes) teacher in this department has been or will be using CCSS professional development days depending on the curriculum being taught. Since the 2012 visit, there has been a shift toward more co-taught courses as opposed to SAI.

VAPA: The Arts curriculum is standards-based, project-based, and builds on previous knowledge. SMHS teachers are currently working with the San Mateo County Office of Education Arts Liaison to build more opportunities for arts-based P.D. in the future. The current dance instructor has attended PD in NYC and LA, and the current drama instructor has also completed professional development in NYC. Visual arts teachers have attended PD at local museums and universities.

World Language: For multiple years, multiple teachers in this department attended California Language Teachers Association (CLTA) PD . They also attended a district-led all day PD opportunity called "Reading Strategies in the World Language Class" that focused on critical reading skills in a foreign language and PD through the Stanford World Language Department.

Objective 2: Develop techniques of teaching critical thinking
Along with the shifts to the CCSS, there have been great shifts in pedagogical practice at SMHS towards deeper critical thinking rather than teaching Depth of Knowledge level 1 material. At

SMHS, various departments have implemented some common critical thinking teaching strategies that have been shared during the PD opportunities described above such as "Prove-It" (finding evidence in a text to support a claim); Constructing Meaning structures (eg. discussion cards) to support the spoken and written expression of critical thinking skills; CERS (Claim, Evidence, Reasoning) common writing structure; Socratic Seminars; Think-Pair-Share; 4-2-1; Talking to the Text; Dialectical Journals; the analysis of images and graphs: WisWim (What I see/What it Means).

These are some of the highlights of department-specific techniques for teaching critical thinking and units that emphasize student development of these skills:

English: research units at all levels of English; think-alouds to help scaffold note-taking; process writing assignments with reflections; reciprocal teaching in Strategic English Support; teaching metacognitive reading skills that are recorded using screencastify in order to assess; public speaking assignments that include setting goals and self-assessment by watching a video recording; formal debates; metacognitive reading logs to support critical thinking in reading

Health: jigsaw teen brain lesson that encourages high level questioning; fast-food workshop; decision making scenarios; daily informal writing to apply content to students' current life experiences

Math: written paragraphs in which students explain their thought processes for solving a problem; an assignment in which students apply critical thinking skills and geometry knowledge to solve a measurement problem on campus; changed classroom structure in Algebra I, Geometry, Algebra II, and Precalculus that better fosters students' critical thinking (group work with norms to explain thinking, discussion, presentations, projects, mathematical modeling); the "Pet Project" in Integrated Math (a project that requires students to use strategies in solving systems of equations and develop a digital presentation and/or portfolio); the "Millennium Towers Project" in Algebra I where students use linear equations to make predictions. In Algebra II, students explore exponential models such as compound interest, population growth, and rebound ratio of a ball. Many department members use the premade activities from DESMOS which require students to explore and think critically about graphical representations of models.

Physical Education: active use of the Google Classroom to implement critical thinking assignments related to P.E. standards such as self-evaluation (goal setting and reflection); connection to real world examples; cardiovascular reflections; nutritional food logs; pre-assessments to connect with previous learning and post-assessments with written reflections.

Science: As a part of the new NGSS, curriculum teachers have incorporated asking questions (for science) and defining problems (for engineering)- activities in which students develop and use models, plan and carrying out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), obtain, evaluate, and communicate information.

Social Science: Social Science Common Core Standards encourage essential questions and thematic units to drive critical thinking. Many AP Social Science courses have been redesigned to move away from fact recall towards critical thinking. Inquiry based lessons driven by analysis of primary source documents are at the core of the SS department's practice.

Special Education: Online reading platforms: Mind Play (Specialized Academic Instruction [SAI] English I and II); project-based assessments such as creating videos

Visual and Performing Arts: Assessment practices have been redeveloped to check for deeper understanding through more student self-assessment; scaffolds (in Visual Arts) help students through the process for projects that require student to understand their selection well enough to create and interpret artwork.

World Languages: All levels of WL instruction include critical thinking as an integral part of the curriculum. Comparing one's own language with the new target language is a critical thinking skill. Also, in Spanish for Native Speaker classes, students are taught in their native language and skills are reinforced in order to support these skills in other classes as well.

Objective 3: Share and Implement Critical Thinking Practices
Teachers at SMHS participate on self-selected Learning Teams (aka "PLCs") that establish a SMARTe goal at the beginning of each semester and meet regularly to collaborate. The amount of "Embedded Time" dedicated to this practice has increased as the teachers have found it to be a valuable way to share and review best practices. For the past few years, the "Cycle of Inquiry" has been emphasized as a tool for collaborative work. As a part of this cycle, teachers evaluate student work and learning progress with a structured "Student Work Protocol." Google docs and drive has made collaboration and sharing easier for many Learning Teams.

The administration at SMHS has made it a priority to assign common preparatory periods to teachers on curricularly aligned teams for even more sharing. 2015-2017 Peer Observation data indicates that students are engaging in critical-thinking in the majority of classrooms observed.

For the past few years, SMHS PD "Teachers on Special Assignment" have organized various teacher-led Breakout Sessions that focused on critical thinking strategies and practices in the classroom (among other things). Teachers also learn from each other through informal observations. Though many teachers welcome their colleagues as observers any time, SMHS has designated "Peer Observation Weeks" in which all teachers are asked to observe at least two classrooms. Teachers are given feedback as requested.

The Special Education department works closely with general education teachers to help modify and scaffold curriculum including that which involves critical thinking. SPED teachers also incorporate general education curriculum from co-taught classes into SAI so that all students at SMHS are exposed to the rigor of critical thinking skills. Support classes (such as Strategic English Support, Intensive English, and Guided Studies) have emphasized teaching academic vocabulary associated with critical thinking (ie. analyze, persuade, etc.) to help students access rigorous critical thinking curriculum.

SMHS teachers network and share curriculum and strategies with district neighbors as well both in district-wide opportunities and through online digital libraries/ folders.

Some departments noted ways that they make an effort to implement and share critical thinking practices:

English department teams have agreed to teach a common research project. The unit plans are housed in a shared folder. In addition, this department is in the early stages of vertically aligning speaking and listening targets through socratic seminars and structured academic discussions.

Math department members work in cohesive learning teams during common preps and embedded time to plan performance tasks to assess students/ problem-solving skills. For the 17-18 school year, the Alg. I team will be given an extra common prep with an assigned instructional coach to help create differentiated and in-depth curriculum to align with CCSS. The goal is to create a comprehensive math program with a full 4-year arc, containing consistent critical thinking practices for all students. At the end of the Fall 2017 semester, the math department met to begin vertical alignment for the adoption of a new book.

Science has attended PD on NGSS and developed new units for courses. Science and Engineering Practices (SEP) have been a focus of many PDs and has been successfully implemented into most classroom curriculum. There has been a shift away from memorization of facts toward problem-solving, designing, and constructing explanations in scientific phenomena.

Social Science has implemented common assessments in learning teams to inform instruction. Their learning teams also created/updated curriculum maps to share strategies, assessments, and pacing for both current and future teachers. Department members have led PD around empathy, discussion strategies including structured talk and facilitating discussions, and incorporating technology into curriculum.

VAPA connects their performing arts classes to outside sources through adjudicated festivals, performance talk-backs, and other events allowing for students to reach a deeper understanding about the arts and being an artist. The Performing Arts teachers develop student critical thinking and creativity through the creation of choreography, musical arrangements, stage direction, original plays and librettos, and other artwork with a focus on the process of creation as well as the finished product/performance. The Visual Arts develop critical thinking skills and creativity through projects and mini creative exercises. AP Studio Art really have to focus on this and critical thinking in developing and evaluating their concentration of 12 artworks.

Objective 4: Evaluate implemented practices and make appropriate modifications
As all schools and educational programs should, SMHS teachers consistently seek to evaluate and modify their curriculum including the evaluation of their focused work around critical thinking.

As previously mentioned, Learning Teams evaluate student work through the Cycle of Inquiry and Student Work Protocol process. Faculty dedicated a portion of PD time during Fall 2016 reviewing the progress and challenges of focus students (or "case studies") in an effort to notice any learning trends or needs. Faculty also evaluate each other's teaching via informal peer observations.

As a part of the evaluation and modification of work, many departments have re-written rubrics and assessments to become more skill-based/ aligned to the CCSS.

SMUHSD has adopted the practice of using Instructional Coaches as a way for teachers to grow professionally and to encourage modification of pedagogy as necessary. Many teachers

attest to the value of this process in which teachers/coaches go through cycles of planning/ observing/ debriefing. This practice also informs the teacher evaluation process, currently in its third year of a pilot program.

Numerous teachers at SMHS have made it a practice to incorporate formative assessments or checks for understanding as a way to evaluate and adjust instruction as needed. In addition to exit tickets, whiteboards, partner warm-ups et cetera, the 1:1 program and the number of devices have made an abundance of formative assessments readily available including surveys, virtual discussions, and more.

Some departments regularly analyze performance data. For example, the Math department evaluates Common Core tasks and the World Language Department offers common benchmarks.

Many teachers at SMHS have been transitioning toward Standards-Based-Grading (SBG) as a result of research-based success for students' growth mindset. In the 16-17 school year teachers facilitated an SBG Learning Team in which they compared strategies, researched to resolve "dilemmas" and shared best practices.

Action Plan 2: Challenges and Areas of Action Plan that were not Addressed
When employees at SMHS are asked about the challenges in meeting their action plan items, the most common trend in conversation that arises is the challenge of finding the time to do it all! Teachers have clearly sought PD, looked into more appropriate curriculum that represents this shift, and have done a great job designing lessons to encourage the development of critical thinking skills, but when it comes to analyzing the data to inform instruction (especially in a systematic and consistent way), there is room for growth. Some Learning Teams take the Cycle of Inquiry and Student Work Protocols a great deal more seriously than others. There are teachers on campus who do not honor the Learning Team process or hold themselves accountable to the SMARTe goal established by the group. It has been challenging to monitor and hold some LTs accountable for this professional commitment.

As collaboration time is so valuable, the administration at SMHS has been very supportive of allowing release days as additional time for important collaborative work (including data analysis) to be done. However, the process for finding appropriate days on the district calendar, securing substitutes (there has been a district-wide substitute shortage as of late), and lesson planning is challenging: the process of utilizing classroom days for collaboration is cumbersome. Despite the fact the administration and school district have also found ways to pay teachers for collaborative work during the summer, it is difficult to entice teachers to give up time during their hard-earned summer vacation.

ACTION PLAN 3: Increase the academic achievement of underperforming subgroups.

Objective 1: Improve student motivation, organization, and performance by fostering positive student/teacher relationships

San Mateo High School is hoping the district will increase the ELD Counselor position for the 18-19 school year. Currently, the .4 ELD Counselor works with students enrolled in ELD 1 and

2 (approximately 110 students). This helps foster positive student/faculty relationships in an effort to improve student motivation, organization, and performance as the students are more regularly able to check in with their counselor for support. The Wellness program offers students opportunities to work with caring adults in both group and individual settings helping foster an environment of caring support.

SMHS has a strong AVID program that increased to eight sections for the 17-18 school year. Many students who need more academic support or who fall into the "underperforming subgroups" categories benefit from this program which aims to improve student motivation, organization, and performance in an effort to prepare these students for college-level academics.

All freshmen at SMHS take Health which is a class that fosters both small group and whole class collaboration, binder/notebook organization, and the power of community/ inclusion. It is important to note that a larger portion of the class focuses on mental/emotional health, identity exploration, and social awareness. This encourages students to be self-aware, connect with each other, their teachers, their peers, and the school as a whole.

Strategic English Support (SES) teachers are now vertically aligning the classes to some extent and implementing similar best practices both in the 9th and 10th grade classes which include: Reciprocal Teaching using high interest young adult novels as well as Newsela, in addition to the writing process during which students submit drafts, receive individualized feedback, revisions, etc.. Constructing Meaning writing templates which help struggling students write essays with both structural support and language frames are also being widely used in SES. SES teachers are seeing (at least in terms of reading scores as measured by the SRI) that--in general--students are making solid gains in reading. In addition, because students in these courses (also often from the population of "underperforming subgroups") are offered scaffolds that allow them to access difficult tasks and readings that are within their zone of proximal development, they are able to achieve a feeling of success which can cause a domino effect we love to see: increased motivation equating to increased academic performance.

The SMHS Peer tutoring program has been formalized. Peer tutors work in high need classes and are given a training on how to peer tutor. Matches between peer tutors and teachers they assist in classes is strategic in terms of language needs, skill needs, etc. Peer tutoring during tutorial has also been introduced, and the sophomores acting as peer tutors in tutorials are also being groomed to become peer tutors as juniors and/or seniors.

SMHS's Guided Studies classes offered to select 9th and 10th grade also encourages students to foster positive relationships with their teachers and the school. These courses are capped at 18 students and work on organizational and study skills and some Guided Studies teachers incorporate mindfulness curriculum in an effort to help students develop their ability to focus more on academic work.

SMHS has a thriving Spanish for Native Speakers (SNS) program that is essential in the support of development of literacy skills among this population of students. Through this program, students are able to develop more connections to their teachers and the school as well. The WL department supports the development of language and academic skills for the numerous Spanish speaking students at SMHS. The WL Department also has the largest number of

underrepresented students in Honors/ AP classes. For many of these students, AP Spanish is the first AP class that they have taken and for many of them it is a real confidence builder.

SMHS has worked to recruit, retain and support all students, especially underrepresented subgroups in AS/H/AP. Teachers, counselors, the AVID program and others regularly encourage students to select the high-level, rigorous courses offered when appropriate with the expectation that students in AVID enroll in at least 1 Honors/AP course by the end of their senior year. AVID has established a comprehensive SAT/ ACT preparation program. Junior students attended multiple sessions.

Objective 2: Examine the efficacy of the current block schedule with respect to teacher availability for students and create more access for students to meet with teachers.
Although there is some discussion about the efficacy of the block schedule and students' usage of tutorial among the certificated staff at SMHS, in general the students at SMHS voice gratitude and appreciation for the time allotted to them checking in with their teachers during the school day. The flexibility of the program generates increased access to teacher support as needed.

ELD teachers model the process of the tutorial system regularly so that students understand the process and purpose of this time even if they are not familiar with the culture of SMHS.

Objective 3: Better coordinate and expand the impact and presence of after school programs such as Latino Parent Night, Mana, and Family Literacy Night to create a more positive image and understanding of our school in the minds and hearts of our struggling students.
There are numerous ways that SMHS offers outreach services and educational trainings to parents and families of underrepresented groups. SMHS is lucky to have a full-time Family Engagement Coordinator (FEC) who does one-one-one outreach with Spanish speaking parents to include them in school-wide planning of events (e.g. PTO, Grad Night) as well as help them navigate the public school system. The FEC consistently supports families with language barriers (among others) in all of their individual needs such as applying for the Free/Reduced lunch program, obtaining immunizations for school entry, understanding an IEP, etc.

One opportunity SMHS offers in an effort to create a more positive image and understanding of the school in the minds and hearts of some of the struggling students is the Latino Family Group (formerly called "Latino Parent Group") that meets monthly for two hours. This is another avenue for school information and updates to be provided to families in an effort to give them a better understanding of and keep them connected to the school. Some families do not have access to the Internet or understand other avenues for communication (such as SchoolLoop, the sanmateohigh.org website, etc.), so during these meetings the FEC teaches parents how to access these information portals, how to monitor student grades and attendance, how to communicate with counselors and teachers, etc. The FEC often does this one-to-one after these meetings, so the Latino Family Group is a great way for the FEC to meet families and encourage parents/ guardians to also make individual appointments with the FEC.

Although there is no "Parent Project" for the current school year (17-18), SMHS offered the "Parent Project" for the last three years which was a free program implemented by the San Mateo County Office of Education and organized here on campus by the FEC. The FEC

recruits parents who might benefit from the 12-week program that focuses on how to encourage better parent/guardian communication with adolescent students. Childcare and dinner is provided at the weekly 3-hour meetings to encourage participation. The program offers curriculum about parenting, covers topics such as drug and alcohol abuse, adolescent anxiety, and sometimes includes guest speakers such as employees of the Police Department. The first year SMHS offered the program, the graduating group (33 parents) was the largest in the county!

PIQE (Parents for Quality Education) is a nine-week program, paid for by SMUHSD whose mission is to "engage, empower, and transform parents to actively engage in their children's education and strengthen parent-school collaboration in order to improve the academic success of students" (http://piqe.org/california-2/). This is currently offered to families once a week for an hour and a half, and to encourage parents/guardians to attend, the SMHS FEC coordinates childcare (with volunteers). In this program, families are given navigational information such as requirements for high school graduation, how families can get involved with the school in an effort to support their students progress toward graduation, college admissions and financial aid, etc.

All schools in SMUHSD run an ELAC (English Learner Advisory Committee). At SMHS, the Assistant Principal for Student Services is in charge of coordinating those meetings. ELAC meets multiple times a year on site. In addition to building community and offering a chance for families to ask questions and meet SMHS staff, it is an opportunity for families of English Learners to learn about the school system, graduation requirements, the English Language Development (ELD) program, various support systems available to students, etc. A small number of parent/guardian volunteers participate in the SMUHSD DELAC (District English Learner Advisory Committee) which also meets regularly. SMHS has been successful in recruiting participants in DELAC; for the past two school years, parent representatives have been presenting their recommendations to the School Board. This is an improvement in involvement and vocalization of needs as previously these presentations were delivered by district employees.

Family Literacy Night (which is funded by the Foundation) is another opportunity SMHS offers to the local community. The program is back this year after a short hiatus. An average of 20 children/families are regular participants in the program. In this program, student volunteers work 1:1 with young children or "clients" and develop relationships with the children they see weekly, including some of struggling students who acted as tutors for the younger children. Families who attend are provided a pizza dinner and young participants have the opportunity to do homework, read books,

Action Plan 3: Challenges and Areas of Action Plan that were not Addressed
There is discussion every year about potentially changing the bell schedule in an effort to allow more students access to their teachers after school, but the bell schedule has yet to change. There are a variety of reasons for this, and some of them (such as the district bus schedule limitations) are seemingly beyond site control. For the past six years, teachers have consistently voted in favor of continuing tutorial, but when it comes to changing PD meetings to the morning, for instance, stakeholders have not had an organized and effective way of investigating best practices. Many departments and teachers are in favor of the current block schedule, but there is always room for bell schedule discussion and evaluation at

high-functioning schools. There was a district-wide discussion (including all stakeholders) this past year about the potential district-wide adoption of a late-start schedule in support of student wellness based on recent research; however, the adoption of such change has been postponed in order to allow for more time for implementation.

Although tutorial does allow students opportunities to seek help from teachers, some of the students who need it most do not take advantage of these opportunities. As per teacher input tutorials that are composed of students enrolled in high-level classes frequently function more effectively than tutorials that are composed of many struggling students.

Though SMHS is proud of the numerous opportunities and programs it offers to members of its community, some opportunities such as the "Parent Project" require a lengthy commitment from participants. Some parents are reluctant to commit, and the FEG must "go the extra mile" to make personal reminder phone calls for parents who are not as well versed in navigating the educational system; this high level of contact is a challenge for personnel to sustain.

An additional challenge that SMHS has faced is how staff turnover has impeded the continuity of programs. When program leaders are unable or choose to discontinue a program, both the program and the creative manner in which to acquire funding disappear. For example, the Family Literacy Night program ended when the two program leaders became new parents.   The current SMHS principal has done as much as possible to creatively procure funding for important programs such as peer tutoring, food for families, etc, but that means that funding is not always consistent because of high demand for the principal's time.

During the 2014-2015 school year, SMHS invited EOS-Equal Opportunity Schools non-for profit who works on "identifying, enrolling and supporting missing students in challenging college-preparatory courses, [to] boost their academic motivation and achievement, and their likelihood of going to and graduating from college" to campus to work with the faculty. Identified students were encouraged to enroll in the school's more rigorous courses including Advanced Standing and Advanced Placement.

SMHS will continue to work toward encouraging underrepresented student groups' enrollment in high-level courses but needs to look into a system in which we actively and regularly monitor and support these students.

Critical Areas of Follow Up
The WASC Visiting Committee in 2012 identified the following as Schoolwide Critical Areas for Follow-up:
1. Career exploration opportunities for all students need to be improved and expanded
2. Increased recruitment of underrepresented students for AP classes
3. Address the serious gap between Latino students and Asian and White students in rates for graduation, dropouts and UC/CSU requirements
4. Professional development to address the new Common Core standards
5. A school-wide approach to stimulate critical thinking and analysis, differentiated instruction, and project-based learning
6. Increased teacher collaboration time is necessary to develop formative assessments, evaluate their results and plan future instruction
7. Professional development needs to be focused, organized, and relevant to current

needs

The Mid-Cycle Visiting Committee reiterated the schoolwide need that connects to the achievement gap as well as a need for a more streamlined approach to student development of critical thinking skills.

Although the language of SMHS's Critical Learning Needs has changed slightly, all three connect in some way to the continued need to address the achievement gap. By supporting English Learners' academic and wellness-related needs, focusing school-wide efforts on student development of literacy skills, and by working toward helping students make connections on campus that influence the development of their identities and allow them to feel emotionally satisfied and supported at school, SMHS is targeting the achievement gap.

Peer Observation data, work with Instructional Coaches and discussion have indicated that SMHS students are challenged with numerous opportunities to think critically in class. Along similar lines, SMHS is well on its way with instruction based on Common Core standards. SMHS's current Action Plan shifts in naming literacy instruction more specifically. The details of the current Action Plan continue to name the needs for focused Professional Development and teacher collaboration to develop formative assessments, evaluate their results and plan future instruction.

Chapter II: Student/Community Profile and Supporting Data and Findings

San Mateo Union High School District
The San Mateo Union High School District (SMUHSD) serves the communities of San Mateo, Burlingame, Foster City, Hillsborough, Millbrae, and San Bruno in the heart of the Bay Area's Peninsula. The SMUHSD, since its inception in 1902, has helped 132,000 teens walk the momentous stage of graduation, leaving these young people prepared for college and career. Through six comprehensive high schools, a credit recovery school, a middle college program, and an adult school, the SMUHSD serves approximately 9,000 students and the SMUHSD grows in enrollment every year.

SMUHSD students come from all walks of life, backgrounds and abilities, and the SMUHSD ensures all receive the best possible education. This is done by treating the whole student – from emotional wellness to academic achievement – and ensuring that each student has the options, classes, guidance and overall support needed to have a fulfilling four year high school experience. SMUHSD achieves the highest standard of education and care for its students by employing high caliber teachers who are passionate about education, administrative team members who are true leaders, and a highly professional "behind the scenes" support team staff that ensures the smooth operation of all of the schools. SMUHSD's accomplished record of ensuring an excellent education is in no small part due to the extended District family of dedicated parents who care deeply for all the students, as well as city agencies and non-profit organizations who are invested in making sure the community's teens receive a top notch education, and business partners who are committed to ensuring that students have the resources they need to afford college.

All of these team and community members are in part guided by the Local Control and Accountability Plan (LCAP). This document helps to guide the district's mission of providing an excellent education for a better future. It is a "roadmap" that serves to keep each and every one of the District team members focused on the goal – to ensure that every student – no matter where they are from, what language they speak, their ability level, how many resources they have or even if they have a home – are treated with dignity and respect, and that each student receives equal treatment and an equal chance at receiving an excellent education for an opportunity to live a bright future.

Community Background
San Mateo High School (SMHS) is located in San Mateo, California, right next door to the District Office and about ¾ of a mile away from downtown San Mateo. SMHS is one of the district's three high schools within the city of San Mateo. The students at SMHS come from strikingly diverse socioeconomic and ethnic communities of San Mateo, Foster City, Hillsborough, and Burlingame. SMUHSD is an open enrollment district that "desires to provide enrollment options that meet the diverse needs and interests of district students" and therefore allows "The parents/guardians of any student who resides within district boundaries [to] apply to

enroll their child in any district school, regardless of the location of residence within the district." (Education Code 35160.5) There are many students who choose to come to San Mateo for many reasons.

Sunny San Mateo is a lovely city on the Bay Area Peninsula of California, just east of the Pacific Coast Fog. The city of San Mateo has a population of approximately 104,000 (7/1/16) according to the US Census Bureau. Demographically, San Mateo County is about 40% white, 25% Hispanic or Latino, 29% Asian, 2% Native Hawaiian or other Pacific Islander.

In 2016, 30% of SMHS parent/guardians reported having an education level of "Grad School/ Post Grad Training." 21.7% reported being College Graduates. 10.9% reported having completed some college, but almost 20% reported not having graduated high school (See Table 2).

Parent Involvement
There are numerous ways parents are involved in decision making and activities at San Mateo High School, and 86% of the parents who took the 2017 California Healthy Kids Survey for parents indicated that they agree or strongly agree that "the school actively seeks the input of parents before making important decisions. 82% of those surveyed indicated that "school staff take parent concerns seriously."

SMHS is lucky to have a highly involved Parent-Teacher Organization. A parent/guardian group called English Learner Advisory Committee (ELAC) meets three times a year and ends their work with recommendations for school improvement. There is a Latino Family Group, an Athletic Boosters Group, a Drama Boosters group, a Black Parent Association (a district-wide parents' group that meets on SMHS campus), a Music Boosters group, a GATE Parents' Group that offers grants and funds enrichment activities for students, and all of these parents' groups meet monthly. The SMHS administrative team divides representation at these different groups, and a portion of the meetings is dedicated to giving a current school report and seeking parental involvement as needed; parents are encouraged to voice their input at Board meetings. For instance, many parents spoke to the Board when the discussion arose about relocating Peninsula High School next to SMHS and when the district was looking into implementing a "late start" schedule. SMHS parents were actively involved in speaking to the board about these recent topics, more so than other parental communities in the district.   PTO and the Foundation also communicate with the school community regarding opportunities to be involved.

The SMHS Foundation is a non-profit organization that reaches out to parents, alumni, community leaders, businesses, and foundations for private philanthropic support to fund key projects identified by the school administration and staff. The Foundation involves a highly committed group of parents, and its mission is "Supporting SMHS academics and programs" SMHS Foundation raises funds to support San Mateo High School academics and programs that help prepare students for the success they deserve.

Parent/guardian volunteers also have an opportunity to serve on San Mateo's Site Council with elected student leaders. SMHS teachers, and SMHS administration. This body develops the Single Plan for Student Achievement (SPSA) and approves Professional Development requests.

SMHS Principal meets monthly with the presidents of various booster groups at a Presidents' Council Meeting so that these parties have an opportunity to collaborate and ensure that their timelines don't overlap in a disruptive way and so that the communities who all support a common interest- students at SMHS- can also support one another's work as much as possible, working together for the greater good rather than in isolation.

The 2015-2016 CA Healthy Kids Survey (CAHKS) indicates that the majority of students feel that teachers communicate with parents about student performance and that parents feel welcome to participate at the school as indicated in Table 1.

Table 1: Parent Involvement in School (CAHKS 15-16)

	Grade 9 %	Grade 11 %
Teachers at this school communicate with parents about what students are expected to learn in class.		
Strongly disagree	5	4
Disagree	6	10
Neither disagree nor agree	29	30
Agree	42	43
Strongly agree	18	13
Parents feel welcome to participate at this school.		
Strongly disagree	3	3
Disagree	5	3
Neither disagree nor agree	31	25
Agree	40	53
Strongly agree	21	16
School staff takes parent concerns seriously.		
Strongly disagree	4	3
Disagree	4	7
Neither disagree nor agree	31	28
Agree	43	45
Strongly agree	19	17

SMHS Vision, Mission, and Schoolwide Learner Outcomes
During the 2016-2017 school year, SMHS faculty collectively informed, revised and adopted (based unanimous consensus) the current Vision, Mission, SLO document (Table 2).

Table 2: SMHS Current Vision, Mission, SLOs

San Mateo High School

San Mateo High School's vision is to equitably prepare all students for a successful future.

San Mateo High School's mission is to foster knowledge, growth, and personal responsibility so that our students will make purposeful academic, career, and life choices.

Schoolwide Learner Outcomes
PEACE

SMHS students will:

• **Respect** diversity and consider multiple points of view
• **Communicate** clearly and conscientiously through multiple mediums
• **Resolve** conflicts equitably

PASSION

SMHS students will:

• **Explore** interests in class and through co-curricular activities
• **Think** critically to pose thoughtful questions, define problems, analyze information, and propose solutions
• **Aspire** to grow academically

PRIDE

SMHS students will:

• **Participate** actively in the school community
• **Strive** to reach personal goals and take on challenges
• **Graduate** high school and pursue post-secondary options based on their strengths, skills, and interests

School Background: Enrollment and Demographics

San Mateo students are currently 50.7% female and 49.3% male (Table 3). This ratio has been steady at approximately 50/50 for the past few years. There are a number of students who identify as gender neutral or transgender at SMHS. The overall population at SMHS has increased over the past few years (Table 4). At the beginning of the 2017-2018 school year, 1674 students were enrolled.

The ethnic distribution of students at San Mateo High School (Tables 5 & 6) is slightly different than that of the county in that SMHS hosts a larger percentage of Hispanic or Latino (44%, 2016-2017). However, when compared to the state, SMHS's percentage of Hispanic/Latino students is approximately 10% lower. San Mateo High School hosts 26% of the district's Hispanic/ Latino population. Whereas the enrollment of the other populations has remained somewhat steady, the percentage of Latino students at SMHS has grown significantly over the past five years (Table 5). In addition to the fact that the neighborhood around the school is highly populated by Latino families, another contributing factor to this demographic difference is that SMHS is one of the two schools in the district that offers a comprehensive English Language Development (ELD) program that has included classes specifically designed for newcomers.

Table 3: SMHS/ SMUHSD Demographics, LCAP Data

| San Mateo High School Demographics						
	District Demographics			**School Demographics**		
Indicator	**2014-15**	**2015-16**	**2016-17**	**2014-15**	**2015-16**	**2016-17**
Total Enrollment	7,843	8,119	8,734	1,467	1,558	1,674
1A. Parent Education Level						
Grad School/Post Grad Training	30.6%	31.0%	31.5%	29.4%	29.7%	30.0%
College Graduate	28.0%	28.3%	28.4%	21.3%	21.8%	21.6%
Some College	16.4%	15.9%	15.2%	12.3%	11.0%	10.9%
High School Graduate	13.6%	12.9%	13.2%	14.6%	13.7%	14.0%
Not a High School Graduate	7.2%	7.2%	8.5%	16.8%	16.6%	19.5%
Declined to state/Unknown	4.2%	4.8%	3.2%	5.5%	7.1%	3.9%
1B. Free/Reduced Meals	19.2%	16.7%	17.8%	31.2%	27.1%	27.4%
1C. Homeless/Foster Youth	0.6%	0.5%	0.5%	0.5%	0.4%	0.5%
2A. Grade Level						
9th Grade	2,057	2,071	2,247	401	427	443
10th Grade	1,929	2,110	2,159	376	399	424
11th Grade	1,950	1,963	2,216	348	381	413
12th Grade	1,907	1,975	2,112	342	351	394
2B. Gender						
Female	48.8%	48.4%	48.4%	52.1%	51.7%	50.7%
Male	51.2%	51.6%	51.6%	47.9%	48.3%	49.3%
2C. Race/Ethnicity						
American Indian/Alaska Native	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
Asian	20.7%	20.7%	19.7%	20.7%	21.1%	19.8%
Black or African American	1.0%	0.1%	1.0%	1.3%	1.3%	1.4%
Filipino	5.0%	5.2%	5.1%	3.4%	4.0%	3.9%
Hispanic/Latino	29.7%	30.2%	32.1%	40.9%	41.7%	43.9%
Pacific Islander	2.4%	2.2%	2.2%	2.8%	2.1%	2.0%
Two or More Races	11.5%	11.7%	11.7%	10.3%	10.0%	9.7%
White	29.5%	28.8%	27.9%	20.4%	19.6%	19.1%
3A. English Learners						
English Learner in ELD	2.1%	2.4%	3.3%	6.3%	6.9%	8.2%
English Learner Not in ELD	8.6%	7.9%	6.3%	10.8%	10.1%	8.8%
Reclassified Fluent English Proficiency	21.1%	23.4%	26.3%	25.3%	28.2%	31.1%
Initial Fluent English Proficiency	10.6%	9.2%	7.7%	13.8%	11.9%	9.7%
English Only	57.5%	57.1%	56.4%	43.8%	42.9%	42.2%
Untested	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table 4: San Mateo High School Enrollment History (# of students by grade level)
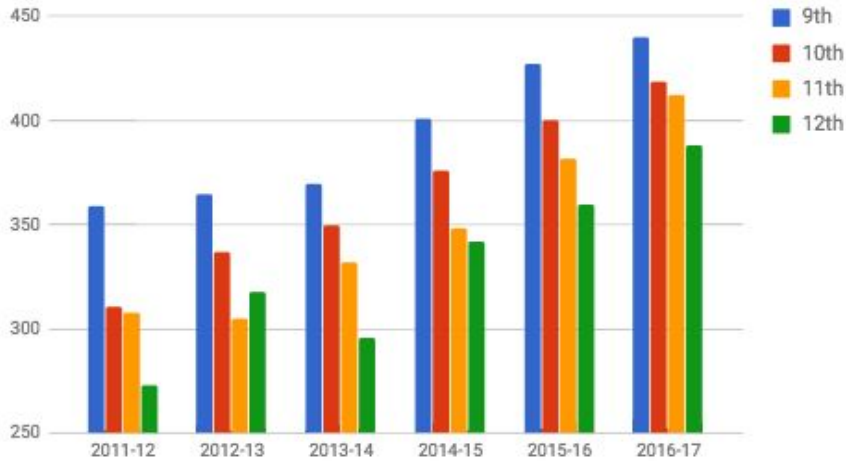
Table 5: Long-Term Enrollment by Ethnicity (# of students)
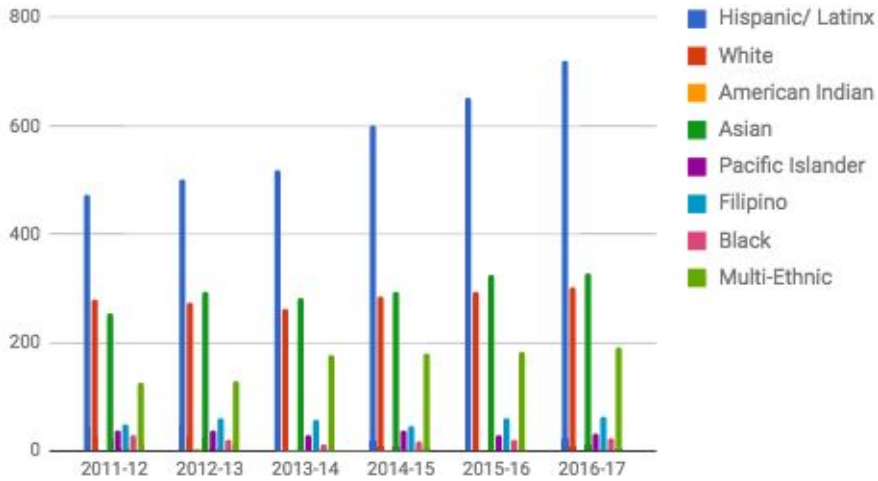
Table 6: 2016 Ethnicity Demographics Compared to District, City, and State
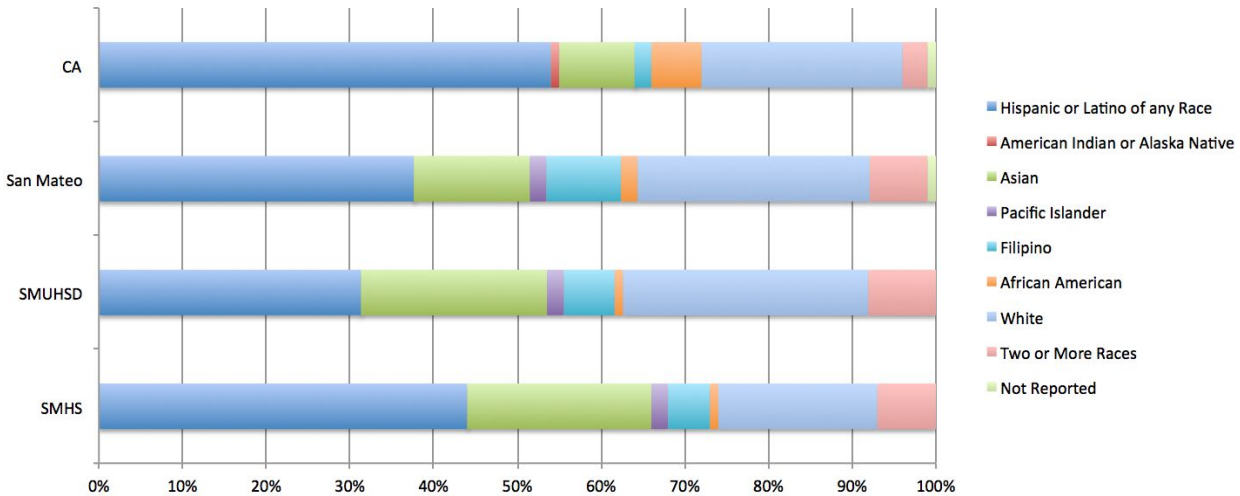
According to the California Healthy Kids Survey (CAHKS) administered to the 9th and 11th graders of 2015-2016, students indicated their sexual identification as shown in Table 7.

Table 7: Sexual Identification of Students (CAHKS 2015-2016)

	Grade 9 %	Grade 11 %
Heterosexual (straight)	82	83
Gay or Lesbian or Bisexual	9	6
Transgender	1	1
Not sure	7	8
Decline to respond	7	9

School Background: Significant Student Groups

English Learners

Of the 1670 students currently enrolled at SMHS, 162 (~10%) are classified as Initial Fluent English Proficient, 279 (~17%) were English Learners, and 516 (~31%) were reclassified Fluent English Proficient. The breakdown of EL (Glossary of Terminology for ELs) enrollment at SMHS for the 2016-2017 is shown in Table 8. This equivalates to approximately 58% of SMHS students having a native language other than English. The total number of students classified as English Learners has remained relatively consistent over the last three years (Table 9). The percentage of English Learners at SMHS is very close to the percentage of English Learners in San Mateo County and the state of CA.

The percentage of the school population of students enrolled in the ELD program at SMHS (ELD 1/ N, 2/K, or 3/L) has been consistent at around 7% of the total population for the past few years.   Students in the ELD program speak eleven different languages this year (2017-2018), an increase in linguistic diversity over the last few years, but the predominant native language at SMHS is Spanish (87% of current ELD students), and this has been consistent. The three year California English Language Development Test (CELDT) score performance data of SMHS ELs is shown in Table 11. ELs take the CELDT test annually each fall until they are "reclassified" as fluent. This data indicates that SMHS's percentage of ELs at the beginning level of language fluency in English has increased significantly since 2014.
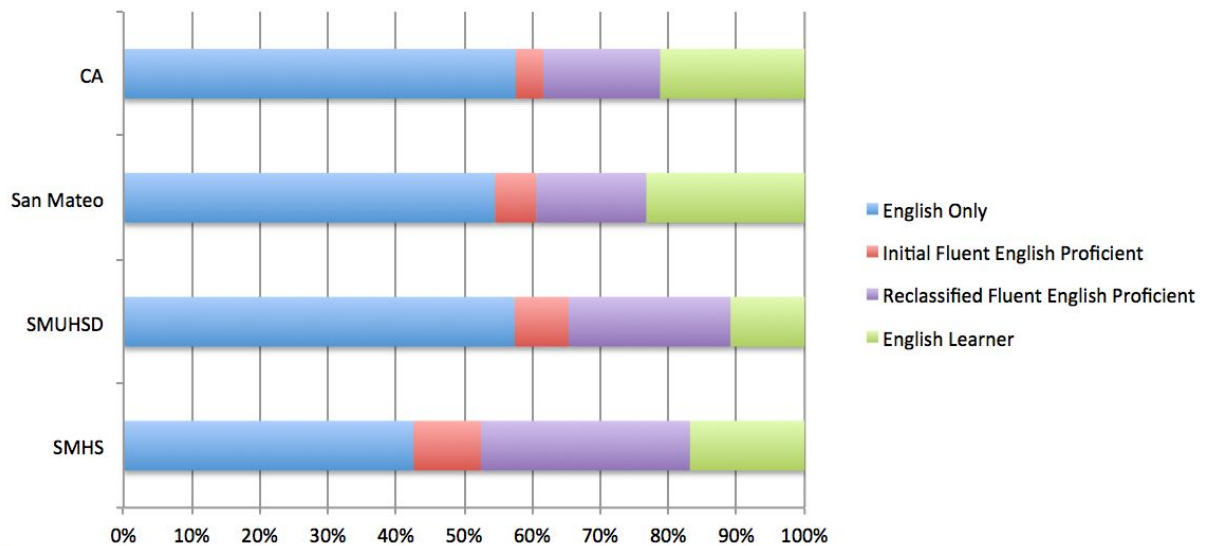
Table 8: English Language Proficiency (# of students)

	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Total
San Mateo High	713	162	279	516	1,670

Table 9: English Learner Population Change, 2014 - 2017 (# of students)
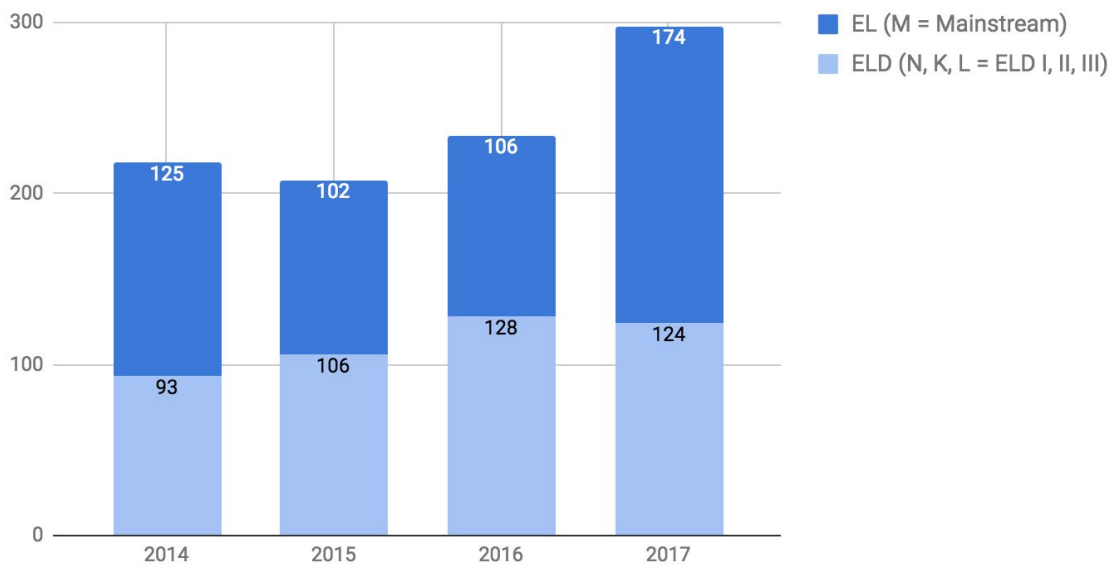
Table 10: 2016-17 Language Proficiency Compared to District, City, and State

Table 11: SMHS EL CELDT Performance 2014-2017

3 Year San Mateo Overall CELDT Score Comparison			
Performance Level	Total 2014-15	Total 2015-16	Total 2016-17
Advanced	24 (10%)	26 (10%)	13 (5%)
Early Advanced	72 (29%)	85 (34%)	63 (26%)
Intermediate	76 (31%)	68 (27%)	73 (30%)
Early Intermediate	32 (13%)	34 (14%)	32 (13%)
Beginning	41 (17%)	37 (15%)	61 (25%)
Total Number Tested	245	250	242

Socio-Economically Disadvantaged Students

Although some students at SMHS come from very affluent backgrounds, there is also a significant population of students at San Mateo whose families are "low income."   Table 6, from the California Healthy Kids Survey administered during the 15-16 school year, indicates the approximate percentage of students who are aware that they qualify for the Free or Reduced-Price Lunch program. According to data in the LCAP, in the 2016-2017 school year, 27.4% of SMHS students qualified for the Free or Reduced-Price Lunch program. This is consistent with the data that students indicated in the CAHKS (Table 12). SMHS has numerous systems in place to support this group of students in addition to the Free or Reduced-Price Lunch service. For instance, school supplies are provided to students using the appropriate budgets (ACLU, Title 1), and special efforts are made to provide students access to uniforms for athletics at no cost, reduced-price or free access to school events, access to reduced price AP exams as well as ACT and SAT (through federal/state programs); access to reduced price bus passes etc. Services are in place to support this group of students: the library is open long hours for easy access; tutors are available at the Homework Center twice weekly; there is a chromebook checkout program so that all students have access to technology which is utilized more and more in school. Special people at SMHS also make additional opportunities possible such as deals with LensCrafters to provide numerous students free glasses and a "Prom Shop" where students can obtain clothing to wear to prom for free.

SMHS's Principal also requests about $2,500 per school year from the Foundation that is put into an "Equity Account" to provide funds to offset costs for the "extras" that are a part of the high school experience: things such as Prom tickets, yearbooks, etc. in support of these students. One of the dedicated counselors on campus helps coordinate these expenditures on behalf of the students, on a sort of a "sliding scale" of need. The PTO also helps subsidize Grad Night. If students meet the graduation requirements, but can't afford to attend Grad. Night, the

PTO coordinates donations to cover the cost of the event. A counselor makes sure the students receive the opportunity to attend the celebration, and for the last few years all of the students identified as needing the financial assistance to attend received it.

Table 12: Free or Reduced-Price Lunch

Free or Reduced Price Meals Eligibility

	Grade 9 %	Grade 11 %
No	65	66
Yes	25	31
Don't know	10	3

Foster Youth & Homeless Students

The number of homeless/ foster youth students at SMHS has decreased slightly over the past three years. During the 2016-2017 school year, SMHS had 4 Foster Youth and 5 Homeless students. SMUHSD supports Homeless and Foster Youth, and SMHS receives extra funds through the LCAP to support this. The Dean of Students serves as the Homeless and Foster Youth Coordinator and monitors and checks in with identified Homeless and Foster Youth. Sometimes it is difficult to monitor the students as they move from temporary housing situations, and counselors' awareness of the situation is essential. For instance, sometimes students may arrive to school late because they are taking multiple public busses to get there.

SMHS staff generosity has allowed for families in extreme need to be given grocery store and Target gift-cards during the holiday season so that they can buy gifts and have a nice meal.

SMHS Student Post-High School Plans

In 2017, 343 of SMHS graduates completed the Naviance Senior Survey. Their post high school plans are outlined in Table 13. For the past three years, the percentage of graduates who were actually enrolled in college in the fall after graduation has held steady at approximately 70% according to the National Student Clearinghouse Files.   In reviewing the cohort of English Learner graduates for the years of 2015-2017, between 59-66% of the cohorts enrolled in some sort of college for the fall semester after graduation. Approximately 90% of the EL cohorts 2013-2015 returned for a second year of college education.

Table 13: SMHS 2017 Graduates' Post-High School Plans (Naviance)

Post-High School plans	Number of Students	Percentage of Graduates
UC Bound	39	11.4%
CSU Bound	45	13.1%
Private/ Out of State/ Out of Country	83	24.2%
TOTAL 4 year	167	48.7%
TOTAL Community College	149	43.4%
TOTAL College Bound	316	92.1%
TOTAL Trade/ Specialty School	0	0.0%
TOTAL Military/ Undecided/ Work	27	7.8%

Staff Description

San Mateo High School's certificated staff has grown to 98. 93.5% of the teachers at SMHS were considered "highly qualified" in 2015-2016. According to a self-administered survey (77 certificated participants) given in May of 2016, 68% reported having a Master's Degree. 55.3% reported having more than ten years of experience as a teacher/counselor. The demographic and gender breakdown of the certificated staff is as shown in Tables 14A & B.

Table 14A: Certificated Staff Demographics

School	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	BLACK OR AFRICAN AMERICAN	FILIPINO	HAWAIIAN /PACIFIC ISLANDER	HISPANIC OR LATINO	NOT IDENTIFIED	WHITE	Total
SMHS Staff Demographics 2016-17	2 (2%)	9 (9%)	2 (2%)	5 (5%)	0 (0%)	0 (0%)	7 (7%)	73 (75%)	98
SMHS Staff Demographics 2015-16	0 (0%)	7 (8%)	2 (2%)	6 (6%)	0 (0%)	7 (8%)	1 (1%)	70 (75%)	94
SMHS Staff Demographics 2014-15	0 (0%)	9 (10%)	2 (2%)	2 (2%)	0 (0%)	7 (8%)	0 (0%)	73 (78%)	93

Certificated Staff Gender 2016-2017	AMERICAN INDIAN/ALASKAN	ASIAN	BLACK OR AFRICAN AMERICAN	FILIPINO	HAWAIIAN/ PACIFIC ISLANDER	MULTIPLE RACE	NOT IDENTIFIED	WHITE	Grand Total
SMHS	2	9	2	5			7	73	98
FEMALE	1	5	2	2			4	49	63
MALE	1	4		3			3	24	35

Table 14B CAHKS Staff Survey 2017 (127 respondents, certificated & classified)

Race/Ethnicity of Respondents

	All %
African American (not Hispanic)	3
American Indian or Alaska Native	0
Asian or Pacific Islander	10
White (not Hispanic)	56
Hispanic or Latino/a	20
Other or Multi-ethnic	12

Question A.5: What is your race or ethnicity?

According to the California Healthy Kids Survey administered in October, 2017, 43% of staff surveyed have served at SMHS for over ten years. 61% of teachers surveyed have been teaching over ten years. District provided information shows that approximately 60% of teachers at SMHS hold masters degrees, and SMHS has one Nationally Board Certified teacher on record.

School Background: Facilities and Operations

Professional Development

Staff at SMHS (both certificated and classified) are regularly provided with opportunities for Professional Development both on and off-site. District provided PD includes mandated trainings such as the Keenan SafeSchools trainings that staff are required to complete annually, Kognito training for certificated staff that emphasizes how to recognize and converse with students exhibiting psychological distress, and other department/council led PD such as the "Summer Institute" model that began last summer- a voluntary, paid opportunity for certificated staff to get Professional Development within their own disciplines during the summer. Other district PD offerings depends on the assessed needs and interests of the staff at the time and have included opportunities such as EL Achieve Constructing Meaning workshops (ongoing), an "Academic Literacy and Language" Teacher Research group that met monthly to work on pedagogy focused on literacy development during the 15-16 school year, "Digital Bridge" trainings for teachers utilizing the chromebook carts in their curriculum, and more.

Teachers at SMHS also engage in PD at a site-level in various ways. All teachers are a part of a "Learning Team" (or "LT"- called Professional Learning Community or PLC at some schools) each school year. They self-select their LTs based on content-area and interest. All LTs set SMARTe (Specific, Measurable, Attainable, Realistic, Timely, Equitable) goals each school year, keep documentation of their work (though the specifics of this vary by team), and are encouraged to go through the Cycle of Inquiry and to examine student work throughout the year.   During the school's "Embedded Time," various teacher-led PD Breakout Sessions are offered so that teachers can learn best practices from one another. Additionally, each

semester, teachers are encouraged to participate in the "Peer Observation" process; all teachers are asked to do two meaningful observations (20 minutes or more each) of their colleagues. Not only do the teachers provide one another feedback to encourage professional growth, but SMHS has recently started to examine the implementation of its Schoolwide Learner Outcomes through these Peer Observations and has re-created its observation form to allow for some measurement of work in the area of the SLOs. For the past two years, SMHS offered a "Standards Based Grading" (SBG) PD Workshop during the first days of summer. Approximately 35 teachers attended these trainings, some of whom have moved toward SBG implementation.

Finally, staff at SMHS is encouraged to apply for Professional Development opportunities off campus as well. The approval process involves completing a PD Request Form in which the interested party describes the PD opportunity, explains how it aligns to the school's current Single Plan for Student Achievement (SPSA) goals, and explains how they plan to share their learnings with colleagues and students. The application is presented to the school's Site Council for approval. There were 15 PD requests approved by Site Council during the 16-17 School Year., ranging in amounts from $250- $5000 (SBG cohort II). Some PD requests were for registration fees for workshops/conferences and others were for release time to collaborate and develop content learned through PD opportunities. The district-provided Professional Development Budget was cut in half this school year ($20,000 allotted to SMHS in 16-17; $10,000 was allotted to SMHS for the 17-18 school year), so the ability for Site Council to approve PD Requests will be somewhat more limited this school year. The Foundation supplemented the $10,000 PD budget with an additional $5,000.00 to allow for more opportunity for teacher growth.

Teachers at SMHS also have the opportunity to work with Instructional Coaches during their evaluation year. Currently (Fall, 2017), 35 teachers work regularly with Instructional Coaches on personally tailored professional development that is connected to the teacher's evaluation goal. In May of 2017, teachers with Instructional Coaches provided feedback about the experience. 85% of respondents indicated that working with their coach was valuable or extremely valuable. The anecdotal feedback was also extremely positive overall.

School Budgets
The district's detailed, Board approved budgets are available on the "Fiscal" portion of their website. SMHS receives a budget based on the student population, a certain amount per student to spend on ACLU funds.

The district receives Title I, II, and III funds and distributes all monies to the schools using LCAP categorical planning. SMHS receives money from the district Title III funds to pay for Instructional Aides, for example, to support ELLs and from the district Title II funds for Professional Development.

Departments at SMHS are allocated budgets for materials in two categories: Bearcat Basics

and American Civil Liberties Union (ACLU) funds. ACLU funds are meant to provide equal access to education for all students, so this part of the budget covers any materials required of students. Bearcat Basics covers any other materials needed in the classroom. These departmental budgets are based on last-year's spending and provided to department chairs at the first Site Leadership Team meeting of the school year. The principal budgets for photocopying separately to minimize budget unpredictability and scrutiny amongst colleagues/ departments.

School Facilities
San Mateo High School takes pride in its facilities as does SMUHSD. All schools in the district were marked "good or excellent" on the Facilities Inspection Tool as reported on the LCAP, and the majority of students reported that their school is "usually clean and tidy" on the 15-16 CA Healthy Kids Survey. The beautiful brick facade of the school from Delaware is stunning, and all of the buildings provide students access to positive learning environments. A crew of 12 maintenance and operation staff (5 during the day and 7 at night) keep the facilities in excellent condition.

In addition to the beautiful Performing Arts Center and well-equipped Biotechnology facility that have been present since the previous WASC visit, the MPR or "Flex" has been remodelled and provides an excellent space for meetings and student assemblies. The M building houses both English classrooms, a modern computer lab, large art classrooms, and an art gallery that displays student work. These open up to the quad, where students can gather freely amongst the welcoming trees and green space. SMHS is fortunate to have quality athletic facilities; SMHS has a large gym, a small gym,a pool, a wrestling room, and a beautiful dance studio. During the 2016-2017 school year, lights were installed around the football field.

A rotation of painters, maintenance staff, and electricians is scheduled to be on the SMHS campus several times a year to take care of facility needs. The principal meets with the SMUHSD Director of Maintenance and Operations monthly to identify and prioritize campus needs. Emergency issues, such as graffiti or a broken window, take priority and are fixed immediately. The Assistant Principal of Administrative Services meets with the SMHS Facility Manager and San Mateo Parks and Recreation supervisor monthly to review the calendar of activities and facility needs. Scheduled events (including computer lab usage) can be viewed by all employees on Calendarwiz for planning purposes.

All classrooms at SMHS are equipped with document cameras and LCD projectors or SMART TVs, or SMARTBoards. SMHS has three computer labs that can be reserved for instruction in addition to the two regularly utilized by classes. The M127 lab is scheduled to get brand new Macs this school year to improve the efficiency and capabilities of the computers which will help support student work and learning.

Additionally, SMHS houses 29 chromebook carts that are used by students in their classes, there were 6 additional carts added for the 17-18 school year. These are distributed based on

teacher applications, and teachers must attend district training before implementing the use of this technology in their classes. Teachers who utilize the chromebook carts are also required to share their implementation strategies and tech-based curriculum in a report to the district. Currently 56 teachers utilize the chromebook carts, an increase of 24 teachers over the previous school year.

SMHS leases an additional copy machine to the two provided by the district in an effort to support teacher need. Teachers who plan far enough ahead can request for large copy orders to be completed at the district office.

Instructional Materials
SMHS is in a transitional place with Instructional materials; while trying to keep cognizant of the Williams Complaint Act, many of the school's printed materials are outdated. It is the district responsibility to provide instructional materials to all students based on enrollment.

All official instructional materials go through Curriculum Councils and are then Board approved. It is a long process: finding the funds, piloting, debating, voting, presenting to the board, purchasing, implementing, etc. Finding textbooks that all parties find acceptable and that are current (for example, NGSS aligned in Science) is a collective challenge. Site funds can purchase supplemental materials requested by departments. Many teachers also use digital instructional materials as a result of the gradual shift in technology. This includes digital resources provided by the district (NewsELA, turnitin.com, etc.) and teacher-researched educational apps.

During the 16-17 school year, math piloted a new textbook and adopted a new textbook in Algebra, Geometry, and second-year Algebra. This school year (17-18), Curriculum Councils are developing Courses of Study by re-evaluating previous instructional materials that are outdated and re-examining materials that are both culturally relevant and standards-based.

School Schedule and Graduation Requirements
SMHS has a 7-period modified block schedule that includes a tutorial twice weekly on B-days. The majority of students participate in six classes; however, students have the opportunity to take advantage of a 7-period day for support and enrichment courses. Approximately 35% of students take advantage of the optional 7th period, not including teacher or office aides.

The academic yearly calendar is two semesters, 18 weeks each. The Academic GPA covers Grades 9-12 and is cumulative of all courses taken. This GPA is weighted according to the California Public University system (an additional point is added for University-certified AP and Honors courses; e.g. A=5.0, B=4.0, C=3.0). The Total GPA is unweighted for Grades 9-12 and covers the same coursework. SMUHSD does not rank its students.

School Programs: Academics

SMHS students participate in a rigorous, standards-based curriculum as part of an academically challenging college preparatory program. SMHS transitions with the standards; for instance, all courses have transitioned to implementing the CCSS, and the science department is working to implement NGSS. Course Offerings are described in a Curriculum Guide, updated annually and available on the San Mateo High School Website. Each spring, counselors meet individually with every student to go over their course selections for the following year. All 9th, 10th and 11th graders must be enrolled in six classes. 12th graders must be enrolled in at least five classes.

In order to receive a diploma from the San Mateo Union High School District, a student is required to pass the required coursework (Table 15) and earn at least 220 credits.

Table 15: SMHS Graduation Requirements

Required Coursework	Number of Credits	Additional Info
English	40	
Social Science	35	
Math	30	Any course below Algebra 1 does NOT meet the high school graduation requirement
Science	20	10 credits in a Biological Science 10 credits in a Physical Science At least one must meet UC 'D' requirement
Visual & Performing Arts	10	
World Language	10	1 year by the end of 10th grade
Health	5	1 semester in grade 9
Physical Education	20	2 years completed in 9th & 10th grade
Career Technical Education	10	
Electives	40	

Advanced Standing/ Honors/ Advanced Placement Courses

SMHS currently has 63 sections of Advanced Placement (AP), Advanced Standing (AS), or Honors (H) Courses. SMUHSD has an open enrollment policy: "The District is committed to providing an environment in which all students have equal access to all classes including AP, Honors and Advanced Standing classes. All classes will be open to all students who have made an informed decision and understand the course expectations." Anyone with an "A" or "B"

in a College Preparatory class is invited to enroll in an AP, Honors or AS class. Students who enroll in an AP, Honors or AS class are expected to remain in the class for the duration of the course. All students who enroll in an AP class are strongly encouraged to take the AP exam. The following are the Advanced Placement Courses being offered for the 17-18 school year:

- ➢ AP Biology
- ➢ AP Calculus AB
- ➢ AP Economics Macro
- ➢ AP Calculus BC
- ➢ AP Chemistry
- ➢ AP Computer Science
- ➢ AP English Language & Composition
- ➢ AP English Literature & Composition
- ➢ AP Environmental Science

- ➢ AP European History
- ➢ AP Physics 1
- ➢ AP Psychology
- ➢ AP Spanish Language
- ➢ AP Statistics
- ➢ AP Studio Art:2D Design
- ➢ AP Studio Art:Drawing
- ➢ AP U.S. Government & Politics
- ➢ AP U.S. History

According to a school query, in 2015-2016- 489 students (30% of students) enrolled Enrollment in 1 or more AP Course (Table 16). This number decreased slightly moving from 440 in 16-17 (26%) but rose again to 580 students (35%) currently enrolled in 1 or more AP Course.

The population of students enrolled in AP courses does not parallel the demographics of SMHS's population (Table 17A compared to Table 2). Some AP courses also have a gender breakdown that does not reflect the SMHS population. For instance, enrollment in AP Biology is consistently female dominated whereas enrollment in AP Physics is male-dominated. This is a societal issue that some teachers at SMHS care deeply about and work to correct through thoughtful recruitment.

SMHS students perform well overall on AP Exams. In 2017, 528 students at SMHS took 1,152 AP exams. 82% of the total students who took at least one AP Exam in 2017 earned a score of three or higher. Out of the 2017 graduating class, 48.8% earned a score of 3 or higher on at least 1 AP Exam in their whole high school career.

Table 16: Number of Students Enrolled in One or More AP Courses
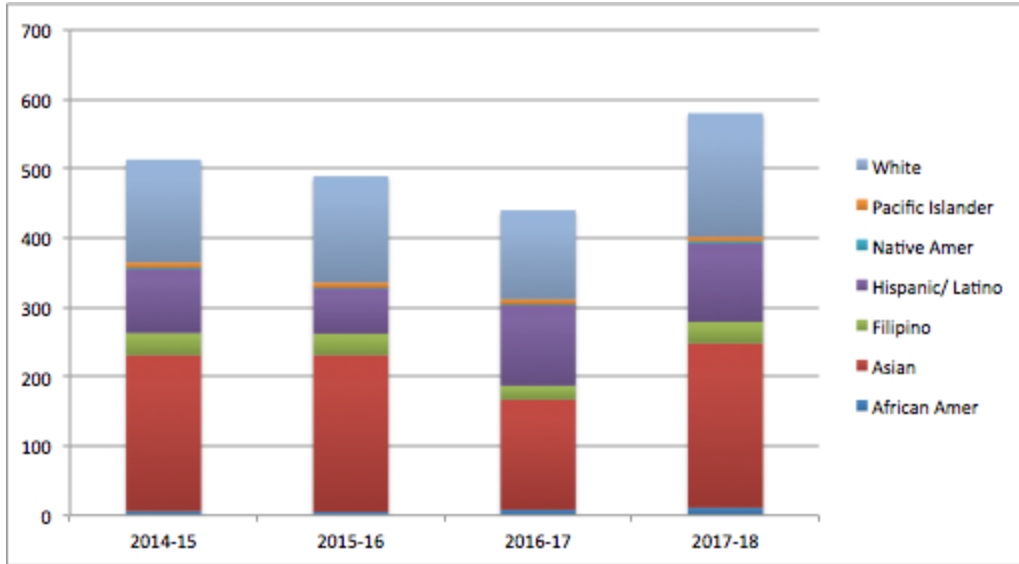
Table 17A: Ethnicity Demographics of Students Enrolled in One or More AP Courses
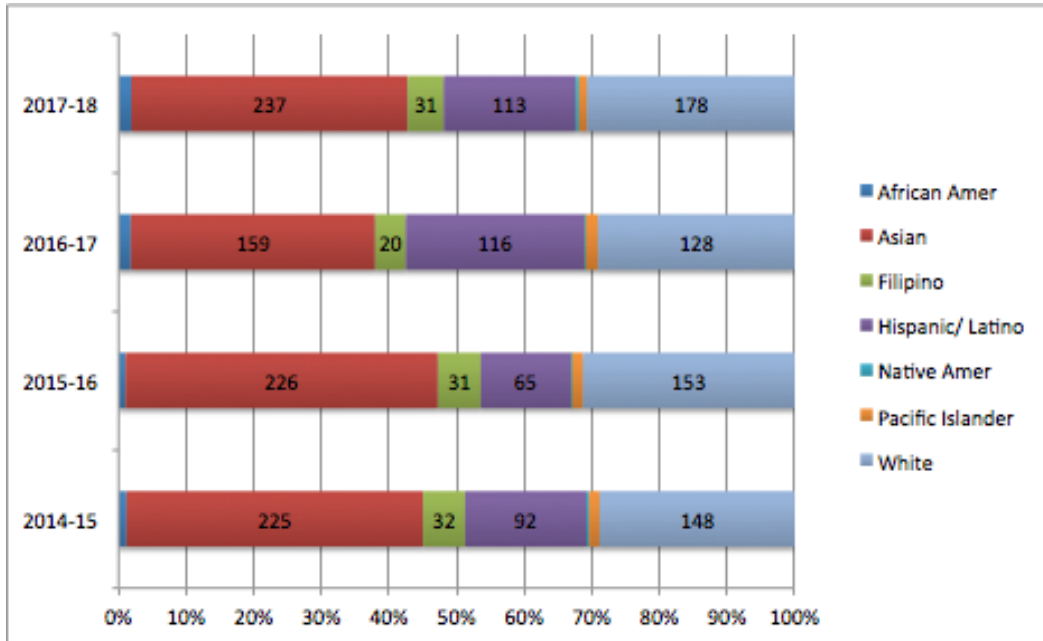
Tables 17B: Example of unbalanced gender enrollment in AP Courses
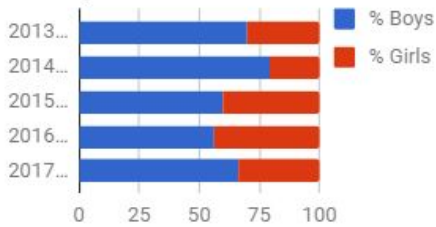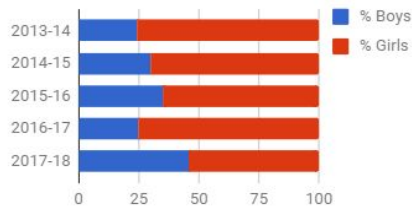
School Programs: Electives and Co-Curricular Activities

Students at SMHS are offered opportunities to participate in eclectic programs ranging from Athletics to Biotechnology Courses to Visual and Performing Arts. There were close to 60 student-led clubs at San Mateo High School running during the 2016-2017 school year. There is also a thriving student leadership program. Students lead rallies, welcome the incoming ninth graders at the Freshman Orientation, honor their "staffulty" with events and treats, direct activities at lunch, and so much more.

Leadership

There are two different electives dedicated to the development of student leadership skills. Renaissance Leadership Team (RLT) is a curriculum based course designed to develop students' leadership skills. This group of students is also in charge of upholding the spirited culture and climate of the school. They set the tone for the year by participating (alongside the Student Government Class) in the Freshman Orientation at the beginning of the year. RLT also recognizes students in and out of the classroom in ways such as: hosting "Perk Card Rallies" which recognize students for academic performance; helping the PTO with "Bearcat Awards" (a luncheon for students nominated by teachers for various noteworthy accomplishments); providing Jefferson Awards for community service. The RLT class also does many things to recognize staff. One of the most popular of these acknowledgements is the regularly occurring "YDB Teacher Brunch" (You Deserve a Break).

Leadership is a course comprised of elected Associate Student Body members and students selected via an application process. For many years, the tone of Leadership has been set during "Leadership Camp"- a three day, district-wide, camp in which Leadership students build community with one another while simultaneously preparing for the school year. It is uncertain whether or not this valuable opportunity will continue due to district budget cuts. To participate in Leadership, students must maintain a 2.0 GPA. The Leadership class in charge of running student-centered events such as rallies, dances (Welcome Back Dance, GRID, Winter Formal), theme weeks (Peace Week, Health Week, Spirit Week, International Week), as well as events such as the "award winning" Canned Food Drive. This group of students also tries to support other programs such as student-led clubs, athletics, and so on in any way they can. The Leadership class is also heavily involved in organizing the 8th grade shadowing program in which potential future Bearcats can visit SMHS and "shadow" a high school student through a part of their school day to get a feel for the school.

Biotechnology

The San Mateo Union High School District (SMUHSD) has pioneered Career Technical Education (CTE) in biotechnology at the high school level. The San Mateo Biotechnology Career Pathway (SMBCP) program consists of a four-year sequence of elective biotechnology courses that addresses the Biotechnology Research & Development Pathway under the CTE industry sector Health Science & Medical Technology. The SMBCP benefits from partnerships

with over 25 biotechnology companies, academic and medical institutions, and has placed over 1000 students in mentored laboratory internships.

The SMBCP program started in 1994 with one class of 30 students. Since 2004, the program has served over 300 students a year in one or more of 11 classes offered during and after school and during the summer. SMBCP students come from schools across the district. The SMBCP faculty team, science teachers, and counselors at SMHS and other SMUHSD schools, recruit targeted students (via letters home, tours of the Biotech Training Center and field trips to biotech companies that host internships) to ensure a mix of students representing all academic, racial/ethnic, and socioeconomic groups. Recruiters especially target the "middle 50% students"—those who may not yet have focused academic or career goals—for the program. Enrollment in the program has been largely representative of the students' race/ethnicity, gender, socioeconomic status, and language proficiency. More than 30% of San Mateo High School (SMHS) students take at least one biotech course during high school, reflecting the SMBCP's strength and impact on students' college and career decisions.

Students can enroll in Biotechnology 1-2 as early as their sophomore year after completing a 9th grade biological science that includes a five-week biotechnology unit. Students who complete Biotechnology 1 can apply for mentored internships at biotechnology companies, academic labs, and medical facilities. Internships consist of a minimum 180 hours of laboratory experience, coordinated by SMUHSD. SMBCP students have other opportunities for biotech career exploration through field trips to industry sites and college biotech programs, job-shadowing, biotech-related career projects, and mentor-guided independent research.

An advisory committee that consists of a variety of stakeholders (from feeder schools, industry, higher education, etc.) has helped design SMHS's Biotechnology CTE program. The committee also recommends program modifications to keep up with evolving industry needs and post-secondary academic/training opportunities to align the courses with evolving industry standards and needs.

Performing Arts
The SMHS drama program offers students electives that are designed to be sequential, thus targeting skill development at an appropriate level for diverse students. There is a Drama Class that includes students who are enrolled in 'Advanced Drama' and Musical Theater. Currently, 65 students are enrolled in a drama elective. Beyond the classroom in the realm of the performing arts, many students participate in a thriving theater program that produces three productions annually including musicals accompanied by student musicians. SMHS is the only school in the district to offer a Musical Theater course, and SMHS is lucky to have the beautiful Performing Arts Center on campus!

The dance program also thrives at SMHS; the dance studio buzzes with the energy of the 168 students enrolled currently, approximately 10% of the student population. The dance elective program is also levelled (Beginning, Intermediate, and Advanced) so that students receive

instruction and develop skills at the appropriate level. Annually all dance students participate in a well-received and fun dance performance called Mateo Motion; many of the dances in that show are choreographed by students themselves. SMHS also has a competitive dance team that performs at school rallies and events.

Music is another passion for many SMHS Bearcats, and SMHS is lucky to be supported by Music Boosters, an amazing group of dedicated parents. Details about the SMHS music program can be found at www.bearcatmusic.org. SMHS offers a variety of music courses: Marching Band (including award-winning Color Guard), Symphonic Band, Chamber Orchestra, Concert Band, Jazz Ensemble, Chorus (no audition necessary), Concert Choir (Advanced level), and Chamber Singers (select level). All of these courses involve students' commitment to concerts, scheduled performances, and rehearsals. There are currently 249 students enrolled in a music elective at SMHS, approximately 15% of the school population.

The band program has one concert each semester in addition to taking a music tour with around 100 musicians every spring. Recently, this tour has taken students to Disneyland, Hawaii, and- most recently- San Diego. The SMHS Marching Band does 4-6 parades/ competitions every year plus a field show for the Little Big Game (a football game between the local, rival high school.) The Symphonic, Concert, and Marching bands combine to create the SMHS Pep Band which plays at all home football games and pep rallies. The Jazz Band does 6-8 performances a year, including the Jazz at Mateo concert which includes some students from feeder middle schools. The Chamber Orchestra started a connection with the Peninsula Symphony last year which has dramatically increased student interest in local classical music. They also are asked to perform at the Bearcat Benefit every year. The San Mateo community regularly has the opportunity to enjoy the contributions of the musical talent of SMHS!

The choral program elective courses focus on Musical Literacy and Vocal Technique. The choirs perform four concerts each year and showcase a wide range of musical genres including both Pop music, classical music, and multicultural music. Students are given the opportunity to perform solos at these concerts. Each year, the SMHS Concert Choir and Chamber Singers journey on a performing tour. During this tour, the students compete in the Heritage Choral Festival adjudicated by nationally respected choral music education experts. SMHS choirs consistently earn superior (Gold level) ratings. In 2016, the group of SMHS vocalists ventured to New Orleans where among the many other cultural experiences, the students were able to experience jazz music in its historical setting. At last year's Festival, the Chamber Singers received the highest score of any choral group present, earned the Adjudicator's Award AND the Outstanding Choral Group Award.

SMHS performing arts teachers regularly invite in professionals to speak to their classes, adding enrichment and allowing students to make connections to the world of VAPA that goes beyond high school.

Visual Arts

The SMHS Art Department is exceptional and award-winning; some highlights of the courses are available at this youtube site. SMHS offers an array of Art courses from Beginning (Art, 3D, Digital Photography, Art and Multimedia), Intermediate (Drawing, Art), Advanced (Drawing, Art, Photography, 3D and Art and Multimedia) to AP (Drawing, Art, 3D) as well as CTE (Art and Multimedia, Photography). The Art department has excelled; thus, the facilities were recently upgraded from regular classroom spaces into a professional studio spaces. Thanks to the hard work of a very dedicated teacher, Jane McCabe, and because all SMHS Photography and Multimedia teachers have Career-Technical Education credentials (a prerequisite of the grant), SMHS received a grant and will see an upgraded media lab in the coming months with a new set of Macintosh Desktop computers valued at $58,000.00.   SMHS Yearbook and Journalism courses also use the Media Lab and will benefit from this grant as well.

Students in the art program have won awards and recognition in several competitions and displays including: City Arts of San Mateo, Jackie Speier's Congressional Awards, the SMCOE CA Landscape contest, San Mateo North Central Neighborhood Asspcoatopm sponsored Martin Luther King Art Contest, Organ Donor Network and more. There are numerous art displays on campus: in the main entrance, in the counseling hallway, in the student services office, in the library and in the PAC. Student-designed and painted murals are on the walls of the A, B, C, Music and M buildings.

The Art gallery is an exhibit space open to the student community. Students' artwork is showcased there year-round. SMHS hosts the annual District Visual Arts exhibit in January and the Annual Spring Show in March. The Advanced and Art Certificate student work is on display as the school year opens and there is a special exhibit on a theme each year.

San Mateo High School is also the only school in the district to offer the student-based, individually focused "academy," The Art Certificate Program which is an opportunity for artistically minded students to participate in a career pathway in visual arts. There are currently about 50 students from 9-12 grade involved in this program. Students work with a teacher mentor and develop independent projects that are creative, innovative, develop skills, and based on what the student is interested in learning. They start out with a self-proposed project. With assistance from the teacher for advice and critique with peers, they work through an individually driven problem solving process over 6 weeks to ultimately create visually compelling artworks suitable for display and portfolio. Students involved with the program are required to take four visual art classes, do career related work and interviews, visit museums and do critical analysis, develop a portfolio (analog and digital), develop an artist resume and artist statement, present it to at least two art classes, and organize a senior solo exhibit on campus. Participants are encouraged to develop as individuals and they benefit academically and personally in many ways.

Journalism and Yearbook

SMHS takes pride in its Publications elective which produces the school yearbook. There are

currently 20 students enrolled in Publications including 4 that have participated for multiple years. Annually, student editors attend the "Yearbook University" (Yearbook Camp) over the summer where they can improve photography and design skills, brainstorm the next year's book theme, and work with a professional graphic designer when creating their yearbook cover. The theme for the 2017 Yearbook was "Progress."

In Journalism, students produce both a paper and online newspaper monthly. Included in the SMHS student newspaper is a section written entirely in Spanish: La Esquina Latina (The Latino Corner). This section helps represent and honor the large percentage of SMHS students who come from Hispanic/Latino backgrounds. Because they were impressed by the SMHS online student newspaper, PBS recruited SMHS to participate in the PBS Student Reporting Labs. SMHS produces videos for their lab, some of which can be seen on their website.

During the spring of 2018, students enrolled in Journalism and Publications will attend the JEA/NSPA High School Journalism Convention in San Francisco where they will can attend various learning sessions targeting connected career-related skills.

Student-Organized Clubs
San Mateo aims to embrace diversity and be inclusive in many ways, and one of the ways students are encouraged to explore their unique identities is through student-led clubs. There were more than 50 clubs offered during the 15-16 and 16-17 school years, and this number has been relatively steady, though there is some anticipation in a possible reduction in clubs due to increased paperwork expectations set by the district for clubs that involve expenditures. Some highlights of the diverse clubs offered, for example, include La Raza Unida which meets regularly and hosts activities such as "Ritmo Latino," dances that celebrate the culture of so many of the students. There is an active GSA that encourages both student and staff participation, a Black Student Union, a Polynesian Club, etc. One particular club, Jefferson Awards Students in Action, often "places" as an exemplary club.   Based on the hours of service, projects, funds raised for nonprofits and overall impact, last year the SMHS Jefferson Awards Students in Action Club ranked #1 in the Bay Area and won a trip to DC! More information about SMHS clubs can be found on the school website: http://www.sanmateohigh.org/clubs/.

Athletics
San Mateo High School has a solid athletic program. In addition to district funding, the Athletic Booster group helps raise money to support the program. In 2016-2017, this group of dedicated parents funded Assistant Coach stipends ($20,000), the hiring of a Strength & Conditioning Coach, and the funding of Freshman programs (coach stipends, officials, and equipment).

Currently, SMHS has 46 athletic teams in 22 athletic disciplines. There are 76 coaches, some of whom are teachers or certificated staff on campus. In 16-17, there were 11 faculty/staff coaches that covered ten different programs. (This was the most of any school in the district.) SMHS also has a full-time, certified athletic trainer. (This position was upgraded from part-time

to full-time during the 14-15 school year to serve the needs of the growing program.) In 2016-2017 approximately 680 students participated in SMHS athletics programs. 149 students participated in two athletic programs, and 19 students participated in three athletic programs. On the 15-16 California Healthy Kids Survey, 59% of freshmen and 54% of juniors indicated that they play on one or more sports team. (This includes school-sponsored and other sports teams.)

Over the last few years, the athletics department has utilized a website (http://sanmateoathletics.org/) to deliver content and for exposure. New athletic programs have also been added to the abundant offerings. In the 2014-2015 school year, SMHS began a Boys' Volleyball Team. In 2015-2016, SMHS added a Strength and Conditioning program. SMHS has also recently rekindled its wrestling program after a long laps, and participation in that program is increasing steadily.

Many improvements have been made to SMHS athletic facilities including: updated batting cages for both baseball and softball, new fences around the baseball and softball fields, a new water polo/ swimming scoreboard, new baseball and softball bullpens, a new customized wind protective screen for tennis, and- most recently, new stadium lights and Public Announcement system for track/field.

SMHS athletes have have been recognized in many ways over the past few years:
- Girls Swim League Champions (14-15)
- Badminton League Champions (14-15)
- Baseball League Champions (15-16)
- Varsity Football League Championships (16-17)
- Boys & Girls Varsity Track League Championships (16-17)
- Tennis Doubles PAL Champions (16-17)
- 1 PAL individual wrestling champion (16-17)
- 6 swimmers qualified for state meet (16-17)

and more...
San Mateo has had a successful Mock Trial team for years. In this tradition of excellence, students students compete against teams from other schools in a legal environment by examining a fictional case. With the help of a teacher advisor and attorney coaches from the community who donate their time, participants from all grade levels take on the roles of attorneys, witnesses and courtroom personnel to learn more about the legal system while utilizing their critical thinking and debating skills. In 17-18, SMHS's Mock Trial made it to the play-offs. Currently (Spring 2018), the Mock Trial team is in first place after competing in their second round of trials.

Students at SMHS are offered opportunities to attend numerous field trips and experiences that take learning beyond the classroom. In addition to the college field trips offered through the College & Career Center and AVID, some SMHS students make the trip to New York City. The

NYC dance tour provides students with post-secondary educational and career opportunities. These students, many of whom are interested in the Performing Arts as a career, view three Broadway shows, one modern dance performance, talk with cast members after the performances, and participate in dance classes and workshops taught by professional, working dancers/actors. Some SMHS students also participate in the "Sojourn to the Past" opportunity to learn about the Civil Rights movement from first-hand accounts, practice math through statistics at a local Giants game, attend a matinee of the musical *Hamilton* or- recently- travel to Oregon to experience the Solar Eclipse in its path of totality.

School Programs: Academic Support

Counseling

SMHS has five guidance counselors on site. All students at SMHS are assigned to a guidance counselor who helps with information about courses and student schedules. Counselors meet regularly with students both by counselor-initiated and student-initiated appointments. Additionally, counselors regularly present to groups of students regarding course scheduling, current topics of relevance in collaboration with the Wellness program (such as cyberbullying awareness, etc.), and work regularly with parents/guardians in support of students at SMHS both in larger group settings (Intervention Night) and by appointment.

For the 2017-2018 school year, SMHS revised the way that it handled student counselor assignments so that each counselor is assigned to one grade level. (Students enrolled in ELD 1 and 2 are assigned a specific counselor not based on grade level.) In this model, counselors will work with the same students throughout their four years at SMHS.

Subject-Area Support Classes

Specific support classes are offered in English and Math. In English, 9th and 10th grade students who are identified as reading significantly below grade level (according to the Scholastic Reading Inventory Assessment administered at the beginning and ends of 9th & 10th grade) are placed in Strategic English Support (SES) Classes. The curriculum of these courses supports the academic skills and content work of the corresponding English course and focuses on literacy development.

In Math, two separate Algebra support classes were offered from fall 2010 to spring 2017. Until this year, Strategic Algebra Support Classes were offered to 9th and 10th grade students who were struggling in their 8th and 9th grade math courses. They were placed based on their math grades, teacher recommendations, and discussions with parents. The Intensive Algebra Support Class was a double block of Algebra for 20-25 9th grade students who were identified as performing significantly below grade level (according to the Scholastic Math Inventory Assessment administered in 8th grade). SMHS is trying a new system of math support for the 2017-2018 school year for many reasons. In place of the previous support classes, the department decided on a special model for one year in which a core group of veteran teachers work with all of the Algebra courses. These teachers were each given an extra prep during 3rd

period to work with an instructional coach hired by the district math coordinator. During that time, the teachers work closely to build a strong course by differentiating the new curriculum, developing standards based grading practices, evaluating student work, and adjusting lesson implementation for the later periods. Each of the Algebra classes has a maximum of 28 students. Students who perform below grade level, have IEPs, or who are in ELD 3 were spread as evenly as possible classes so that courses stay heterogeneous. The integration of Instructional Aids into these courses was decided during the first month of school, based on the classes with the highest need.

SMHS is happy to offer a math program called "Summer Bridge" which is intended for incoming 9th graders who were struggling with math in 8th grade. In this 4 week summer program, one of the students' middle school math teachers and one of their possible future Algebra teachers partner up on their assigned high school campus for 4 weeks in the summer to get them a head start. The program includes team builders, field trips on Fridays, growth mindset lessons, and targeted math lessons, all to help them succeed their freshman year. In addition to the goal of helping students be better prepared for Algebra I, Summer Bridge teachers work on helping improve student attitudes toward math and school in general. The grant that funded this program ended last summer, but SMUHSD is looking for ways to make this a permanent part of the summer school system.

In a less formal setting, San Mateo High School offers students the opportunity to attend the Homework Center. Twice a week after school, tutors and teachers are available to help students in the library on an as-needed basis.

Credit Recovery
SMUHSD offers multiple options for student credit recovery. The first is summer school, a model where students can obtain up to 10 credits per summer (two semester long courses). The summer school model has changed over time; currently, it is a model where students are only allowed to take summer school if they have taken a class previously and earned a 'D' or 'F.' The majority of 9th and 10th grade courses which are A-G requirements (Algebra, Geometry, all levels of English, Biology, etc.) are included in summer school. The grade that a student earns in summer school is affixed to their transcript in addition to their previous grade.

Another credit recovery option is the "Onsite Credit Recovery" (OSCR) program. There are two OSCR periods within the school day where students can make up up to ten math and English credits through online curriculum which is administered and monitored by a teacher credentialed in the subject area. Students are allowed to enroll in OSCR if they received a 'D' or 'F' in a math or English course.

The other way that a student can recover credits toward graduation is by attending Peninsula Alternative High School, a SMUHSD school that is structured with trimesters rather than semesters. This allows students to obtain an additional 35 credits per year (105 credits per year possible at Peninsula; 70 credits per year possible at SMHS). Students who are not able to

meet the graduation requirements at SMHS may go to PAHS for a short time; they are eligible to return to SMHS as soon as they are back on track to complete their schooling at the comprehensive high school.

School Programs: Significant Student Subgroup Support

Special Education
The Special Education program consists of seven special education teachers, currently serving 152 students or approximately 9% of the school population.[1]

Students enrolled in the programs offered through the Department of Special Education are assigned a Special Education case manager who schedules classes, implements the student's IEP (Individualized Education Plan) and acts as the liaison for the student, parent, classroom teacher, administration and academic counselor. In some cases, outside agencies (e.g. Behavioral Health and Recovery Services) visit students on campus to provide a more seamless delivery model of services.

Students may be referred for special education assessment by their parent, doctor, teacher or school counselor. All requests for an evaluation are processed through a Student Study Team (SST). The school psychologist tests all students to determine special education eligibility as state eligibility criteria must be met for a student to receive special education services. Placement services are then determined by the IEP team. All efforts to provide students instruction in the least restrictive environment are made.

Especially since the last WASC cycle, SMHS has implemented a robust system of co-taught classes that incorporates SPED students directly into mainstream classes. These classes offer students curriculum and instruction in the least restrictive environment. The co-teaching model allows SPED teachers direct involvement in the curriculum of mainstream classes, allowing them to support students in a closer and more authentic way. Assignments and information that was formerly confined to the mainstream classroom now is woven into Directed Studies classes. Co-teachers collaborate closely, with modifications and accommodations-- extended time, alternative testing environments, support materials-- woven in seamlessly into the class. Co-taught classes at SMHS include two sections of 9th grade English; a section of 11th grade English; two sections of Biology; two sections of Chemistry; one section of Economics/Government; two sections of Modern World History; and one section of Algebra.

In addition, SMHS has expanded mainstream classes that are co-taught with instructional assistant (IA) support. These include two sections of 10th grade English; two sections of US History; one section of Contemporary World Studies; and one section of Health. Elective classes with IA support include Nutrition and Art.

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[1] Queried on September 5, 2017

Almost all students with IEPs are enrolled in a Directed Studies (DS) course; there are very few exceptions. DS is a class designed to make sure there is academic supports for all of the students' content-area classes. Students may be pulled from DS for a time for therapy so that they can receive the services they need while missing as little of their content classes as possible. SMHS makes an effort to keep all DS classes enrolled at 15 or fewer students to maximize the teacher's ability to individualize support. DS also provides transitional support where students research their interests for post-high school preparation and transition.

SMHS also offers some Specialized Academic Instruction (SAI) classes for IEP students who need a more restrictive environment. SAI course offerings include all levels of English, some levels of math, and a science that alternates in specific type every other year. Although we offer SAI, most students at SMHS participate in General Education classes with additional support. This has been a focus over the last six years to create a more inclusive program for students with IEPs.

English Language Development
The English Language Development (ELD) program serves beginning, intermediate and advanced level English Learners (ELs) who are new to school in the United States. The goal of the program is to enable students to communicate effectively in English for academic, social and career success. The English Language Proficiency Assessments for California (ELPAC) will replace the CELDT starting spring, 2018. In the meantime, upon a student's arrival, English Learners are given the CELDT by the district and their placement level is recommended by the district based on proficiency and transcript analysis.

Once enrolled at SMHS, student movement through the levels of the ELD program is based on proficiency and teacher recommendation. There is a conversation regarding the efficacy and equity of this practice as many ELs are not "on track for graduation" according to the LCAP data.

Students in the ELD program at SMHS are enrolled in 2 ELD periods a day and are eligible to take classes with other EL students in the Social Studies, Math, Health and Science departments. Students exit the ELD program as soon as they have acquired enough English to succeed in mainstream English. In Math, Algebra students in ELD 1 and ELD 2 are placed in an Intensive Algebra Support double block class. Students in ELD 1 and have less than 5 years of formal education are offered ELD Math Class, which provides the students with the basic skills and structures needed to be successful in Algebra 1.

SMHS currently has four ELD teachers within the ELD department (more including content-area teachers of ELs) and serves 124 students. There are 14 sections of ELD this school year. ELD levels 1, 2, and 3 are block classes: ELs are enrolled in two periods of ELD until the exit the program. They are monitored by an EL Specialist once they are enrolled in mainstream courses. ELD students who are identified as needing continued language support are placed in Strategic English Support (SES). This is a new practice at SMHS as of this school year. A

Reclassification celebration and ceremony is held when students are reclassified as fluent based on their CELDT scores and academic performance.

ELD Department Chairs can apply to the district for additional resources to support English Learners using Title III funds.

AVID

SMHS has a thriving Advancement via Individual Determination (AVID) program that has grown steadily over the past few years. In fact, enrollment data shows the program to have almost doubled since the previous Self-Study. AVID's mission is "to close the achievement gap by preparing all students for success in a global society. AVID is a college readiness system designed to increase the number of students who enroll in four-year colleges."

San Mateo High School has eight sections of AVID (two per grade level). The AVID Elective is the core of AVID. The class targets students with the desire to go to college and the willingness to work hard who might need help navigating the path to college readiness. Most of the AVID students will be the first in their families to attend college, and come from groups historically underrepresented in higher education. AVID students take rigorous courses and are supported by their subject area teachers and in their AVID elective course.

AVID strives to ensure students stay on the college track, complete their A-G requirements, and enroll in the most rigorous courses that are appropriate for them. Throughout the four years in AVID, students learn organizational and study skills, develop critical thinking, learn analytical skills, receive academic help from peers and college tutors, and participate in enrichment and motivational activities to make their college dreams a reality.

Each year, the AVID elective course builds on the skills learned the previous year. Students will challenge themselves and work on their skills to enable each to be college ready. During freshman and sophomore years, AVID students push themselves in new ways and AVID teachers support them as they explore challenging classes, set and meet academic goals, and organize course materials. During students' junior year, students prepare for the SAT/ACT during class as well as after school. Also, the junior AVID elective course develops the skills needed in the standards to be successful college ready-students. During Senior Seminar, students go through the college application process together with the elective teacher and prepare for a college class by engaging in a seminar-based learning environment.

The skills at each level of the AVID elective class follow clear standards dictated by the AVID curriculum. These standards include:
- Character Development
- Communication skills
- Reading and writing skills
- Inquiry
- Collaboration

- Organization
- College preparedness
- College field trips
- Understanding the A-G requirements
- Enrolled in rigorous academic classes

School Programs: Student Services

Wellness Program
Wellness Services are extremely important at San Mateo High School. In the CAHKS that was administered in 2015-2016, 22% of freshmen and 28% of juniors admitted to feeling chronic sad or hopeless feelings within the past 12 months; in the same survey, 12% of 9th graders and 13% of 11th graders admitted having seriously considered suicide within the past 12 months.

In year two of a three year grant, the Wellness Team at SMHS that houses itself in the Student Services Office consists of a Wellness Coordinator, five wellness counselors, and two wellness trainees. One of the full-time Wellness Counselor's job is dedicated to serving the ELD population. This counselor is able to present in ELD classrooms on Mental Health topics (in both English & Spanish). The ELD Wellness Counselor is also part of the Bridge Program that supports students 16 and older that have limited education and English skills. They would not earn enough credits to graduate if they had come to SMHS as a traditional EL student. This program includes a Mental Health component twice weekly in both group and individual format.

As the Wellness program continues to grow there has been opportunity to improve for optimum student, family and faculty support. This program's goal is "to provide support and teach skills so students are able to benefit from/access their educational program." As needed, services include individual counseling, group counseling, 'drop in' hours, and student outreach presentations such as Cyber Awareness, Healthy Relationships, to name a few. Services are provided to students with IEPs as well. Teachers and staff can efficiently report concerns about student wellness using the digital Multiple-Tiered System of Support (MTSS) form, and students are connected with the appropriate support. The Wellness Program also offers outreach to families such as evening presentations and consultations.   Additionally, Wellness does much outreach to staff including PD Days presentations and Breakout Sessions that have included topics such as: supporting LGBQT students, how to recognize stress/ anxiety in the classroom, suicide prevention and awareness. The Wellness Team has made themselves readily available to staff for individualized support as well. ([Summary of Wellness Team Work, 2016-2017](#).)

The Wellness Program implemented a Substance Abuse Program (SAP) ran after school for 8 weeks at another school site (Mills). This semester, the SAP program has expanded adding another evening at SMHS. The curriculum used is New Leaf, a unique treatment curriculum has been peer-reviewed by the California Department of Education and is used by families, treatment programs, and correctional facilities nationwide.

The Wellness Program has been awarded a grant for the 2018/19 school year for the Stanford Teen Mobile Health Van. The Teen Mobile Health Van will be centrally located at SMHS and provide free, comprehensive primary health care services to underserved, uninsured, and/or homeless adolescents in a mobile clinic setting. The team will be multidisciplinary (many providers are bilingual and some are bicultural) and will include:

- o Adolescent Medicine M.D. specialist
- o Pediatric Nurse Practitioner (NP/female)
- o Social Worker (LCSW)
- o Registered Dietitian/Certified Fitness Instructor (RD/CFI)
- o Psychiatrist (with trainees)
- o Assistant Clinic Manager/Medical Assistant (MA)
- o Van Driver (registration of patients by MA and Van driver)
- o Business Manager
- o Administrative Assistant (also performs data collection and entry)
- o IT services (Electronic Health Record: EPIC

The team will provide:

- o Acute illness and injury care
- o Complete history and physical exams
- o Health education and anticipatory guidance
- o HIV counseling and testing
- o Immunizations
- o Mental health counseling and referrals
- o Nutrition and fitness counseling
- o Pregnancy testing and counseling
- o Referrals to collaborating agencies
- o Risk reduction counseling
- o Sexually transmitted infection testing and counseling
- o Specialty referrals
- o Substance abuse counseling and referrals
- o Urine, blood testing options on site for basic tests; rest to hospital lab

In a recent update, emailed to staff in December, 2017, Wellness reminded staff of their current work, saying "Wellness/Counseling will continue our commitment to bringing student support…, school wide presentations, classroom presentations, staff PDs, as well as evening events with the PTO & Latino Parent Groups." SMHS is lucky to have such a strong wellness/ counseling program.

Family Outreach
SMHS also has a full-time Family Engagement Coordinator (FEC) who works, specifically, with the Latino Bearcat community in an effort to encourage a close connection to San Mateo High School and a complete understanding of the opportunities and supports available to everyone. The Family Engagement Coordinator collaborates with the wellness team at "EL Kid Talks", a system in place to help ensure EL students are connected with appropriate supports.

SMHS hosts a monthly Latino Family Meeting and has brought back Family Literacy Night after a three year hiatus, thanks to the SMHS Foundation. Family Literacy Night is a weekly event hosted in the San Mateo High School library on Thursday evenings for families in the community who would like their elementary school aged children to be paired with a high school tutor in order to receive help with homework in addition to work on reading together. For younger kids, the high school tutors read to the children, and for upper elementary students, the younger students read to the older students. While it is open to all families in the community, the majority of families who attend are are first generation immigrant families (primarily Latino) and most of the children are English learners.

College & Career Center
The SMHS College & Career Center (C & CC) is home-base for two full-time staff members who help students obtain current and accurate information about their future career and educational plans. Students are able to schedule one-on-one appointments, but the center also has many readily available resources such as SAT and ACT testing booklets, work permit applications, college applications, information about volunteer opportunities/ volunteer hour tracking, and information about scholarships and financial aid. Additionally, the C & CC staff brings in numerous guest speakers from both colleges and other career-related resources. The majority of seniors indicated that the services provided by the C & CC center were helpful in many ways.

Student & Staff Perception Data

The majority of students at San Mateo High School feel connected to school and academically motivated. This is confirmed by the California Healthy Kids Survey that was administered in the 2015-2016 school year as seen in Table 18 below.

Table 18: School Connectedness and Academic Motivation (CAHKS 15-16)

School Developmental Supports, Connectedness, and Academic Motivation

Percent of students scoring High, Moderate, and Low (%)	Grade 9			Grade 11		
	H	M	L	H	M	L
School Environment						
Total School Supports	40	49	11	31	55	14
Caring Adults in School	36	56	8	34	56	10
High Expectations-Adults in School	53	42	5	44	49	7
Meaningful Participation-Adults in School	21	53	26	16	58	26
School Connectedness	70	24	6	62	33	5
Academic Motivation	40	44	17	33	48	19

Thankfully, the CA Healthy Kids Survey data shows that the strong majority of students at SMHS feel safe at school (Table 19). Likewise, in the CAHKS staff survey (Fall 2017), 92% of

the 127 staff respondents indicated that they agree or strongly agree that SMHS is a "safe place for staff." However, that percentage does not represent everyone, and school safety will always be the top priority for SMHS.

Table 19: Student Sentiments of School Safety, Comfort, and Respect (CAHKS 15-16)

	Grade 9 %	Grade 11 %
I feel close to people at this school.		
Strongly disagree	3	4
Disagree	4	7
Neither disagree nor agree	22	24
Agree	45	49
Strongly agree	26	16
I am happy to be at this school.		
Strongly disagree	4	5
Disagree	3	3
Neither disagree nor agree	11	18
Agree	43	45
Strongly agree	39	29
I feel like I am part of this school.		
Strongly disagree	3	4
Disagree	4	7
Neither disagree nor agree	19	24
Agree	41	44
Strongly agree	33	21
The teachers at this school treat students fairly.		
Strongly disagree	3	4
Disagree	6	6
Neither disagree nor agree	23	24
Agree	42	48
Strongly agree	26	18
I feel safe in my school.		
Strongly disagree	3	3
Disagree	3	2
Neither disagree nor agree	14	17
Agree	50	53
Strongly agree	30	26

97% of the 127 staff surveyed in the 2017 CAHKS indicated that they strongly agree or agree that the learning environment at SMHS is "supportive and inviting." 95% of those surveyed strongly agree or agree that the "adults at school ensure a safe and supportive environment." SMHS is proud of this data.

The CAHKS data also indicates that there are a number of students at SMHS who admit to Alcohol or Drug Usage; this is a concern that the Student Wellness Team takes seriously (Table 19). The primary substances that students admit to using are alcohol and prescription medication. 5% of students at both grade levels categorized themselves as "Heavy Drug Users." However, the data indicates that there is minimal Alcohol or Drug Usage occurring on campus.

Table 20: Alcohol or Drug Lifetime Use (CAHKS 15-16)

Summary of AOD Lifetime Use

	Grade 9 %	Grade 11 %
Alcohol	16	35
Marijuana	9	24
Inhalants	4	2
Cocaine	1	2
Ecstasy, LSD, or other psychedelics	1	3
Prescription pain killers, Diet Pills, or other prescription stimulant	13	13

Notes: Cells are empty if there are less than 25 respondents.

Attendance and Discipline

Attendance

SMUHSD is a Basic Aid district and does not receive state funding based on Average Daily Attendance (ADA); however, attendance is an educational priority for the school and district since it can impact the academic success of individual students.

The SMHS overall absenteeism rate (defined by average student absence rate) has hovered around 4% for the past few years. According to DataQuest, San Mateo High School has had a significantly higher truancy rate than the county and state rate. In 2014-2015, 44.91% of SMHS students were truant at least one time (Table 21).

More concerning than the number of truant students are concerns about students who are "chronically absent." 138 (8.4%) students were chronically absent (students who are absent for more than 10% of days enrolled) during the 2016-2017 school year. 66% of those were Hispanic/ Latino. 32.6% of the 138 were English Learners.

In the CAHKS, students were asked to indicate some of the reasons behind absences (Table 22). A few data points to note include that the percentage of students missing school because they "felt very sad, hopeless, anxious, stressed, or angry" is higher in juniors than in freshmen. Similarly, more juniors reported missing school because they were "behind in schoolwork or weren't prepared for a test or class assignment."

San Mateo High School piloted a new tardy system in the spring of 2017. It is being implemented for the 2017-2018 school year. SMHS hopes that this stricter and more systematic

approach to handling unexcused tardies will have a positive impact on student learning.

TABLE 21: SMHS Truancy Data (# of students)
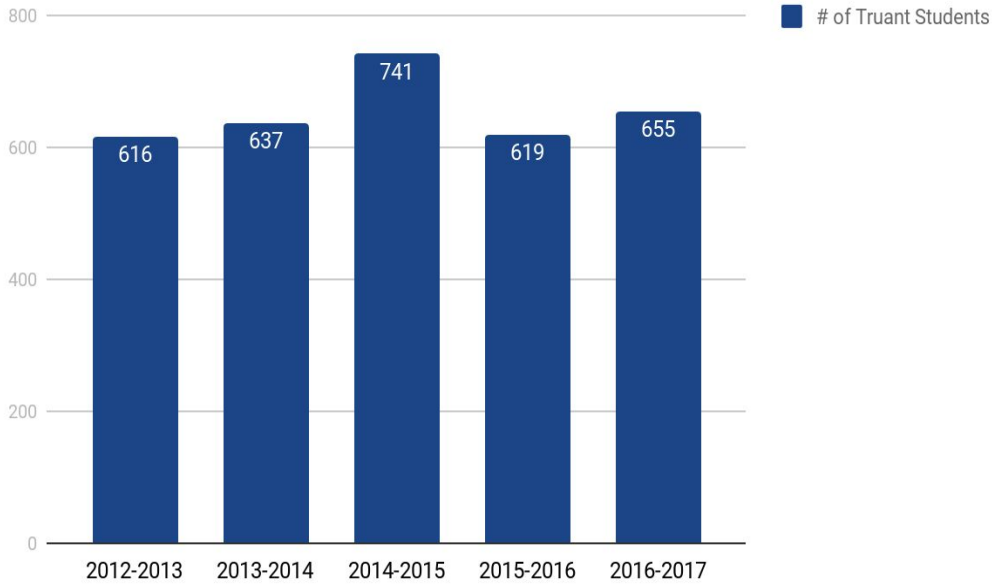
TABLE 22: Student Perception regarding Absences

Reasons for Absence	Grade 9 %	Grade 11 %
Does not apply, I didn't miss any school	52	40
Illness (feeling physically sick), including problems with breathing or your teeth	33	47
Felt very sad, hopeless, anxious, stressed, or angry	4	11
Didn't get enough sleep	6	11
Didn't feel safe at school	0	0
Had to work	0	0
Had to take care of or help a family member or friend	3	4
Wanted to spend time with friends who don't go to your school	1	2
Wanted to use alcohol or drugs	0	2
Were behind in schoolwork or weren't prepared for a test or class assignment	4	9
Were bored with or uninterested in school	1	5
Were suspended	0	1
Other reason	15	10

Discipline

The Dean of Students has implemented what is viewed by most stakeholders as an improved disciplinary system at San Mateo HS that is more along the lines of restorative practices than punitive punishments. For disciplinary matters such as the tardy policy, repeated dress code violations, etc. (as outlined in the Student Handbook), students are assigned to attend

"Choices." Teachers may also assign 'choices' to students for minor inappropriate behavior, classroom disruption or defiance. Chronic problems will be referred to the Dean and may result in the 'choices' or suspension of the student. Students report to 'choices' at the end of the school day. At the beginning of their assigned "Choices,' students are asked to fill out a Think Sheet in order to reflect on their decision making and discuss/share with the dean or campus supervisor. 'Choices are held Wednesdays and Fridays, for one hour per day, 2:30-3:30 p.m. All missed 'Choices are doubled. Persistent failure to serve 'Choices' will result in ATS or 1-3 days suspension. 122 of the 182 (67%) assigned choices attended their assignment between September 27, 2017-December 21, 2017.

Students who accumulate more than two choices may be assigned to Saturday School. Saturday School is also assigned to students who have an infraction that is more serious than a choices referral, but less severe than an Alternative to Suspension (ATS) or school suspension. One Saturday School is also assigned for students whom have reached 9 to 11 truancies. Two Saturday Schools are assigned for those that have 12 or more truancies. The Dean runs the Saturday Schools and therefore it lends itself for her to meet with each student and their parent/guardian and sign an attendance contract.

SMHS also offers the Alternative to Suspension (ATS) Program. The purpose of this program is to provide an opportunity for students to contemplate, connect, to repair harm and to make positive decisions, reducing the time out of the classroom and focusing on increasing student academic success. Through this proactive intervention, students will be given tools to reduce negative behaviors by utilizing the Restorative Justice Practices Philosophy.

Suspended students engage in structured, therapeutic time during suspension to address underlying causes of suspension and increase engagement in school upon reentry. Students who receive 1-3 day suspensions are eligible for this On-Campus Suspension Program by referral by a school dean or site administrator. At the discretion of the dean or site administrator, students may serve the first day of suspension at home and then opt to attend the On-Campus Suspension program for one day in lieu of serving the remainder of the suspension. A licensed MFT facilitates the program in collaboration with a SMUHSD PPS credentialed certificated staff member. The program operates during regular school hours (8am-3pm) on the campus of the Adult School (789 Poplar Street, San Mateo).

42 Students were assigned ATS in Fall Semester of the 2017-2018 School year. More than 95% of the students attended the program on the assigned date.

The school's suspension rate has gone down as indicated in Table 23. San Mateo High School suspended 60 students during the 2016-2017 school year according to Calpads. Of those suspensions, 25% were assigned to students identified as English Learners. 47% were assigned to students identified as socio-economically disadvantaged. 26% were assigned to students in the Special Education program. (Please note, these identifications may overlap.) 63% of the suspensions in 16-17 were assigned to underclassmen. The previous year, 77% of

the suspensions were assigned to underclassmen.

TABLE 23: Suspension Data
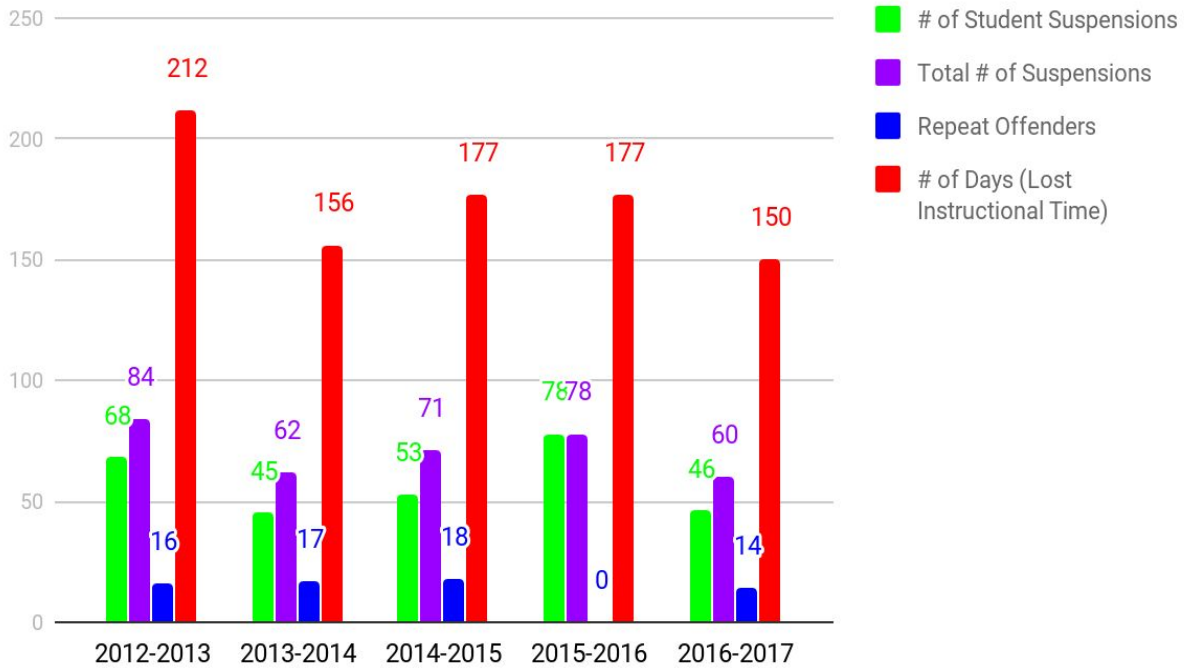
Only 1 student was expelled from San Mateo High School during the 2016-2017 school year according to Calpads.

Student Performance Data

Graduation Completers
San Mateo High School uses a variety of data to measure the overall academic achievement of students including the California Assessment of Student Performance and Progress (CAASPP), grade data including the D/F rate, the PSAT and SAT, AP examinations, the California English Language Development Test (CELDT), Student Work Protocols, A-G Requirement Data, etc. Recently, SMUHSD has begun to use the Scholastic Reading Inventory (SRI) in English and the Scholastic Math Inventory (SMI) in math for student placement as measurements of student growth. At SMHS, all juniors take the PSAT in the fall semester with the exception of some newcomer ELD students. SMUHSD is discussing using the Interim Assessments provided by CAASPP as a common assessment as well.

According to CalPads, in 2017, 347 students graduated from San Mateo High School; 32 students (8%) are reported as having dropped out of school. This is a higher number compared to the other comprehensive high schools in the district, and one of the factors that contributes to this rate is the large number of English Learners who are not able to meet all of the graduation requirements. In fact, 22/32 of the students who dropped out were identified as EL students, 20/32 were identified as Title III eligible immigrants, 2/32 of the non-graduates were classified

as Special Education students. ([Calpads](#), [Calpads](#)) All of the nine seniors classified as Hawaiian/ Other Pacific Islander met the graduation requirements of SMHS in 2017. ([Calpads](#))

Out of the 347 graduates, 206 (59%) met the UC/CSU eligibility requirements.

CAASPP

SMHS CAASPP mean scale scores declined slightly in 2017 as indicated in Tables 24A & B. Part of this decrease is attributed to a higher number of students who "opted out" of the exam during the spring of 2017. SMHS is working on ways to encourage students to take the exam and give it their best effort including a different testing schedule for the spring of 2018. San Mateo did not meet the district's LCAP Goal 2, Indicator E to increase the percentage of students meeting/exceeding standards target in either English or Math.

> ELA:
>> 2016: **78%** Met/Exceeded **ELA Standards**
>> 2017: **65%** Met/Exceeded **ELA Standards**
> Math:
>> 2016: **56%** Met/Exceeded **Math Standards**
>> 2017: **42%** Met/Exceeded **Math Standards**

Within the CAASPP results, there is also an apparent achievement gap between subgroups and all students (Table 24C).

TABLE 24A: CAASPP ELA Mean Scale Scores 2015-2017
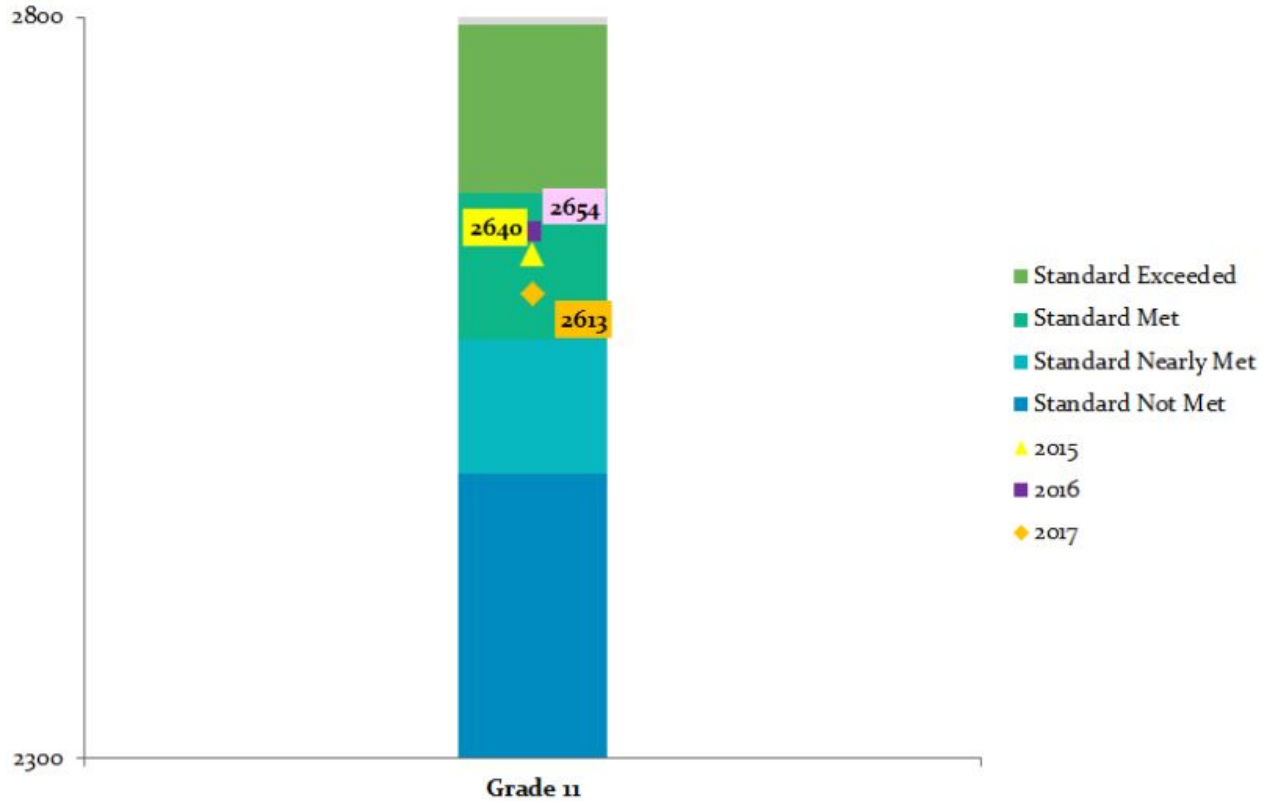
TABLE 24B: CAASPP Math Mean Scale Scores 2015-2017
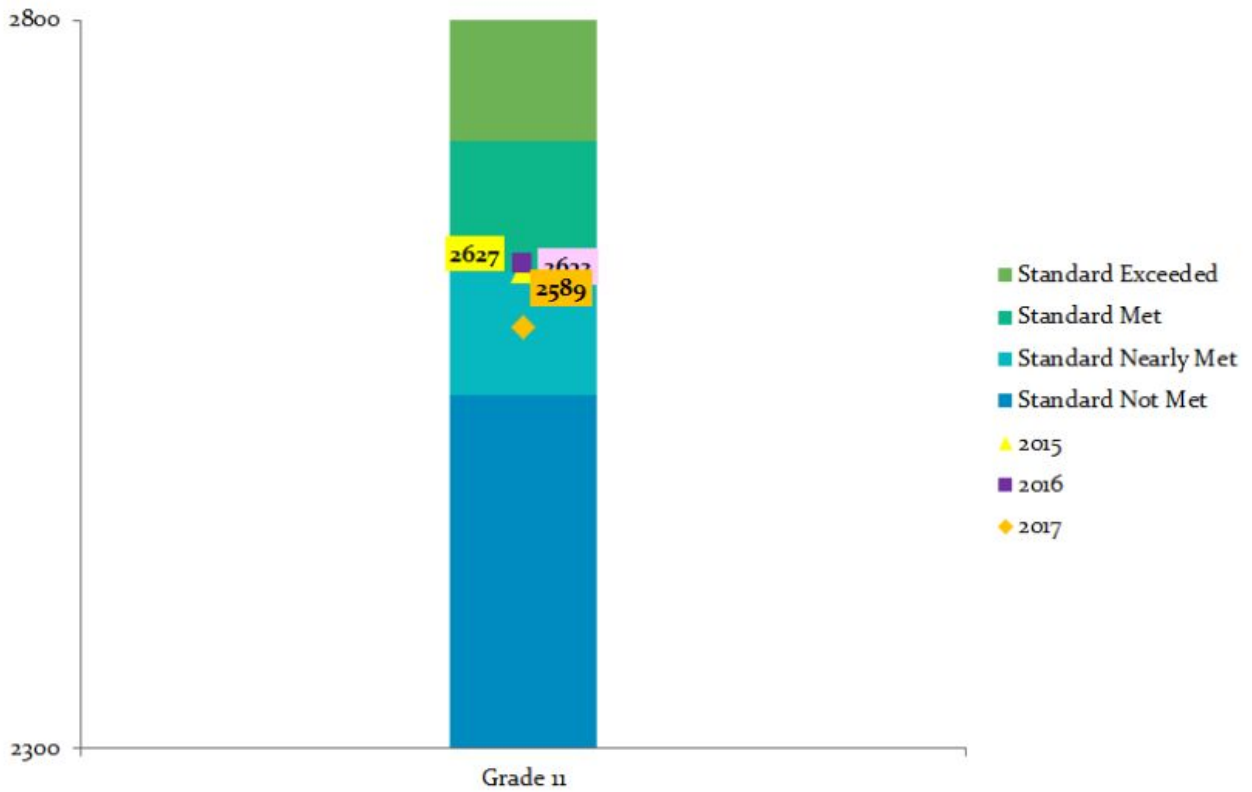
TABLE 24C: CAASPP, 2017: Percentage of Students Meeting or Exceeding Standard (Green) & Achievement Gaps by Subgroup (Black)

	ELA	Gap (between Subgroup & All Students)	Mathematics	Gap (between Subgroup & All Students)
All Students	65%		42%	
Black/African American	58%	7%	29%	13%
American Indian or Alaska Native	0%	65%	0%	42%
Asian	87%		77%	
Filipino	90%		60%	
Hispanic or Latino	42%	23%	17%	25%
Pacific Islander	42%	23%	29%	13%
White	88%		60%	
Two or More Races	81%		60%	
Economically Disadvantaged	43%	22%	17%	25%
English Learners	17%	48%	10%	32%
Students with Disabilities	18%	47%	5%	37%

Advanced Placement Exams

San Mateo High School students are successful overall when it comes to Advanced Placement Exams. In 2017, SMHS achieved a passing rate of 84.2% on the 1186 tests taken. (Table 25). This is an improvement over the previous year's rate of 74.3, meeting District LCAP Goal 2, Indicator D1. SMHS administered more exams than any other school in the district and also had more test takers overall compared to other SMUHSD schools. The average number of exams per test-taker was 3.4. In 2016, SMHS administered 949 Advanced Placement Exams, and in 2015, 957. That means there was approximately a 20% increase in the number of AP Exams taken by SMHS students in 2017. The Enrollment in AP Courses by subgroup is displayed in Table 26. The passing rate is slightly lower among economically disadvantaged students (78%), but all other student subgroups who took AP exams achieved an average passing rate between 80-88%.

Table 25: AP Test-Taker Outcomes

AP Test-Taker Outcomes, Year 2016-17	AHS	BHS	*CHS	HHS	MHS	SMHS	Overall
# of Test-Takers	327	313	4	249	278	348	1519
Average # of Tests Taken	3.4	3.4	2.5	3.2	3	3.4	3.3
# of Passing Exams	930	869	9	658	690	999	4155
# of Total Tests Taken	1111	1063	10	787	833	1186	4990
Student Average Passing Rate (Passed Exams/Total Exams Taken)	83.7%	81.7%	90.0%	83.6%	82.8%	84.2%	83.3%

TABLE 26: AP Course Enrollment at SMHS 2013-2016

Subgroup	Target	District Outcomes			School Outcomes			
		Rating	Status	Change	2013-14	2014-15	2015-16	2016-17
Overall	Increase by 3%	△	43.9% (N = 6,048)	-2.9%	43.8% (N = 1,060)	48.2% (N = 1,066)	43.6% (N = 1,131)	
English Learners in ELD	Increase by 10%	▲	2.4% (N = 127)	25.2%	1.7% (N = 58)	1.6% (N = 61)	0.0% (N = 68)	
English Learners Not in ELD	Increase by 10%	△	9.0% (N = 443)	-41.6%	2.0% (N = 102)	16.3% (N = 92)	6.8% (N = 117)	
Reclassified English Proficient	Increase by 10%	△	43.8% (N = 1,401)	-1.2%	38.3% (N = 269)	40.7% (N = 273)	34.0% (N = 318)	
Socioeconomically Disadvantaged	Increase by 10%	△	27.9% (N = 986)	-6.8%	23.5% (N = 315)	24.9% (N = 321)	20.5% (N = 302)	
Homeless/Foster Youth	Increase by 10%	△	10.0% (N = 30)	-47.1%		0.0% (N = 4)	0.0% (N = 3)	

PSAT/ SAT Exams

The PSAT was administered at no charge to students to 10th and 11th graders in the fall of 2016; 88% of 11th grade students took the PSAT Exam. The exam will be administered again in October, 2017. Table 27 displays the performance data results.   SMHS is approaching the target of 95% of 10th/11th graders students testing (LCAP Goal 2, Indicator D2).

TABLE 27: PSAT/ NMSQT Data, Fall 2016 (from College Board)

10th grade   Run Reports: Scores by Institution   Benchmarks by Institution   Roster

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
974 | 320 to 1520	483 | 160 to 760	491 | 160 to 760	391 Total test takers / N/A Enrolled N/A participation
46% Met Both Benchmarks	65% Met ERW Benchmark	50% Met Math Benchmark	Percentage of Test Taker Population by Sex Female 51% Male 49% No Response N/A

11th grade   Run Reports: Scores by Institution   Benchmarks by Institution   Roster

Mean Total Score	Mean ERW Score	Mean Math Score	Participation
1027 | 320 to 1520	511 | 160 to 760	516 | 160 to 760	377 Total test takers / 427 Enrolled 88% participation
50% Met Both Benchmarks	66% Met ERW Benchmark	53% Met Math Benchmark	Percentage of Test Taker Population by Sex Female 55% Male 45% No Response N/A

SMHS's class of 2016 had 189 students take the SAT. The mean score for that cohort was 1125. Of the 189 test takers in this cohort, 28 identified as Hispanic/ Latino. The mean for this group was significantly lower according to the College Board.

SMHS class of 2017 had 188 students take the SAT. The mean score for that cohort was 1186, just under the mean for SMUHSD, and more than 100 points over the mean for students in CA that year. The mean score for this subgroup was again significantly lower than the overall population, but the overall mean score as a school improved slightly. SMHS also improved in that in 2017, a significantly higher percentage of students who identify as Hispanic/ Latino took the SAT (44 of 188) than the year prior (28 of 189). The number of Hispanic/Latino students at SMHS opting to take the SAT has increased steadily since 2011-2012 (College Board Integrated Summary 9).

In examining the PSAT data and SAT data over time, SMHS test-takers' scores do show improvement, and the mean scores for the Critical Reading, Writing, and Mathematics have stayed relatively consistent for SMHS over the past six years (College Board Integrated Summary 7-8).

"On Track" Data
SMHS also measures student progress by reviewing the percentage of sophomores who are "on track" to meet the graduation requirements. Being "on track" is defined as having a GPA of at least a 2.0 with a total of at least 110 credits at the end of tenth grade. The SMUHSD average for students "on track" to graduate high school at the comprehensive high school is 89%. At SMHS this rate has held steady at approximately 80-82% for the past few years. However, the percentage of Latino students on track to graduate using this measurement hovers at around 65%. The percentages of Special Education Students, English Learners, and SocioEconomically Disadvantaged students "on track" to graduate have decreased over the past three years.

In terms of D/F data analysis, there has been ongoing conversation regarding the complexity of student performance measurement around grades due to many complicated matters including different grading methodology and scales among staff. The 2017 D/F data is available for the Spring Semester of English 1 and Algebra in Tables 28 A & B.

TABLE 28A: D/F Rate- English 1

2017 Spring Grades - English I - OVERALL				
	Total Failing Grades (D/F Mark)	**Total Passing Grades**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	41	361	402	**90%**	**10%**
SMUHSD Total	200	1880	2080	**90%**	**10%**
2017 Spring Grades - English I - Latino				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	129	32	161	**80%**	**20%**
SMUHSD	555	123	678	**82%**	**18%**
2017 Spring Grades - English I - Hawaiian/Pacific Islander				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	10	1	11	**91%**	**9%**
SMUHSD	41	12	53	**77%**	**23%**
2017 Spring Grades - English I - English Learner				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	34	10	44	**77%**	**23%**
SMUHSD Total	108	32	140	**77%**	**23%**
2017 Spring Grades - English I - Economically Disadvantaged				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	75	22	97	**77%**	**23%**
SMUHSD Total	266	70	336	**79%**	**21%**
2017 Spring Grades - English I - Homeless/Foster Youth				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	5	0	5	**100%**	**0%**
SMUHSD Total	9	0	9	**100%**	**0%**
2017 Spring Grades - English I - Special Ed				
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**English I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	19	8	27	**70%**	**30%**
SMUHSD Total	127	39	166	**77%**	**23%**

TABLE 28B: D/F Rate- Algebra 1

2017 Spring Grades - Algebra I - Overall					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	192	63	255	**75%**	**25%**
SMUHSD Total	1210	255	1465	**83%**	**17%**
2017 Spring Grades - Algebra I - Latino					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	113	44	157	**72%**	**28%**
SMUHSD Total	474	153	627	**76%**	**24%**
2017 Spring Grades - Algebra I - Pacific Islander					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	7	4	11	**64%**	**36%**
SMUHSD Total	30	18	48	**63%**	**38%**
2017 Spring Grades - Algebra I - English Learners					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	42	18	60	**70%**	**30%**
SMUHSD Total	124	51	175	**71%**	**29%**
2017 Spring Grades - Algebra I - Economically Disadvantaged					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	113	44	157	**72%**	**28%**
SMUHSD Total	474	153	627	**76%**	**24%**
2017 Spring Grades - Algebra I - Homeless/Foster Youth					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	1	3	4	**25%**	**75%**
SMUHSD Total	3		3	**100%**	**0%**
2017 Spring Grades - Algebra I - Special Ed					
	Total Passing Grades	**Total Failing Grades (D/F Mark)**	**Algebra I Cohort**	**Pass Rate**	**Fail Rate**
SMHS Total	17	7	24	**71%**	**29%**
SMUHSD Total	111	39	150	**74%**	**26%**

There was a significant decrease (more than 10%) in students receiving a D/F in English 1 at SMHS between the 2015-2016 and 16-17 school years according to the LCAP. Similarly, the LCAP reports a slight reduction in the rate of students receiving a D/F in Algebra 1 for the past few years.

College & Career Readiness/ A-G Data

According to the data from csudata.calstate.edu, over the past three years, 79% of of San Mateo High School CSU-bound students were college-ready in English and math.

A-G data tells a similar story to much other data mentioned in this school profile. For many complex reasons, there is a clear gap between the overall percentage of students meeting the A-G requirements and student subgroups. The overall percentage of SMHS students meeting A-G requirements is also lower than the district overall. Not all students at SMHS are accessing and completing A-G courses as shown in Tables 29A.

TABLE 29 A: SMHS Graduates Meeting A-G Requirements Compared to SMUHSD Overall

% of Graduates who also met A-G Requirements
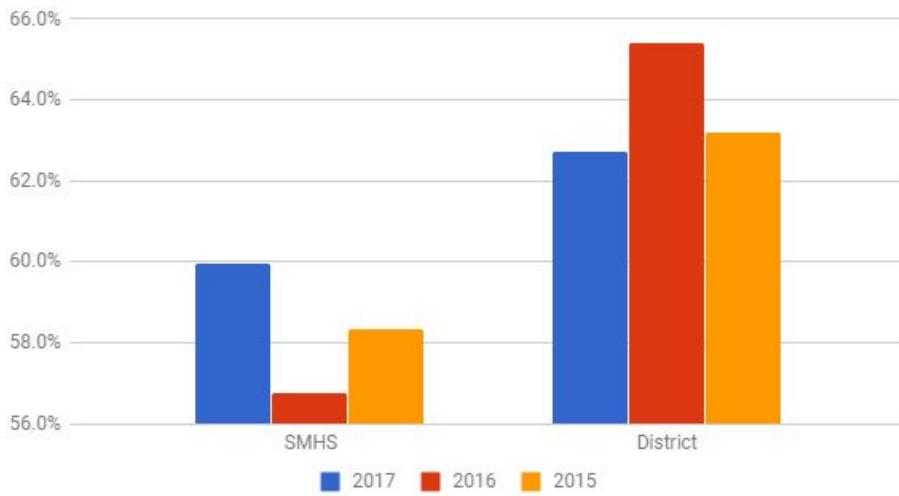
TABLE 29 B: SMHS Graduates Meeting A-G Requirements by Student Subgroup

% of Graduates who also met A-G Requirements
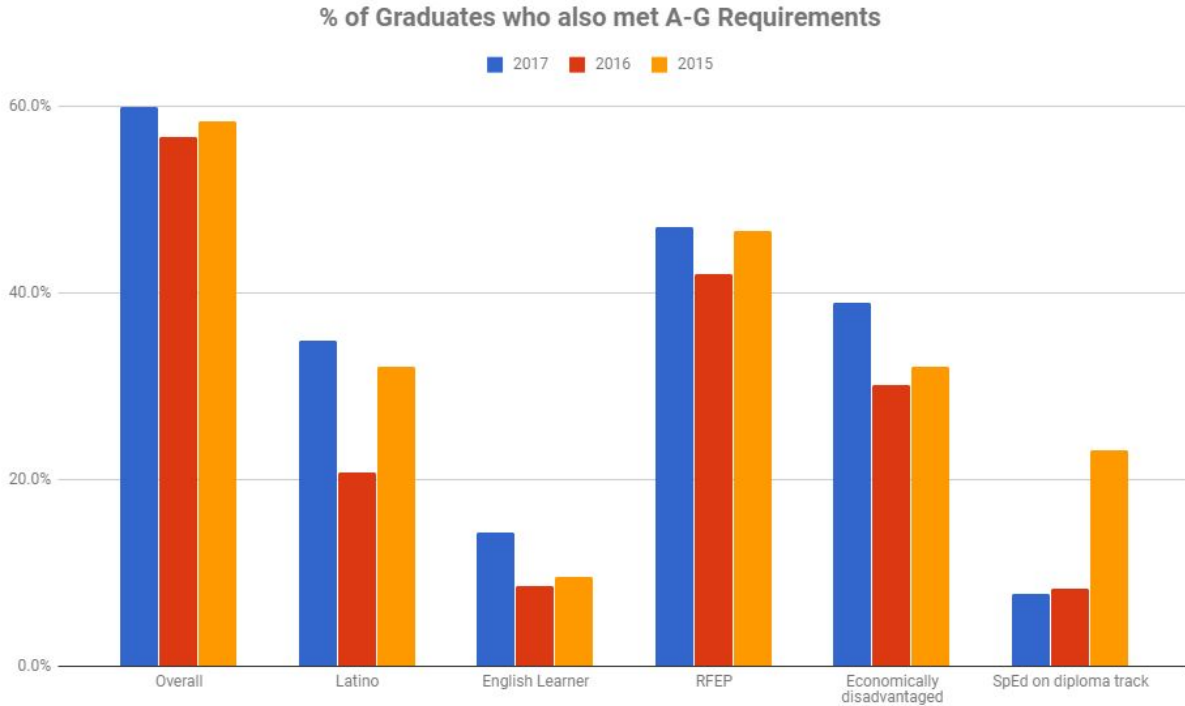
Other Assessments

SMHS monitors the academic progress of English Learners by looking at CELDT test data. This assessment is administered annually to all English Learners, but it will be replaced by the ELPAC beginning in the spring of 2018.

SMUHSD has recently started to use the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory to measure student growth. The Scholastic Math Inventory was so recently implemented, that there is little data available to analyze. There was some growth in student lexiles over the course of the year. The range in student reading levels at SMHS is notable with approximately 40% of the 9th and 10th graders tested reading far below grade level and approximately 50% reading at or above grade level. In comparing the school's results for the 9th/10th grade 2016-2017 cohort of students (Table 30B) to the results of the same cohort district wide (Table 30C), it is apparent that SMHS has a smaller percentage of students reading at 10th- PHS grade level and a higher percentage of students reading below 6th grade level.

TABLE 30 A: SRI Assessment Results/ Growth for SMHS, Grade 9, 16-17

San Mateo High School (400 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
10th-post high school	248	62%	262	66%
8th-9th Grade	21	5%	15	4%
7th Grade	9	2%	19	5%
6th Grade	15	4%	14	4%
Below 6th Grade	107	27%	90	23%

TABLE 30 B: SRI Assessment Results/ Growth for SMHS, Grades 9 & 10 (students in SES), 16-17

San Mateo High School (526 total students)

PERFORMANCE STANDARD	FIRST TEST IN TIME PERIOD		LAST TEST IN TIME PERIOD	
	STUDENTS	PERCENTAGE OF STUDENTS	STUDENTS	PERCENTAGE OF STUDENTS
10th-post high school	252	48%	267	51%
8th-9th Grade	23	4%	19	4%
7th Grade	11	2%	24	5%
6th Grade	20	4%	19	4%
Below 6th Grade	220	42%	197	37%

TABLE 30 C: SRI Assessment Results, SMHS (972 9th & 10th grade students), August, 2017

33%
Below 6th Grade
319 students

55%
10th-post high school
530 students

4%
7th Grade
37 students

5%
8th-9th Grade
53 students
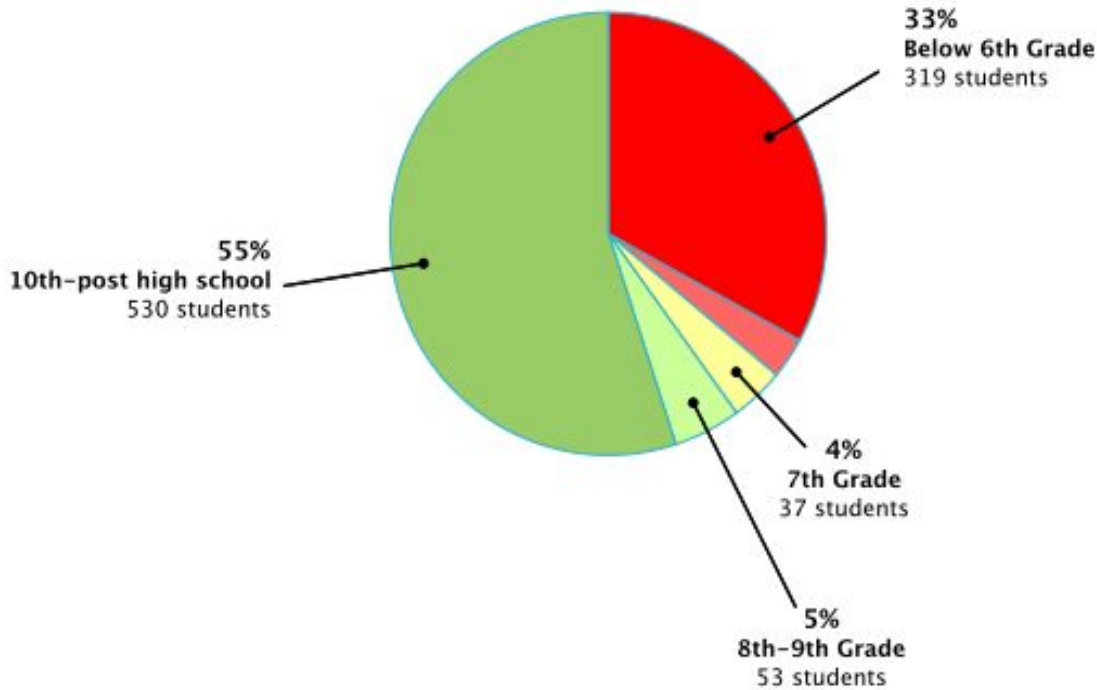
Summary and Data Implications

LCAP identified needs and goals
The State Dashboard indicates the following areas of "Red" and "Orange" for SMUHSD having not met targets for one or more years.
- Suspension Rate (This indicator is defined as follows: 2016–17 suspension rate minus 2015–16 suspension rate):
  - English Learners (maintained their "high" status of 7.8% - this is an "orange" designation).
- English Learner Progress (This indicator is defined as follows: 2017 and 2016 CELDT + 2016 reclassification data minus 2016 and 2015 CELDT + 2015 reclassification data):
  - English Learner progress is not delineated in detail on the site, but it did indicate an "orange" designation for the data reported regarding the Annual Measurable Objectives
- Graduation Rate (This indicator is defined as follows: 2015–16 four-year cohort graduation rate minus Three-year weighted average (i.e., 2014–15, 2013–14, and 2012–13):
  - Socioeconomically Disadvantaged, the rate was "medium" (85.8%) and declined by 4.5% and therefore had an "orange" designation (in 2014-15)
  - Students with Disabilities, the rate was "low," (76.9%) and declined by 2.3% and therefore had an "orange" designation (in 2014-15)
  - Latino/Hispanic, the rate was "low" (84.5%) and "declined significantly" by 6.1% and there had a "red" designation (in 2014-15)

Given that this data is now nearly three years old (in general), the district has long-since begun to implement programs, professional development and support initiatives to address and redress the issues identified in 2014-15. The current LCAP and Annual Update are a reflection of these priorities and the specifics are delineated in the plan.

The District's current annual LCAP has three core goals:
1. SMUHSD will provide High Quality Teaching and Learning environments to all students by: 1. Providing 21st Century facilities and learning tools (digital and analog) to all students 2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development 3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills
2. The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop our work in this regard, especially as relates to our subgroup Achievement Gaps.
3. The SMUHSD will continue to enhance and improve the social-emotional health of its students by: • Providing high quality mental health supports • Initiatives and activities intended to lower student stress and improve connectedness • Supporting families with effective communication and engagement activities.

Implications of the Self-Study data
San Mateo High School has many things to celebrate including its school climate, culture, morale, and the dedication of all stakeholders to the students' best interests. As such, it

provides students with many opportunities and much support. Even so, there is a collectively identified need for growth.

Data indicates that English Learners of all levels are not achieving academic success on levels consistent with other student groups. One particularly telling detail is the number of English Learners not on track to graduate according to LCAP data, and the percentage of ELs, Special Education and Socio-Economically disadvantaged students has decreased over the past three years. Connectedly, both ELs and Latino students have a higher D/F rate than other populations of the school. The achievement gap is also visible in CAASPP data. Clearly, SMHS should continue to make efforts to narrow the achievement gap.

Much of the data continues to indicate a need for instructional emphasis around literacy. 45% of 9th and 10th grade students at SMHS read below grade level according to the Scholastic Reading Inventory administered in August of 2017. The decrease in SMHS CAASPP scores also indicate a concern around literacy, including numeracy.

Although the majority of students surveyed at SMHS indicated high levels of connectedness to school on the 2015 California Healthy Kids Survey, the CAHKS, societal statistics as reported in the news, and anecdotal data from students, staff, and parents indicate the continued need for school resources to be dedicated to student emotional wellness. School data shows that some of the most at-need students are not making it to graduation; the school should examine its ways of supporting those particular students.

Students also indicated missing school due to feelings of overwhelment, lack of preparedness, or sadness. Many of the students chronically absent recently have been English Learners. SMHS should continue to work on ways to reduce its truancy rate. If students aren't present, they likely aren't learning.

2–3 Preliminary Critical Student Learning Needs
- Support the academic achievement of all English Learners (including students enrolled in ELD as well as those in the mainstream and Long-Term English Learners) at SMHS.
- Evaluate and improve, as deemed necessary, the support programs in place for student academic and emotional support.
- Continue to emphasize literacy skills across content areas.

Important Questions Raised
- Which school-wide data sets should the SMHS Site Leadership Team review annually?
- What more can SMHS do to serve beginning English Learners' mental health and transition to this school culture?
- How are the numerous programs in place at SMHS benefiting students?
- How can SMHS better serve students who are not university-bound?
- Would a school-wide policy for grading and homework better support students' academic growth and wellness? Why/ why not?
- What is SMHS doing schoolwide to embed literacy in instruction? What more can be done to improve cross-curricular literacy instruction?
- To what extent do the co-curricular opportunities and school activities reflect SMHS's diversity and student population?

- How SMHS emphasize a culture of "wellness" that includes physical activity, nutrition, AND emotional wellness?

Chapter III: Self-Study Findings

A. Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources

FOCUS GROUP LEADERS:

Shoshana Kalinski (Social Science Teacher)

Jim Norman (Social Science Teacher)

PARTICIPANTS:

Karen Atkinson (Math Teacher)

Janine Beard (Administrative Assistant)

Jasmine Causor (Library Technician)

Cece Cronin (ELD Teacher)

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Nels Johnson (English Teacher)

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Jeff Scheller (Health Teacher, Athletic Director)

Christine Semenza (Parent)

Yvonne Shiu (Principal)

Brian Simmons (SMUHSD Dir. of Curriculum & Assessment)

Gigi Watson (Counselor)

A1.1: *Evaluate the degree to which the development of the school's statements has been impacted by pertinent student/community profile data, the district LCAP, identified future global competencies, current educational research and an overall belief that all students can learn and be college and career ready.*

Findings	Supporting Evidence
In developing the SMHS Vision, Mission, and SLOs, the entire faculty gave input through the drafting and revision process.	Faculty meetings, Committee Meetings, SLT Original committee included: admin, teachers Subsequent committee: SLT
Visions acknowledges that students have different versions of success	Senior Exit Survey (including college acceptance, military enrollment, vocational training)
Vision focuses on equity and is most closely aligned with present and #2B	Support/intervention classes and programs
Vision aligns with LCAP Goals #1 of equitably preparing students	-Updated facilities, closing in on a one-to-one student/device ratio, two additional professional development days for teachers built into the calendar since last WASC visit. -Teachers with new assignments (for example, AP courses, AVID, new math textbook) are provided resources to attend trainings and workshops. -Added courses like AP Computer Science, Intro to Computer Science, and AP Psychology to increase student access to varying disciplines -Teachers were encouraged to participate in Constructing Meaning Training from 2014-2017. Instructional Coaches were added to the Evaluation System in 2015.
Vision aligns with LCAP goal #3	Wellness counselors added to staffing Family Engagement Coordinators added to staffing-assists with translation and interpreting services to families, leads monthly Latino Parent Meetings, liaison to other Booster groups to engage parents in school activities
Mission aligns with LCAP goal #3	Assemblies, groups, wellness counselors, activities promote informed persona/ life choices (Mutual Respect Assembly, Anger Management, etc.)
Vision aligns with LCAP goal #2A	Added courses like AP Computer Science, Intro to Computer Science, and AP Psychology to increase student access to varying disciplines Canvas training provided for teachers piloting Canvas Learning Team may be formed New textbooks for Algebra I, Geometry, and Algebra II (Springboard)

A1.2. *Evaluate the effectiveness of the processes that engage representatives from the entire school, the district board, business, and the community in the development and periodic refinement of the vision, mission, and schoolwide learner outcomes.*

Findings	Supporting Evidence
SMHS was effective in engaging the school community in the development of the Vision, MIssion, and SLOs. Teacher task force met to draft and refine Schoolwide Learning Outcomes. The document was presented to faculty for revision, refined by the committee again, and approved by Site Leadership Team. The SPSA was also developed through an iterative process: SLT reflected on parts of SPSA to give feedback to administration. School Site Council approved SPSA. The District Office reviewed and recommended the SPSA for approval. The School Board approved SMHS SPSA for 2016-2017.	Embedded Time Calendar, SLT minutes, Faculty Meeting slideshows, School Board minutes

A1.3. *Evaluate the degree to which the school ensures that students, parents, and other members of the school's community understand and are committed to the school's vision, mission, and schoolwide learner outcomes and the district LCAP.*

Findings	Supporting Evidence
The SMHS community engages with one another in many ways that promotes an understanding and develops a commitment to the school's Vision, Mission, and SLOs. The information is shared and debriefed with Spanish speaking families through the support of counselors and the Family Engagement Coordinator. Students at SMHS are put in a position to easily access their post-secondary interests and goals	**Vision/Mission** -8th grade night--promoting Mateo Pride: Academics, Biotech, Performing Arts, Diversity, Athletics, Meet & Greets (outreach to 8th grade families) -A more inclusive Back To School Night -Freshman Orientation - connects incoming freshmen to upperclassmen, prepares freshmen for the high school experience -Spirit/Showcases/Promotion of School -Job Fair, Volunteer Fair, Career Fair, College Visits, connections with companies, grade-specific information nights hosted by counseling department (ex. essay workshops) -Grade Level Counseling Presentations

All stakeholders at SMHS are committed to the school's Schoolwide Learner Outcomes (Peace-Passion- Pride). Outreach is provided in multiple languages to encourage parental involvement. The Parent Foundation works to build a more equitable learning environment.	-SLOs -The Daily Bulletin (PTO subscription) is translated in Spanish/Mandarin. Automated calls for important events are translated in Spanish/Mandarin. -The Foundation created chromebook loaner program for checking out to students who do not have computer access at home, funded extended library hours to open access to more students, funded additional personnel in the Career Center.

The recent development of Wellness services also indicate the commitment to students' growth and achievement.
 	
The changes in disciplinary and support services also demonstrate stakeholders' commitment to the SLOs.
 	
Extracurricular events are promoted by many diverse groups. Also an indicator is the participation of many students in the eclectic activities.
Technology is used to create a more transparent and engaging curriculum.
	-Wellness counselors promote personal and community health, freshmen curriculum includes a semester of Health (teaches positive coping mechanisms and how to lead a happy, healthy life).
	-More attention put towards rehabilitation instead of punishment.
	   ○ Alternative to Suspension
	   ○ Prevents chronic offenses
	   ○ Conflict resolution/ School Resource Officer
	-SMHS provides on-site credit recovery (ex. OSCR) so that students don't to go to Peninsula or summer school
	- Dedicated thematic rallies/weeks (Green Week, International Week, Spirit Week, Club Fair)
	-Dedicated club website that highlights the schools 60+ clubs
	-Schoolloop - check grades and assignments from anywhere, Turnitin - no longer need a printer to turn in assignments, Smartboards - stream your screen and add audio, Edpuzzle - watch lectures and do assignments online, Dropbox - turn in portfolios online for VPAs, Dedicated VPA lab

Stakeholders and Community members are provided opportunities to be informed about and engaged with the LCAP. The SMUHSD enacts an annual process of LCAP engagement by which District leadership holds meetings with representative students, staff, parents, and other school community members. This process is outlined in detail in the "Stakeholder Engagement" section of the District LCAP (pages 42-48). These meetings with students, parents and	-LCAP Parent Advisory - comprised of the required Parent Advisory Committee representation as well as members of the broader community. -LCAP English Learner Parent Advisory (referred to as the District English Learner Advisory Committee [DELAC]) - comprised of the parents of EL's from across all of the district's school sites. -School Site Councils (SSC's) across all sites. -Site Leadership Teams (comprised of administrative and teacher leadership) across all school sites.

community groups met the statutory requirements for LCAP stakeholder engagement pursuant to Ed. Code section 52062, 52063 including engagement with representative parents of pupils identified in Ed. code section 42238.01 as well as internal stakeholders - certificated and classified staff.	-English Learner Advisory Committees (ELAC's) across all school sites. -Associated Student Body (ASB) Representatives - from across all school sites. -Collective Bargaining Units - both classified and certificated. -District Curriculum Coordinators -Site administrators -Superintendent's Cabinet and Council

A2.1. *Determine the clarity of board policies and procedures regarding the roles of the board and district administration, including supporting the school's vision, mission, schoolwide learner outcomes, monitoring student progress, engaging parent and community participation in site governance, implementing complaint procedures, and reviewing program effectiveness in alignment with the district LCAP requirements.*

Findings
The SMUHSD complies with all state Education Codes and has an attendant set of local policies and administrative regulations. The District's policies related to specific duties and roles of the governing board and district administration are outlined in District policy, BP 2000 related to Administration. In summary, these policies indicate that district administration performs the essential roles and functions in support of student learning, including the provision of instructional support and services to schools as well as the responsible management of non-instructional operations. The Superintendent or designee may make decisions concerning district operations within the parameters of law and Board policy. Furthermore, the Board and Superintendent work together as a team in the exercise of district governance. The Board and Superintendent have established protocols that describe how the governance team will operate, including, but not limited to, agreements regarding Board meeting operations and communications between the Superintendent and the Board. In addition, the SMUHSD publishes a hard copy and online required resource called Parents Rights and Responsibilities (PR&R). This booklet is clear in the roles and guidelines of the SMUHSD. It is carefully edited and reviewed for accuracy for the benefit of our staff and families. Key board policies are distributed in multiple languages and displayed in common areas and classrooms throughout each school site providing guidance to our staff and students. Each school publishes a handbook distributed at the beginning of each year which reiterates District guidelines, but also offers additional information on each school's unique policies based on their student body.

A2.2. *Determine the extent to which there is clear, sustainable understanding regarding the relationship between the governing board and the professional staff.*

Findings
In addition to the basic policies and procedures regarding the duties of the Board and district administration, there is also a clear delineation of the roles and responsibilities of the professional staff and board. As indicated in A2.1, these role clarifications are outlined in BP 2000. The District School Board sets and monitors district policy and oversees the District budget while the Superintendent and district professional staff enact policy and operate the schools.

In addition,the District-Wide PR&R, distributed board policies and school student handbooks are three key ways that the roles of the board and the staff are differentiated.

The Superintendent regularly visits schools and school staff meetings to discuss matters of board policy and board views.

The Superintendent and his staff regularly send out "all staff" emails on matters (i.e., later start) discussed and voted on by the board.

The SMUHSD has a monthly employee newsletter, Savvy Source, that highlights matters of employee recognition, milestones, benefits and updates on negotiations -- all of which is presented to the Board.

District general eNews is timed with the board meetings so that our partners and staff are up-to-date on the upcoming board meeting highlights.

A2.3. *Evaluate the ways the school community and parents are a) informed as to how they can participate in the school's governance and b) engaged in the governance of the school through their participation on the School Site Council, ELAC, district LCAP committees and other advisory or shared decision-making groups that provide guidance or direction to the school.*

Findings	Supporting Evidence
The SMUHSD has built strong relationships with families, in particular parent volunteers, and community partners including cities and partner districts we serve. This is done through a variety of communication tools.	-A twice-a-semester Superintendent eNews highlighting staff and student accomplishments, parent education events, community wide events, and changes in policies or direction. -Individual messages/emails to families from the Superintendent with reflections on how to best serve teens -A general eNews that is distributed 2-3 times a month on general matters of interest -Multi-lingual outreach: all flyers, notes of key importance and announcement to families are delivered in English, Spanish and Traditional Chinese. -Districtwide events are interpreted in Spanish and Chinese. -New websites (DO and all schools) with increased accessibility, functionality, navigation and improved user experience launches December 1, 2017. -Strong press relations with the local press. The SMUHSD always responds promptly to media inquiries and because of the relationships we have built, are often called upon to offer perspective on education topics of broad interest. -Regular individual contact with cities and homeowner associations on important matters of shared interest -Periodic presentations to the various City Councils by students and administrators on topics of shared interest

	-Presentations and discussions at homeowner association meetings -Regular postings of "latest news" on district home page, and social media outlets (facebook and twitter) -Regular district-wide emails to families on parent events (such as on college preparation and mental health topics) and important messages about student well being. -Monthly meetings with PTO and middle school partner PTA parent leaders -Extensive community engagement with neighbors via community workshops on topics such as stadium lights and employee housing and individualized stakeholder meetings with community partners
On a Site Level, the school community/ parents are informed as to how they can participate in the school's governance and engaged in the governance of the school.	-School Bulletin -School website & District website -Family Engagement Coordinator outreach regarding opportunities to contribute -ELAC meeting minutes and sign-in sheets -School Site Council minutes -Board minutes -WASC Focus Group

A2.4. *Determine the degree to which there are evaluation and monitoring procedures conducted by the district administration and reported to the governing board, including the annual LCAP assessment of district goals and the Eight State Priorities, the review of student performance toward career and college readiness, assessment of overall school programs and operations, and the fiscal health of the school.*

Findings
The SMUHSD Governing Board conducts an annual evaluation of the Superintendent. This evaluation process is outlined in Board Policy (BP 2140). In addition, the governing board receives reports on the academic and social-emotional progress of students in the schools and provides input to the Superintendent in the ongoing monitoring of school progress and corrective actions.

A2.5. *Evaluate the effectiveness of the established governing board/school's complaint and conflict resolution procedures, including the ways the complaint procedures are communicated to parents.*

Findings
SMUHSD complies with the Williams Uniform Complaint Procedures for all board/school complaints and resolution of conflicts. These procedures are outlined in Board Policy, 1312.3. These complaints are reviewed on a quarterly basis and the overall procedures are reviewed annually by the local governing board.

A3.1. *Determine the effectiveness of the continuous school improvement planning process to ensure that it is broad-based, collaborative and fosters the commitment of the stakeholders.*

Findings	Supporting Evidence
SMHS's broad based planning for improvement is driven by the WASC self-study and visiting committee recommendations. The SPSA is intimately connected to the WASC report which all stakeholders inform through their focus group and home group work.	In 2012, SMHS was given a six-year accreditation status with a mid-cycle visit. Mid-cycle, SMHS revised their Action Plan to reflect change.
SPSA, the Single Plan for Student Achievement- annual document is posted on the San Mateo High School Website in both English and Spanish. It is also shared with parents/guardians through the PTO and Site Council. SPSA is broadcast through Site Leadership Team (SLT) which then relays information through departments.	SPSA 2016 SPSA 2015 SPSA 2014
Site Council is composed of students, teachers, administrators, and parents/guardians. This body ratifies the SPSA and LCAP annually. It also approves requests for Professional Development so that teachers and staff can continually improve in their positions.	Site Council minutes
English Learner Advisory Committee (ELAC) is comprised of parents/ guardians of ELLs and annually give recommendations for school improvement to the site administration. These recommendations are considered by Focus Groups in the Self-Study in creating the Action Plan.	ELAC presentations and minutes

A3.2. *How do staff ensure that the analysis of student achievement of the critical learner and college- and career-readiness needs, schoolwide learner outcomes, and academic and career-readiness standards are incorporated into the SPSA and impact the development, implementation, and monitoring of the SPSA and the LCAP?*

Findings	Supporting Evidence
SPSA, WASC, and district LCAP are aligned in their goals, actions, and metrics.	-SPSA, WASC Action Plans,district LCAP -Focus Group Materials: CLN Graphic Organizer
Site Leadership Team and representative sub-committees synthesize staff feedback in order to formulate action plans for WASC and SPSA. These plans include details regarding the person(s) responsible for follow through.	-Meeting notes (SLT & sub-committees)

A3.3. *Determine the effectiveness of the processes and procedures for involving staff in shared decision-making, responsibility, and self-reflection on actions and accountability to support student learning throughout all programs.*

Findings	Supporting Evidence
-Site Leadership Team includes Department Chairs and TOSAs; adoption process of policy is iterative. As needed, sub-committees are formed with representatives from as many departments as possible to complete important work. SLT uses a consensus model for decision-making -Site Council serves as decision-making body for PD Fund Requests & Diamond Grants	-Any SLT minutes -Example of SLO Committee & adoption process -Learning Team Agreement Committee
-Departments have monthly meetings and decision-making processes. There is some level of autonomy within departments. Department Chairs serve as a liaison between administrators and department members	-Department annual SMARTe goals
-Learning Teams exist for small teams of teachers to make decisions about teaching and learning.	-Learning Teams link on SMHS PD Website
-The evaluation process exists with administrators and Instructional Coaches as partners. The process is overseen by PAR committee.	-Evaluation Surveys -IC Surveys
-Curriculum Councils exist to represent content areas across the district - part of Decision-Making process (e.g. Course of Study Approvals)	-Council Meeting minutes
-TOSAs (teachers) run professional development which is received as less "top down"	-Embedded Calendar, Sample ET PD Activities

A3.4. *Evaluate the effectiveness of the existing structures for internal communication, planning, and resolving differences among the staff or administration.*

Findings	Supporting Evidence
Internal Communication: -Many systems are in place to allow for effective internal communication: regular communications via email from administrators, counselors, etc, monthly faculty meetings, staff and student daily announcements/bulletin. -Additionally, administrators are accessible: each use google calendar to schedule meetings. -Faculty senate is a representative group of teachers who meets regularly to communicate	● Admin global list emails ● Faculty meetings agenda/minutes ● Example bulletins ● Faculty senate minutes

concerns and ideas with administrators on behalf of the faculty. Minutes of these meetings are then shared with the rest of the faculty.	
Planning: -SMHS values organized planning. The Embedded Time Calendar includes regular Learning Team time for collaboration amongst faculty members. Staff is also encouraged to request funds for PD opportunities. Instructional aides support student learning through well-planned schedules. -In terms of PD planning, staff surveys are administered to inform PD plans, and the administration team meets regularly with the TOSAs to plan PD. SLT reviews this plan and does other schoolwide planning at their monthly meetings and the Spring "Retreat-" a full day of collaborative planning for the upcoming school year. -The administration team meets regularly with one another. They also meet weekly with facilities, athletics and activities to make sure events do not conflict. A "calendar party" is held annually amongst stakeholders who coordinate many events as well. -At the district level, Curriculum Councils meet monthly and department-specific plans are made then.	● Embedded time calendar ● SLT agenda and minutes ● Staff survey results ● Council meeting minutes ● PD opportunities that were taken by staff ● School calendar (Calendarwiz) ● Instructional aide schedule
Resolving Differences: -There are a variety of ways that differences are addressed depending on the circumstances. Faculty senate collects teacher concerns and voices them to administration in their monthly meetings. -Union representative meets with teachers on need basis, holds lunchtime meetings to address concerns, regularly emails teachers, and is given time at faculty meetings when necessary. The administration respects the privacy and time of the union. -Department chairs also address teacher concerns at SLT meetings regularly.	● Faculty senate minutes ● Union meetings schedule/agenda ● Union rep emails ● Faculty meeting agendas with Union announcements ● Department meeting agendas/minutes ● SLT minutes

A4.1. *Evaluate the procedures to ensure all staff members in all programs, including online instruction, are qualified for their responsibilities based on employment policies and practices, staff background, training, and preparation.*

Findings
The San Mateo Union High School District ensures that all of its certificated employees are properly credentialed for the assignments into which they are placed. In situations where a candidate does not have the proper credential prior to the start of the assignment, the District's credential analyst works with the candidate and the County Office of Education to ensure that the candidate obtains a proper credential prior to beginning work. Once the individual is employed, the District uses their Instructional Coach program along with a robust evaluation scheme to maintain the high quality teaching practice that the District expects from its certificated employees. With a teaching staff consisting of seasoned teachers as well as graduates fresh from their credential program, the District strives to ensure all are given professional development and training suited to the point in their career in which they find themselves.

A4.2. *Evaluate the process to assign staff members and provide an appropriate orientation process, including online instruction and focused programs, to maximize the expertise of all staff members in relation to impact on quality student learning.*

Findings	Supporting Evidence
-SMHS welcomes new teachers with a full-day New Teacher Orientation. Teachers new to the district are supported through the BTSA program as well. -To assign staff most appropriately in a way that maximizes staff expertise and interest, administration asks for teacher input regarding subject areas of interest etc. -For faculty assigned new responsibilities, SMHS provides specific PD through outside opportunities. -Ongoing PD that allows teachers to make a stronger impact on quality student learning include the Keenan Safety Training and Kognito. In addition, teachers in their full evaluation year are assigned an Instructional Coach to help them refine practices.	● New Teacher Orientation meeting agenda, Faculty handbook ● BTSA program materials; teacher experiences ● Schedule Request forms, emails ● Training agendas and staff experience: CPM, Springboard, AVID, AP, Journalism… ● Instructional Coaches attend training: Positive Coaching Alliance, CIF ● Staff completion data ● Follow-up PD agenda 10/9/17 ● Instructional Coaches' calendars

A4.3. *Evaluate the system used to communicate administrator and faculty written policies, charts, pacing guides and handbooks that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.*

Findings	Supporting Evidence
At the site-level, the administration provides all	● Faculty Handbook (online)

faculty with annually updated policies and practices, the Emergency Action Plan (Big 5 Procedures). Many policies are available, updated, and easily accessed by all stakeholders. There is a centralized location for forms, reporting documents, curricular and data tools, referrals, requests for maintenance and technological assistance, school-wide bell schedules and calendars, and sign ups for labs and facilities.	● Emergency hand-outs, email reminders, and monthly emergency drills (Big 5) SMHS website: ● Faculty Quick Links & Forms ● Athletics website ● SportsNet ● CalendarWiz ● Embedded time calendar ● TAP requests ● CPS reporting forms
SMHS also has regularly scheduled forums and technologies to support communication between stakeholders.	● Daily bulletin ● SLT meetings ● Kid Talk ● Faculty Senate ● Monthly Faculty meetings ● Online platforms: Aesop, Aeries, Naviance, Schoolloop, Canvas, Google
SMHS stakeholders have complete clarity and understanding of the policies and procedures in place. As change is inevitable and important in any school system, staff is trained on new and existing issues relevant to the current social climate and or health and safety issues.	● Professional development day training on new policies or issues such as LGBTQ populations, mental health, and child-abuse reporting. ● Keenan training: sexual harassment, blood-borne pathogen, mandated reporter training
As far as Professional Expectations are concerned, an iterative process for communication is well-established at SMHS in which administrators, instructional coaches and teachers collaborate.. Teacher evaluations are on regularly scheduled intervals. Domains of proficiency are clearly communicated on a rubric scale.	● California Standards for Teaching Profession charts ● Canvas Summary of Evidence assignments
At the district level, there are regular communications with faculty regarding paychecks, absence/ leave summaries, credential renewal reminders, and TB expiration notices. Departments also meet district-wide at Curriculum Councils that communicate processes such as ordering board-approved course materials, designing curriculum, etc.	● Paystubs with employee information ● District courses of study for department ● Curricular maps
Many district level policies are available, updated, and easily accessed by all stakeholders. SMUHSD also has a centralized location for policies, forms, reporting documents, curricular, data and technology tools, district-wide calendars, employee benefits and responsibilities, and sign ups for professional development substitute coverage.	SMUHSD District website ● employee handbook ● technology links ● wellness ● athletic handbook ● Directory of personnel

A4.4. *Determine the effectiveness of the professional development support, time and resources to meet the needs. To what measurable effect have the professional development/ learning activities, including coaching and mentoring, had on student learning?*

Findings	Supporting Evidence
Staff have effectively been able to seek PD support at SMHS. Staff can apply for release days, materials, and for the cost of conferences offered off-campus. There is time for professional development embedded into the district and site calendar.	● $20,000 budget for PD fund administered by site council (16-17) ● $15,000 budget for PD (17-18) ● 99% approval rating of PD requests during the 16-17 school year. ● 3 "PD Days"calendared in the district calendar in 2016-2017 and in 2017-2018 ● PD also offered during Embedded Time through the school's calendar.
A variety of PD opportunities have been provided through the SMUHSD district and on site. Some of these have included Constructing Meaning training, mentoring/coaching PD, paid summer work, Gradebook Principles PD, Technology PD.. Evidence of the effectiveness can be seen through student coursework and shifted gradebooks/ rubrics. On the PD Survey administered by the PD TOSA, staff indicated that participating in Cycles of Inquiry and examining student work is an effective part of this profession. The Brightbytes Data also shows that the Technology PD is effective as SMHS is doing well in many areas in the implementation of some tech-based curriculum.	Evaluation observations,student work in classrooms on walls, Socratic seminars, academic language sentence frames implemented in student work, academic discussions across the board. ● PD Survey (16-17) ● Brightbytes data source
Most teachers who worked with Instructional Coaches indicated that the work helped them implement new practices and improve previous practices.	● IC Feedback Survey (16-17)

A4.5. *How effective are the school's supervision and evaluation procedures?*

Findings	Supporting Evidence
Certificated Evaluations: Certificated staff (with the exception of counselors and the dean) on full evaluation are assigned a 1:1 instructional coach and complete six cycles of inquiry* working toward a SMARTe goal that was mutually agreed upon at the beginning of the school year. a. Each cycle has a pre-observation meeting in which goals for the lesson, specific feedback are discussed. This is followed by the observation period. Finally, ICs and	● collaborative logs shared between the IC and teacher on full evaluation ● Teachers submit electronic evidence showing proof of work and progress to support their SMARTE goal and self-chosen substandards through Canvas and Google Docs. ● IC Evaluation Survey data

teacher meet again to reflect on the experience and talk about growth and improvement.. b. ICs observe teachers 300 minutes each year (150 minutes each semester, 50 minutes each observation.) c. Evaluating administrator supervises/observes teacher for a minimum of 50 minutes per semester. d. ICs and administrators meet monthly for one hour. Certificated staff on "expedited evaluation" develop a SMARTE goal at the beginning of the school year, have a meeting with an administrator to discuss their year-long goal, followed up by a written reflection of work and progress toward said goal and another meeting with an administrator. Teachers who do not receive a satisfactory evaluation (they have more than one "U" on their final evaluation) enter PAR (performance assistance review). As a result teacher is again put on full evaluation the subsequent school year.	 ● This work is shown through the written reflection and informal drop-in observation(s) by an administrator (throughout the year) with written minutes. ● The same process as the initial evaluation occurs. If the teacher receives another unsatisfactory evaluation, they continue this PAR full evaluation cycle until they fulfill a satisfactory evaluation.
Classified Staff are evaluated once per year by use of a rubric.	● HR Smart (HR Smart program may be changed out in the future.)
Supervision: Certificated staff members designed the structure of SMHS's supervision duty allocation. Sign-ups occur on the teacher work day before the school year begins, and the alphabetical sign-up order rotates. All full-time certificated staff members are required to complete three "supervision duties," one that fits under each "Column:" Athletics, Dances & other activities, Club Supervision. Part-time certificated staff are required to sign-up as follows: .2-.4: 1 duty (category 1 or 2) .6-.8: 2 duties (category 1 & 2)	● 17-18 Supervision Spreadsheet

A5.1.: *Evaluate the extent to which the resources are allocated to meet the school's vision, mission, the schoolwide learner outcomes, the critical student learning needs, the student needs identified in the district LCAP and the SPSA, the academic standards, and the college- and career-readiness standards. Determine the extent to which leadership and staff are involved in the resource allocation decisions. What impact has the process for the allocation of resources made on student learning?*

Findings	Supporting Evidence
Course offerings are aligned to school goals and student needs.	Master Schedule Beliefs Document

During the Spring, Administration meets with each department to review course offerings and ensure that they are aligned to best support student needs.	Meeting calendar and notes
Site Council oversees the allocation of all Diamond Grants and Professional Development Requests. PD Requests must indicate how the opportunity aligns with/ supports the SPSA.	Site Council Meetings and Diamond Requests and PD Request Forms
Each Department is given two budgets-one for "office" supplies and another for student materials	Department budgets
District designates LCAP funds to site based on unduplicated student counts.	Some positions that work with certain populations are funded by LCAP. After-school tutoring is covered by LCAP funds.

The District's annual LCAP and Single Plan for Student Achievement refinement processes are linked to the District budgeting process so that resources are aligned to student outcome priorities. The District has three core goals:

1. SMUHSD will provide High Quality Teaching and Learning environments to all students by: 1. Providing 21st Century facilities and learning tools (digital and analog) to all students 2. Ensuring access to the highest quality staff—educators, support staff and leaders - who receive effective and differentiated professional development 3. Providing equitable access to a broad course of study that is rigorous, culturally responsive and relevant, and aligned to CA Standards and 21st Century skills
2. The SMUHSD will increase academic expectations and performance to create college- and career- ready students and measure and develop work in this regard, especially as relates to student subgroup Achievement Gaps.
3. The SMUHSD will continue to enhance and improve the social-emotional health of its students by: • Providing high quality mental health supports • Initiatives and activities intended to lower student stress and improve connecte

Aligned to these three broad goals are 21 discrete outcome measures to which all sites have aligned their improvement efforts and resources. In addition, sites have aligned their respective SPSAs to these overarching outcome measures, as well as some local measures particular to each school.

A5.2. *Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (**Note**: Some of this may be more district-based than school-based.)*

Findings	Supporting Evidence
Every year, the board of directors adopted the budget for the following fiscal year. Prior to adoption, Fiscal Services meets with all departments and sites to obtain input for the budget. The district has an annual audit conducted by independent auditors. The auditors will conduct interim and year-end testing prior to issuance of the audit report to ensure fair presentation of financial statements and compliance with generally accepted accounting principles. Accounting staff is trained to execute procedures designed to ensure internal controls and proper financial reporting. Furthermore, accounting staff are professionally developed throughout the year to	

expose them to the latest accounting practices.	
The SMUHSD maintains a close relationship with Site.	Site Accounting Technicians meet monthly with Business Services personnel.
The district has a purchasing policy to ensure expenditures are authorized prior to purchase of goods and services. A few of the indicators that a site is following policy are the increase of purchase orders and the decrease in check requests. The district continues to receive check requests from the site, specifically for employee reimbursements, when an internal PO should have been issued.	● Purchasing Policy
Sites should balance all of their budgets, but there were instances when the site didn't properly allocate donations or payroll expenses.	● Balancing of Budgets

A5.3. *Determine the extent to which the facilities enable the school to maintain a learning environment to meet the educational health and safety needs of students.*

Findings	Supporting Evidence
SMHS Facilities are conducive to supporting students' educational and mental health needs. There is a designated space for emotional and health support meetings in the Student Services Office. There is a dedicated space for English Learners to work with the Family Engagement Coordinator. There is a designated space for Special Education Services including IEP meetings. There are numerous conference rooms available to be reserved on campus for additional meetings. Recently, some restrooms on campus have been designated as "gender neutral" in support of the diverse student body at SMHS.	● Wellness Center for students ● Student Services ● Counseling office ● EL Counseling Office ● Special Ed Office has conference rooms for private meetings with students ● Conference rooms available for SST, 504 and IEP meetings ● Gender neutral restrooms available in certain areas of the school
The SMHS facilities are also widely utilized to support students academically. The library (including the computer lab and a printer students can use for free are housed there) is open for extended hours. Facilities are arranged to accommodate students who need extended time on assessments including final exams. There is a large and inviting College and Career Center to host college visits, presentations, and student-centered talks. Larger group meetings (ie. Freshmen Intervention Night) that support student academics are often hosted in the multiple spaces available that can house more people.	Library is open from 7-5:30 with staff support ● Homework Center (in the library after school) ● Computers are available before and after school for student academic purposes ● Free printing is provided for students who may not have access to a printer ● Chromebooks are available for students who may not have home access ● Counseling conference room ● Student Services Conference Room ● Classrooms reserved for extended time during finals ● The College and Career center has been

	• expanded and has an LCD projector/ screen • Multi Purpose Meeting Room was remodelled and improved • Upper BioTech can host larger meetings • Use of the Performing Arts Center
SMHS facilities create an atmosphere of collaborative academic supports	• There is one new counseling office and a new space for students to come to do homework, testing, etc. • The new tables in the library to facilitate for collaborative learning among the students

A5.4. *Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment, such as technology tools and software, the support systems for technology, software, textbooks, other printed materials, library media resources, manipulatives, and laboratory materials for instruction including online.*

Findings	Supporting Evidence
Instructional Materials and Supplies: SMUHSD regularly purchases new textbooks/novels which are distributed to the sites appropriately. At the moment, all curricular areas are writing Courses of Study to replace outdated work, and it is likely that new materials will be purchased when this work is finalized. Outdated or damaged materials are discarded per Board Approval. (Some outdated materials are sold back to vendor in exchange for new materials). The addition of a classified position (Media Technician) as well as student aides to assist in library/computer labs/textbook room and parent volunteers make the systematic distribution of materials each year an effective process. The district also has a system in place for sharing needed materials amongst campuses without negative impact on loaning site.	• Board Minutes with approvals • Google doc for training of student aides (Job Description/Expectation) • Destiny Textbook Manager System printouts
Requests for classroom supplies are made through the chain of command (teachers to Dept. Chair) for initial approval. Approved orders go to finance office whereby orders are processed through the district financial system.	• Approved Purchase Orders • Budget records • Balance Sheets • Admin Requests
Materials are also acquired through the generosity of parent groups through the Foundation and through Bearcat Benefit donations, including the "Fund a Need." An annual Bearcat Benefit is held to raise funds for hardware,software, salaried positions (College and Career Center), and	• Foundation Check copies • Bearcat Benefit Materials

miscellaneous items/programs not funded by district. Foundation requests are made by admin. If approved by the Foundation Board, quotes are obtained from vendors. Once approved, the Foundation provides appropriate funds to school. Examples: Chromebooks available for loan to students (2015-2016), graphing calculators, Chromebook carts for classroom use…	
Teachers/Departments/Programs have been also been successful in obtaining internal (Diamond grants) and external grants. When approved, grant funds are processed through financial office into district/department accounts.	● Copies of grant proposals
In terms of technology (hardware and software), site based technology coordinators have direct role in seeking out vendors. All purchases must be approved. Teachers submit TAP requests when there is an issue with technology, and the Tech Services staff handles the billing for repairs that are not able to be handled on-site.	● Technology Assistance Portal (TAP) Requests ● Emails requesting tech. Software (such as Zipgrade, Flipgrid, etc.)

A5.5. *Determine if the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college and career preparation programs are in place.*

Findings
The District's First LCAP Goal is related to continuing to provide a high quality staff across the District. This Goal includes specific outcomes and activities related to recruiting a diverse, high-quality faculty, and furthermore, providing high-quality professional development that is informed by the needs of students and aligned across the school sites. This professional learning is further differentiated by subject matter departments called Curriculum Councils across the district. The District apportions general fund, state categorical and Federal Title II resources to support these differentiated professional learning activities.

A5.6. *Evaluate the effectiveness of the processes for regularly and effectively aligning the Local Control Accountability Plan (LCAP) with site resource decisions ensures the continual availability and coordination of appropriate funds to support students' achievement of the critical student learning needs, the academic standards, college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
The District has utilized the new process (as of 2014-15 school year) of the Local Control Funding Formula and attendant Local Control Accountability Plan to identify critical student learning/social-emotional needs to allocate resources to address those needs. While the District still has work to do to tightly align these processes, it has worked with stakeholders to identify common student needs, establish a set of aligned and common measurable student outcomes, and coordinate the site-planning and resource allocation process to align with the LCAP continuous improvement procedures.	

LCAP and data is reviewed with District Leadership and SMHS Site Council to ensure that site goals align to LCAP and areas of need	District Leadership Retreat Site Council Meeting Notes (Brian's visit)
Quarterly meetings between District and Site.	Here is the link from the most recent meeting

Summary

SMHS works hard to maintain a system of organization that supports student learning and enhances the school environment. All students at SMHS have support systems in place to provide a positive/safe learning environment, such as wellness counselors, Family Literacy Night, EL support & tutors, AVID, student organized clubs, and co-curricular activities. Through its increased implementation of hardware and software in the classroom, SMHS has bridged the "digital gap," offering new opportunities for students to improve their reading, writing, speaking and listening skills. Since SMHS has a Latino majority, it is advantageous to students' academic success that the school continues to reach out to the Spanish-speaking community through facilitation of parent-teacher communication and support of parental involvement in the academic and school life of their children.

Although SMHS Professional Development meets many professional needs of teachers, there is a need to evaluate its effectiveness and direct impact on student learning. Having a more unified, school-wide approach to PD might improve staff morale, engaging more people to contribute to common goals that should be outlined in the school's Action Plan.

Although SMHS provides helpful facilities such as a computer-equipped library and a College/Career Center, not all students are utilizing them to their fullest potential. Students aren't always focused in the libraries and underclassmen tend to disregard the career center.

Category A: Organization: Vision and Purpose, Governance, Leadership, Staff, and Resources: Areas of Strength
- SMHS excels in its Wellness program that has been positively expanded in its past few years. This contributes to School Safety.
- SMHS has excellent community outreach for families to support all learners.
- SMHS has drastically increased its technology usage in the classroom through a thriving "1 to 1" program and the opportunity for students to check out chromebooks so that all students have access when outside the classroom as well.

Category A: Organization: Vision and Purpose, Governance, Leadership and Staff, and Resources: Areas of Growth
- SMHS offers numerous opportunities for Professional Development struggles with how to effectively measure its impact on student achievement. How can a school measure that PD is student focused, effective, cohesive etc.?
- SMHS Facility Usage: SMHS should strive to increase usage of the college and career center that goes beyond seniors. SMHS should strive to expand the tutoring programs available to all students with an emphasis on reaching SPED students and ELs.

- SMHS needs to evaluate the texts used in the classroom: are they up to date and relevant to students?
- SMHS should work to improve staff morale so that all staff work together to help students make connections to the school community.

B. Standards-Based Student Learning: Curriculum

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Til Tribuzi (VAPA Teacher)
Heather Vasquez (SpEd Teacher)
Pranav Zalpuri (Student)

B1.1. *Evaluate how effective the school uses current educational research related to the curricular areas to maintain a viable, meaningful instructional program for students.*

Findings	Supporting Evidence
SMHS teachers work hard to stay current with educational research. Multiple teachers have been trained to use Constructing Meaning techniques in class in an effort to improve literacy skills. Two cohorts of teachers at SMHS have attended trainings regarding gradebook practices and Standards Based Training. Some teachers have started to make shifts in their grading practices. During the 16-17 school year and currently, a cross-curricular learning team have been working together to make this transition. A "Social Justice & Equity" Learning Team has formed to conduct inquiry and research to help inform our staff on best practices. Additionally, research has informed textbook adoption in Math and NGSS adoption	● Constructing Meaning/ EL Achieve attendance, materials ● Standards Based Grading training materials ● SBG Learning Team documentation ● Social Justice & Equity Learning Team ● New Math and Science curriculum (Springboard & NGSS)

B1.2. *Determine the extent to which there are defined academic standards and college- and career-readiness standards for each subject area, course, and/or program that meet state or national/international standards and, where applicable, expectations within courses that meet the UC "a-g" requirements.*

Findings	Supporting Evidence
Courses at SMHS are aligned with course standards as applicable.	● Standards-based grading rubrics ● Syllabi with course standards
The majority of courses offered at SMHS are UC approved and meet the a-g requirements.	● UC approved electives (Foods & Nutrition) ● English 1-4 meet the a-g requirements ● ELD 3 meets UC/CSU a-g requirement for English ● There are 12 math courses offered at SMHS that meet the a-g requirements. ● Biotechnology 1-2 meets the "d" lab science requirements, and Biotechnology IR meets the "g" requirement. ● All VAPA courses fulfill the UC/ CSU "F" requirement
Courses change as the standards change.	● All applicable courses align with the CCSS ● Implementation of NGSS in Science ● new courses of study being written (17-18 council goals & minutes) ● New CA ELD Standards
Some courses at SMHS have specific college and career readiness standards. SMHS offers various	● Together, Culinary Arts and Foods & Nutrition form a Hospitality, Tourism &

programs that lead to career pathways two of which offer a certificate of completion (Arts Certificate and the Biotechnology Certificate). The other courses offer preparation for future Career Opportunities/educational development (Foods & Nutrition and Culinary Arts).	Recreation Pathway ● Biotech. Summer institute meets many of the "11 Elements of a High-Quality CTE program" ● Art & Multimedia ● Principles of Computer Science ● Economics classes examine career pathways ● Transition plans are completed in Directed Studies in addition to grade-level pathways exploration activities.
Facility requirements for "wet labs" are met for all lab science courses.	● Visual inspection of labs or school blueprints
AP level course pass rate are a strong indicator of college- readiness.	● AP data

B1.3. *Evaluate the extent to which there is congruence or consistency between the actual concepts and skills taught, the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Academic Standards: ● Courses at SMHS are aligned with the most relevant and current standards. As the standards shift, SMHS courses shift. It is a continuous process.	● Common rubrics for assignments and assessments ● Common benchmark assessments ● Course assignments & assessments ● Department-based collaborative work amongst district teachers i.e. Courses of Study development, textbook adoption process, etc. ● PE benchmark performance tasks ● Course syllabi, Essential Standards
College and Career Readiness Standards: Many courses at SMHS including Biotech, courses in VAPA, Foods & Nutrition/ Culinary Arts, Principles of Computer Science classes are aligned with CTE standards and requirements Many non CTE courses also address the CCR standards through fundamental assignments	● Biotech curriculum includes exploring careers, proper workplace conduct, etc. ● Students in Biotech are well prepared for post-secondary lab skills in college or career ● English: close reading assignments ● English vertical alignment between all grades to allow for critical reading of textual themes and structures as well as language and grammar ● English assignments: research paper, full-process essays, reading and analysis of diverse nonfiction and fiction texts, public speaking, digital publication/presentation
Schoolwide Learner Outcomes:	

Students at SMHS are presented with many assignments across disciplines in which they are introduced to and explore other cultures	● Spanish 2-3- unit on expression through Latino art ● Students are highly encouraged to attain their Seal of Biliteracy. ● English fosters reading of multiple viewpoints on a wide range of topics
Students use multiple mediums to communicate understanding writing, discussing, presenting, creating videos, infographics, etc.)	● Assignments ask students to think critically, ask questions about what they are learning ● Students are presented material from multiple perspectives and are asked to discuss and write about those points of view ● Social Science emphasizes multiple points of view and critical thinking ● English and World Language requires students communicate through multiple mediums: public speaking, critical writing, performance, personal writing, creative writing ● Students in Science and Math need to explain their results using evidence and reasoning: writing, diagramming, verbal presentation ● Students in Computer Science report on recent innovations in computing through both written and digital artifacts.

B1.4. *Evaluate to what extent is there integration among disciplines and where applicable, integration of outsourced curriculum into the program so that curricular integrity, reliability, and security are maintained.*

Findings	Supporting Evidence
Integration among disciplines: There is strong communication between many courses at SMHS. For instance, the History/English curriculum overlap, the Health content teacher consults with English teachers when English teachers read about sensitive health topics, the Physical Education department and Math department have collaborated to integrate a lesson about speed (how fast students run) and then calculate how fast you have to run to make a certain time for a mile, etc. A Physical Education teacher has also taught a lesson to the ELD math class (SH algebra 1) on baseball statistics and students attended a baseball game to practice statistics; a physical education teacher teaches the rules of baseball/history of baseball in PE class. The PE department consulted with English teachers when	● Lesson plans ● Field trip forms; pictures; student work ● LT logs and minutes ● Interdisciplinary Learning Teams

their students needed writing help with paragraphs, and English teachers helped with resources. Another interesting collaborative project was SMHS Solar Eclipse Viewing in which the entire staff and student body viewed solar eclipse. Science teachers designed lessons and activities to give to other content-area teachers to do with their classes before the viewing. The special education department also works closely with content area teachers to help them implement modifications and accommodations in the classroom.	● Co-taught classes ● Instructional Aide Support
Integration of outsourced curriculum: On a regular basis, SMHS integrates outsourced curriculum. This is most often initiated by individual teachers, but some outsourced curriculum is also brought to the school through assemblies. Some examples include: expert Son Jarocho dance and musical group teach cultural music and dance within a Spanish 4 unit on historical migration and multicultural identity; a Holocaust Survivor spoke to a large group of English 1 students; the Health Department uses a lot of an outsourced curriculum during the sexual education unit;a French Teacher brings in a French artist to teach historical art unit; VAPA consistently brings in guests to teach students. All of the Computer Science courses are SMHS are taught with the daily support of TEALS (Technology Education and Literacy in Schools) volunteers (community members with professional programming experience).	● Lesson plans ● photos ● Student work ● Student interviews regarding these experiences ● Assemblies

B1.5. *Determine the extent to which the school articulates curricular programs and expectations with its feeder schools, local colleges and universities, and technical schools. Explain how the school uses follow-up studies of graduates and others to learn about the effectiveness of the curricular program.*

Findings	Supporting Evidence
To support articulation, SMHS hosts regular visits from Universities (Regional, and National), Trade Schools, Armed Services (Army, Navy, Airforce, etc.), and Community Colleges to recruit students and inform them regarding entrance requirements and expectations. A wide range of universities visit SMHS (including highly selective universities).	● College Visit Calendar (available in College & Career Center). Visits are announced via School-loop, Naviance, and General Announcements
Counselors and Administration hold an annual meeting to discuss High School/Middle School Visits. SMHS, visits Middle Schools to introduce	● Counseling Calendar ● School Calendar ● Meeting notes

students to course selection process, and available programs at SMHS. Counselors and Administration host three evening events to help students select their courses where families and students have an opportunity to ask any scheduling-related questions.	
SMHS and feeder schools hold an event called "Counselor Watch." Students are identified that require additional support services.	● Counselor Watch Notes ● School Calendar
SMHS administers a Naviance Exit Survey to its seniors. They identify which university they will be attending. Students are not tracked beyond high school graduation.	● Naviance Exit Survey

B2.1. *Evaluate the effectiveness of the processes to allow all students to make appropriate choices and pursue a full range of realistic college and career and/or other educational options. Discuss how the school ensures effective opportunities for career exploration, preparation for postsecondary education, and pre-technical training for all students.*

Findings	Supporting Evidence
There are a variety of ways that SMHS allows students to pursue a full range of realistic post-high-school options. All students at SMHS have access to Career Pathways such as Biotech, Computer Science, Culinary Arts, Art Certificate/Digital Photography, Journalism, Performing Arts. Students at SMHS have access to exposure to a wide variety of professions and post-graduate options. Internship and job placement programs have continued to grow. SMHS inculcates a culture of college readiness, and creates an atmosphere of acceptance and "beyond the classroom" conversations that encourage students to reach out to at least one adult on campus for support and advice. SMHS provides adult support for both college and career track students. Special Education supports appropriate post-secondary options for students as well.	● Master Schedule ● Career Day events ● Various institutions visit campus - military, technical institutions, Biotech, undergraduate colleges and universities, UC, CSU, Community College reps ● Job Fair ● Community College fair ● The College and Career Center networks with local businesses to support career development not just job placement ● Monthly college gear day, all 10th and 11th grade students take PSAT, grade level presentations with college segments ● SAT preparation classes provided by the GATE program ● Support from College Advisor, Career Advisor and Guidance Counselor ● IEPs include career pathways in addition to academic goals ● Additional support from counselors, support personnel, wellness teams, etc. provide a network for support. ● TEALS computer science fair (~50 students in the computer science program went to a career fair in 2017 where they spoke with college and industry representatives.)

B2.2 *Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs that includes real world applications. To what extent do the instructional practices of teachers and other activities facilitate access and success for all students?*

Findings	Supporting Evidence
SMHS courses in each department offer well-developed, rigorous, relevant, and coherent curriculum.	- Art Program Certificate - Seal of Biliteracy is promoted by WL Department - Common Assessments are used in many departments to create a standard of mastery of foundational concepts. - Social Studies, Science, and Math offer sheltered classes to give access to rigorous and relevant curriculum to English Language Learners. - State standards are considered and incorporated in teacher planning (common core, NGSS, etc) - Open enrollment for Honors and AP classes
SMHS supports teachers in improving their curriculum both in terms of rigor and the development of activities that facilitate access and success for all students.	- Instructional Coaches support teachers to reflect and broaden their practices - Peer Observation weeks allow colleagues to observe best practices - Constructing Meaning is offered to all teachers and supported at district PD. - Learning Teams allow teachers to plan curriculum, teaching strategies, and assessment in small cohorts or Professional Learning Communities. - Student Work Protocol used by departments and Learning Teams to help implement best practices and set grading standards - Grant funds and PD requests are available for all teachers wishing to attend workshops and trainings
Many activities at SMHS also have real-world applications. For instance, SMHS responds to larger external political, social, and scientific events. SMHS also provide many opportunities for students to experience leadership and real world application of what they are learning in class.	- Eclipse glasses for all, APES eclipse field trip - Inauguration of Obama - Jackie Speier optional assembly - Canned Food Drive - APES National Awards - Biotech Internships - School Musicals combine students working together in dance, vocals, instruments, set design, choreography, and acting to create a professional performance - Senior Takeover Day: Students plan,

design, and take over a lesson of instruction for students in a subject area that they choose. Students have an opportunity to both job shadow and work with a professional adult.
● Student Computer Science projects have included work on the school website.

SMHS recognizes and encourages student success and growth in both academic and personal realms.	● PERK cards given to students who improve or are achieving GPA 3.5 or higher, or in the category of academic improvement. ● Bearcat Awards allow teachers to personally award a student for qualities of character, leadership, academics, or growth. ● Dean of student's wall recognizes student growth in character. ● Choices reflections

B2.3. *Evaluate to what extent parents, students, and staff collaborate in developing, monitoring, and revising a student's personal learning plan and their college and career and/or other educational goals.*

Findings	Supporting Evidence
Parents, students, and staff use Naviance to help students through the college application process. Counselors work with the College and Career Center to assist students to navigate through Naviance, Counselors submit Common Application and Letters of Recommendations.	● Register all students on Naviance (introduced in 9th grade through class presentations)
Communication between all stakeholders supporting students happens regularly in a number of ways. Counselors meet with freshmen CWS/ Health classes or freshmen English classes to start to develop the students' 4 year plans. Every progress report, guidance counselors meet with students who are failing 2 or more classes. Within AVID, students work on 4 year plans to make sure that they will be A-G ready when they graduate. Students participate in a "Course Preview Day" in which they can explore classes they may be interested in taking within the rest of their high school careers. Student progress is monitored and communicated in a variety of ways. Major meetings always have translation available (English, Spanish). For grade	● Teachers communicate regularly with students, parents, counselors, and one another: email threads; communication records ● School-Loop/ AERIES information ● 8th Grade Parent Night ● Grade level presentations for parents/ students ● Back-to-School Night & Open House ● Intervention Night for 9th & 10th graders ● Latino parent group ● PIQE program where parents are given additional information about the school's curriculum and support for students ● FAFSA workshop ● Progress reports are mailed home every 6 weeks. Many teachers post grades more regularly than that on School-Loop ● Seniors write college application essays in

level presentations, English, Spanish and Mandarin translation can be made available. For individual meetings SMHS will find an interpreter to translate in the family's preferred language (i.e. Mandarin, Spanish, Portuguese, etc.)	class ● PSATs are offered, free of charge, to all 10th & 11th grade students. ● IEPs ● SSTs ● Family Engagement Coordinator work

B2.4. *Evaluate the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary high school options.*

Findings	Supporting Evidence
SMHS has many strategic programs to facilitate transitions to postsecondary high school options. It is challenging to monitor the effectiveness, but efforts are made.The College and Career Center's focus is to help students make knowledgeable decisions and to help with the overall process of transitioning to life after high school. Two dedicated, full-time employees (one funded through the Foundation and the other funded through the district) make this work possible. Guidance Counselors are intricately involved in students' transition plans, as are special education case managers for students with IEPs. SMHS's AVID program also helps students transition to college and encourages exploration through college field trips and other activities. The CTE program also provides information about college and career options in addition to field trips and guest speakers from the industry. Special Education has articulation into CSM to help students with getting support services. SPED also offers grade-level transition programs including vocational activities for all four years of the student's education at SMHS. Students in the Special Education who meet specific criteria are referred to the transition specialist (district) and enroll in Department of Rehabilitation (vocational program).	● UC/CSU/CC Application workshops (Career Center) (find data related to number of students attending) ● Financial aid workshop- FAFSA/Dream Act ● Assist with scholarship applications ● Cash for College workshops (students with parents, bilingual speakers) *only 2016/2017 school year ● Career Day (Nancy Kane) - 50+ members of the community volunteered to present their career to SMHS students. ● Representatives visit from various colleges, military, vocational institutions ● Concurrent Enrollment: Automotive program at Skyline (specialized towards students' interest) ● Job Fair ● Increased student internship and volunteer hours ● AVID program curriculum including field trips, guest speakers, and college application process support ● AVID student testimonies
There are some student-led clubs that help students transition to post-secondary options SMHS currently has a .4 counselor specifically dedicated to ELD students. All ELD student meets with the counselor to review graduation plans and establish post-secondary options.	● Raza Unida (visited CSM: The Puente Project) ● Poly Club: Visits to Mana ● Girls Who Code club: career info through club

Summary

SMHS allows students to find a great variety of ways to achieve academic success. The school offers a significant number of alternative academic pathways that allow for access to rigorous and relevant courses targeted at both future college admissions, community college and career pathways. However, SMHS should work on increasing opportunities for 11th and 12th grade students to find meaningful ways to transition from high school to careers with opportunities such as internships, certificate programs and/or coordination with local community colleges to make this pathway easily accessible.

SMHS offers a variety of courses and programs that allow students to explore passions and make connections to the real-world. The school would benefit from providing more cross-curricular, co-curricular, innovative experiences to all students in all classes.

Although SMHS works hard to provide community resources and teacher access to research based strategies, there is a need for a more systematic approach to literacy and EL strategies within existing courses to increase access to content while developing and improving academic language skills. The school has expanded access to content course for EL's but needs to continue to support EL students in general education classes through best practices for literacy development.

Category B: Standards-based Student Learning: Curriculum: Areas of Strength

- SMHS is strong in enhancing curriculum through use of community resources and this is significant because this allows students to expand their schema while applying learning to the real world.
- Access to curriculum allows students to find a great variety of ways to achieve academic success through well-developed, rigorous, and relevant courses.
- Teachers at SMHS are encouraged to try different research-based strategies and curriculum including Constructing Meaning, Standards-Based Grading, Tech-Integration, Literacy support strategies, etc.
- Teachers and staff are encouraged to develop and create programs to support student learning in a variety of ways (BioTech, Art Certificate)

Category B: Standards-based Student Learning: Curriculum: Areas of Growth

- SMHS needs more pathways for non-college bound upperclassmen in order to support their transition from high school to a career including support to enter post-secondary certificate programs and alternative education programs.
- SMHS would benefit from a systematic school-wide, cross-curricular approach to academic literacy.
- SMHS would benefit from school-wide PD around best practices for working with EL students in a general education setting.
- SMHS would benefit from more opportunities for cross-curricular teachers to connect and develop projects/ rubrics, etc. that support student learning.
- SMHS must continue to strive to provide access to all high-interest/ unique/ "fun" AND

graduation required courses for all students so that ALL students can benefit from the associated co-curricular activities (such as guest speakers, activities, field trips) and content.

- ○ SMHS should revisit current courses to allow broader access (more than creating new courses.)

C: Standards-Based Student Learning: Instruction

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Zeiry Trujillo (Student)
Laura Veglak (Parent)
Vicky Wong (Parent)
Elizabeth Yapp (VAPA Teacher)

C1.1. *Evaluate the degree to which all students are involved in challenging and relevant learning to achieve the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes. Include how observing students working and examining student work have informed this understanding. Provide evidence on how the school has evaluated the degree of involvement of students with diverse backgrounds and/or abilities and how the school has modified instruction based on these findings.*

Findings	Supporting Evidence

Challenging and Relevant Curriculum: SMHS works hard to provide students with challenging, relevant, standard-based learning that also connects as often as possible to the SLOs. New software programs and curriculum have been purchased in an effort to keep learning relevant and current. As content-standards change, teachers work to bring students the most current content. Springboard embedded assessments are challenging tasks that require students to synthesize numerous concepts, highly relevant to the real-world. In Science, students design their own experiments. Collaborative learning environments are utilized in all content-areas at SMHS.
 	
Peer Observations have allowed teachers at SMHS the opportunity to see some of our curriculum's connection with the SLOs.
	● Standards & Course Syllabi
	● LT SMARTE goals directly related to student learning ([Master Learning Team Document](#))
	● Department goals
	● Digital Technologies:
	   ○ NewsELA offers differentiated reading levels as well as interest-based selections
	   ○ No Red Ink adaptive writing and grammar curriculum is interest-based
	   ○ Desmos, Quizlet, Kahoot
	● New Springboard Curriculum in Math
	
	● Peer Observation Forms

Examining Student Work/ Observing Students: Teachers examine student work within the context of their Learning Teams (LTs) and with department members who teach the same content, as applicable. All LTs are encouraged to engage in Cycles of Inquiry including student-work protocols or structured examination of student work. Some teams implement and analyze common assessments as a way to inform instruction based on student progress and assessed needs. The teacher participation rate in this process could be improved, and time is always an issue that teachers bring up as an obstacle to regularly doing this important work. There are opportunities to observe students work within and beyond one's own classroom at SMHS. The Special Education Department regularly observes students access and progress towards standards based curriculum as part of the IEP and placement in support classes. During Peer Observation Weeks, teachers observe their colleagues, sometimes choosing to shadow a particular student to gain insight into their	● LT Minutes and notes ● 16-17 Case Study Materials

experience. During the 15-16 school year, teachers did "Case Study" work to gain more insight into the SMHS student experience.	
Supporting Students Based on Observed Needs: SMHS students are encouraged to enroll in rigorous coursework and has been moving in the direction of more inclusion, but the AP classes don't fully reflect the population. The AVID program strongly encourages and supports AVID students' enrollment in AP as success in these courses makes the students more competitive when applying for college. The AVID program emphasizes supporting students with diverse backgrounds (including Long-Term ELs, Reclassified Fluent English Proficiency students, and those of low socio-economic status) and who may be first-generation college-bound.	● SRI Results ● AP enrollment statistics ● AP Results
Students are supported when they are achieving below standard. Classes such as Strategic English Support (SES) use strategies such as Reciprocal Teaching and track student reading growth using the Scholastic Reading Inventory in addition to supporting the content of the English Curriculum. Students enrolled in ELD 2 are now able to access more a-g requirement courses in an effort to make more students eligible for graduation. SMHS is working to support the group of students and teachers involved in that district-level change. Based on student backgrounds and needs, SMHS has begun to offer more access to primary language literacy development. Also, Instructional Aides are utilized to support students strategically in specific courses. All physical education classes are mixed in ability and population. All PE coursework is translated into Spanish for ELD students. There are many opportunities on campus for students to get extra-help.	● Master Schedule: SES, Guided Studies, Directed Studies, AVID program ● Master Schedule: SNS 2 and SNS 3, SNS SLIFE, EL Math Mandarin ● EL 1/2 students are able to access Biology, Physics, MWH, Health, CWS, US History ● Instructional Aide Schedules ● Translated PE Assignment ● Master Schedule: Tutorial ● Homework Center
Teachers are given opportunities to learn how to support students with different needs. Many teachers have implemented strategies to support the specific populations at SMHS. For instance, many teachers use formative assessments to check for understanding on a daily basis. Teachers utilize strategies such as sentence frames and other language scaffolds learned through Constructing Meaning and Literacy Strategy Professional Development. To keep all students equitably engaged, teachers use	● Instructional Coaches ● Constructing Meaning Curriculum ● Formative Assessment examples (such as Exit Tickets) ● ALL (Academic Literacy & Language) Teacher Research Group materials ● SBG Rubric ● Gradebook Principles PD (2016, 2017)

techniques such as "Equity Sticks," Dialectical Journals, etc. Quite a few teachers at SMHS have revisited their Grading Procedures during the last few years, and some have begun to implement some Standards Based Grading Procedures including goal-setting, self-assessment, reassessment opportunities, and eliminating the "toxic zero" in an effort to support the SMHS student population.	

C1.2. *Examine and evaluate the extent to which students understand the standards/expected performance levels that they must achieve to demonstrate proficiency.*

Findings	Supporting Evidence
Clarity of expectations is a goal at SMHS both for classroom teachers in regards to learning and more broadly as students and families are encouraged to make informed placement decisions within an open-enrollment setting. Students are allowed to enroll in Advanced Standing, Honors and AP courses regardless of ability, but they are strongly encouraged to make informed decisions. Communication is the key in this process. Teachers are expected to provide detailed syllabi that indicate course content expectations to students at the beginning of each term. Teachers provide students with examples and model proficiency to encourage student understandings. Many proficiency-based assessments and rubrics are being developed, especially as some teachers shift to SBG principles. Teachers ask students to set goals and self-assess around these, demonstrating and understanding of what it means to be "proficient." Students are informed of their progress and levels in many ways: both by the classroom teacher and through the administration of standardized tests.	● Student Placement Emails ● SRI Assessment to inform English placement decision ● SMI assessment to inform Math placement decision ● AP Contract ● Course Preview Day Schedule ● Course Syllabi ● Rubrics ● Student Goal-Setting & Self-Reflection Work ● CAASPP scores ● PSAT scores ● School Loop ● Progress Reports & Transcripts

C1.3.*Determine how effectively instructional staff members differentiate instruction, such as integrating multimedia and technology, to address student needs. Evaluate the impact of this on student learning.*

Findings	Supporting Evidence
Staff members at SMHS strongly agree that it is important to differentiate as much as possible, but they also agree that it is a continuous challenge,	**Differentiation one might observe at SMHS:** ● Differentiation for visual learners:Gallery walks, demonstrations, examples, Adobe

especially in an open-enrollment system that believes in the least restrictive environment and-as such- has numerous courses with students who drastically differ in ability and language-level. These are some of the ways teachers at SMHS try to differentiate: 1) Offer opportunities for Visual Learners. 2) Offer opportunities for Kinesthetic Learners. 3) Offer opportunities for Auditory Learners 4) Provide differentiated structures and texts in reading. 5) Provide differentiated instruction in writing 6) Provide differentiated instruction in speaking 7) Consistently allow opportunities for students to take ownership over their learning and personal growth SMHS consistently reflects on the effectiveness of differentiation practices.	suite: Photoshop, Illustrator, etc. ● Differentiation for kinesthetic learners: 4-Corners Discussions, Math manipulatives, Whiteboard practice, Gallery Walks, ● Differentiation for Auditory Learners: audio-books, videos recordings of instructions (Flipgrid), etc. ● Differentiation in Reading: Word banks, Focus Questions, Modified texts, Metacognitive Reading Logs, Illustrative summaries ● Differentiation in Writing: written explanations in math, templates, sentence frames, modified assignments, extended time upon request, word banks ● Differentiation for Speaking assignments: video recordings like flipgrid, recorded & submitted student-discussions, multimedia presentations with differentiated instructions/ templates ● Opportunities for student ownership: Reciprocal teaching, jigsaw activities, mile charts in PE, Food Journals in Health, etc. ● Instructional Coach work ● Professional Evaluation write-ups ● Evidence gathered through Peer Observations, Student Work Protocols, etc. ● Administration Observations ● Staff evaluations

C2.1. *Evaluate the extent to which teachers effectively use a variety of strategies including multimedia and other technology in the delivery of the curriculum.*

Findings	Supporting Evidence
Teachers at SMHS offer a variety of strategies in the delivery of curriculum. New strategies are implemented on a yearly basis, especially now that technology (such as chromebook carts) is more readily available at the classroom-level. **Some Teacher Centered Strategies at SMHS:** Teachers use PowerPoint, Prezis or Google Slideshows with embedded videos, PearDeck, Flip Grid, ScreenCastify, Vocaroo, to provide instruction. Teachers model! They use document cameras for	● Classroom observation ● Student work (including classwork) ● Example assignments

visual aids, utilize graphic organizers, do "think-alouds or read-alouds" to model critical thinking skills, provide gradual release through "I Do - We Do - You Do," etc. Some teachers videotape choreography / instruction and upload it so students have access to instruction later on. Teachers use of videos, documentaries, movies, live performances / demonstrations, music, simulations in science, and Lab technologies. Teachers use modeling:Think-Alouds, provide instruction "lecture-style" with note-taking. **Some Student-Centered Strategies at SMHS:** Many teachers use Google Classroom to make sure students have access to material as well as to hold students accountable for their work. Teachers use engaging technology resources that are student-centered once established such as Edpuzzle, NoRedInk, NewsELA, and Turnitin.com. Many curricular areas require students to do research; this student-centered work is supported by the classroom teacher. Student-centered discussions (such as 4-Corners Discussions and Socratic Seminars) are also common place at SMHS. In AVID, students direct their own tutorials to help with deeper understanding of content material.	 ● Google Classroom assignments / archives ● EdPuzzle assignments ● Classroom Observations ● English Department Research Curriculum Folder (9-12th grade units) ● Student work ● Socratic Seminar/ 4-Corners Assignments ● AVID Tutorial Request Form

C2.2. *Evaluate and comment on the extent to which teachers use coaching strategies to facilitate learning for all students. Provide examples such as equitable questioning strategies, guided and independent practice, project-based learning, and other non-didactic techniques to engage students in their own learning.*

Findings	Supporting Evidence
Most of the research about "teachers as coaches" refers to the idea of motivating students to learn and providing the inspiration for students to want to be self-directed, lifelong learners. This is a gallant aspiration for teachers, and SMHS is proud to have numerous teachers who are successful in this way. Students are engaged in collaborative learning that is simply monitored by a teacher (a la "coach" style) in many curricular areas. Students are supported in researching and evaluating the content of sources- a guided and independent practice.	● Depth of Knowledge and Levels of Questioning Curriculum (some English classes, AVID) ● Metacognitive Reading Log: Independent Reading Practice (English 1) ● Research Units (in many curricular areas, all English 1-4 classes) ● Socratic Seminars (English, Social Science, AVID) ● Student-created experiments in Science

C2.3. *Evaluate the extent to which students demonstrate a) that they are able to organize, access and apply knowledge they already have acquired; b) that they have the academic tools to gather and create knowledge and c) that they have opportunities to use these tools to research, inquire, discover, and invent knowledge on their own and communicate this.*

Findings	Supporting Evidence
A) Most SMHS students are able to organize, access and apply knowledge that they have acquired. They are taught systems of both physical organization and digital organization. Students are taught some simple possibilities for structuring writing and critical thinking skills such as how to assess the reliability of online information that they can transfer across disciplines. Students are taught about plagiarism and how to avoid it. Students are taught systems of note taking (such as Cornell Notes) to help them learn how to prepare for assessments.	● Student binders & notebooks ● Google Drive accounts with folders ● Students utilizing Google Classroom ● Turnitin.com ● C-E-R (Claim Evidence Reasoning) writing structure ● CRAAP Test (online source check) ● Cornell Notes Example
B) Most SMHS students have the academic tools to gather and create knowledge. Because the school has a strong ratio of students using chromebooks on a daily basis, students are able to access and create knowledge through an abundance of digital resources including software programs. Students are taught to think critically and to evaluate the reliability of a source of information.	● Chromebook usage data ● computer/media lab usage ● Turnitin.com ● newsELA ● NoRedInk
C) SMHS students are provided with opportunities to utilize academic tools and skills that they have acquired, to research, inquire, discover, invent, and communicate knowledge on their own. Students have access to the library before and after school as well as access to technologically well supplied classrooms, biotech lab facilities, smart boards, smart tvs, LCD projectors, Chromebooks, media labs, a digital photography lab, musical instruments, athletic facilities and more. They are often given choice in academic projects which allows them to demonstrate independence.	● Student work: Deserving Hero Research Project ● Student Presentations ● Biotech projects and internships ● Percentage of students participating in VPA ● Creative class projects such as Physics students creating boats or bridges ● Student-choreographed dances at Mateo Motion performance ● Numerous clubs involving academic skills (see Club List)

C2.4. *Evaluate and provide evidence on how well the representative samples of student work demonstrate that students are able to think, reason, and problem solve in group and individual activities, projects, discussions and debates, and inquiries related to investigation.*

Findings	Supporting Evidence
Examples of student work show that students at SMHS are challenged to think, reason, and problem solve in both group and individual	**Projects:** -writing assignments that stress different aspects of critical thought: argument, analysis, and

| activities including projects, discussions and debates, and inquiries related to investigation. Problem-solving and Decision-making skills are built into the health curriculum at SMHS. | research
-critical reading assignments in ELD
-Statistics project example: students must come up with their own experiment, collect data, analyze the data, and present their findings.
-student choreographed routines in PE
-student made models to explain observed phenomenon (Science)
-Visual art students create a work of art that demonstrates an understanding of visual concepts.
-All student art examples involved critical thinking in multiple ways: planning and evaluating.

Discussion & Debate:
-Socratic Seminars in multiple content areas
-Debates in Social Science
-Collaborative assignments with central questions/ reflection/ argument
-Vocaroo recordings of student discussions
-World Languages, student group conversations

Inquiry/ Investigation:
-Research project/ paper examples
-Reciprocal teaching in SES
-Thinking strategies taught and applied in Social Science: HIPPO to analyze primary source documents; PERSIA to categorize historical phenomenon; SHEG Materials "Beyond the Bubble"
-Algebra example: students use real world applications and linear equations to find how much a building will sink over time.
-Geometry example: students use clinometers to find the height of buildings, trees, etc.
-Student designed laboratory experiments to investigate a variety of science concepts
-Student science notebooks, labs, and reports
-Students use probeware to collect data in science
-Student work: student-created performances, compositions required investigation, inquiry, and problems solving skills. These are dong collaboratively and independently. |

C2.5. *Evaluate the extent to which representative samples of student work demonstrate that students use technology to assist them in achieving the academic standards and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Students at SMHS utilize technology on a daily basis. These are some of the ways technology	

helps students achieve the academic standards at SMHS: -Technology allows for an ease with communication	● School-loop/ CANVAS; email; teacher live-agenda; Screencast lessons
-Technology assists with implementing accommodations/ modifications	● Speech-to-text functions, graphic organizers, modified directions
-Technology allows for quick (and fun) formative assessments.	● Kahoot, PearDeck, Quizlet, Socrative
-Work assigned through technology allows students to further explore interests, access diverse viewpoints. With chromebooks in the classroom, it is much easier to assign students work that requires research.	● Research Assignments ● NewsELA ● SMHS Research Databases ● Current Event Research (9th & 12th grade Social Science)
-Technology allows students to demonstrate communication skills, critical thinking skills, and reasoning skills.	● Multimedia presentations ● Assists in the making of art, music, drama, and dance
-Technology allows students to access curriculum in a more engaging way	● Vocaroo, Flipgrid math student videos
	● Digital Collaboration/ shared Google Docs
-Technology allows teachers to differentiate instruction	● EdPuzzle, NoRedInk
-Technology allows teachers to easily monitor level and growth	● Mathspace, NewsELA, NoRedInk ● SRI data, software data
-Technology allows students to further/ deepen their understanding of concepts	● Khan Academy and other online practice/ study guides ● Probeware and cell phone apps to collect data and perform experiments
-Technology allows students to apply skills	● Desmos (math), PhEt simulations (chemistry and physics) ● Graphing Calculators, excel tables, analyzing data using Google Sheets (Science); music notation software
Technology also helps us reach toward achieving our Student Learning Outcomes: -Implementing usage of technology requires a class to build norms and establish a sense of community. -Technology allows for students to explore their interests	● Digital Usage Agreement ● Shared Document/ Slideshow collaboration ● Naviance, career research, tech.-based school programs (computer science, digital photography)

C2.6. *Evaluate the extent to which representative samples of student work demonstrate student use of materials and resources beyond the textbook; availability of and opportunities to access data-based, original source documents and computer information networks; and experiences, activities and resources which link students to the real world.*

Findings	Supporting Evidence
Students at SMHS access materials and resources that go far beyond the textbook. Many of these resources have been mentioned in previous sections of this report. Many classes areas have not used an assigned textbook since before the implementation of the common core, and-though this has had its challenges, it has allowed for creativity and "beyond the text" planning. Supplemental texts are utilized in all disciplines to bring in multiple viewpoints or to deepen a student's understanding of a topic.	● Research based assignments in multiple content areas including English, Social Science, Art ● Students access databases for research and other assignments; these are paid for by SMHS ● NewsELA utilized in many content areas including English, World Languages, Science, ELD ● Summer Reading assignments that involve choice ● Numerous field trips offered: ELD, AVID, Science, Sheltered Algebra, VPA, etc. ● IXL/ MathSpace curriculum to improve prerequisite skills ● Algebra 1 usage of Desmos in correlation to the adopted curriculum ● Supplemental materials used in Geometry to review Algebra skills ● Films used to supplement curriculum in engaging and meaningful ways ● Guest speakers and instructors ● Cutting edge instruments used in Biotechnology ● Creatively designed labs in science that stray from textbook material ● Sample Social Science texts: History ALIVE!, Avalon, UN, History Matters, Gilder Lehrman

C2.7. *Evaluate the degree of and the effectiveness of student access to career awareness, exploration and preparation that may include such activities such as job shadowing, internships, apprenticeship programs, regional occupational programs, career academy programs, on-the-job training programs, community projects and other real world experiences that have postsecondary implications.*

Findings	Supporting Evidence
SMHS has many resources that provide students access to career awareness, exploration, and preparation. The extent which SMHS is successful is difficult to measure, but on the Senior Exit Survey, the majority of seniors indicated that they were very satisfied with the College & Career Center Services.	● Senior Exit Survey

Career Awareness: SMHS has a College & Career Center staffed by two caring adults whose specific job is to make information available to students regarding postsecondary options. All SMHS students take an online or paper inventory connected to their skills and what careers might potentially be good fits.	● Career Center opportunities/ calendar ● Job Fair

Career Exploration:
Students at SMHS have opportunities to participate in Internships. The Biotech program helps students with this type of career exploration. Students who are able to balance school and work are encouraged to get work permits. The SMHS website has a link to a career search website with various resources. The SMHS daily bulletin announces jobs and summer internship opportunities. Many student-led clubs are connected to career exploration and postsecondary interests.
	● SMHS website
	  ○ breakdown of how to apply for a job, interview, etc.
	  ○ summer opportunities, jobs and internships, link teaching you how to write an essay about yourself, etc.
	● School Bulletin
	● SMHS Club Lists

Career Training: All courses at SMHS offer some connection to potential careers, but there are many specifically devoted to this. Guest speakers from the industry present to and work with students in the VAPA program. Students in the Performing Arts program audition for plays and provide resumes.	Career Tech course offered such as: ● Food and Nutrition ● Biotech ● Digital photography ● Yearbook ● Journalism ● Computer Science ● Arts & Multimedia

Summary

SMHS has many strengths when it comes to instruction including the diverse pedagogy implemented by teachers in a variety of courses. Many teachers regularly utilize technology in their courses. Teachers also use a variety of instructional practices such as socratic seminars, high-level discussions, science labs, written assignments that are scaffolded based on student abilities, and so on. SMHS teachers all participate on Learning Teams that are encouraged to examine student work to inform instruction. SMHS teachers also use backwards planning to incorporate formative assessments that check for understanding before student ability is measured on summative assessments.

As more and more English Learners at lower levels of language acquisition are able to access content-area courses, SMHS has work to do in regards to the instruction of language learners. Most teachers at SMHS have had some level of Constructing Meaning training, but SMHS would benefit from more PD around supporting language learners with an emphasis on literacy skills in the general education setting to help reduce the achievement gap.

SMHS must also continue to share the responsibility of teaching literacy in all content areas! There is a need for PD in literacy instruction as well.

Category C: Standards-based Student Learning: Instruction: Areas of Strength

- SMHS has a very diverse group of students and all need to be challenged. SMHS teachers utilize a wide range of teaching techniques and the school has course offerings which connect to different student groups. This allows SMHS to strive to challenge all students at appropriate levels.
- SMHS offers a challenging curriculum which promotes critical thinking across all subject areas.
- SMHS has in place proactive AVID programs, support for ELD, Strategic English Support, etc. to support student learning. All of these programs have supportive teachers which improves opportunities for students to make progress.

Category C: Standards-based Student Learning: Instruction: Areas of Growth

- SMHS needs more vocational course offerings to support its diverse range of students and to expose students to more post high school options that go beyond four year college pathways. Increasing opportunities for vocational education would also support many ELs as it provides an authentic learning environment which motivates language learning. Vocational classes offer easier access to curricula which are more skill based. This would also serve as a point of entry into the work environment for many students as these classes are often more kinesthetic and visual.
- SMHS should continue to increase enrollment and diversity in both AP and CTE classes (vocational). Enrollment in AP classes is currently imbalanced, and the rationale for more CTE and vocational classes is the same as mentioned in the previous bullet point.

D: Standards-Based Student Learning: Assessment and Accountability
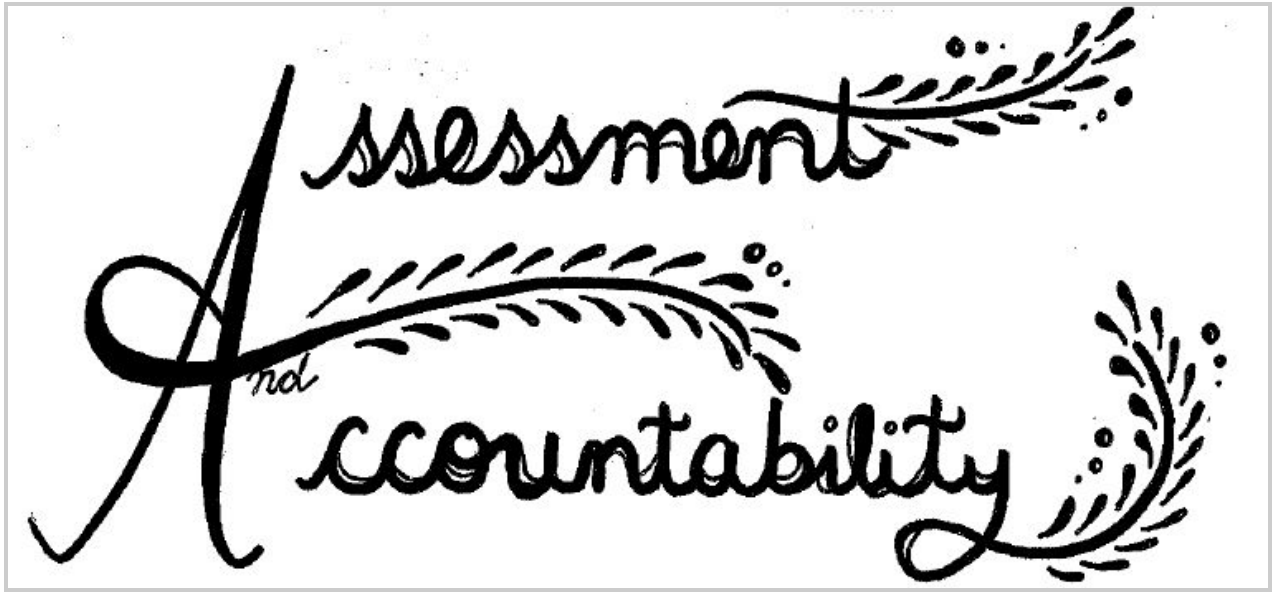
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D1.1. *Evaluate the effectiveness of the school's assessment processes. This would include the collection of data from state, national and local sources; the disaggregation of data for ethnic groups, socioeconomic status, and students with disabilities; and the analysis of performance that provides feedback as to how students are meeting the expectations of the academic standards (including Common Core) and the schoolwide learner outcomes.*

Findings	Supporting Evidence
San Mateo High School collects assessment data at all levels including: state, national and local.	- AP test data - Results from from CAASPP - CELDT (changing to ELPAC soon) - SRI, SMI - CAST - SNS Placement Test - Chinese Placement Test - PSAT (10th/11th)
San Mateo High School disaggregates the collected data by: ethnicity, socioeconomics, and students with disabilities.	- Identification of students placed into AVID program - Graduation Rate (A-G) completion - SPED testing
San Mateo High School analyzes student performance data on academic standards at the site, district, and state levels.	- Benchmarks/ Common Assessments - Rubrics - Gradebook Alignment - LT Minutes, SLT Minutes - Syllabi, Class Descriptions, BTSN Presentations - Results from from CAASPP - CELDT results - SRI, SMI - Student D/F list - Data collection/analysis on Aeries

D1.2. *Evaluate the effectiveness of the processes that inform and create understanding of the appropriate stakeholders (governing board members, teachers, students, parents, business/industry community) about student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.*

Findings	Supporting Evidence
Grade reports-6, 12 and 18 weeks	Report cards, schoolloop
9th & 10th Grade intervention night	Intervention invitation
2 year CTE pathway	Biotech, Computer Science, Hospitality, Digital Arts,
CTE Coordinator-establishing business relationships	CTE calendar, work with CTE teachers AERIES-students tagged

D1.3. *Evaluate the effectiveness of the system used to determine and monitor the growth and progress of all students toward meeting the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes, including the basis for which students' grades, their growth, and performance levels are determined.*

Findings	Supporting Evidence
Academic Standards SMHS administers the Scholastic Reading Inventory and the Scholastic Math Inventory to set a baseline in student ability. ELs are given assessments upon entering the district in an effort to properly place them. Their growth is monitored thereafter using the program ELlevate and a specific staff member dedicated to monitoring EL student progress outside of the EL program.	● SRI assessment scores ● SMI assessment scores ● ELD placement/proficiency tests
SMHS monitors student academic progress through grading systems established by teacher and content-area teams based on the course standards. On a classroom level, teaching teams implement formative assessments and common assessments to monitor their students' growth. Guided/ Directed Studies/ Co-taught teachers and Instructional Aides check in regularly with their counterparts in supporting and monitoring student learning.	● Common Assessments ● Common Rubrics ● Standards-Based-Grading Rubrics ● Teacher gradebooks (School-Loop, Easy Grade Pro, Canvas) ● Report cards with comment codes
SMHS also monitors student progress through its many support structures in place. Parent/student meetings are held to give feedback regarding student progress and/or academic concerns. SMHS hosts a Freshman Intervention night where information is presented to families of students who received one or more 'D' or 'F' grades on their first progress report in an effort to inform parents/guardians regarding how to support their student's high success. Students with IEPs are monitored additionally through specific goal setting. If a student-learning concern arises, teachers or counselors can request a Student Study Team to look into the situation in more detail.	● Student transcripts ● Counseling/Admin notes/ Teacher logs ● AERIES ● Freshman Intervention Night Agenda ● IEPs ● SST logs and counseling notes
College and Career Readiness Data is reviewed by SMHS administration and occasionally at SLT to gauge college readiness. SMHS AVID program walks students through the college application process. Other classes' curriculum has students writing college application essays and resumes. The Academic Counseling	● SAT, ACT, PSAT Scores ● a-g requirement data ● Career Pathways instructors (Portfolio, internship) ● Naviance Reports ● College Counselor and Career Counselor

Department as well as the staff at the College and Career Center meet regularly with students and their families regarding student progress toward graduation and the a-g requirements.	notes (via Naviance), logs ● Counseling logs (via Aeries e.g.) ● CSF Data
Schoolwide Learner Outcomes (SLOs) Naviance records show graduation progress. SMHS students take the CA Healthy Kids Survey (CAHKS), and the staff reviews pertinent results. SMHS offers the "Choices" program for students who get off-track in regards to school expectations and procedures.	● Naviance records showing graduation progress. ● CAHKS Survey results ● Contracts/logs from dean ● Choices reflections

D2.1. *Evaluate the effectiveness, the appropriateness and the frequency of the assessment strategies, especially student work, based on the programmatic goals and standards to determine student achievement.*

Findings	Supporting Evidence
The types and style of assessments vary by department, but teachers at SMHS implement formative and summative assessments and evaluate student work on a regular basis. English department Learning Teams create grade level formative assessments with each unit. ELD uses the Edge Assessment Suite and the lexile levels provided by NewsELA to monitor student achievement. Many teachers offer revisions or reassessments to support students in achieving mastery. Some teachers regularly examine student work through their Learning Team or common prep time, like the Algebra 1 LT and Geometry LTs. All math LTs calibrate their assessment grading. Many departments such as math, science, and P.E. utilize pre and post assessments to monitor student growth. AP assessments are aligned with College Board AP criteria to give students specific, meaningful feedback and to successfully monitor their growth. Some Social Science LTs created several surveys for AP students to reflect on their readiness and performance. Special Education utilizes multiple assessments in order to create individualized goals for students with IEPs. Assessments are used to monitor progress as well.	Formative Assessments: ● Monitoring student participation in small group discussions ● Software-based (Kahoot, Peardeck, etc.) ● Exit tickets ● Practice assignments before assessments ● Algebra & Math- Springboard "Check for Understanding" ● Whiteboard practice ● Desmos activities in math ● Warm-ups ● Music: Individual Playing Tests/ Rubrics ● Drama: daily exercises to gauge understanding ● Visual Art: Self, Peer, and teacher evaluations Summative Assessments: ● English 1 & 2 are aligned in curriculum and implement common reading assessments ● All English courses give multiple summative writing assessments each semester. Many of these are common assessments. ● Student Work: tests, quizzes, benchmarks, student presentations ● Socratic Seminars ● Lab reports & Lab Conclusions ● Music: Individual Playing Tests/ Rubrics ● Dance: Individual Dance Tests & Videos

	Other evidence: ● Reassessment Policies ● Geometry and Algebra 1 LT Minutes ● Psychologist assessments ● Achievement assessments ● Behavior assessments ● Curriculum assessments ● CAASPP, SRI, CELDT, PSAT, SAT ● Interviews & Observations

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D2.2. *Examine the effectiveness of the processes used by professional staff to use formative and summative assessments to guide, modify and adjust curricular and instructional approaches. This includes how professional learning communities and subject matter teams collaborate to collect, analyze, and use assessment data for the basis of curricular and instructional decisions.*

Findings	Supporting Evidence
The response to 2.1 above lists some of the many assessments that teachers use to guide their instructional approaches. Learning Teams conduct Student-Work-Protocols to examine student work in an effort to improve instruction. Classes such as Strategic English Support, ELD and others choose texts that target student levels indicated by the SRI. Learning Teams review assessments and revise instruction based on student performance and need indicators. Teachers also ask students to do reflections that inform their practice.	● Learning Team Minutes ● SRI and SMI scores ● Student goal-setting & reflections

D2.3. *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes in relation to preparation for college, career, and life. Evaluate the effectiveness of the student-teacher interaction and monitoring of student progress based on student feedback.*

Findings	Supporting Evidence
The level of understanding of course performance expectations based on standards and SLOs varies drastically between students. Students comment that they appreciate that some teachers use Google Classroom to communicate feedback regarding performance. Grades are posted on SchoolLoop for the majority of teachers on a regular basis. The A-G requirements are posted in many classrooms, and they are reviewed with students. Students review course syllabi with their teachers each term. The SLOs have been recently revised, but many students are aware that SMHS values "Peace, Passion, Pride" and embody those values. In some courses, students	● Google Classroom surveys ● School Loop, SL notifications ● A-G Requirement posters ● SLO posters ● Course Syllabi ● IXL math skills & progress tracking

are aware of their individual performance relative to their peers.	

D3.1. *Evaluate the impact of stakeholder involvement in assessing and monitoring student progress. Include district, board, staff, students, parents, and the business and industry community.*

Findings	Supporting Evidence
California Accountability Model and School Dashboard	Standardized test scores-CAASPP & CAST
SMHS is publicly recognized through local and national rankings	Niche ranking, US News & World Report, Washington Post
SMHS communicates achievement results with current and incoming families	School Profile and Marketing Brochure
SMHS participates in Quarterly Instructional Meetings with district leadership	Director of Curriculum & Assessment Notes
SMHS has improved in terms of public/community perception in the past six years. SMHS strives to involve all stakeholders	● Increasing enrollment ● Shadow requests ● Meet & Greets Attendance

D3.2. *Evaluate the effectiveness of how the entire school examines and analyzes standards-based curriculum-embedded as well as other standardized assessments (Smarter Balanced, SAT, ACT, EAP, others) for English language and mathematics. Include how this assessment data is collected, analyzed, and used as the basis to make decisions and changes in the curricular and instructional approaches. Comment on how this process impacts the instruction of second language learners by modifying the teaching and learning process.*

Findings	Supporting Evidence
SMHS has some level of data-analysis in regards to standardized and standards-based curriculum-embedded assessments, but the time spent in this collective analysis is minimal. Administration reviews the results, the Math and the English departments review CAASPP results with an emphasis on noting which claims students struggled with the most. As incoming 9th grade CAASPP scores are now available, they are considered in student placement in support classes. The Scholastic Reading Inventory data is used to place students in SES classes and is reviewed regularly to monitor growth. CELDT scores are reviewed to help with EL placement in content-area classes such as Social Science. Some departments and content-based teams implement common assessments and review student work, but SMHS lacks a data management system. (Data Director used to be	● SRI Results ● 9th grade Student placement recommendation form ● 16-17 ICA Results ● AP Instructional Planning Reports ● Springboard data reports ● CELDT scores

provided to assist with common assessment implementation.) During the 16-17 School Year, 11th grade students were given an Interim Comprehensive Assessment in English (CAASPP), and their results were used to help inform them as to which areas they should work to improve. AP Math classes use AP Instructional Planning Reports to identify strengths and areas in need of improvement. Math teachers are also beginning to use Springboard assessment data to help inform instruction planning.	
Many teachers use consistent rubrics for academic skills assessments such as in speaking & writing that allow them to monitor student growth over time.	● EL Health Rubrics ● Public Speaking Rubric: English 1

D3.3. *Comment on the overall effectiveness of how assessment results have caused changes in the school program, professional development activities, and/or resource allocations, demonstrating a results-driven continuous process. Examine examples and comment on the overall effectiveness of changes in the online opportunities, professional development of the staff, and the resource allocations to support student achievement and their needs.*

Findings	Supporting Evidence
Since 2010 SMHS has updated its remedial classes to align with curriculum in English and Math. Many different support options are now being cut down to reduce overlap and to align the curriculum more. Assessment results and other school data have indicated a need for other student support options.	● Support classes for ELA 17-18: 9th grade SES, and 10th grade SES (cut Intensive English) ● Support classes for math: a double block of Algebra specifically meant to support ELs (cut Strategic Algebra Support) ● Peer tutoring ● Homework center ● Instructional Aides ● Co-taught classes ● Tutorial
Assessment results are used to place students most appropriately.	● Math Prerequisite placement tests ● SRI scores ● ELD Placement Data
In terms of graduation requirements, SMHS students are offered online opportunities for credit recovery on site in order to expedite credit completion to reduce amount of students who are sent to continuation school.	● Credit recovery: OSCR program
CAASSP has been a focus of a significant amount of PD at SMHS, but most of the PD has been dedicated on how to administer the exam. Some curriculum changes have been implemented (such	● CAASPP trainings

as an emphasis on synthesis writing and evaluating sources) to better prepare students for the CAASPP.	
Grades as a measurement of achievement (D/F rates among 9th and 10th graders) has been a lengthy and challenging conversation for the past few years at SMHS. Discussions and review of data has occurred both in SLT and in department meetings. There has been some discussion amongst various Learning Teams regarding reducing the amount of homework assigned/ weight of homework in the gradebook. Some teachers have moved toward implementation of Standards Based Grading principles based on this data, and curriculum has also been adjusted as re-assessments are more common.	● SLT minutes ● D/F rate data

D3.4._Evaluate the process that the school utilizes to review and assess the effectiveness of each program area, including graduation requirements, credits, course completion, and homework and grading policies, to ensure student needs are met through a challenging, coherent, and relevant curriculum._

Findings	Supporting Evidence
SMHS reviews and assesses the effectiveness of its programs. Graduation Requirements: assessed through transcript evaluation, progress reports, class level assessments, credit evaluation and alignment.	● Classroom visits and presentation, ● one-on-one counselor meetings as well as parent meetings ● Grade level parent information nights for grades 9-12
Credits: SMHS offers credit recovery	● OSCR, Accredited institutions (BYU, CSM, etc.) ● Peninsula High School recommendations ● Summer school ● Adult school
Course completion: SMHS is an open-enrollment school for all students meeting course prerequisites. Students review transcripts at counselor presentations. 9th Grade Intervention Night is held to bring awareness around course completion and the connection to graduation requirements.	● Enrollment Policy ● Monitoring course completion at semester ● 9-10 grade intervention night
SMHS has homework and grading policies that are largely determined by the teacher. Some policies are guided by department. Many teachers are implementing new grading practices after participating in some Standards Based Grading PD.	● English Department Honor Code ● Course Syllabi ● Grading Scales and Weighted Categories ● 4-point scale rubrics

D3.5. *Evaluate the selection of and the use of proctors, the security systems for test documents, and the means to maintain the integrity of the assessments.*

Findings	Supporting Evidence
For all assessments, compliance measures are in place to ensure procedures are followed effectively. SMHS uses secure rooms for the storage of all testing materials; only administration has access to these rooms. The most appropriate facilities are selected for testing to create the most effective testing environment possible for students. Announcements are turned off and signage is utilized on testing rooms/ labs so as to minimize disturbances and so as to create the best testing environment possible. Students are also well-trained in test administration processes.	● PSAT, CAASPP, and AP exam staff trainings ● Testing communications with students and parents/ guardians ● AP assembly ● ICA ELA test given as practice

Summary

To increase the achievement of all students, SMHS provides a variety of academic support with staff and programs. These programs can become more effective by better analysis of data and strategic implementation to direct the appropriate support measures for each individual student. Formative assessments are used by many and provide both teachers and students with valuable feedback, though summative assessments are not aligned within all learning teams and departments.

One truly effective tool that SMHS uses to improve student achievement and access is our Learning Teams (PLCs); here, teachers work together to review and revise their instruction through the lens of understanding the students' needs.

While many programs have been implemented to improve student access and connection to learning, SMHS can continue to develop supports and interventions to help students with language and special learning needs engage and understand content in all classes; such as more in-class support, professional development and targeted curriculum.

A number of teachers at SMHS have implemented or expressed a desire to implement SBG (Standards Based Grading), yet there is not a schoolwide policy addressing it. The logistics of a reassessment policy are challenging under the school's current structure, should all students choose to utilize it. Some type of a school-wide initiative would be necessary for full implementation of SBG and all of its reassessment glory.

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Strength

● Formative Assessments in the classroom: wide and consistent use of formative assessments (aligned with many SMARTe goals by teachers on full evaluation) to inform and guide instruction.

- Collaboration through Learning Teams: teachers work together to improve/revise instruction and support students by looking at data, planning lessons, reviewing student reflections, and following the cycle of inquiry [aligned with Achievement & Equity CLN]

- SMHS offers a variety of supports for students (tutorial, HW center, Peer Tutors, instructional aides, co-taught, guided studies, etc.)

Category D: Standards-based Student Learning: Assessment and Accountability: Areas of Growth

- Interpreting and communicating student data to inform admin, teachers, parents, counselors, and students. This could be grades, on track to graduate, A-G requirements for UCs, etc.

- Consistency in use of and type of summative assessments/rubrics within each subject level team, department and within the school (i.e. gradebook alignment & reassessment opportunities)

- Providing sufficient supports for English Learners to access the curriculum in all content areas (e.g., instructional aides, co-teachers, peer tutors, sheltered classes, interpreters, appropriate curriculum and resources, professional development for both instructional and management strategies, language development appropriate for each content area) [aligned with Access CLN]

E: School Culture and Support for Student Personal and Academic Growth

FOCUS GROUP LEADERS:
Sara Cowey (Leadership/ Math Teacher)
Patti Giamoni (Dean)

PARTICIPANTS:

Malu Alegria (Math Teacher)
Katie Au (Wellness Counselor)
Brian Bold (SpEd Teacher)
Catherine Bunch (WL Teacher)
Michele Casale (CTE Teacher)
Ayde Cervantes (Staff Secretary)
Wendy Daniels (Wellness Counselor)
Jennifer Eckert (English Teacher)
Brad Friedman (VAPA Teacher)
Sandra Gomez (Counselor)
Sue Harlocker (Parent)
Catherine Hickey (Health Aide)
Jimmy Ikeda (Science Teacher)
Isabella Jimenez (Student)
Matt Labbie (PE Teacher)
Jacqueline Lara (WL Teacher)
Tammy Maldonado (Staff Secretary)

Jane McCabe (CTE Teacher)
Nicolene McMullen (English Teacher)
Corina Menendez (School Records & Attendance Clerk)
John Mulligan (SpEd Teacher)
Martin Ortega (Social Science Teacher)
Elena Ortiz (Wellness Counselor)
Ann Pappas (Social Science Teacher)
Mary Petrini (Instructional Aide)
David Pirie (English Teacher)
Ajeshni Prasad (Instructional Aide)
Paris Quinney (Student)
Kevin Reeves (PE Teacher)
Julie Stock (VAPA Teacher)
Eudora Ting (Parent)
April Torres (Wellness Coordinator)
Jared Wilke (Math Teacher)
Nancy Yance Chavez (Family Engagement Coordinator)
Aliza Zenilman (Science Teacher)

E1.1. *Evaluate the strategies and processes for the regular involvement of the family, business, industry, and the community, including being active partners in the learning/teaching process. Comment on the effectiveness of involving parents of non-English speaking, special needs and online students.*

Findings	Supporting Evidence
SMHS has many strategies and processes in place to seek regular parent/guardian and community involvement in the teaching/ learning process. The SMHS website has news and outreach, including the student bulletin. School loop and canvas allow for student/parent/teacher connection. SMHS parent Involvement is highly effective in the connection with non-English Speaking families. The Family Engagement Coordinator makes regular contact with families via phone calls and meetings as well as newsletters. There are bilingual counselors who can communicate with parents, making sure that they can engage with their child's progress and school community. Translation services are offered at the majority of SMHS meetings, and always upon request. An English Learner Advisory Committee (parents of ELs) meets three times yearly to contribute information and get support. Many parents/guardians are involved through Booster groups (music, dance, athletics, drama), the PTO, the Black Parents Association, in various fundraising endeavours such as the annual Bearcat Benefit, etc. SMHS has a strong Alumni Association. The San Mateo HS Foundation supports all aspects of SMHS: provides funding for multiple programs, including library, college and career counselors, equipment in classrooms.	- School Website - School Loop - Latino Parent Group: Phone call notes, emails, transcripts, meeting schedule - English Learner Advisory Committee - Booster groups (music, dance, athletics, drama) - Fundraisers, meetings agenda and minutes - Black Parents Association agenda and minutes - SMHS Foundation contributions: - MaryAnn Johnson Memorial Field & 8-Lane, All-Weather Track - Merv Griffin Quad (Heart & Soul of the SMHS Campus) - Fitness & Aquatics Facilities Improvements - Music Program Equipment & New Vocal Program - Barbara Snider College Pathways Program (Full-Time College Counselor & Naviance Online College Applications Management System) - Bearcat Basics (School Supplies) - Diamond Grants (Professional Development) - State of the Art Media Lab Equipped with 32 iMacs 21 SMARTBOARDS 35 Graphing Calculators - Document Cameras & Speakers in every SMHS Classroom
On a broader community level, the San Mateo community has been very supportive of SMHS's award-winning canned food drive. Jefferson Awards recognizes students, staffuly and parents for outstanding community service.The SMHS Athletics program involves the community, as does the SMHS job fair in which community volunteers speak to groups of students about their careers. The annual spring art show and district art show involve parents and community businesses. The CTE program involves industry certified teachers and utilizes community and	- Canned Food Drive involves community:Canned Food Drive http://www.smhscfd.com/ - Jefferson Awards program - Job Fair Schedule - City Arts Awards program, contests and local exhibits such as Congressional, County Landscape contest, - annual spring art show, district art show - PBS Student Reporting Lab Website - Family Literacy Night

business connections. PBS News hour made SMHS a student reporting lab. In Journalism, students report on the community and the world-at-large. The College and Career Center also utilizes community resources and involves community members by providing guidance and mentorship in career planning for a successful post graduation transition. .	● Explore colleges, scholarships, job opportunities, internships, summer programs, and volunteering opportunities ● College representatives from all over the country visit the C&C Center ● Career pathway specific Internships: ex: Summer Architectural internship and student summer Hospitality Management Inservice and Certification Trainings at Skyline

E1.2. *Evaluate to what extent the school solicits and employs business and community resources to support and extend learning. Determine how effectively community members expertise and services, such as professional services, business partnerships, guest speakers, job fairs, field trips to local employers, and evaluation of student projects and classroom presentations, provide real world applications of the learning standards and schoolwide learning outcomes.*

Findings	Supporting Evidence
Professional Services/ Business Partnerships SMHS Career Technical Educators meets with CTE Advisory Council a couple times per year to inform instruction. CTE teachers make industry contacts to ensure teaching to industry standards. Industry contacts participate as guest speakers; provide informational interviews for students; host career field trips. Students in Biotech apply and attend summer internships and/or shadow career biotechnicians. SMHS was recruited to partner with PBS in their Student Reporting Labs. KQED donated a video camera for student reporting. SMHS Yearbook Students attended a field trip hosted by Balfour Publishing to meet with artists and yearbook advisors to practice professional design techniques. The Art Certificate program has requirements in which students must interview a visual arts professional. Also, all students are invited to participate in the City Arts HS recognition program, which is structured like a professional fine arts public exhibit experience, with evaluations by professional persons in the visual arts. Students in Computer Science work with TEALS volunteers.	● Biotech Summer Internships ● Balfour's Yearbook Cover Page activity
Professional Speakers and Job Fairs Wellness Program Outreach includes: Individual	● Wellness Updates, posted schedules

Counseling, Drop-In Hours, Support IEP/504 Accommodations, Weekly Kid Talk, Personal Introductions of Program and services in Health, CWS & Guided Studies Classes, Cyber Awareness, Healthy Relationships Presentations (to name a few), Bring Change 2 Mind Club, Leadership, Group Counseling (stress management, grief/loss, CALM group, etc), Mutual Respect Assembly. Career Center Resources provide students with information pertaining to college admissions, career opportunities, and, occasionally, politicians or board members will hold a forum. SMHS has a partnership with Jobs For Youth.	● Career Center's Professional Speakers Day ● College representative presentations ● Jackie Speier visit ● Culinary School speakers, etc. (Nancy Kane) ● Jobs for Youth provides training on resume writing and job acquisition. They also offer a monthly posting of job vacancies.
Mock Trial is a club that brings in lawyers and allows students to practice argumentation strategies	● Mock Trial meetings and competition
AVID classes host career and alumni speakers in their classes to discuss post-high school opportunities and experiences. Other courses also bring in guest speakers and professional community members to enhance learning.	● Holocaust Survivor Guest Speaker (Jewish Family & Children's Services), Winter, 2016 ● Will on Wheels theater performance on campus, Spring 2017 ● Green Team Guest Speaker: Gary White (Climate Change) ● Oregon Shakespeare Festival visit, performance, and workshop, Spring, 2018
Field Trips to Local Employers & Colleges AVID students visit California State, Universities, and Private Colleges, touring and anticipating a future 4-year advanced degree education College & Career Center also takes students to visit local community colleges and tour their vocational program offerings	● School Calendars/ Records ● Pictures of students on field trips

E2.1 *Determine the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning. Evaluate the effectiveness of the school's practices and procedures for all aspects of student safety including: effective operating procedures for internet safety, bullying, drug and alcohol abuse education and intervention, conflict intervention, use of derogatory or hateful language especially in the context of race or gender, disaster preparedness and other safety topics of local concern that may interfere with learning.*

Findings	Supporting Evidence
SMHS campus is clean, safe and orderly with a warm and welcoming vibe. The maintenance staff responds well to reported issues such as lights, locks, broken furniture, etc.	● Maintenance and operations team, a day crew and large night crew, with SPOE on the weekend ● Display boards, bulletin boards, murals,

	 ● Digital Maintenance Request Form
The campus practices Big Five Protocol implementing an array of safety drills and procedures. When safety situations arise, administration and faculty debriefs. This allows us to problem-solve and anticipate areas of concern.	● Evacuation, Fire, Shelter in Place, Lock Down, Drop Cover and Hold aka - Earthquake Drill (October) ● Power Outage Situation (2016) ● Secure Campus Instances (Spring, 2017 & Fall, 2017)
The Computers on campus are overseen by staff in all of the labs. All students must follow the "AUP" Acceptable Use Policy when using desktop and laptop computers.	● Acceptable Use Policy ● Digital Use Agreements
Bullying and harassment are not tolerated at SMHS. SMHS offers gender-neutral restrooms in some locations.	● Student Handbook ● SMUHSD Mutual Respect Policy ● Gender neutral restrooms
SMHS supports students by offering Drug and Alcohol Abuse education	● Health Class Curriculum ● SMHS uses the Brief Intervention Program (BIP) that consists of the district Wellness Coordinator checking in with students who are a tier 1 drug/alcohol concern.
Students have an array of resources to help them deal with conflicts, pejorative language, social emotional issues. A caring team of staff and teachers work collaboratively to given students needed support.	● MTSS referral form to Wellness Team, counseling office ● Dean and Restorative Justice practices ● Wellness Counseling Drop-in Hours

E2.2. *Evaluate to what extent the school has created and supported an atmosphere of caring, concern, and high expectations for students in an environment that honors individual differences. Determine how effectively school policies, programs and procedures support student learning by examining information such as: proportionality of discipline data, use of positive behavior strategies by staff, restorative justice practices, celebrations of students' heritage and ethnicity and other information or practices that support a caring, learning environment.*

Findings	Supporting Evidence
There are numerous ways that SMHS demonstrates its atmosphere of caring, concern, and high expectations. SMHS offers a welcoming environment to incoming students	● Freshman Orientation led by Ambassadors ● Decorated hallways embody the caring and inclusive community ● Freshman Welcome Assembly ● Administration visits to all freshman classes
SMHS aims for inclusion of underrepresented cultural groups and exposure to school culture and expectations	● Latino Parents Nights ● ELD Behavior Expectations Presentation ● ELAC meetings

SMHS celebrates achievements and growth with positive reinforcement.	● Integrity Wall of Fame: Board showing students in Student Services ● Perk Cards for GPA/ improvement ● Bearcat Awards to recognize achievement beyond academics
SMHS honors student diversity and provides exposure to other cultures. It encourages the involvement of all students in campus-life.	● Student clubs based on heritage/ culture ● International Week ● Ritmo Latino dances
SMHS implements Restorative Justice practices and asks students to reflect on decision-making.	● Circles, Saturday School
SMHS encourages students to build community and learn from one another	● Mutual Respect Assembly: students share personal stories to help others
SMHS gives students the tools to destress and focus on their academics	● Peace Week, Stress Busters, Dead Week
SMHS offers students emotional support. SMHS went from funding one Student Safety Advocate to five wellness counselors.	● Individual counseling ● Group Therapy ● After school parent/student workshops

E2.3. *Evaluate the degree to which there is evidence of an atmosphere of trust, respect, and professionalism. Examine the quality and consistency of communication and collaboration between and among the school's leadership, staff and stakeholders; this includes the degree to which stakeholders are involved in the review of the Single Plan for Student Achievement and District's Local Control Accountability Plan and to what extent they are included in decision-making.*

Findings	Supporting Evidence
SMHS has an atmosphere of trust: ● Attention is paid to people's personal lives and important events ● Planned gatherings every semester for Staffulty members to bond ● Teachers are required to participate in a number of co-curricular events with community members ● Several award ceremonies to recognize staff, students, administrators, etc.	● Special recognitions at meetings and gatherings ● Beginning of the year social gathering ● End of the year celebration / gathering ● Breakfast/Luncheon ● "Staffulty" Appreciation Weeks ● Bearcat Awards ● Jefferson Awards ● Golden Apple Awards ● Wellness Program ● Pause for Praise recognition via SLT
SMHS has an atmosphere of respect: ● Classroom curriculum that fosters self-respect, peer respect, etc. ● Reflected in school's Student Learning Outcomes ● Student handbook ● Discipline Matrix that promotes respect ● Mentioning norms at every meeting	● Mutual Respect Assembly ● Diversity of student clubs ● Spirit Week ● Peace Week ● Health Week ● International Week ● International Food Faire ● Norms at meetings ● Gender neutral restrooms

SMHS has an atmosphere of professionalism: ● Administrators are visible during important events, passing periods, etc. ● Teachers are required to sign-in every morning ● Teachers are required to attend professional development workshops, especially new teachers ● Teachers are supported with Instructional Coaches and an interactive evaluation processes	● Mandated trainings ● Site-based Professional Development ● District wide PD ● Evaluation cycles ● Some enforcement of punctuality ● Peer Observation Weeks
San Mateo is strong with its communication: There is regular communication via email from administrators, counselors, etc, ● Faculty senate meets with administrators shares agenda and minutes in a timely manner. ● Stakeholders are involved in decision making through SLT, Site Council, and the Self-Study process.	● Admin global list emails ● Faculty senate agenda/minutes ● District Newsletter ● Daily Bulletin ● Attendance Office mail ● Graduation packets/requirements mailed home ● Pony mail (interdistrict mail distribution) ● Latino Parent Coordinator ● San Mateo Gmail account ● Schoolloop ● Progress Reports ● PA system ● Calendar Wiz ● Senior Failure Notices

E3.1. *Evaluate the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health, and career, academic and personal counseling, including an individualized learning plan.*

Findings	Supporting Evidence
San Mateo offers support to students in so many ways. The MTSS document outlines the support services available. In terms of academic support services, tutorial is built into the school schedule as a time when students can utilize a pass system to visit teachers of their choice. Some tutorials have peer tutors who get volunteer hours for working with students. After school, the Homeworks Center is available twice a week where students can get help from teachers and other students. Students get academic support and write 4-year plans with their Guidance Counselors. The College and Career Center offers students additional support through individual appointments and programmatic offerings.	● MTSS ● Bell Schedule ● Tutorial Passes ● Homework Center ● Peer Tutoring Program ● Intervention Night ● 4-year plans ● Instructional Aide Schedules ● Family Engagement Coordinator support

In terms of Personal Support, students may reach out to Wellness Counselors or Guidance Counselors. Teachers may submit one general referral to simplify the process of reporting a concern.	● MTSS Digital Referral ● Wellness Counselor Schedules ● Counseling Drop-in Hours ● Group Therapy options ● Kid-Talk ● Wellness workshops & Presentations
Depending on student IEPs, additional supports such as one-to-one services are provided.	● Speech & Language Therapists/ Case Managers

E3.2 *Evaluate the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum. This includes strategies such as personalized learning, the use of small learning communities and the implementation of alternative learning options.*

Findings	Supporting Evidence
SMHS offers personalized approaches to Learning through certain student-centered courses: Guided Studies, AVID, Directed Studies. SMHS offers alternative instructional options such as: Co-taught classes, EL Content-Courses, Biotech Internships for class credit, adult school options, alternative high school options, CTE courses. SMHS has many different small-learning communities.	● List of classes offered at San Mateo ● Description of the role of tutorial ● Homework Center Hours ● Examples of Lesson Plans and teacher created materials ● Club list ● Athletic Teams ● Leadership class

E3.3. *Evaluate the extent to which student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided. Examine how the school monitors the effectiveness and appropriateness of intervention for each student within and outside the classroom. Evaluate the processes that are used to identify underperforming or struggling students and the interventions to address these identified student learning needs. Comment on how interventions support and coordinate with regular classroom learning for all students, including those with special needs receiving services from ELL, GATE, Title I and special education.*

Findings	Supporting Evidence
SMHS strives to accurately identify learning needs in a timely manner so that the school can provide the most appropriate support to students. All students, teachers, and counselors have access to student grades and attendance on schoolloop. Staff members can create a School Study Team (SST) that consists of a general education teacher, counselor, school psychologist, parents and administrator where the student progress (or lack of progress) is analyzed and	● Schoolloop profile ● Universal Screener ● Aeries records ● SST notes ● 504 plans/ IEPs ● "Kidtalk" notes ● Communications between family coordinator and parents ● Phone logs between dean and parents ● Dates of home visits

evaluated. The team gathers feedback/data from teachers and other staff member and makes recommendations (guided studies, testing, schedule changes, counseling etc) in accordance with the students specific needs. A follow up meeting is held approximately 6 months later to evaluate progress and make further recommendations. SMHS has a digital disciplinary referral form where faculty can refer students for behavior issues. There is a digital, internal referral form to wellness where teachers can refer students to wellness counselors

When services are in place, special education teachers communicate with regular education teachers about mandated services. Counselors and the dean are also in regular communication with the staff. All teachers have access to students IEPs and 504 plans. SMHS administrators and counselors hold regular "kidtalk" where specific needs to specific students are noted, discussed, and analyzed. SMHS special education department holds "kidtalk" during department/LT time to identify problems and propose solutions regarding specific student needs. Dean of students tracks and monitors student attendance patterns and holds meetings and conducts home visits.

Supports and personal learning plans are regularly communicated with families. As needed, the Family Engagement Coordinator organizes and facilitates communication between parents and the school community. SMHS hosts an intervention night for 9th and 10th graders. Additional communication is sent home to parents regarding failing grades in 9th and 10th grade. Guided studies has a counseling component and works with PCRC

- Referral forms (MTSS and discipline)
- Restorative justice program and refined after school detention program designed to encourage student reflections with "Think Sheets"
- Wellness providers document meeting and interventions with students and share findings with teachers

E3.4. *Evaluate the school's effectiveness in a) regularly examining for disproportionality in the demographic distribution of students throughout the class offerings (e.g., master class schedule and class enrollments) and b) providing additional and available support to provide equitable access to challenging, rigorous courses for all students (i.e., extra class time, tutoring, or types of alternative schedules available for repeat or accelerated classes, summer classes, class periods beyond the traditional school day).*

Findings	Supporting Evidence
The administration and faculty often make efforts to diversify the student population of honors and AP classes. This is the focus of this year's social justice learning team. A few years ago, SMHS worked with Equal Opportunity Schools to try to diversify AP classes. To encourage enrollment in AP courses, SMHS hosts AP panels at Open House and other school events. The AVID program encourages students from underrepresented backgrounds to take advanced classes. The AP Spanish program has recently expanded, and the population of those classes is more representative of the school's population than some other AP classes.	● Social Justice & Equity LT minutes ● AP panels ● AVID enrollment ● Increased sections and enrollment in AP Spanish
The school has made an effort to give ELD and RFEP students more access to challenging content area classes. SMHS has recently expanded access to content classes for ELD students. Many classes have peer tutors or Instructional aides.	● Master Schedule ● Conversations with EL students and teachers ● Instructional Aide schedules
There are many support classes built into the schedule and many opportunities for students to get help within and beyond the school day.	● Strategic English Support I & II ● Co-taught English at every level ● Directed Studies for students with IEPs ● (many more co-taught classes) ● Summer bridge for Algebra, English, & AVID ● Guided studies 9th & 10th grades ○ Also can help students tackle softer skills like mental health management. ● Tutorial ● Homework center after school ● Students can check out laptops, as they would a library book. ● Family Literacy Night
The school has made an attempt to engage parents of struggling students to help those students achieve greater success in school. SMHS has a parent engagement coordinator who has reached out particularly to Latino parents. She has organized several events & programs	● Parent Project--parent engagement academy ● Facilitates parent communication ● Conference for parents of students who speak a language other than English ● Latino parents' group

E3.5. *Evaluate the availability to and involvement of students in curricular and co-curricular activities. Determine the effectiveness of the extent to which co-curricular activities link to the academic standards and schoolwide learner outcomes. Examine the process that the school utilizes to evaluate the level of involvement for all students in a variety of activities.*

Findings	Supporting Evidence
Students at SMHS are involved in major co-curricular activities that take place outside of the school day. Clubs and co-curricular activities are advertised through student bulletin that is posted online and read every day in class. Financial aid is available through various resources so that students are not excluded from activities or field trips based on financial need (ex. Foundation help students receive computers and supplies, Booster groups provide uniforms and equipment for sports and arts events, Prom support for both attendance and formalwear, fundraising for field trips)	● Athletics (involvement statistics in profile) ● Performing Arts (involvement statistics in profile) ● Color Guard ● Clubs like JSA, Interact, Mock Trial, Quiz Kids, Improv, Dance Team
There are also many co-curricular events offered at SMHS. Many of these stem from established curriculum and tradition, and many are student-run through classes like Leadership and Renaissance. Multiple field trips are offered through subject areas and clubs.	● Rallies, dances, assemblies, international week, food fairs, health week, peace week, spirit week… ● Sojourn to the Past, APES trip to Oregon to view eclipse, Dance field trip to NYC every other year and field trips to see plays, several annual Music field trips, Algebra field trip to a Giants Game during their Statistics unit
There are many co-curricular clubs that are all sponsored by credentialed teachers and that meet during the school day; some receive stipends that allow them to be compensated for instruction outside of class time. The Club list is extensive, student-centered, and dynamic; there is a clear process whereby students can start a new club. Often clubs and CC activities develop out of course instruction. Clubs are advertised (and students are recruited) at the three annual Club Fairs held at the start of the school year. Posters are plentiful to advertise opportunities throughout the school; student speakers come to tutorial to promote clubs and activities	● Club lists ● Club charter paperwork/ accounts ● PBS Student Reporting Lab, Recycling Club, Recycling Club = "Green Team" Pic-trips Club, Improv Team
SMHS encourages co-curricular activities by maintaining its quality facilities and by celebrating student involvement. Rebuilt school facilities have created centers for co-curricular student activities. All co-curricular activities are celebrated in prose and pictorially in the annual yearbook and in monthly newspapers. There are co-curricular	● Art Gallery ● Roof of Biotech Building, ● School walls have installed student murals ● Chalk Festival in quad ● Day of the Dead exhibit in main hall of school

activities and clubs focused around cultural heritage encourage students to celebrate each other's background (Raza Unida, Poly Club)	● Hispanic Heritage Month art projects, in the library (September)

Summary (including comments about the critical learner needs)

SMHS is proud of its climate and culture. SMHS strives to honor and celebrate all student backgrounds through its activities, clubs, and programs.

The programs in place to support student wellness at SMHS are very strong and have grown to address the growing needs. SMHS offers students both academic and emotional support.

Although student involvement in co-curricular activities is a strength at SMHS, the school needs to do a better job at identifying students who are not participating in school activities. SMHS might target outreach to EL, LTEL, RFEP, SPED, etc. student populations. SMHS could also use club advisors, upperclass students, potentially student ambassadors to increase awareness of clubs.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Strength

- SMHS has a variety of programs, positions, bodies and supports for the wide diversity of students who are served. The evidence here is well documented. Funding is present and systems are supported and maintained.
- SMHS school culture invites all students--from the moment they step on the poster-filled campus--to become involved in school clubs, sports, and organizations, identifying and developing passions for co-curricular interests and relevant towards their future goals.
- SMHS offers a vast array of co-curricular activities for students that are tailored to their interests and/or future goals.

Category E: School Culture and Support for Student Personal and Academic Growth: Areas of Growth

- SMHS could *better* support the academic growth of students who are ELs or who are not traditionally in AP classes.
- SMHS needs more options for CTE/Vocational Career Pathways. Not all SMHS graduates will attend 4-year colleges after high school
- SMHS should create a formalized process to track individual student participation in activities outside of class in an effort to measure student connectivity and adjust accordingly.

Chapter IV: Summary from Analysis of Identified Critical Student Learning Needs

At the culmination of a lengthy, collaborative self-study in which SMHS stakeholders revised the Vision/ Mission/ Schoolwide Learner Outcomes, collaboratively wrote the School Progress Report, reviewed and discussed the School Profile, the SMUHSD LCAP, various data, and responded to prompts regarding current school organization, climate, and practices, SMHS identified and prioritized the following three Critical Learning Needs.

Critical Learning Need 1: Provide the differentiated support needed for diverse English Learners (all levels- N, K, L, M, RFEP, LTEL) to access and complete courses in content areas.

San Mateo High School has a significant population of language learners at various levels of acquisition. At the beginning of 2017 of its 1,670 students enrolled, SMHS had 124 students (~7% of total students) enrolled in ELD (N, K, L), 174 (~10% of total students) English Learners enrolled in mainstream classes (M), and 516 (~31% of total students) Reclassified Proficient English Learners (RFEP). Additionally, SMHS has numerous long-term English Learners (LTEL). The percentage of students at the "Beginning" level of language acquisition at SMHS has grown in the past few years. Data indicates that the advancement of English Learners at all levels at SMHS students should be an area of focus for San Mateo High School.

The percentage of English Learners "on track" for graduation (defined as sophomores who have earned a 2.0+ GPA and 110+ credits by the end of tenth grade) has declined over the past few years at SMHS according to district provided data.   22 of the 32 non-graduates at SMHS in May of 2017 were English Learners. SMHS recognizes that many of these students enter high school credit deficient and that this limits the graduation possibilities, but it is worth noting as a data point nonetheless. Performance indicators such as the D/F rate of ELs in English 1 and Algebra in the Spring of 2017 also inform this Critical Learning Need.

Dataquest indicates that English Learners at SMHS represented 33% of the students who were chronically absent in 2016-2017. Also, 25% of the students suspended at SMHS in 2016-2017 were ELs. In addition to this objective data, student and teacher experiences also indicate the continued need for supporting English Learners (and all students') emotional wellness so that they are in a mental state that is more conducive to learning.

The ELD program has changed significantly in SMUHSD to allow more access for English Learners to the A-G requirements. As such, it is important to examine the supports in place to make sure they meet the needs of the current models.

Critical Learning Need 2: Increase the achievement of all students by emphasizing academic literacy and numeracy skills in all content areas.

SMHS recognizes that literacy, including numeracy, instruction should be a part of all content-areas in an effort to graduate students ready for college and other post-secondary life options. SMHS stakeholders theorized during Focus Group and Leadership Team discussion

that a focus on literacy instruction would benefit all students while simultaneously targeting a reduction in the achievement gap. UNESCO (United Nations Educational, Scientific and Cultural Organization) defines literacy as the "ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts." SMHS has decided to be explicit that this includes the ability to compute and work with numbers by specifically naming numeracy in this CLN.

Data reviewed also pointed in the direction of this CLN. Student CAASPP scores at SMHS declined in both English and Math in the 2017 school year. According to the data from csudata.calstate.edu, over the past three years, 79% of of San Mateo High School CSU-bound students were college-ready in English and math. The Scholastic Reading Inventory data also indicates that almost half of SMHS 9th/10th students read below grade level.

Critical Learning Need 3: Cultivate student identities by strengthening their connections within the school community.

The educational research on student connectivity and its positive impact on student mental health and achievement is abundant. Additionally, there has been a societal increase in student anxiety and depression which is reflected in recent SMHS stakeholders' experiences.

SMHS has numerous programs in place that promote student connectivity and allow students to form their identities both within and beyond the classroom, but stakeholders identified the need to evaluate school programs, improve school programs, investigate new opportunities for students to become connected to the school environment and promote involvement of all students in school programs, especially those that are underrepresented. The CAHKS administered to staff in fall 2017 indicates the continued need for students to also make connections between school and the working world. 22% of the 127 staff surveyed disagreed that SMHS "provides students with information or experiences to learn about careers." The Action Plan for CLN 3 should emphasize this need in one of its objectives or steps.

Some of the site data that was discussed in the prioritization of this CLN included rates of chronic absenteeism, the 2015 California Healthy Kids Survey components regarding feelings of sadness and reasoning for absence, informal interviews with students, teachers, counselors, and wellness counselors.

Chapter V: Schoolwide Action Plan

Critical Learning Need/ Action Plan Goal #1	Provide the differentiated support needed for diverse English Learners (all levels: N, K, L, M, LTEL) to access and complete courses in content areas.

Objective 1: Identify English Learner student needs (emotional and academic) at the various levels of language acquisition			
Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**
Coordinate the dissemination of ELD student intake information to teachers	Ongoing starting 18-19, within the first week of students' arrivals	District, Manager of EL, EL Counselor, EL Specialist	Teacher feedback
Discuss new EL students to SMHS at ELD kid talk and identify any existing needs	Within 1st months of students' arrivals	ELD Student Intervention Team (ELD teacher, ELD counselor, EL specialist)	"Kid Talk" Agendas
Improve staff ability to access and utilize student information systems	Ongoing	Teachers, administration, PD TOSA	Teacher feedback
Provide time for staff to review student data specific to their caseloads (including data available through AERIES & ELLevation) to identify EL students and areas of focus/ needs	Annually/ each semester Starting fall 2018; then, ongoing	Administration, TOSA team, SLT	Meeting agendas; embedded time calendar
Objective 2: Evaluate English Learner supports already in place to see if they are meeting student needs			
Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**

Review data annually at SLT to monitor student progress:
  *grade data
  *discipline data
  *EL proficiency advancement data
  *graduation status data
  *reclassification data
	Annually; ongoing starting Spring 2018	Admin, PD, SLT	SLT minutes

Shadow focal groups of students who represent a range of ELs and interview/ gather data over the course of a year to get a sense of what the students feel they need/ are struggling at different points in the year. Look at the data and further develop supports from there.	2019-2020	Teacher leaders (committee)	Committee meeting minutes (analysis, conclusions, recommendations)

Objective 3: Continue to develop instructional practices to address English Learners' specific needs.			
Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**
In addition to the PD described in the Actions for CLN#2, provide PD on ELD standards	Ongoing	Admin, PD TOSA, district	PD slideshow; meeting agendas
Continue to develop and utilize scaffolds (Constructing Meaning strategies) around writing that include vocabulary and sentence frames	Ongoing	Teachers	Student work
Continue to develop and utilize scaffolds around math that include graphic organizers (with sentence frames, academic vocabulary, strategies for parsing and chunking word problems, etc.)	Ongoing	Teachers	Student work
Support the staff (as requested) with curriculum development and lesson planning during release periods based on site PD plan and Action Plan initiatives	2018-2021	PD TOSA, Instructional Coaches	Meeting logs; Teacher-developed curriculum

Objective 4: Strategically implement supports for English Learners.			

Actions to be taken to reach this goal:	Timeline:	Position(s) responsible:	Progress Evaluation Metrics:
Invest in a bilingual ELD Counselor	As soon as possible	Administration, district	Job posting
Use the data gathered from actions under Objectives 1 and 2 to determine the need for additional supports	2020-2021	SLT, administration	Meeting minutes (analysis, conclusions, recommendations)
Determine core values as to where EL instructional Aides are placed	Fall 2018	Interested teacher input, ELD department	Produced document
Utilize EL Instructional Aides more strategically to help in classes that are high need where there may be a project, etc.	Spring 2019; ongoing	Administration, ELD Dept. Chair, EL Specialist	EL IA schedules

Critical Learning Need/ Action Plan Goal #2	Increase the achievement of all students by emphasizing academic literacy and numeracy skills in all content areas.

Objective 1: Provide ongoing PD on teaching literacy, including numeracy, skills in content areas.

Actions to be taken to reach this goal:	Timeline:	Position(s) responsible:	Progress Evaluation Metrics:
Use inquiry/ research to inform PD including reviewing other successful programs within the school district as well as statewide that address literacy and numeracy	Ongoing	District PD Coordinator, Site PD TOSA, Administration, teacher input	Site visits, SLT minutes, PD Council minutes
Develop a long-term (3-year) PD Plan	Plan- Spring and Summer 2018; Approve- Fall 2018	PD Tosa, Admin, SLT with teacher input	SLT minutes; produced document

	Implement-2018-2021		
Implement PD that emphasizes language and literacy including numeracy (CM, SIOP, etc.) using culturally responsive pedagogy	Ongoing	Admin, PD TOSA, district, experienced teachers	Agendas; PD resources; staff evaluations

Objective 2: Develop literacy and numeracy curricula and terminology across content areas.

Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**
Identify common terminology by department (using new content frameworks, Constructing Meaning, Tiered Vocabulary lists, etc.) and share with colleagues to promote awareness and potential emphasis	Identify-2018-2019 Implement-2019-2020	Teachers (school-wide team), SLT, PD TOSA	Vocabulary documents
Determine and utilize common departmental strategies (using new content frameworks, Constructing Meaning, etc.)	Determine-2019-2020 Implement-2020-2021	Teachers, department chairs	Shared resource folders; Learning Team products/ minutes; Canvas planning courses
Monitor and assess effectiveness and continuity of teacher use of common literacy/ numeracy language and or strategies	2021-2022	SLT, department chairs	CAASPP scores; SRI scores (annual review)

Objective 3: Develop assessment practices to evaluate instruction and student progress.

Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**
Grow and sustain Standards Based Grading practices	Ongoing	Teachers	Gradebooks; grade data;

			proficiency scales
Implement authentic assessments that demonstrate depth of knowledge more regularly	Assessment PD: 2019-2020 Assessment development & Implementation 2020-2021	PD TOSA, District PD Coordinator, teacher-leaders Teachers	PD agendas and materials Student work; proficiency-based assessments

Critical Learning Need/ Action Plan Goal #3	Cultivate student identities by strengthening their connections within the school community.

Objective 1: Assess and improve the school structures, activities, and programs that provide opportunities for students to develop their identities.

Actions to be taken to reach this goal:	Timeline:	Position(s) responsible:	Progress Evaluation Metrics:
Utilize a tool to gather student input (available in multiple languages) in order to assess school structures, activities, and programs.	Develop tool/ survey 2018-2019 Implement survey 2019-2020 Review data	SLT (input); TOSA Team; Activities Director; district translation services teachers SLT/ full faculty	survey; data; SLT minutes
Expand volunteer opportunities for students to use their bilingual skills.	Spring, 2018-Spring, 2020	Career Coordinator; WL Dept.	List of current volunteer opportunities/ List of additional opportunities (19-20)
Conduct classroom presentations with 9th & 10th graders at the beginning of the school year to introduce staff and inform students of the services provided by the C & CC	Ongoing	College, Career & Financial Aid Advisor, Wellness	Classroom Visit schedules

Conduct classroom presentations in various classes as well as a grade-level presentation to 9th and 10th grade students	Ongoing	Counselors	Classroom visit schedule; presentations/ materials
Continue to utilize programs that teach self-awareness and healthy lifestyle choices (e.g Substance Abuse Program and Wellness Groups)	Ongoing	Counseling; Wellness Counselors	Attendance numbers of SMHS students; AERIES Interventions data; student/ parent feedback
Further develop career and internship opportunities that connect to CTE pathways	Ongoing	C&CC, Counseling, CTE teachers	CTE coordinator spreadsheet; AERIES

Objective 2: Strategically communicate opportunities to underrepresented students to make connections and actively encourage participation.

Actions to be taken to reach this goal:	Timeline:	Position(s) responsible:	Progress Evaluation Metrics:
Improve school-wide announcements and other communications to ensure that they are delivered clearly in multiple languages	Discuss- Spring 2018; Implement- 2018-2019; ongoing thereafter	Assistant Principal & student leadership, teachers	New bulletin format; Canvas communications
Fully implement translation services at rallies/ assemblies. (Strategically seat non-English speaking students together to ensure that translation headsets are discreet but utilized.)	Implement 2018-2019 Revisit practice Spring 2019	Admin, Family Engagement Coordinator, DO	Admin/ teacher procedural communications; student feedback
Create a "Month at a Glance" bulletin with upcoming big events - "Que Pasa?" in English and Spanish (TBD- video or on paper)	2018-2019 Revisit practice Spring 2019	Leadership: ELD Delegates	New communication product examples
Share the Scholarship, Volunteer Opportunities, and Internships Lists (also translated) with teachers strategically so that they can raise student awareness.	Starting Fall 2019, then ongoing	C&CC, FEC, outside translation services	Email communications

Plan a way to motivate & incentivize student attendance at club fairs and other school events for underclassmen. Pilot the new strategy.	Plan- 18-19 Pilot- Fall, 2019	SLT, RLT, Leadership	Strategy document; Pilot feedback

Objective 3: Expand opportunities on campus for students to make authentic connections.			
Actions to be taken to reach this goal:	**Timeline:**	**Position(s) responsible:**	**Progress Evaluation Metrics:**
Bring in career and guest speakers that reflect the student population and who can speak in English and Spanish	Ongoing	CTE, C&CC, AVID, SNS Department	Guest Speaker lists
Increase CSM course offerings at SMHS that best serve the needs of students	Ongoing	AP Instruction, counseling, College of San Mateo (CSM)	AERIES & student records
Create a peer to peer support structure for 9th grade students	Investigate 18-19 Plan 19-20 Implement 20-21 Review 21-22	Teacher and student leaders (committee)	Program planning documents; student feedback